



Northern Wells Community Schools

District or Charter School Name

## Section One: Delivery of Learning

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

Students at Norwell HS will engage in continuous learning using their school issued iPads and/or paper/pencil packets sent to their homes. Students will participate in and complete a variety of eLearning/remote learning activities. Staff members will engage students three days per week (M,W,F) by uploading and assigning coursework, video-conferencing with students, communicating via email, and sharing lessons and resources via Schoology. Teachers will upload plans/lessons by 9:00am each M, W, and F and be available to students from 9:00am to 3:30pm each day, M-F.

Special Education students will be supported by the specific individuals assigned to their small groups and/or content areas. Classrooms teachers, TORs, and/or Teaching Assistants will support Special Education students through one-on-one assistance (including read alouds) and/or the use of technology. Paper/pencil alternatives will be provided as needed.

Most Norwell Middle School students will engage in continuous learning using their school issued iPad using Schoology as the learning platform. Teachers will have lessons loaded by 9:00 AM each day eLearning will be taking place. eLearning is planned to take place three times per week until the end of the school year. For students that do not have internet access, a paper/pencil option will be provided. Lessons for paper/pencil students will be created by all of their classroom teachers and delivered to their homes via school busses.

Special Education students will continue to receive their services from their teachers of service and teachers of record. Each day students engage in eLearning lessons, teachers of service or record will reach out to each special education student to offer the supports needed for the students to be successful with the lessons. Teaching assistants will be utilized as well to communicate with students and offer the supports needed for seamless continuous learning. Special Education students have iPads and Schoology will be used. In some cases a paper/pencil alternative is need and offered if internet is not available. Case conferences will take place using a digital platform or phone.

Elementary students will engage in continuous learning using their school issued iPad via eLearning using Schoology and/or via paper/pencil alternatives provided to those who need this option.

eLearning is scheduled for three days per week. Assignments are posted each day by 9:00 am. School offers a weekly pick up option as well as weekly delivery of these materials.

Title I students will be supported via online interactive read alouds created by the Title I staff. These read alouds will model grade appropriate reading behaviors. Title I will also hold office hours and connect with students to provide extra support as needed. EL teachers provided translated documents as needed.

Special Education students will continue to be serviced by their TOR as well as support provided by their teaching assistant. Paper/pencil alternatives are provided in addition to students engaging with classroom peers and teacher via Schoology. Teachers continue to communicate with students and parents throughout each week. Case conferences are held digitally and/or via phone.

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

Communication methodologies include any combination of the following: email messages, text messages, info and resources uploaded to school/corporation websites, social media, phone calls, videoconferencing, and online platforms such as Microsoft Teams, Schoology, PowerSchool, etc... Special Education case conferences will continue via video and/or phone conferences.

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

Students will engage in regular two-way communication with teachers, TORs, teaching assistants, counselors, and administration via email and phone calls as well as videoconferencing, messaging, and resource sharing platforms such as Microsoft Teams, Schoology, Zoom, etc...

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

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All students have school issued iPads. All teachers have school issued MacBooks and all Teaching Assistants assigned to students, have school issued iPads. Teachers will be permitted to work at school when/if needed, utilizing appropriate social distancing protocols. Students who lack viable internet access are being sent paper/pencil packets on a weekly basis (delivered and picked up by school personnel). Students and/or parents can call teachers' classroom phones and leave voicemail which then triggers an email to the teacher alerting them of the call. Teachers promptly return those calls to students and/or parents.

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

Teachers are to upload eLearning/virtual school lessons to Schoology each M, W, F by 9:00am. Teaching Assistants have been assigned content areas and/or student lists. TAs (and TORs) have been directed to check-in regularly with special education students. Teachers will be available to assist students and parents Monday through Friday from 9:00am to approximately 3:30pm. Teachers have been are expected to video-conference with their classes regularly and to ensure availability via email or other communication platforms during these same hours. Teachers are expected to help support students on Tuesdays and Thursdays as needed.

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

In addition to meeting and interacting regularly with students via videoconferences and/or email/phone/messaging platforms, teachers will collect student assignments regularly as well as perform other formative assessments to which they will provide feedback regarding learning, growth, and achievement.

## **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.**

Yes, our continuous learning plan provides avenues for students to earn high school credits. Ongoing eLearning/virtual school coursework will be provided to students via a number of methodologies and platforms. Content and learning objectives for courses have been distilled down to the "need to know" concepts and skills and assessments/grades will be reduced to account for approximately 25-35% of the overall semester total. School officials will work to communicate state regulations and local expectation regarding the earning of credits to students and parents.

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

Students are counted present when they connect to classroom activities or turn in completed assignments.

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

Teachers will work to communicate with students who struggle in their classes; removing barriers to learning, communication, and student success on a class by class/student by student basis. Special Education teachers (TORs) and Teaching Assistant will also offer additional supports for struggling students as needed.

## Section Three: Staff Development

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

Teachers will be collaborating on a number of previously determined professional development plans and projects. Certified staff members will together, departmentally, to create and solidify previously determined outcomes. Teachers will meet with administration via videoconference, at least one time each week.

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.