



District or Charter School Name

9220-Diocese of Fort Wayne -South Bend
A125 - Bishop Luers High School

Section One: Delivery of Learning

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

Currently, Bishop Luers has an e-learning plan and procedures for students to follow. The school has practiced e-learning for five years. To participate in extended online learning, Bishop Luers has put the following requirements in place: Following the school calendar, Mondays, Wednesdays, and Fridays will be content days (on Canvas) with the due date two days later at 8AM or at teacher discretion. All teachers, including special education and English Language Learner teachers, have daily office hours for students to reach out for additional assistance. All teachers have been instructed to email or call home where students seem to be at risk. Furthermore, teachers have been asked to show weekly student progress in PowerSchool by marking the following: Missing, Incomplete, Present. This information is shared with our Student Services Team and department heads. Moreover, teachers and administration will adjust as individual needs arise.

Finally, cohort 2020 will need to meet all course and credit requirements to earn their specific diploma. The 2020 cohort will need to continue working on their extended e-learning requirements by teacher and complete the Theology classes required to graduate from Bishop Luers Catholic High School. They will be required to do attendance check-ins as well as earn a grade of D- or higher in each course.

Correspondences with parents and guardians can be found on the Bishop Luers school website at: <https://www.bishopluers.org/story/covid-19-and-school-updates>.

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

The Diocese of Fort Wayne-South Bend (DFWSB), Catholic Schools Office (CSO) has communicated with students, families, and staff, its expectations for continuous learning implementation through various forms of media (i.e., in-person meetings, letters, email, surveys, phone calls, student information systems, learning management systems, apps and other types of technology).

The students, families, and staff members of Bishop Luers High School are kept current on expectations for continuous learning implementation by a weekly newsletter, daily updates on the school website and Canvas announcements, and updates on Eventlink. Emails and phone calls have been implemented for students at risk. Finally, to keep normalcy, faculty, department, and administrative team meetings (as well as others) continue to meet to update teachers and staff.

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

All students have an account with Canvas, our LMS. All instruction, resources, and supports are available within each course on their Canvas account. Furthermore, Microsoft Teams is utilized to make virtual interactions and contacts to give instruction or to check-in with students. Finally, all teachers, including special education and English Language Learner teachers, are required to have office hours.

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

Bishop Luers High School provides all teachers with a laptop computer. Since e-learning has been implemented for five years, most students and families have access to their own computer or electronic device. For families with no or limited access to an electronic device, Bishop Luers High School loaned out computers to these families. Furthermore, Bishop Luers High School informed low income families of Comcast free Internet service through newsletter, emails, and phone calls.

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

All teachers are required to reach out to students through Canvas or Microsoft Teams. Teachers are expected to connect with students at risk through email (school email or Canvas) with parents/guardians carbon copied to the email. Special education and English Language Learner teachers are teachers within every course on Canvas. As a result, they can support their students efficiently. Furthermore, other support staff, such as guidance counselors, technology staff, pastoral minister, and media specialist are available by email. Finally, parents/guardians are invited to be an observer in Canvas to watch the progress of their student.

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

Canvas provides timely and meaningful feedback when students send an inbox inquiry. Teachers are expected to respond within 24 hours to a student notification. Grades are expected to update weekly in PowerSchool. All students and parents have access to their grades through PowerSchool. Teachers are expected to contact home when students are not completing required assignments. Moreover, as noted earlier, teachers input progress into PowerSchool for the administration to collect data tracking. Students missing or not completing work are considered at risk and emails or phone calls are made to parents/guardians by the Student Services Team. The Student Services Team (team consisting of administration, dean of students, school nurse, special education chair, English language learner teacher, admissions director, pastoral minister, guidance counselors) meet on a weekly basis to discuss students at risk or struggling emotionally.

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, high school credits will be earned by teachers giving instruction through Canvas or Microsoft Teams. Timely and meaningful feedback for each assignment and assessment is given to students through Canvas. Assessments may be given as computer based or by any hands-on activity. Teachers are expected to create these assessments for students to show competency in state academic standards for their class.

8. Describe your attendance policy for continuous learning.

Attendance is taken through Canvas by answering a daily question, per our e-learning procedure, on the content day. Data is entered into PowerSchool for attendance purposes.

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

Skills and standards have been identified by the content teachers to be completed by the end of the current school year. Special education and English language learner teachers have been asked to continue to work with students to help fill in skill gaps. These teachers continually reach out to their students and teachers daily. At the end of the school year, there will be content department meetings to discuss possible skills gaps. These skills gaps in content will be addressed during the 2020-2021 school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

On Canvas, Bishop Luers High School teachers have access to a BLHS Teachers folder where information regarding best practices in teaching, technology updates, Canvas, and among other informational pieces. Second, to maintain normalcy, Bishop Luers High School continues to have department head, faculty, department, and grade-level meetings through Microsoft Teams. Likewise, the Student Services Team meets to discuss students at risk of failing or who may be struggling emotionally. Finally, the head technology staff member has given professional development on Canvas conferencing, recording, posting, and among other technology related inquiries.

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.