



District or Charter School Name

Southwestern Consolidated School Corporation of Shelby County

Section One: Delivery of Learning

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

Special Education, Kindergarten through Grade 12:

Parent/Guardians have been contacted to update IEPs accordingly to add statements that reflect the parent/guardian's voluntary decision for their child to be a remote (online only) learner. The IEPs have been revised and special education teachers have been in communication with the parents/guardians.

Monitoring: Monitor student performance utilizing PowerSchool, student check-in, and general education teacher input.

Interaction: Utilize a variety of methods to provide assistance to students such as email, Classroom, telephone, and virtual meeting platforms.

Parent Communication: Keep parents updated about student progress/concerns via email, telephone, and virtual meeting platforms.

Case Conferences: Conduct case conference meetings via telephone or virtual meeting platforms and maintain records in IIEP.

Continuity: Develop assignments as needed and/or help support curriculum utilized by general education teachers for SPED students.

Collaboration: Maintain communication with general education teachers in regards to student progress and the need for additional support.

Accommodations: Provide accommodations to students as outlined in their IEP.

Alternative Support: Alternative assignments (as available) will be provided to students without internet access at home.

Student/Parent Communication Methods

- Google Classroom page
- FaceTime
- Texts
- Calls
- Emails
- Zoom meetings
- Google meetings/groups

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

1. Parents and students interested in becoming remote learners must meet with the building level principals to review the remote learning contract, be able to ask any questions they may have, and receive answers. Contracts are signed by student, parent, and building level administrator prior to beginning remote learning (per the approved corporation re-entry plan).
2. We are communicating with our students via email and social media as well as some teachers doing Google Hangouts and Zooms (when scheduled).
3. We are communicating through email, automated caller, weekly digital newsletter, and our social media platforms to inform families of expectations.
4. The special education teacher collaborates with general education teachers and staff members through school messenger, emails, and in person meetings to outline

expectations and protocols for assignments and attendance.

5. The staff receives communication from the district regarding continuous learning implementation by email, automated calls (specified for staff only), Zoom, in person meetings, and through direct phone calls/ text messages with their building level supervisors. Staff also has access to the district's social media platforms and the weekly digital newsletter which is emailed directly to them.

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

Teachers and staff members collect all necessary curricular materials that students need in order to complete their remote learning assignments. Parents and guardians pick up items from school secretaries weekly. In the event that the parent/guardian is homebound, school officials deliver these items to the students' homes. School administrators also hand deliver specific items (i.e. Chromebook chargers, band instruments, glasses, research note cards, etc.) as needed.

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

- *Chromebooks
- *Hot Spots
- *iPads
- *Google Classroom (GSuite)
- *Zoom
- *Google Hangouts
- *Math IXL
- *English/ Language Arts IXL
- *WeVideo
- *Twitter Chats
- *FlipGrid
- *Google Voice

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

Southwestern staff checks in with their classes every contract day through email, Google Classroom, Zoom, Google documents, and etc. Staff has asked students to label in the email subject if the email is a “question” or if it’s an “assignment” so teachers know which email is more of a priority. Staff members and our assistant principal are in charge of attendance and reach out to students and parents if assignments are not being completed. They determine why the students are not completing their remote learning assignments and how the students need support in order to complete the assignments.

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

The staff is expected to keep grades updated every Monday by 8:00 am just as if the remote learner(s) were in school. Staff members and teachers provide remote learners with feedback throughout their school day as permitted when not directly working with brick and mortar students. Staff members are not required to provide feedback outside of their contract time; however, most staff members continue to provide parents and students with support and feedback regardless of contract time. Staff reply back to emails from students, provide comments back through Google Classroom, or interact on Google Docs via the comment tool.

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.

The students at Southwestern are continuing their coursework aligned to the Indiana Academic Standards. They are staying in contact with their teachers via email, Google Classroom, and other technological ways. Students are assigned an assignment each school day and teachers grade them and provide feedback while keeping grades updated in PowerSchool.

8. Describe your attendance policy for continuous learning.

Students email their teachers assignments. Teachers and administration may also call students to interact with them via a phone conference. This also will count as the students' attendance for the day. Parents may be asked to complete surveys for different teachers and email pictures of students' work to teachers which count towards the students' attendance for the day.

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

We will analyze our scope and sequence data to see our weaknesses in close readings, constructive responses, technology enhanced assessments, and our math power standards to develop a plan to target students' learning gaps throughout the school year. As for starting the school year, we are looking at reviewing power standards we are struggling with based on scope and sequence data and the benchmark assessment data to try and close those gaps. Students also complete quizzes and constructed responses which allows teachers to collect data to plan lessons to address students' skill gaps.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

- Staff will document their time learning and creating new virtual lessons and using new software to provide students' their virtual and blended instruction (i.e. Zoom, WeVideo, etc.). This documentation will be submitted to their building level principal for review. Principals may ask teachers for artifacts of their professional development to corroborate their documentation.
- Staff will continue training on *SafeSchools*, an online training platform.
- Shared [edWeb](#) website with staff.
- Building level principals will conduct an onsite professional development in the fall (quarter 1) regarding remote learning tools and processes for future eLearning days.