Section One: Delivery of Learning

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

IPS is providing continuous instruction using a hybrid of paper-pencil and digital learning materials for Grades Pre-K–8, and e-learning for Grades 9–12 and for students in Grades 7–8 in credit-bearing courses. Materials were delivered to families via direct mail in most cases, with an option for pick up at IPS Food Service sites. Teachers are contacting each family and ensuring that materials are received and making plans for receipt if necessary.

Students eligible for special education services are receiving their services to the greatest extent possible, including necessary accommodations to the instructional material provided. Students in specialized programs received modified instructional materials based on their Individualized Education Plan (IEP).

Students receiving English as a Second Language (ESL) services are provided translated instructional support videos and have access to Spanish-speaking staff through the district’s Home Learning Hotline and teacher office hours.

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

IPS has provided web-based videos with our Home Learning Plan guidance on our website and social media. We have also created Home Learning guidance and FAQ documents that were mailed to families and posted on the district and school websites.

IPS has a weekly call with principals and functional leads to review our expectations and troubleshoot when challenges or needs arise. School-based staff were provided expectations for student engagement and instructional delivery in a written guide.

Individual schools within IPS have created site-specific communication plans for individual teachers to share expectations with their students in addition to posting on their websites. Each school has also set a goal for family and student contact each week and teachers and staff are working collaboratively to stay in touch with all students.
3. **Describe student access to academic instruction, resources and supports during continuous learning.**

IPS students have access to teacher-created instructional videos posted through the Learning Management System (LMS) or school-preferred platform. Teachers are required to hold daily office hours so students can call in with questions or to get direct help if needed.

High school students, through the e-learning platforms of Edmentum and Schoology, are able to contact teachers through the platform.

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

IPS utilizes Clever as our SSO to a variety of learning platforms such as Zearn and Lexia. Schoology is our LMS. Schools may also choose to include communication platforms such as Zoom, Microsoft Teams and Google Classroom if they used them pre-COVID-19 closure with families.

IPS has also provided loaner laptops for all high school students who need them, and has assessed this need through careful phone banking to all IPS high school families.

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

IPS is leveraging our district website, social media and ConnectEd to communicate with families across the district. We have also implemented a Home Learning Hotline for families to call in with questions.

Individual schools are also utilizing their websites and social media and continuing the use of school-based platforms like Google Classroom, Seesaw and Classroom Dojo to contact families.

Teachers are expected to check in weekly with all families to see how Home Learning is progressing via phone, email or text.
6. **Describe your method for providing timely and meaningful academic feedback to students.**

IPS teachers will provide feedback on student work submitted. Students will not be penalized for assignments they were not able to access or complete. Teachers will offer many varied opportunities for students to display mastery and engagement, and any distance learning work completed and turned in can only benefit a student’s academic status.
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, IPS high school students are continuing credit-bearing courses through Edmentum and Schoology. We are providing an IPS technology device to all high school students who need one.

8. Describe your attendance policy for continuous learning.

IPS has communicated to families and staff that we encourage engagement in our Home Learning materials and are monitoring student engagement via LMS logons, participation in teacher office hours, and student work submitted.

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

IPS is planning to offer summer Home Learning materials and provide summer school for Grades 9–12 via our current e-learning platforms to ensure that students can address not only skill needs, but also continue their progress in credit-bearing courses.
Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Upon return from Spring Break on April 6 and 7, principals spent considerable time with their staff acclimating them to — and training them on — the Home Learning Plan expectations, IT systems use, and best practices in maintaining contact with families when teaching and learning is remote.

Throughout the rest of April, Mondays and Fridays are being used for job-embedded PD for teachers and school-based staff on various topics, including preparing for our SEL initiatives and new ELA adoption and adapting to synchronous and asynchronous learning.

Beginning in May, IPS will shift to four days per week of Home Learning for students, and reserve Mondays for teacher and staff professional development.