



District or Charter School Name

Mays Community Academy
Northern Rush County Schools

Section One: Delivery of Learning

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

All students are given a paper/pencil packet focusing on English/ language arts, reading and math bi-weekly. All students were also sent home with a Chromebook. Kindergarten and first grade teachers are utilizing SeeSaw to deliver video instruction, lessons, worksheets, activities, and educational websites while second through eighth grade teachers are utilizing Google Classroom. Teachers are also using Zoom, Google Duo, and Google Hangout to meet with their students individually and in groups to provide instruction and social-emotional support. All staff are provided a cell phone with which they are able to contact students and families via phone calls, text messaging, and email. Staff are also utilizing social media to reach out to their students. They are posting instructional videos on Facebook, Facetime, and private messaging students and families. All students have access to every staff member so that they may reach out to the staff member they feel most secure working with. All staff members' cell phone numbers and email addresses are located on our website for easy access. In addition to the above listed, special education teachers are also setting up individualized and small group lessons and activities in Google Classroom to meet students' individual needs and goals. Special education teachers are also creating individualized pencil/paper packets to address individual students' goals. Speech, occupational therapy, and visually impaired services are also provided via pencil/paper packets, Zoom meetings, and Google Classroom. Special education teachers are also conducting case conferences, annual case reviews, and initial conferences via phone conferences and Zoom. All parent and student contacts are being documented and kept in Google Drive in a Continuous Learning folder for easy access by all.

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

Staff: Administration is communicating with staff via daily emails to share information that is occurring. Weekly teacher meetings are being held via Zoom. Individual teacher meetings and professional learning committee meetings are being held via Zoom. Alerts, emails, phone calls, and text messages are also being used to communicate with staff members.

Students & Families: District alerts are sent to families to share information of which the entire district needs to be aware. Teachers are also sending out classroom alerts to share information. Teachers, administration, and instructional assistants are utilizing SeeSaw, Google Classroom, Zoom, Google Duo, Google Hangout, individual phone calls, individual text messaging, individual and group emails, and social media to reaffirm that all information is being received. Finally, a cover letter is attached to all pencil/paper packets letting families know expectations for each assignment before they are sent home.

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

Families are coming to the school bi-weekly to pick-up and drop off paper/pencil packets. Other arrangements are made for those families that are unable to come to school and drop off and pick up packets. Packets are also emailed to families that request this information. Teachers are sending home all supplies that may be needed to complete lessons and activities, such as, but not limited to, scissors, crayons, glue, and pencils. Office hours are established by all teachers indicating when students and families can reach out for assistance. Students may reach out to any staff member for assistance that they feel comfortable contacting. Staff contact information is available on our website. ALL students were sent home with a Chromebook so that they can access educational websites, Zoom, SeeSaw, Google Classroom, Google Duo, Google Hangout, and other academic resources that teachers may send out electronically. Along with the above, administration, teachers, and instructional assistants are also utilizing alerts, phone conversations, text messaging, emails, and social media to provide instruction, resources, and support learning on a daily basis. Specials (art, music, Spanish, P.E.) teachers are sending videos,

video links, and activities as well.

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

Staff: Our school district has provided a cell phone with hot spot access to all staff members in order to ensure that they can receive emails, contact families via phone calls, text messaging, and access to social media. Teachers are also provided with a laptop. All materials that staff may need to provide instruction are purchased or reimbursed so that students, families, and teachers have all that they need

Students and families: Chromebooks were sent home with ALL students. Paper/pencil packets are picked-up and dropped off by families, or delivered via email or staff members. All supplies that are required to complete lessons or activities are sent home with families.

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

Administration is sending out districtwide alerts. Teachers and instructional assistants then follow up with an individualized phone call to make sure the information was received. Teachers, with the help of instructional assistants, are required to make two phone calls to each student and their families a week. Teachers and instructional assistants are sending out educational websites, resources, and activities via SeaSaw, Google Classroom, Zoom, Google Duo, and Google Handout. Teachers and instructional assistants are responding to phone calls, text messaging, emails, and personal messages. Families are picking up and dropping off packets bi-weekly. Other arrangements are made for those families that are not able to come to school and pick-up and drop off packets. Each teacher and instructional assistant are required to maintain a documentation log documenting all contacts and attempted contacts with families and students.

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

Teachers are providing academic feedback to students and families via phone calls, text messaging, emails, PowerSchool, Google Classroom, and Facebook Messenger. Teachers and instructional assistants are responding to students and families on a daily basis.

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.

Not applicable

8. Describe your attendance policy for continuous learning.

Students are given credit towards attendance for the week when they turn in the packet or assignments.

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

We plan to have professional learning committee meetings via Zoom to address individual needs of students. We will send review activities to individual students to address learning gaps. We will do pre-assessments at the beginning of the school year to establish student gaps and where they are functioning. For students with academic disabilities, teachers are working together to create activities that will continue to help with their identified gaps. Teachers are also utilizing online websites that gear lessons to individual student's needs.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We will continue to hold professional learning committee meetings via Zoom. We will additionally have staff meetings weekly via Zoom. Teachers are currently working on Smekens professional development via Zoom meetings with a Smekens instructor. Online professional development opportunities are also available through the East Central Educational Service Center. Webinars are available through the IDOE that teachers are participating in. Many educational companies are also sending out free professional development opportunities via the internet in which teachers are able to participate.

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.