



**District or Charter School Name**

Elwood Community  
School Corporation  
#5280

**Section One: Delivery of Learning**

---

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

Students at Elwood Community School Corporation will receive remote instruction during the COVID-19 pandemic via a hybrid model of instruction. Students at Elwood Elementary School (K-2) and Elwood Intermediate School (3-6) will be receiving instruction through learning packets. Learning packets include a daily activity for Reading, Math, Science/Social Studies, and Social Emotional Learning. Teachers in grades K-6 will also provide parents with online learning opportunities should they have access to a device and the internet. Students at Elwood Junior Senior High School will be receiving instruction virtually through digital learning via Google Classroom. Students who do not have access to the internet have been and will continue to be provided with learning packets for each of their classes. Six waiver days will be used for teachers to prep for extended learning and eLearning..

Our students who are eligible for Special Education services are receiving instruction remotely through differentiated learning packets (K-6). Special education staff are contacting parents and students on their caseload to check-in and monitor progress. We are in the process of reconvening conferences to put remote learning language into all IEP's. We are continuing to hold Annual Case Conferences and Initial Case Conferences virtually through Zoom and Google Meet or by holding a phone conference.

OT/PT staff have provided students with ideas for fine motor and gross motor activities. They have suggested videos for students to watch and have included a list of exercises students can do at home that align with their IEP goals. Students that receive speech services have been provided with a list of ways parents can help their child(ren) generalize skills to settings beyond the school setting.

Students receiving ELL services have been provided differentiated materials in their learning packets that align with the students ILP.

Students and parents with 504's have been contacted by the school counselors to see if there is anyone that needs more than we are providing through differentiated learning packets (K-6) and digital learning (7-12).

Teachers are emailing, calling, having Zoom and Google Meets, and utilizing social media to stay connected with their students and answering questions. All teachers are required to be available for students and parents from 9:00am-11:00am and 1:00pm-2:00pm daily.

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

All students and families have been communicated via email using School Messenger regarding our expectations during continuous learning implementation. We have also emailed all staff regarding expectations during this time in addition to Google Meets with teachers. The superintendent is planning to meet virtually with every grade level/department following our spring break to check-in.

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

Students at Elwood Community School Corporation will receive remote instruction during the COVID-19 pandemic via a hybrid model of instruction. Students at Elwood Elementary School (K-2) and Elwood Intermediate School (3-6) will be receiving instruction through learning packets. Learning packets include a daily activity for Reading, Math, Science/Social Studies, and Social Emotional Learning. Teachers in grades K-6 will also provide parents with online learning opportunities should they have access to a device and the internet. Students at Elwood Junior Senior High School will be receiving instruction virtually through digital learning via Google Classroom. Students who do not have access to internet access have been and will continue to be provided with learning packets for each of their classes.

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

Teachers have MacBooks at home

Google Classroom

Students in grades K-6 receive learning packets for 2-3 week chunks; included in this is curriculum for Reading, Math, Science/Social Studies, and Social Emotional Learning; students also receive online learning options for those that have access to a device and

internet

Students in grades 7-12 have a Chromebook

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

Teachers are emailing, calling, having Zoom and Google Meets, and utilizing social media to stay connected with their students and answering questions. All teachers are required to be available for students and parents from 9:00am-11:00am and 1:00pm-2:00pm daily. District administration is utilizing School Messenger for weekly updates.

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

Teachers are emailing, calling, having Zoom and Google Meets, and utilizing social media to stay connected with their students and answering questions. All teachers are required to be available for students and parents from 9:00am-11:00am and 1:00pm-2:00pm daily. Teachers in grades 7-12 are utilizing Google Classroom for instruction and assignments where teachers and students can collaborate. All teachers are using PowerSchool to enter grades which also provides the option of including feedback with assignments.

**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.**

Yes, our students in grades 7-12 will continue earning credits based on the coursework they complete via Google Classroom.

---

---

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

We are operating on an effort-based attendance policy. If students are making an effort then they are marked as present. Students that are not participating are receiving phone calls from teachers, counselors, and administrators. We will continue this through the month of May.

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

We will continue to differentiate learning packets and online materials for our students based on their level. An example of this is including “Just Right” books for our students in grades K-6 into their learning packets.

We are also exploring Edmentum for reading and math interventions. I’m not certain if this will be done this year or for the fall as we look to improve our MTSS programming to address these skill gaps.

**Section Three: Staff Development**

---

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

As part of our continuous learning plan we’re doing an hour of professional development everyday with our teachers. The focus so far has been book studies on *Best Practice* and *Help for Billy*, Social Emotional Learning, and technology tools to enhance learning. Our focus after spring break for grades 7-12 will be on eLearning specifically.

My favorite professional development opportunity so far has been a podcast from Dr. Lori Desautels followed by our teachers reflecting using Flipgrid. Links are below.

[Podcast](#)

[EES Flipgrid](#)

[EIS Flipgrid](#)

[JSHS Flipgrid](#)

**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.**