



North Adams 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.

Bellmont High School (BHS) students and staff are 1:1 with Dell Hybrid laptops and use the LMS Canvas. We are in the third year with these devices and over our fifth year with Canvas. Belmont Middle School (BMS) and Belmont Elementary School (BES) students and staff are 1:1 with iPads and also use the LMS Canvas. The K-8 grades have been implementing 1:1 over time. The upper grades are in their fifth year and the lower grades are in their first year.

Over 80% of our stakeholders have access to high speed Internet in their homes. For those who have not, our school social worker has been working with families to take advantage of free or reduced cost Internet options in our local area. Too, the school campus and several local businesses have made WiFi available in their parking lots. In a few rare situations, paper copies of lessons are provided to the family. Our social worker is working closely with families experiencing limited access to assure they have access to the learning.

Students have had experience using Canvas, Outlook email, One Drive, and other Microsoft Office 365 applications, Nearpod and other tools. Teachers have had PD on all these applications as well as Flip Grid and Zoom, more recently.

Utilizing these devices, Internet, and these applications, students have been (since March 16 sans March 23-27 for Spring Break) and will be provided direct instruction via eLearning on Monday, Wednesday, and Friday (except for Good Friday) through May 15th. On Tuesday and Thursday, students may work on assignments and ask questions of teachers who have office hours in the evening and on the waiver days.

To meet the needs of our diverse learners, teachers have been hosting Office Hours via Zoom and Micro Office Teams for students to opt into. Our special needs teachers have been scheduling Zoom meetings with individual and small groups of students to assist them with coursework and to provide accommodations. ACR's are also being held via zoom or telephone conference calls. Title teachers are also providing strategic lessons to their identified students via Canvas. They also are assisting the regular classroom teacher with lesson creation. Teachers, Guidance Counselors and Administrators are making calls to parents to check on the families and to try to provide any interventions a family may need to

facilitate appropriate engagement and academic progress.

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

1. For students, we use Canvas Announcements, Outlook email, Remind/Teams/GroupMe, Canvas Messenger, Zoom, Canvas video chat, and Microsoft Teams to communicate information.

2. For families, we use personal phone calls, SchoolMessenger, PowerSchool parent portal, the school website, the local newspaper, local radio, Google Voice, Twitter and Facebook to communicate information.

3. For staff, we use Zoom, Outlook email, School Messenger, GroupMe, text, and phone calls to communicate.

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

Work (readings, video lessons, activities, etc.) is placed in Canvas on Monday, Wednesday and Friday. Students utilize their 1:1 device to access the learning opportunities. Teachers are available via our communication platforms to assist students throughout the day and also provide evening office hours.

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

BHS utilizes Dell Laptops and BMS and BES use iPads. All students have a 1:1 device

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

Educators and support staff have their school issued devices to be available to answer questions or assist students/parents Monday-Friday. In addition, educators and support staff have additional evening hours to be available to parents or students that cannot complete their work in a traditional school day/time frame. Educators and support staff are also doing virtual meetings with families to provide a “face to face” interaction with the families. Finally, phone calls are being made and emails are being sent on a weekly basis to the students that we have not heard from on our eLearning days.

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

Canvas provides immediate submission feedback as teachers monitor student work throughout the day.. Some assignments are graded through Canvas PowerGrader so that students receive immediate feedback on accuracy. Teacher may provide oral or annotated feedback to written work through Canvas, video conferencing, or scans of hand-graded work. Teachers also call and email students or their parents to provide feedback. Finally, teachers enter grades into our SMS, PowerSchool.

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, it does. We are moving forward with school. Teachers are assigning assignments, quizzes, tests, paper, and projects. They are assessing them for accuracy and/or effort and using these scores to determine a letter grade. If that letter grade is 60% or higher, they earn credit for the course.

8. Describe your attendance policy for continuous learning.

At BMS and BES, students are considered present if they make a reasonable attempt at the lessons assigned and submit that attempt via Canvas. At BHS, the Assistant Principal posts a one-question Canvas survey for daily attendance which students must complete to be considered present. If a student has Internet issues, they may email or call the school to check-in.

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

Our plan to address skill gaps involve any combination of the following interventions:

Teachers focus on power standards.

Remedial programs assigned in addition to or in place of courses.

Summer school

Work with special needs teachers or paras to access content in real-time.

Extra practice work provided for areas of deficit

Assess NWEA results to inform instruction this year and particularly next fall.

Tutoring when available and appropriate by staff and honor student volunteers

Parent calls.

Office hours with teachers

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Professional development will be addressed through virtual meetings and assigned readings provided by administrators and staff. The focus is on proper lesson planning in the virtual world and learning skills for leading online virtual meetings.

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.