



District or Charter School Name

Indiana Academy for Science, Mathematics and Humanities

Section One: Delivery of Learning

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

All classes at the Indiana Academy have a presence on Canvas and instructors use this platform for posting the majority of their course materials. Special student populations can be given additional excess time as required by their IEPs for quizzes using the timing features in Canvas. All other education accommodations can be met by suitable modifications of the course materials. Some instructors are using Converse in Canvas for live meetings. Others are using platforms such as Zoom, or Web-Ex. A few instructors have recorded materials that are housed in Box or on You-tube.

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

E-mail is the usual communication method used with students and families. These may originate from the administration or from the course instructor. Communication with staff has taken place during professional development sessions and also by e-mail announcements. Some smaller meetings have taken place by Zoom, Converse or Web-Ex.

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

All students have access through Canvas. Some instructors are using synchronous instruction using Converse, Zoom or Web-Ex. Materials may also be placed online in Box. Instructors are asked to hold virtual office hours and are always available for support by e-mail or phone. The school psychologist has been posting emotional support and counseling resources by e-mail to students and parents. She is available for counseling using FERPA secured connections.

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

Canvas and its various tools such as Converse and Discussion Boards. Zoom, Web-Ex, Box, You-Tube, and a variety of other internet resources. Equipment is self-provided. However, students with limited internet or technology access have been identified and instructors are asked to make accommodations for individual cases. We have found that 100% of the students have devices and internet access although not all have high-speed internet or printers. Some families have multiple members using the same devices and internet and accommodations can be arranged by the instructors for additional time to complete assignments.

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

Instructors are asked to arrange small formative assessments in their courses rather than few larger summative assessments. Students who do not connect and complete assignments are noted and an Academic Progress Report (APR) is completed by the instructor. The APR is sent to the family, student, Academic Guidance and a number of other staff. The Academic Guidance counselor follows up with a phone call to student and/or parent to check on the situation. If technology is an issue, this is noted and sent to the Associate Director of Academic Affairs (Dr. Kavars) who shares the limitations and need for accommodations with the student's instructors.

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

Instructors have been asked to provide regular small formative assessments for each lesson or unit posted for e-learning. These may be a quiz, concept check, participation in a discussion board posting or alternative assignment. Grades are taken and updated to PowerSchool. Students and parents have access to PowerSchool and can track feedback there. Students and parents also have contact information for the instructors and can reach out to them for follow-up where necessary.

7. *Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.*

The Indiana Academy is a school for grades 11 and 12 only. All of our courses provide high school credit.

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

Three methods of instruction are used by instructors. Some courses are synchronous and use Zoom or Converse to hold the class at the regular meeting times (as adjusted for different time zones). Attendance is taken by the instructor through student check-in and participation. Some courses are asynchronous. The courses use small formative assessments. Attendance is based on the completion of these assignments. Some courses are a hybrid mixture of synchronous and asynchronous. Attendance is taken based on the method of instruction used for that lesson. Since the Academy follows a college style class schedule and most classes do not meet every day, participation and regular assessments are a better method of taking attendance than roll calls.

Instructors have been requested to watch for lack of participation and prepare an Academic Progress Report (APR). The APR contains detailed information regarding the lack of participation, missing assignments etc. and is e-mailed to the student, parents, Guidance Counselor, Academic advisors, and various school Directors. The Guidance Counselor follows up with a phone call to the student and/or parents to check on the situation. Questions are asked about technology difficulties that the student might be experiencing. Technology information is reported to the Associate Director of Academic Affairs who works with the student to resolve their problems where possible. The Associate Director also advises instructors about potential problems and issues for the student. These methods work well in tracking student progress and providing follow-up and support mechanisms to students.

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

The Academy's original calendar ended the spring semester on May 1st. The next week would have been final exams. The final two weeks of the school year would have been an activity called May Term. We have extended the semester through May 15th. This change gives additional time to cover the content and skills required for each class. E-learning does not lend itself well to traditional summative final exams. Instructors have been encouraged to continue smaller formative assessments instead and we will not be holding a traditional "final exam" week.

We recognize that seniors may graduate with slight skill gaps compared to the regular coverage of their classes. This is unavoidable with the switch to e-learning, but is acceptable. The juniors will also have some slight deficiencies, but these can be recovered through review sessions when regular classes resume in August.

10. Describe your professional development plan for continuous learning.

Ball State University transitioned from BlackBoard to Canvas in the 2018-2019 school year and fully adopted Canvas in the summer of 2019. Instructors had multiple opportunities to attend training sessions during the transition time and all were given Canvas accounts. Several professional development sessions were held during faculty meetings of 2019-2020 to share Canvas best practices used by different faculty. Emphasis was given on what features of Canvas was being used and how they assisted the overall course instruction.

When the switch to e-learning was announced by the University in March, two emergency training sessions were held. The first covered practices and tips in moving courses to e-learning and was taught by a 20 year veteran in this instruction method. The second session covered helpful features in Canvas such as the use of Converse and Discussion Boards. Since that time, instructors have shared numerous helpful resources and useful practices with each other. The administration has also shared a variety of resources to instructors such as the list of gifted children resources put together by the NAGC.

When the switch was made to e-learning, a document was prepared on how e-learning would work and what students and families could expect. This document was sent to students, parents, faculty and staff before the launch of e-learning began. The document established expectations and resources and was instrumental in the successful move to e-learning.

It should be noted that the Indiana Academy has provided on-line instruction for nearly 30 years to students across the state. Although this program does not involve all instructors there are a number of seasoned veterans on staff who served as a nucleus for helping others. Several instructors have trained extensively with Canvas and were able to share their expertise. Instructors have been encouraged to find the method of delivery, synchronous, asynchronous or hybrid that works best for their course content and to use the appropriate methods to develop meaningful instruction to their students.