



**District or Charter School Name**

Indiana School for the Deaf

## **Section One: Delivery of Learning**

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

Students who are Deaf and hard of hearing and those with additional disabilities are receiving instructions and curriculum from licensed Deaf and hard of hearing teachers and related services specialists by working through paperwork and physical materials that are sent home as well as video conferencing instructions to those with access. Teachers are expected to use curriculum and their IEP goals to work on skills at home. For the students and families without access to Wi-Fi, a phone call check in between the teacher and parent is required to confirm that the child is working on skills that are essential to the child's academic skills as appropriate for them. Students and families that utilize Zoom meetings, Video phones, Seesaw or Schoology have access to direct signed directions from our teachers using American Sign Language for all instructions. All related service specialists are expected to make contact and provide appropriate instructions for students to continue working on their skills. Teachers are required to make attempts to contact families and that the LEA's are informed when there is no response from the family in any way. ISD staff members have delivered and dropped off materials, iPads to the homes to make sure ISD is able to contact the students and families to ensure that continuous learning is continued while at home.

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

Indiana School for the Deaf has sent emails to families utilizing Skyward Message Center to communicate with families. In addition to email communication, each teacher is also expected to reach out personally to each student's parent/guardian in their homeroom either by phone or email to communicate expectations for continuous learning. Expectations for staff have been shared by principals hosting Zoom meetings to share information. In addition, email communication by principals and other administrators have been sent to teachers outlining expectations and guideline for continuous learning. Teacher are utilizing either Schoology or Seesaw to communicate expectations to students. All students have their own iPads provided by the Indiana School for the Deaf.

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

Continuous learning is provided through Schoology, Seesaw and live Zoom classes. Teachers post work Tuesdays, Wednesdays, and Thursdays for students to complete. Live classes via Zoom take place on Tuesdays or Thursdays depending on students' class schedules. Kindergarten to 5<sup>th</sup> grade teachers add daily tasks to Seesaw Tuesdays - Thursdays (uploading videos where teachers share tasks in American Sign Language, conduct mini lessons in ASL, reading out loud in ASL, to name a few).

Students have access to teachers on Mondays through Fridays for additional support via Zoom, Facetime, or email.

If the student does not have internet access, then hard copies are made for them and mailed to the residence.

Teachers and the school counselors have shared resources with the students via email, Skyward and Schoology/Seesaw.

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

Teachers have laptops and iPads.

Kindergarten – 12<sup>th</sup> grade students have iPads.

For specific students based on their IEPs, manipulatives and materials have been sent to the students so that they have access to continuous learning.

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

All homeroom teachers are to communicate with the students on a weekly basis. They have communication logs to record this.

Work/office hours for staff availability to communicate have been established and shared with families via Schoology and Skyward.

Teachers have a set class schedule for students to participate via Zoom on either Tuesday or Thursday of each week. Teachers also post videos on Schoology/Seesaw for students to access. Teachers also provide 1:1 support for students in Kindergarten – 5<sup>th</sup> grade daily for guided reading and to work on IEP goals. For older grades, teachers are providing 1:1 support on Mondays, Wednesdays, and Fridays.

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

Principals send weekly emails through Skyward to families and students. Secondary Principal also send weekly videos to students through Schoology. Principals have also reached out to various students directly about their participation or lack thereof for eLearning.

Teachers communicate with students to provide feedback through emails, class Zoom meetings, 1:1 Zoom meetings/videophone conferences and posting comments/feedback in Schoology/Seesaw.

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

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

All High School courses are continuing the same expectations as if school was in session. Continuous learning is expected for all students Tuesdays through Thursdays. Teachers meet with their students via Zoom at least once a week. A rubric for grading expectations has been provided for students to follow. Considerations will be provided for those who may not have consistent internet access. This will be determined case by case. The principal also contacts directly students not passing their courses and explains that it will impact their ability to earn high school credits and to see what is needed to help them successfully pass the course.

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

Continuous learning are held on Tuesdays, Wednesdays and Thursdays for students.

Attendance will be taken by teachers logging into Skyward each eLearning day after each student has logged into either Schoology or Seesaw.

For those students who may have limited access to Schoology/Seesaw, teachers check in with families on a regular basis to confirm that work is being completed and offer support.

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

All Indiana School for the Deaf students have an Individualized Educational Plan (IEP). Teachers and related service specialists are expected to provide work so students continue to work on their IEP goals weekly. Progress monitoring remains the same for all students. Some goals sent home were modified to keep the same skills but using a more appropriate approach for the home environment. Data is collected based on what teachers or related service specialists see when working with the student directly through video conferencing or asking parents what they experience when working on the skills.

### **Section Three: Staff Development**

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

Teachers and staff have opportunity to participate in different webinars throughout the week. ISD's Education Technology Specialist provides weekly training on how to utilize and incorporate technology into eLearning. All staff are expected to participate in at least one webinar per week. In addition, teachers are working on updating their curriculum maps on Mondays and Fridays.

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.