



School Name, Non Public, Choice Eligible

International School of Indiana
NonPublic, Private
Elizabeth Head, Head of School
Timothy Veale, Upper School Principal

Section One: Delivery of Learning

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

E-learning at the International School of Indiana aims to support the continuity of learning and teaching despite circumstances preventing us from having school in person. E-learning classes are not intended to replicate a student’s regular school day. Instead, we have a blended learning model that includes Synchronous Learning (live lesson) + Asynchronous Learning (offline tasks). This Blended Learning Model creates a balance that is student-centered and teacher-directed and aligns with the IB philosophy while including the following ATL (Approaches to Learning) Skills:

- Thinking
- Social Skills
- Communication
- Self-Management
- Research

This model will be provided to students daily following their regularly scheduled timetabled courses during the regular course of the school day. Teachers will:

- post assignments as tasks in ManageBac following the regular timetables.
- post all live lessons and tasks by 9 pm the night before classes.
- take attendance during live lessons.

While conducted from home or another location away from the school campus, preparations regarding dress and personal presentation during an e-learning day are the same as an in-school day with the exceptions of a uniform requirement for pre-elementary through middle school students. It is recommended that faculty and staff leading e-learning classes plan to designate a workspace inside their home or e-learning location that minimizes the risk for distraction, e.g. a space that provides a sound and/or visual barrier to other areas of your home or e-learning location. Further, participants need to ensure that anything within view of their devices is appropriate for others to see.

Parents and guardians are asked to treat e-learning as an in-school day and refrain from direct engagement with faculty and staff over digital platforms during scheduled class sessions. Parents and guardians are asked to engage with faculty and staff over digital platforms during scheduled office hours, during a mutually agreed upon time, or via email.

Scheduled Upper School class sessions can include:

- An assignment, referred to as a task, linked to our School Information System, ManageBac with reading and/or a typed response.
- Live class lessons through either Google Hangouts or Zoom meetings during scheduled class time (visual attendance will be taken)
- Teachers record a mini-lecture or demonstration using YouTube and post to ManageBac for students to view
- Any combination of those listed above depending on the preference of each individual teacher
- Daily morning meetings for students will be held online at 10:00 am
- Daily faculty meetings will be held online at 3:00 pm

Special Student Populations:

International Students and English as Additional Language Learners (EAL)

To ensure students are maintaining status, attendance will be taken daily via live lessons and the teacher of record will monitor students' progress. Teachers will additionally be available at virtual scheduled office hours and be providing weekly 1:1 check-ins with students virtually via Zoom or Google Hangouts to monitor and ensure student understanding and progress and provide the highest level of student oversight. Student Support Services, Heads of Departments and Office of International Student Services have weekly meetings to communicate about student progress.

Student Support Services

The teacher of record will monitor the progress of students with particular needs. Attendance will be taken daily via live lessons. Teachers will additionally be available at virtual scheduled office hours and be providing weekly 1:1 Check-ins with students virtually via Zoom or Google Hangouts to monitor and ensure student understanding and progress and provide the highest level of student oversight. Student Support Services, Heads of Departments and Office of International Student Services have weekly meetings to communicate about student progress. This will include close oversight from Student Support Services to provide continuous check-ins with students and support differentiated teaching strategies for those with ILP's.

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

ALL STAKEHOLDERS (students, families, and staff)

New questions, with responses, that have been shared will be posted weekly on the FAQ page. The FAQ page will continue to be updated as more questions arise and can be found through the school website parent portal, using a provided passkey. Submit your questions to the FAQ page at info@isind.org.

STUDENTS AND FAMILIES

ManageBac, the school information and learning management system, will be used for posting messages to students and families as well as for individual course teachers to upload content, lessons and course assignments, including live lessons links

Upper School daily schedules vary by grade level, and, in the case of high school, vary by the individual student. As such students should consult their personal timetables on ManageBac in alignment with the A and B Week schedule. Parents can view the Upper School A and B Week schedule on the ISI Parent Portal in the Upper School References section, accessible by a provided portal passkey.

