



District or Charter School Name

Richmond Community Schools

Section One: Delivery of Learning

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

Update July 20, 2020: RCS will offer both in-person instruction and virtual instruction. Services will be provided to both in-person and virtual instruction students. A more detailed reopening plan can be found at <http://www.rcs.k12.in.us/files/Reopening%20Plan%20July%2022%202020.pdf>

Beginning April 15th to May 21st (27 days of instruction), RCS will offer both online opportunities and paper-pencil options for families. Elementary principals have been assigned to a grade level, creative arts, or special education. Principals will lead a group of assigned teachers from each building to create district grade level extended learning activities. Information can be accessed via Canvas or Class Dojo. Intermediate and High School extended learning opportunities/assignments will be posted in Canvas by the classroom teacher. Counselors will be monitoring credits to support students and make sure they are on course to graduate. Special education services, homebound services, etc. will continue and are included/embedded in the learning opportunities.

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

Updated July 2020: Schools will also offer building drive-up/walk-up registration and laptop pick-up sessions and will distribute information and expectations, as well as answer questions.

Expectations will be communicated via our SchoolMessenger notification system, posted on the school website, shared on social media, shared in Canvas and Class Dojo, shared with our local media outlet, and principals and teachers will be making personal contact with every student and family. An interpreter will be available to translate information and contact families. RCS currently uses eLearning days during inclement weather, so families are familiar with the format. Please note we will be adjusting workloads, assignment due dates and will be focusing on high-priority standards, which is different than the short term use of an eLearning day. Students in grades 5-12 have laptops. We are adding the Class Dojo posting option because it can be easily accessed from a cell phone. All activities and assignments will be accessible and will not require materials that students may not have access to. Information regarding internet access opportunities will be shared with families. In the event a student does not have access to a device and/or internet, alternate paper-pencil assignments will be available at food distribution sites, the technology repair site, or can be mailed to the student. Assignments may be returned at the sites or a self-addressed envelope will be provided upon request. Teachers and principals will be determining student needs during the personal contacts. We also have some loaner devices that will be available at the laptop repair site. Teachers will have virtual "office hours" and will be available to help students and answer questions. Case conferences have continued throughout the closure. RCS will follow the IDOE time recommendations for assignments and students will have a large grace period to complete extended learning opportunities. Our focus is to provide quality instruction and resources rather than quantity. Our continuous learning plan also includes working with our community partners Centerstone and Community in Schools to help support families with mental health and other needs as well.

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

Updated July 2020: Students receiving virtual instruction will receive academic instruction, resources, and supports during continuous learning in Canvas. Instruction will include live and uploaded sessions. Please note there will be designated times that a student will be required to be online.

RCS currently uses eLearning days during inclement weather, so families are familiar with the format. Please note we will be adjusting workloads, assignment due dates and will be focusing on high-priority standards, which is different than the short term use of an eLearning day. Students in grades 5-12 have laptops. We are adding the Class Dojo posting option because it can be easily accessed from a cell phone. All activities and assignments will be accessible and will not require materials that students may not have access to. Information regarding internet access opportunities will be shared with families. In the event a student does not have access to a device and/or internet, alternate paper-pencil assignments will be available at food distribution sites, the technology repair site, or can be mailed to the student. Assignments may be returned at the sites or a self-addressed envelope will be provided upon request. Teachers and principals will be determining student needs during the personal contacts. We also have some loaner devices that will be available at the laptop repair site. Teachers will have virtual "office hours" and will be available to help students and answer questions. Case conferences have continued throughout the closure. RCS will follow the IDOE time recommendations for assignments and students will have a large grace period to complete extended learning opportunities. Our focus is to provide quality instruction and resources rather than quantity. Our continuous learning plan also includes working with our community partners Centerstone and Community in Schools to help support families with mental health and other needs as well.

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

Updated July 2020: Students receiving virtual instruction will receive academic instruction, resources, and supports during continuous learning in Canvas. Instruction will include live and uploaded sessions. Please note there will be designated times when a student will be required to be online.

