



District or Charter School Name

B367 - Redeemer Lutheran School

Section One: Delivery of Learning

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

Students have been issued devices to utilize for the continuity of learning. Students all will have access to the internet which was determined through the use of a survey. Students will receive instruction in all core and extra curricular subjects. Families have also requested physical manipulatives and paperwork, so the school will have days for families to take home packets and return physical work. The public school system is working with Redeemer Lutheran School on a consultation basis. The school has been conducting meetings via zoom with special needs students to work through learning at home with certain disabilities.

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

Teachers are communicating daily with Google Meet and Zoom in daily discussions, lessons, and social interactions. Students in grades 1-8 are using Google Classroom for the transmission and evaluation of assignments. Early Childhood is also utilizing SeeSaw as well as Google Suite to communicate content expectations. Students are expected to participate in daily video sessions. Families are linked to Google Classroom and SeeSaw and teachers have put together a remote learning to-do checklist of assignments that they have published on our school website so families can know what is assignments are taking place, when assignments are due, what platform the

assignments are on (paper, Classroom, Etc). The staff meets each day in the morning before breaking out into their Meet or Zoom sessions. Expectations for learning on tasks are discussed along with morning devotions just like what would occur if school was physically in sessions

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

Students have access to academic instruction resources and support during continuous learning in a variety of ways. The primary way that students have access is through Google Classroom. Each teacher meets on Meet or Zoom everyday and the meeting is recorded and posted on the classroom stream so that students who might have had technical difficulties can review the direct instruction for later. Assignments are also published on the school website in case there are issues with Google Accounts. Families are allowed to receive paper copies of assignments through coordination with the school. Hourly workers who are still being financially supported have been instructed to reach out over the phone or internet to work individually with students, the assistants can work on individual reading support and address non academic barriers to success.

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

Families have been loaned Ipads in Kindergarten-2nd grade as needed. Family need was assessed over surveys and through communications with the school. Families in grades 3-8 have been loaned chromebooks. Classroom Teachers can also utilize other resources including seesaw, McGrawhill connected for reading and math, brainpop, and all the resources that the internet has to offer. Families have requested physical manipulatives in surveys, and we have obliged with pickup and drop off days. Families' internet access was also assessed in the survey and we made sure that everyone had reliable access whether through cable companies or reliable mobile hotspots. Lesson plans are communicated

through the school's secure email system (Fast Direct).

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

Educators and Support staff are expected to lead classroom sessions using Google Meet or Zoom on a daily basis. During office hours of 7:30-4:30 teachers are expected to be available for additional assistance via phone, fastdirect, Google Classroom to support students on an individual basis. Support staff is expected to support students on a tutor basis (when the primary teacher cannot) or in any non academic school success, student success areas. The technology coordinator is expected to make sure students can access all of the tools that they have been asked to utilize.

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

Teachers have been asked to keep updated and publish remote learning assignment checklists and/or calendars every day. On a weekly basis, teachers are required to grade and enter every assignment on or SIS by friday.

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.**

This school does not offer High School Credits

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

Students must complete assignments, attend video conferences, or complete a daily check in question by 3pm each day to receive attendance. We believed that there were too many potential barriers to require attendance for all students at a certain time on video sessions due to families working at home, multiple students accessing the internet at the same time, internet being overloaded and disconnected with bandwidth issues Etc. We believed that the accountability must be there, yet we are prioritizing what is complete opposed to what time they complete assignments. If students do not do anything, attend no session, or do not complete a daily check in question by 3pm, then they are marked absent.

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

The schools long term goals include making the new bombardment of technology as an extension of the classroom for future years. Another major area that we will address includes grief support training for all the faculty/ staff. We will be working with local experts and district level support to provide this. Therefore, once a week we will be offering staff development and discussion to address these areas.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers have been continuously learning during this phase of remote education and have grown tremendously in their styles and expectations of teaching. Current professional development includes online training on new tools being utilized, as well as collaborative opportunities offered by our local and state supportive agencies. Teachers are required to attend online faculty meetings, collaborate with their peers, and document weekly teaching and expectations.

Administration will also continue professional development through weekly meetings with other area administrators, which include the latest information, resources, and opportunities shared from the federal, state and local government.

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.