Additional Virtual Information Opportunities

- Daily morning meetings for students and Faculty will be held online at 10:00 am
- Daily faculty meetings will be held online at 3:00 pm (mix of full faculty, PLC's and Department Meetings)
- Office Hours for students: Upper School Teachers will be available for office hours upon request. Students are encouraged to reach out to their teachers to set up a time to meet. 1:1 Meetings via Zoom or Google Hangouts or email correspondence will be available.
- Parent Information Coffees via Zoom

Parents are encouraged to share feedback. Upper School faculty will post to ManageBac virtual office hours and appointments can be scheduled as normal outside of posted hours.

CONTACT LIST

If you are experiencing technical difficulties	Information Technology Department	isihelpdesk@isind.org
If you have questions about class content/assignments	Classroom Teachers	Various (see isind.org website or ManageBac)
If you have Upper School ManageBac questions	Marithe Benavente (MYP Coordinator)	mbevante@isind.org
If you have DP questions	Gabe Evans (DP Coordinator)	gevans@isind.org
If you need social-emotional	Nicole Detrick (Counselor)	ndetrick@isind.org

support		
If you need academic support	Genevieve Gardner (High School Learning Support) Meg Dombroski (Middle School Learning Support)	ggardner@isind.org mdombroski@isind.org
If you have college counseling specific questions	Linda Christy Stephanie Aikins	lchristy@isind.org saikins@isind.org
If you have questions about Visa status and International Student issues	Natalie Wolfe	nwolfe@isind.org
If you have any research or EE-specific questions	Angie Roberts	aroberts@isind.org
If you are not sure who to ask for help	Natalie Wolfe (High School Assistant Principal)	nwolfe@isind.org

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

Students, with support from parents or guardians as necessary, are required to have access to personal devices and be ready for daily use. This is facilitated and supported through the Apple 1:1 Program and ensures each student has a device to use. Students can complete e-learning assignments on any device and with any internet connection available to them (including a friend's house, local library, etc.). ManageBac, the school information and learning management system, will be used for posting messages to students and families and individual course teachers to upload content, lessons and course assignments, including live lessons' links. Help resources are available from the following staff members for issues as listed below:

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

Students in the Upper School participate in an Apple 1:1 Program so all students, faculty and support staff have access to the equipment needed to participate in e-learning.

Technical Requirements

In order to participate in e-learning, access to the following will be required FOR EACH STUDENT in a household:

- a computer, tablet, or phone with a camera and microphone running the most recent version of its operating system
- the most current version of one of the following web browsers: Google Chrome, Microsoft Internet Explorer, Safari, or Firefox
- a current Google account*- School
- the most current version of the Google Hangouts application
- the most current version Zoom Rooms software

Should a family not have access to a device that meets the above requirements FOR EACH STUDENT in the household, or technical questions, contact the IT Department through helpdesk at isihelpdesk@isind.org so that ISI can work with your family on an alternative.

*Note: all ISI students, faculty, and staff have been issued an @isind.org or @isistudents.org email address and are already Google account holders; further instructions for identifying and logging in using a student's ISI email address will be shared through the ManageBac platform upon the activation e-learning.

Applications and platforms that support e-learning

ManageBac

E-learning class schedules, including relevant academic content and assignments to complete, would be delivered daily via our academics management platform ManageBac.

Google Hangouts and Zoom

In addition to using ManageBac to deliver student schedules, the application used to facilitate e-learning's virtual classrooms are Google Hangouts or Zoom. The most current version of GoogleHangouts should be installed on the student(s) e-learning device(s) prior to the start of the e-learning day. Student, parents, and guardians are encouraged to review the specifications and usage guidelines for Google Hangouts provided on the ISI Parent Portal under the Quick Links section.

For best results with ManageBac, Google Hangouts, or Zoom students or parents and guardians should be signed into a personal Google account before accessing the platforms and applications. All ISI students are provided a personal Google account through their @isistudent.org email address, and students grade 4 to grade 12 should have personal passwords for accessing their accounts available. Some scheduled e-learning classes may use the Zoom application to facilitate their virtual classrooms. The most current version of Zoom should be downloaded to the student(s) e-learning device(s) prior to the start of the e-learning day. Students, parents, and guardians are encouraged to review the specifications

and usage guidelines for Zoom provided on the ISI Parent Portal under the Quick Links section.