All teachers have district assigned laptops. Teachers have access and will utilize ILearn Blueprints, curriculum maps, and academic frameworks to help plan instruction which focuses on high-priority standards. All students in grades 5 -12 have district assigned laptops Teachers and students in grades K-12 have Canvas LMS access. RCS has participated in eLearning days for 2.5 years. Comcast is offering free internet to families for 60 days.

Paper-Pencil assignments are available at food distribution sites, the laptop repair site, or by mail. Every student will be assigned an adult to make personal contact with them to help support their academic and social and emotional needs. Laptop repair and retrieval (for students who left their laptops at school) will be available on Tuesdays and Thursday. This will be a drive-up service at the administration building.

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

Updated July 2020: Additional Community in Schools Site Coordinator hours have been added for the 2020-2021 school to offer additional support to the buildings and to students.

Every student will be assigned an adult to make personal contact with them to help support their academic and social and emotional needs. Teachers and administrators have been and will continue to provide online videos of support, virtual spirit weeks, Facebook Live events, and other creative ways to stay connected. Special guest teachers and principals visit (at a distance) to wave to students at the food distribution sites.

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

Updated July 2020: For Virtual Students, teachers have multiple methods to communicate and provide feedback to students. Teachers can email, communicate in Canvas, Class Dojo, via the Remind app, Google Voice, and Google Meet.

Teachers have a weekly schedule and will have office hours. Teachers have multiple methods to communicate and provide feedback to students. Teachers can email, communicate in Canvas, Class Dojo, via the Remind app, and Google Voice.

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.

Updated July 2020: Students participating in-person or virtual instruction will be able to earn high school credit. Virtual and live students will still have the option to complete courses through GradPoint.

Students, including students in our alternative education programs, will be able to earn high school credits. Counselors will be monitoring to support students and make sure they are on course to earn credits. Students will complete courses for credit in Canvas. Students also have the option to complete courses through GradPoint. No student will be denied the opportunity to earn credits. Paper-Pencil assignments will be provided if necessary.

8. Describe your attendance policy for continuous learning.

Updated July 2020: Attendance will be taken for all students, virtual and in-person. Attendance codes will be added to include virtual instruction. Students will be required to be logged during certain class times.

Contact will be made with every student on an ongoing basis. Students are expected to attempt participation in the extended learning opportunities and the school corporation will do the best to make sure every student has an option that works for them. Students/Families refusing any of the possible options for extended learning, could be counted absent. The purpose of the

extended learning opportunities is not to be punitive, but support student learning and social emotional well being.

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

Updated July 2020: Intervention time will be built into the daily schedule for students in grades K-8. Credit recovery is available for grades 9-12. Programs such as DreamBox, Lexia, and Moby Max will be available to students in grades K-8 for additional practice. Individual schools may also be offering after school tutoring. Assessment will be given to help inform decisions about curriculum and instruction.

Summer School plans are continuing at this time, including a plan for a Third Grade Reading Academy. Students will be locally assessed when they return to school to collect data and develop plans to address skill gaps. Intervention time will be built into the 2020-2021 building level schedules. Plans are also being created to offer after school tutoring options for students. Professional development opportunities are also being planned to help support teachers as they address skill gaps.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Updated July 2020: RCS will be offering a Blended Learning Bootcamp for teachers prior to the start of the school years. RCS will have early release on August 12th to September 2nd to provide professional development time for teachers. The eLearning, building principals, the Director of Secondary Education, and the Director of Elementary Education will assist with the development and delivery of professional development which will focus on blended learning and virtual instruction.

Teachers have received training on the Learning Management System. Administrators have been utilizing Zoom and Canvas Meetings to support teachers and provide professional development. A training video has been created for professional development that was originally intended to be in person. Instructional coaches, interventionist, and eLearning specialists are helping support teachers with technology and also with the planning of quality learning opportunities for students.

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.