



District or Charter School Name

Rise Learning Center of Southside Special Services of Marion County

Section One: Delivery of Learning

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

The Rise Learning Center serves only students with IEPs. We have three distinct groups of learners. There are students who are on diploma track learning and we are offering them web-based services primarily, but for students who do not interact well with technology we have created packets of work for a week. These students have been using online learning for portions of the day prior to the change in learning venues.

We also have students with impaired verbal skills and intellectual disabilities who can benefit from online learning platforms, and others who need primarily packets of educational materials and the assistance of an adult to interact with the materials. We have been using the online platforms occasionally with these students and the packet or worksheet model is familiar to them.

We have a third group of students who have multiple handicaps and have very limited abilities to interact with educational materials without full adult assistance. These students require that we guide parents and caregivers in the delivery of instruction.

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

1. Each Teacher has contacted the students and families to explain the services being offered. Teachers have explained the requirements to students who are verbal and can cognitively understand, while speaking to the parents of students with intellectual impairments and significant language impairments.
2. We have posted up learning days and expectations of teachers for the parents on our website (riselearningcenter.org) and the Rise Learning Center Facebook page. Each teacher has made or attempted contact with every parent to communicate their educational process for each student.
3. The Rise Learning Center Executive Director prepared a training document for all teachers then called each and reviewed the document. Teachers received a copy of the stated expectations, a copy of the IDOE state guidance document, and a copy of the FAQs from the training,

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

Students may access both the web-based or packet instructional materials. Teachers have posted websites that may assist, as well as posting their office hours, phone number, and e-mail addresses. Teachers of the diploma based students are hosting web-based groups, chat rooms, and internet phone systems. Rise Learning Center teachers are answering questions both day and evening to accommodate parent/caregiver schedules.

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

Staff have access to computers and printers at home and can send packets via e-mail to students and/or to administrative staff at the Rise Learning Center who will be making copies for a drive up or delivery to their doorstep by our staff. Staff are already delivering food pantry packets at that time.

All students who are using web-based learning were surveyed by each teacher regarding having access to the internet and/or computers. Students who did not have devices were allowed to check out devices on April 9, 2020 for use at home for the remainder of the year. We have also reached out to internet providers to assist parents without internet (and in the meanwhile providing learning packets)

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

This document has been prepared and approved by the Perry Superintendent, Asst. Superintendent and the Sped Director. RLC has been given permission to use this document and will follow it. This has been edited to fit RLC parameters.

Special Education Guidance 4/2/2020

- Individual Education Plan (IEP)
- Per the guidance from the State of Indiana due to the COVID-19 closings, we will need to make minor revisions to each IEP/ISP.
- TORs will communicate with parents in writing that we are going to make revisions without a CC meeting unless the parent wants to participate. It will be noted in the email that revisions will be shared through EdPlan Connect. We may

mail copies to parents who request a different route. This

communication verbiage to parents will be provided.

- TORs will be provided verbiage to put in the conference notes in regard to the changes that are happening due to the Coronavirus. We will NOT change _____ placement or provisions. The only change will be conference notes that will be ___ inserted into the IEP.
 - We will not send the revised IEP's via email unless otherwise requested. EdPlan Connect will be shared with parents.
 - IEP's need to be revised by May 1st.
 - Document all parent communication regarding this IEP addition in the IIEP communication log.
 - If there is a specific student/parent that would like additional discussion, please contact Dr. Carson.
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- Case Conferences
 - Please check timelines for upcoming annual/evaluation case conferences that are due.
 - Contact parents to set up a CC via phone or video conferencing.
 - Invite a PAR and other members to participate. Please contact your building administration to determine how/when they would like conferences scheduled. PAR's should be Dr. Carson or other designated staff.
 - If a required member of the conference is not able to participate, they must submit information ahead of time and you must have parent permission to excuse that person.
 - Document all parent communication in the IIEP communication log. For Signatures, parents can either 1) Use the EdPlan Connect to sign 2) write a short statement consenting to the particular activity, 3) can print the document, sign it and mail/scan it to the school or 4) can use a document markup or signature app to sign the document exclusively electronically. These documents can then be uploaded to the Indiana IEP system. If you have questions, contact Dr. Carson
 - Schedule interpreters with Lisa Netsch of Perry Schools except for students from other districts. We will use their plan for those few.