Google Suite

Gmail, Google Calendar, and Google Drive may also be used to support e-learning activities.

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

Weekly Communication through *Ready for the Week Ahead*, will be shared through email distribution to the full Community to keep all stakeholders updated on changing circumstances school-wide and calendar updates.

ManageBac, the school information and learning management system, will be used for posting messages to students and families from both individual course teachers and from administration and individual course teachers will upload content, lessons and course assignments, including live lesson links.

Daily Posting

-By 9 pm for the following day, Sunday through Thursday, students and families can see a daily academic overview on their ManageBac Academic Dashboard for each of the classes on their timetable for that day listing:

- Lesson Start time
- Details if it is a LIVE LESSON or a TASK
- Details including unit, objectives, assignment and expectations
- Due Date
- Instructions for uploading assignment

Upper School daily schedules vary by grade level, and, in the case of high school, vary by the individual student. As such students should consult their personal timetables on ManageBac in alignment with the A and B Week schedule. Parents can view the Upper School A and B Week schedule on the ISI website Parent Portal in the Upper School References section, accessible by provided passkey.

The teacher of record will monitor students' progress. Attendance will be taken daily via live lessons. Teachers will additionally be available at virtual scheduled office hours and be providing weekly 1:1 Check-ins with students virtually via Zoom or Google Hangouts to monitor and ensure student understanding and progress and provide the highest level of student oversight. Student Support Services, Heads of Departments and Office of International Student Services have weekly meetings to communicate about student progress. This will include close oversight from Student Support Services to provide continuous check-ins with students and support differentiated teaching strategies for those with ILP's.

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

Faculty will continue to maintain the policy for academic feedback which includes:

Teachers will give feedback through live lessons, office hours and 1:1 meetings with students. Zoom breakout rooms allow for collaborative small groups and shared google docs allow for on-going comments and feedback to students' work.

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves, Zoom Breakout rooms and Google docs will be used in continuing this virtually. Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

The International School of Indiana recognizes that teaching, learning, and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed. Assessment must also be timely in nature. Teachers are expected to return work submitted by students within four school days for formative assignments and nine school days for summative assignments, at the very latest. However, if extenuating circumstances mean that a teacher is unable to hold to these expectations on occasion, the teacher will, in conjunction with the MYP/DP Curriculum Coordinator, inform students in writing of how quickly the assignments will be returned prior to the passing of the initial four- or nine-day expectations, respectively.

ISI believes that assessment:

- Monitors the progress of student learning and achievement;
- Produces coherent feedback for students, parents and external institutions;
- Informs curriculum and assessment review. ISI recognizes that students;
- Have differing learning styles;
- Have different cultural experiences, expectations, and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

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Formative and Summative Assessment Guidelines

Formative and summative assessments have the purpose of both constructing (or forming

knowledge) and summarizing (or assessing) individual progress in learning. It includes such activities as:

- Completion of work from a lesson
- Completion of work set by teachers
- Follow up tasks after classroom work
- Reading in preparation for work in the classroom
- Essays
- Assignment work
- Research work
- Preparation for assessment tasks
- Extension activities which are designed to stretch students beyond the basic level of knowledge and skills

Students are assessed regularly throughout the course using a variety of assignments, reports, essays, classwork, tests, etc. The class teacher assesses all work and periodically a selection of assessment tasks are cross-checked or standardized by one or more colleagues within the faculty. Results from assessment tasks are made available to parents once an assessment of the task has been finalized. Parents/Guardians are encouraged to contact the school if they have any concerns or questions about the levels their child is achieving. Assessment is divided between Formative Assessment and Summative Assessments.

In order for work to be assessed students must submit assessment tasks by the due date. If a student is unable to meet a deadline, they should see the teacher before the due date to ask for an extension of time. Teachers should not usually refuse an extension if a student approaches them before the due date with a reasonable justification. Of course we understand that at times there will be extenuating circumstances which will allow for more time to be given for completion. All assessment is a genuine reflection of the true level of achievement according to the teacher's professional judgment. However, if an assessment is not completed by the assigned date, teachers will assess the student's level of achievement for the assessment based on evidence from prior learning for the task. Students may request feedback on summative work submitted late - and any students who have missed deadlines are strongly encouraged to complete the work and reflect upon their approaches to learning - but it will not result in improvements to the grade given at the assigned date of the final assessment.

