



**District or Charter School Name**

Burris Laboratory School

**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.**

We have sent home our 1:1 iPads so all students have a school device to use for eLearning. We also use Canvas as our learning management system, and teachers are free to make use of other online applications as appropriate for them and their students, such as SeeSaw and Zoom. We have several online subscriptions to educational content such as MobyMax, BrainPop, etc. To accommodate specific needs of students, whether home internet connectivity or developmental appropriateness, we have sent home many additional resources such as workbooks, textbooks, trade books, worksheets, copies of instructional material, etc. While this mainly occurred in lower grades, teachers at all grade levels had this option. Our special education teachers have been in direct communication with their students since we cancelled in-person classes. If they are the teacher of service, then they are providing regular instruction and feedback according to IEPs. For students who are on a consultation or resource room only IEP, our special education department will continue to communicate with the students and their families and provide additional supports as needed. As we are convening Annual Case Review conferences remotely using WebEx, we are updating their IEPs to have sections on eLearning. Our Title I coordinator is working to support our Title I identified students through ongoing skills development lessons and to provide assistance in core content areas.

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

Students and parents are seen as a single group for almost all communications. We use a mass communication app called SwiftReach K-12 to send emails to large groups of students with information pertinent to them. Teachers use Canvas (and/or Seesaw at the primary level) and email lists provided by the school. Phone calls, text messages, Zoom, and WebEx are used for direct communications. For communication with staff, we primarily use email, but we have also done video conferencing, texting, and phone calls.

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

Assignments are posted and announced through Canvas (and/or SeeSaw for primary grades) on a weekly or daily basis. Teachers have communicated specific “office hours” throughout each in-session day. While these are their designated times for being directly available, they are responding outside of these times as well. We have been monitoring the work of students since we began eLearning, and we have documented students who are not successfully completing work. These students have been assigned school staff to check in with them on a daily basis to provide additional support.

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

All of our students have a school-issued iPad at home. Teachers all have iPads and MacBook computers. Teachers were also permitted to take home document cameras from their classrooms if they so desired. Teachers can also still come into the building to scan or copy as they need. We will mail home packets to students who need them as time goes on. From a software standpoint, our teachers have access to Canvas,

MobyMax, BrainPop, and numerous other online applications, including some that have only been made free to access during the current COVID-19 crisis. We have also sent home packets (especially in primary grades) with paper materials.

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

Teachers are expected to communicate “office hours” with families and arrange other meetings as needed with individuals. They are also expected to use email and Canvas messaging (or Seesaw) to communicate weekly or daily plans and assignments. Our teachers are also using Zoom and WebEx for video conferencing.

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

Teachers are expected to give feedback on assignments as quickly as possible (and at least weekly). They can provide comments and detailed scoring on Canvas and Seesaw. Teachers also can set up video conferencing as needed with individual students to provide feedback and support.

## **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. While the educational experience is far from the same, all of our courses are capable of continuing in an eLearning version for the rest of the school year. Our high school counselor has audited all senior graduation plans and has called each senior family to guarantee students are still on track for graduation. In some cases, she is meeting with seniors weekly to help them stay focused on finishing.

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

For K-5, there is at least one assignment per day--the completion of that daily assignment is being used as a gauge for attendance. Those assignments are due by Monday morning of the following week, at which time the teacher will mark attendance for that entire week. Students can still submit the work for credit after this attendance marking point. In grades 6-12 classes, the teachers have flexibility in recording attendance daily, or for a span of days. Depending upon the course, students may have a daily assignment (i.e. entry or exit ticket), or they might be required to attend a live conference. Middle and high school teachers submit attendance by Monday morning, but adjust attendance, if necessary, when a student completes the attendance-associated activity.

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

We have been monitoring progress for all of our students but especially our most at-risk. Our Title I instructors are remotely meeting daily with many students to provide support to them in the regular classroom instruction and work expectations. We have also created videos of mini-lessons and practice work on specific skills that are made available to the students we have

identified as being behind their peers. We will continue to develop more of these videos for these students. We have our teachers communicating with us at least weekly to share any concerns for students who are not completing work and are falling behind. As we identify these additional students, we are keeping lists and communicating with all relevant staff members about their progress. This includes staff mentors who work closely, on a daily basis, with the students to help support their success. Special education teachers are continuing to work with all of their students according to IEPs and the needs of the students during this exceptional time.

## Section Three: Staff Development

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

We have provided emails and tutorial videos on specific tools and resources. We already had a custom course for Burris Professional Development set up in Canvas that includes all our faculty. We have also held private phone and video conferences with individual teachers who needed additional support with setting things up for eLearning and for using new digital tools. Our instructional coach continues to work with her mentees, and now also supports teachers who were less familiar with the technology needed for virtual instruction. We have already begun to discuss what professional development will look like as we move forward in the fall. For example, at the elementary level, we are considering targeted reading instruction training for all of our teachers and supplemental resources for remediation and practice.. In primary grades, this will likely include Orton-Gillingham training, and in intermediate grades, this will be more focused on reading comprehension. In general, we will seek to provide our teachers with the knowledge, skills, and resources required to help close the larger than usual achievement gap that we anticipate after a prolonged suspension of in-person instruction.

**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.**