



**District or Charter School Name**

Perry Township Schools

**Section One:** Delivery of Learning

---

**1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.**

Students in grades 3-12 have access to a school issued Chromebook for continuous learning. Teachers will utilize Canvas or additional learning platforms to provide resources and instruction, as well as to communicate and provide feedback to students. Students in grades K-6 were also provided Reading and Math curriculum materials to be used during this time. Our EL and Special Education teachers will communicate with students on a consistent basis via phone, email, Parent Square or other on-line platform. Our EL teachers will provide additional resources to support mastery of new material. In addition, our EL and Special Education teachers are collaborating with the gen ed teachers to ensure that student work is differentiated to meet the needs of our students.

**2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.**

Our district has utilized Parent Square and Student Square as our primary means of communication with our families and students. In addition, we post updated information on our district and school's websites. This communication is provided in English, Spanish, Chin, Burmese, Arabic, and Swahili. Our district communicates on a continual basis with building principals and supervisors and they communicate with their staff. This is done primarily via email and Google Meet. Our students in grades 1-12 have a student school email address.

**3. Describe student access to academic instruction, resources, and supports during continuous learning.**

---

Our students have physical resources distributed to them in grades K-8, including reading texts, and Math consumable workbooks, along with other instructional materials needed to provide new learning. In addition, our teachers are providing on-line resources, such as taped lessons, live lessons through a closed Facebook/Google Meet/Zoom lessons to support the new learning. In addition, each teacher is available for support via email during designated time slots. Students are provided with additional supports as Tutor/Translators are also working remotely to supplement lesson delivery and feedback.

**4. What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.**

Chromebooks, Canvas, Zoom, Google Products (including Classroom, Meets, Hangouts, email, etc.), Curriculum resource materials (Reading and Math), Online resources from our textbook companies, Parent Square, Student Square, MyOn, IXL, Waterford, Catapult eValueate, BrainPop, BrainPop ELL, BrainPop Jr., Quaver Music, Screencastify, FlipGrid

**5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.**

Our goal is for our teachers to connect with their students/families three times per week. This may be in the form of email communication, Google Meet/Zoom lesson, use of Google Classroom, Canvas, etc.. Teachers are keeping a log of interactions/communications. Any student that has not participated/communicated by the end of the week, will be reported to the building principal for follow up support. This may be done via our Tutor/Translators, Instructional assistants, social workers, school administrators, school counselors, Resource Officers, etc.

**6. Describe your method for providing timely and meaningful academic feedback to students.**

The different platforms allow for many different opportunities to provide meaningful academic feedback to our students. Many Teachers provide a taped lesson and then follow up with 'office hours' in which they communicate with students via email. Others may provide a Google Meet or Zoom real-time lesson in which their students can interact at that time. Other platforms have a built in structure in which students turn in their work on-line and the teachers provide feedback as they review the student work.

## **Section Two: Achievement and Attendance**

---

### **7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

All students in grades 7-12 who are enrolled in a high school course have access to a school issued Chromebook for continuous learning. Teachers will utilize Canvas or additional learning platforms to provide resources and instruction, as well as to communicate and provide feedback to students. Students in grades 7-12 who were enrolled in high school credit courses on March 19, 2020 are eligible to earn high school credit if the student was passing the course on March 19, 2020 and is engaged in the continuous learning provided by the classroom teacher. Students who were failing a course as of March 19, 2020, will have the opportunity to earn a passing grade and earn credit through their participation and performance during continuous learning. Students in the graduating class of 2020, who were enrolled and passing a high school or dual credit course on March 19, 2020 will earn that credit toward graduation.

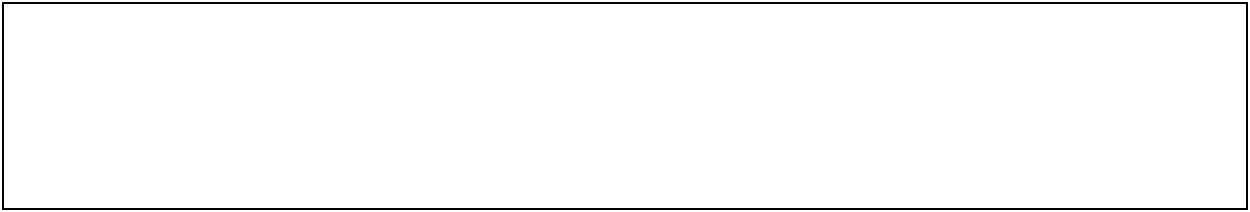
### **8. Describe your attendance policy for continuous learning.**

Students are expected to participate in the learning activities provided by teachers. We are not reporting absences to the Department of Child Services at this time. However, the teachers are keeping a log of participation.

### **9. Describe your long-term goals to address skill gaps for the remainder of the school year.**

We will be collecting data on student mastery of skills based on end of year grade level expectations. We will administer eValuate Formative assessment in grades 3-10 near the end of April and near the end of May. This will provide a snapshot of where each of our students are performing. This data will support school goals and teacher planning to address skill gaps.

Our long-term goal is to continue to monitor our students' mastery of skills and use this information to inform instruction.



## Section Three: Staff Development

---

### 10. Describe your professional development plan for continuous learning.

Technology Staff members and teachers offer virtual sessions for teachers to build proficiency with the remote learning tools including:

Using Canvas for online assignments and quizzes

Screen recordings with Screencastify

Google Meet

ParentSquare

Student Square

Flip/Grid

Virtual Class Meetings

Building Master Teachers are also supporting classroom teachers in planning for new modalities for delivering instruction, including planning for differentiation, feedback, and communication. This includes individual coaching sessions when needed.

**Once you have completed this document, please complete this [Jotform](#) to share some additional data points and submit your Continuous Learning Plan link. Submission is required by April 17.**