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.

As we will continue a regular course load for students, and continue to meet daily following the timetabled classes, course content as required by the IB course guidelines will continue to be met in each subject area. Over the course of a semester each strand in every criterion will be assessed at least once to generate the student's grade. Midterm reports may not reflect all of the criteria and the grade will reflect the student achievement on the criteria assessed and not penalized for criteria that have not been considered. In order to have evidence of learning, teachers will have to give their students a summative before progress reports, and complete every strand of the criteria by the end of the semester, in order to have two judgments per strand per criterion in the year. In other words, by the end of each quarter, you must have at least one summative grade entered per subject. This will allow teachers to meet course requirements. Students earning a 2-7, out of a 1-7 grading scale will earn course credit for the class.

8. Describe your attendance policy for continuous learning.

Attendance is required for all students each day of the week and is taken during live lessons with teachers. Absences are to be reported on Managebac as they are on regular school days.

During live, required lessons student attendance WILL be taken. If the teacher hosts a Google Hangouts or Zoom class session, visual attendance WILL be required.

Students are expected to complete all e-learning assignments and submit them by the due dates given to show that they are continuing their education outside of school. In the case of live lessons, they will take place as per the regular timetable. Students will be sent links to live lessons through ManageBac.

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

The Upper School Leadership team, in conjunction with the Student Support Services (SSS) department, works with students grades 6 to 12 to identify and reach academic, social, and emotional goals through collaboration between students, their teachers, and families.

Our support process is modeled on a research-based method of academic support commonly used throughout the United States. Through the multi-tiered process, ISI's team of educators use their cumulative expertise to help meet students' unique needs - from their academic performance to their social interactions to their linguistic confidence and their health,

well-being, and identity. The focus of SSS is to provide successful strategies and resources that directly support students' learning and achievement in the regular classroom environment from class to class and year to year.

The focus of SSS is to provide resources and strategies for teachers to directly support the student's learning and achievement in the regular classroom environment. The process generally begins with the teacher identifying and recording student academic and behavioral observations and sharing them with the SSS Coordinator. Then, the teacher works with the appropriate SSS team member to implement classroom-based strategies and to monitor the student's progress.

Ongoing monitoring of student progress is done through the following strategies:

- Progress is monitored by Teachers reporting to Heads of Departments
- Student Support Team and teachers of record will monitor student achievement through their weekly meetings reviewing ManageBac Progress.
- Grade swings of +/- 1 (on a scale of 1-7) will be added to ongoing student at risk documents for continued monitoring.
- Teacher of Record will be meeting with students
- Student Mentors will be paired with students identified with attendance issues or struggling with work loads. This will include mentors from Administration, Student Support and Instructional Assistants.
- Learning Support Small Groups will be formed based on subject and Instructional areas of need where learning gaps are identified. These small groups will meet weekly to work on identified areas.
- Peer Mentoring Matching, Students in some cases will be paired with students to work on small group learning.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

As a 1:1 Apple Program, continuous learning is a comfortable transition for our students. In preparation for e-learning and to assure all Faculty and students were able to participate fully in Google Hangouts and Zoom lessons there were a series of in class simulations to prepare students for the possibility of e-learning days. Teachers would simulate how students will start their day, reviewing ManageBac overview to understand their daily schedule, joining and participating in live lessons and sharing strategies for organizing and planning their day to set a pacing for successful completion of their coursework.

As Ongoing Professional Development Faculty meetings will be held online at 3:00 pm, Monday-Thursday.

These rotate between:

Monday: Full Faculty

Tuesday: PLC's

Wednesday: Full Faculty

Thursday: Department Meetings

and will consist of ongoing Professional Development opportunities.

An additional session of THT, Teachers Helping Teachers, is offered virtually each week on Thursdays at 10 am, during morning break, as not to conflict with teaching schedules for live lessons and 1:1 check-ins. Instructional Coaches will work with teachers sharing the latest technology tools for synchronous learning and motivating student engagement as well as sharing strategies between teachers for useful pro tips.

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.