- Evaluations
 - The first 6 days out of school (3/13-3/20) count as “instructional days” and therefore count toward the 20/50 day timelines.
 - The days from March 23rd to April 3rd will not be counted as instructional days because it is Spring Break and therefore will not count toward the 20/50 day timelines.
 - The days from April 6-10 will not be counted as instructional days.
 - If there is a new request for an evaluation, please contact Dr. Carson
 - Make sure to write up all of the evaluation components pieces that were completed, including file reviews and background histories.
 - Make sure to distribute any needed rating scales or other forms to current teachers as soon as possible. Be creative to get input from teachers by using scanned rating scales, Google forms, etc. (Recommended Technology

Resource for marking on PDFs: Kami)

- Provide parents with copies of the evaluation report by the deadline via email when possible.
 - Create a papertrail of parent communications and keep the IIEP communication log up to date.
 - We will ask for extensions in very unique cases. If there are evaluations that do not need additional face-to-face assessments and/or direct observations, these can be completed while school is closed.
- Teacher Communication and Resources
 - TORs/service providers should attempt to contact students/families at least 4 times at a minimum between now and May 1st. This can be via telephone, email, Parent Square or other application that you are comfortable with.
 - Document all attempts to communicate even if a family is unable to be reached. We have a shared parent and student contact sheet. Use it.
 - You can set up Google phone. See Daniel’s directions.
 - Provide resources for families to work with their children at home in regards to what is sent home by the teachers in your buildings or create your own resources to send home.
 - Examples include Zoom lessons, Google Meet, Facebook live, email communication, phone conferencing, etc.
 - Keep personal logs for your reference on communication with families and support.

- Speech Services/ OT / PT
 - Therapists will attempt to contact students/families at least 4 times at a minimum between now and May 1st related to child's goals/services. This may look different for consult cases. This can include documentation of communication with the student, family or the teacher.
 - Document all attempts to communicate even if a family is unable to be reached.
 - Therapists can work collaboratively to generate those resources.
 - Please follow the RLC guidelines for the time that you can enter the building to retrieve items for distribution.
 - Consent to provide the service virtually is required prior to the service. This could be verbal consent documented in the record or an email consent.
 - If you are using such formats at Zoom, please communicate with the families the format that is being used and whether the therapy is individual or group

- Homebound
 - We will provide one hour per instructional day for students that were already approved to receive homebound instruction. (6 days and then MWF after starting April 13th)
 - Homebound instruction needs to be documented outside of normal teacher contract hours.
 - Therapy will be provided virtually until the ban is lifted.

- Collecting Progress Monitoring Data for the Fourth Quarter
 - If available, please document any communication and data that you can collect

virtually that can be used for Progress Monitoring.

- EdPlan Connect
 - Parents have received an email telling them about EdPlan Connect if the parent information is already in the system.
 - Attached you will find guidance on this new program that began on April the 1st that allows parents access to review and sign documents in IIEP.
 - TOR needs to have the parent email and a phone number in the Parent Tab for a parent to have access to the program.
 - Parents can log in and sign off on the EdPlan Connect with an electronic signature.
 - Progress reports and other information will be able to be accessed by parents through EdPlan Connect..

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

Teachers are monitoring online sessions each student learning day and sending feedback via e-mail, google phone, or other website such as google hangout or see-saw.

Students receiving packets have feedback either directly or to their parents during the weekly contact from the teachers. **Section Two: Achievement and Attendance**

Parents of students not making adequate progress or attendance will be contacted via phone or e-mail to determine the barriers. Parents who indicate a need for assistance will be offered a list of community resources or may have a visit from a representative of the school come to their door to address the barriers.

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

The Rise Learning Center has utilized Gradpoint online curricula and testing for our high school students for seven years. Each member district accepts the credits earned from Gradpoint and enters them into the student's transcripts. The Rise Learning Center is well equipped to continue to provide an avenue for students earning credits in a distance learning format.

8. Describe your attendance policy for continuous learning.

The Rise Learning Center has reached out to parents through Blackboard Connect and posted the student learning days on our website and on FaceBook. Our Powerschool calendar has been modified to fit the new calendar and teachers have been instructed to take attendance in one of two manners: Evidence of student attendance as seen in completed work in an online platform, or teachers asking during our weekly contacts for parents to inform us of the student's attendance.

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

The Students at the Rise Learning Center receive differentiated instruction with exposure to grade level standards, but also skill building in areas of grade level

deficits, We will continue to consult with parents about social emotional learning issues as that is a main reason for student placement at the Rise Learning Center

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Staff have attended training on the expectations for the continuous learning sessions, and have been supplied with the links and training offered in the IDOE state guidance documents. Further, there has been a synergy of learning among the teachers as they have viewed and documented attendance at Webinars for the various online learning platforms each is using and then sharing with teachers within their departments.

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.