



District or Charter School Name

Trinity School at Greenlawn
D217

Section One: Delivery of Learning

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

Trinity Schools is using Google Classrooms for all classes at all grade levels six through twelve. Assignments are delivered each Google Classroom by 8:00 a.m. each day. We have also implemented virtual meeting times for each class and for each grade level so that every student has regular contact with classmates and teachers. Trinity Schools has used Google Meet and Zoom to host these virtual meetings. Each full-time faculty member hosts three hours of office hours each week, and each part-time teacher hosts office hours according to their status. (For example: a 0.5 FTE faculty member would hold 1.5 office hours per week.) All faculty have access to our Trinity Schools Distance Learning Manual which explains general principles as well as specific practices with everyday learning such as establishing a schedule, assigning work, setting up Zoom classroom meetings, enrichment opportunities, and other technology platforms we make use of such as Khan Academy for some subject areas.

As a nonpublic school, Trinity School at Greenlawn collaborates with local LEAs from the South Bend School Corporation in order to provide the consult and direct services for students who qualify for an ISP/IEP under a learning disability, other health impairment, or speech therapy services.

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

Trinity Schools communicates expectations to students through the Google Classroom environment and Zoom Meetings. In addition, Trinity Schools has solicited feedback from students to better calibrate and define our expectations. We communicate with our families using regular Constant Contact communications which shares our distance learning principles and expectations. We have also solicited feedback from parents using Google Forms surveys. Communication with faculty and staff is done by email, regular virtual Zoom meetings and access to a Trinity Schools Faculty Google Classroom where documents and how to manuals may be found.

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

Students have continuous access to their Google Classrooms at all times. In addition all students have weekly meetings with faculty in all subject areas in grades seven through twelve. In grade six the students have a weekly Zoom meeting with their homework teacher and have the opportunity to discuss all their classes. All full and part-time faculty hold regular office hours each week through Zoom. In addition, all faculty members are available for email and phone conversations during regular school hours, reasonable evening hours and weekend hours. In this way we are able to customize each student's academic needs.

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

When our distance learning started on March 16 we surveyed all families to establish internet accessibility, hardware and software needs.

All faculty, staff and families/students have access to high speed internet and computers to teach/learn synchronously and asynchronously from their homes. All juniors and seniors have laptops from the school which the school loans them at the beginning of each academic year. We have loaned out Chromebooks to faculty, staff and students who need them, and we have been able to meet 100% of requests.

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

Trinity Schools has established regular Constant Contact communication with families which goes out weekly to update any new changes to our situation or other details regarding distance learning.

Trinity Schools has a weekly virtual meeting schedule which is maintained and shared with families and students. Faculty hold office hours and make themselves available each day for student questions coaching.

Our front office staff, managed by our senior administrator, collects emails and phone calls remotely and responds to families during regular office hours from 8:00 a.m. to 4:00 p.m.

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

Each faculty member is responsible for providing timely and meaningful feedback to students. We accomplish this through student work which is collected, evaluated and returned. We are able to give real-time feedback during Zoom class meetings, and we coach students during one-on-one meetings when they are struggling in a particular area. Writing assignments are collected and evaluated. In some classes such as mathematics, grammar and language quizzes and tests are administered. Some classes are able to use Google Forms for quizzes and immediate feedback, and other classes are able to use Khan Academy and its quizzing function to establish how the students are understanding the material.

We have communicated to our families that we are giving credit for all classes this semester for students who pass their courses. We are giving all grades in a pass/fail format.

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.

All high school classes have been continued through this changeover to distance learning. We have communicated with parents that we will give credit for all classes in which the students pass. We have not changed our curriculum except in some discreet areas such as performing arts. For example: the senior drama class continues to take drama and learn, but they will not be able to perform a live play. They will instead be doing a radio drama which the students will be able to read, and we will broadcast this performance for our school community live.

8. Describe your attendance policy for continuous learning.

Trinity Schools attendance policy has remained intact with distance learning. If a student is not able to attend classes or do their work we ask the parents to call or email the school.

Our front office maintains records of attendance.

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

The Trinity Schools faculty has been in continuous conversation about classes which are not terminal, meaning, they have a component which is knowledge or skill based which is necessary for the student to continue in the fall. Since we are an independant private 6-12 grade school with a single curriculum there are many classes which are vertically integrated in our curriculum.

Each subject area has a program coordinator which works with the master teachers in each specific class to determine which knowledge and skill areas are necessary for our students to master before this current academic year is over. The program coordinators then communicate these areas to all faculty.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Trinity Schools faculty and staff attended a two-day professional development training series for curriculum considerations and technology implementation. We have appointed a Technology Expert who is the point person for all technology questions, and who has helped to lead the training as well as answer ongoing questions.

The president of Trinity Schools has overseen the development of the professional development plan for continuous learning with a small team of faculty and regular feedback from all faculty.

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.