



District or Charter School Name

Seccina Memorial High School

Section One: Delivery of Learning

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

Our school uses a learning management system (LMS), Canvas, to organize, distribute, and collect assignments as well as provide feedback to students. Scoring of assignments and assessments is recorded and published in PowerSchool SIS for parent and student access. We utilize Microsoft and Google products for student and teacher academic content curation. Canvas provides flexibility to modify and specialize assignments for our students who have additional needs, such as extended time or could benefit from presentation of materials in an immersive reader. Our assistant principal and director of learning differences are reviewing items posted in courses looking for ways to provide assistance to teachers and students, especially in cases where students may need additional assistance.

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

Students - We are providing daily video announcements from the administration, email communications, weekly classroom expectations for each class in Canvas, and phone calls or video calls to students using Microsoft Teams.

Parents - We are reaching out to parents via phone calls, email communications, Seccina website postings. We are currently planning parent recorded webinars to provide important updates and to answer questions.

Staff - We communicate with staff via scheduled online meetings and email communications that provide important updates and invite input and questions. The academic team meets once a week using Microsoft Teams.

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

Students have access to lessons and materials via our learning management system, Canvas. Teachers use supplemental websites as well as print and online materials/resources bundled with purchased textbooks or programs. Teachers provide live and recorded class sessions to help students gain understanding of content and expectations. Students have a daily attendance check-in requirement that includes reminders to reach out for technology support, identify any needs of the school counseling staff or the school's office.

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

Students - Convertible Windows laptop with touchscreen and camera/microphone, Microsoft Office, GSuite, Canvas LMS, Adobe Reader, PowerSchool gradebook, and various websites unique to the course and other installed software.

Teachers - Convertible windows laptop with touchscreen and camera/microphone, Microsoft Office, GSuite, Adobe Reader Professional, Canvas LMS, document camera, and websites curated for the specific class

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

Teachers are directed to reach out to students and parents when work has not been submitted as well as provide timely feedback (within 48 hours) to students on their work. Staff are reaching out to students on a regular basis based upon grades, submissions of academic work, and information provided through attendance collection. Staff are also touching base with students to check-in on their well-being. Teachers receive support from academic counselors and other staff in reaching out to a student who seems to not be responding or submitting work. Our TV Productions class posts bi-weekly videos to connect with students as well as invite them to post videos of how they are doing at home. We have continued our weekly outreach to parents via email as well as telephone on an as needed basis. Our website provides up-to-date information and we are planning a recorded webinar for parents next week. The webinar will include important updates and answers to questions that parents have been invited to submit prior to recording of the webinar. We are envisioning topics like graduation requirements, status of certain events, and end-of-the year questions.

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

Teachers are directed to update the gradebook 1 to 2 times per week and provide meaningful feedback to students on assignment submissions no more than 48 hour after the due date. We encourage teachers to reach out in response to both positive and concerning student activity in the course.

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, our students will continue to earn high school credits through the completion of the school year by meeting letter grade requirements and attending/participating in classes.

8. Describe your attendance policy for continuous learning.

Each day of learning, students must complete a daily attendance form posted on the front page of the Canvas LMS. If a student fails to complete the attendance for a day, the Dean of Students follows-up with the missing student as well as parents to identify any needs and ensure continued work on behalf of the student. We engage with students regarding any comments made on the attendance form that need addressing, especially comments pertaining to the need for academic help, emotional support, or general questions.

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

As teachers focus on the standards yet to be addressed for the school year, we are forming ideas on how to provide support beyond this school year, into the summer, as well as into next school year. Providing diagnostic assessments, to learn more about students' current skill set, will yield more understanding about gaps that exist. We are focusing professional development on curriculum mapping, instructional and grading best practices, classroom management, and increasing school-wide understanding of brain trauma. These increased knowledge sets will provide skills and techniques for teachers and staff to better serve students while connecting us to resources to decrease the gaps discovered. Our long-term school improvement plan

focuses our energies on providing support to ensure sophomores, juniors, and seniors succeed in preparation for graduation under previous requirements while we build capacity for supporting current freshmen through the graduation pathway requirements.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We provided a professional development and planning session to teachers on the day after suspension of in-person classes was announced. Since then we have been providing access to curriculum-supporting websites, communication tools, training on our learning management system (Canvas) functionality, and resources including best practices for grading, providing timely and meaningful feedback to students, conducting online lessons, lesson preparation and length, strategies for engaging students, and the proper number of assignments per week to publish. This information has been provided through self-hosted webinars and email communications to staff.

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.