



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 6th Grade:

There is a math eLearning page for our elementary students that the special education teachers assigns grades. Students and parents were emailed indicating that a teacher is available to help on any assignment as needed. We are going to virtually meet this week with our speech pathologist to address some of the obstacles that we have currently. We have a couple of annual reviews that are due. Our special education teacher will be contacting the parents and revising the IEPs for those meetings.

7th grade Special Education Teacher:

Students have the special education teacher's google voice number if they have an emergency or need to talk. Over break the teacher emailed them weekly to check in and see if they needed anything. From now until the end of school, the teacher will be emailing them daily to let them know what they should be working on and checking in to make sure they are good. They are free to email/text/call me at any time if they need anything. The teacher also sent a parent email with

the teacher's google voice number to let them know to reach out if they needed anything.

HS Special Education Teacher:

We have been texting our parents weekly to check in on them and our students. **Class work:** We sent home a folder in March containing weekly homework sheets and other materials to be used at home through this. For an example, the teacher texted them with what I would like to see done this week: **Math:** find all the change in the house and sort/count it; **Science:** go outside and observe how the flowers/trees are changing; **SS:** log into the Smithsonian and take a virtual tour; **Cooking:** color eggs for Easter or bake cupcakes for Easter Sunday. **LA:** is covered in the weekly homework sheet as they have to read daily.

“Parents have the option of texting or emailing pictures of the students completing things, or they can post them to our Instagram page that is setup for our class. If you would like access to Instagram let me know. I can also send you some of the pictures I have as we have been doing this since last week to create a sense of normalcy for the students.”

We also have one student completing work on google classroom, and my other students can access it if they want to do the activities there as well.

Student/Parent Communication Methods

- Google Classroom page
- FaceTime
- Texts
- Calls
- Emails

- Zoom meetings
- Google meetings/groups

Tuesdays

- Send a math review assignment to the 8th grade students via the teacher's Classroom page that includes all the information they need to complete the work autonomously. Students are provided one week to complete the math assignment(s).
- Send a ELA review assignment to the 8th grade students via my Classroom page that includes all the information they need to complete the work autonomously. Students are provided one week to complete the ELA assignment(s).
- Grade math and ELA assignments from the previous week then report grade information to the general education teacher for input into their gradebook.

Wednesdays

- Complete a grade check on every special education student on case load in grades 8th - 12th.
- Send a positive, encouraging email to students doing well and submitting work.
- Send an email to students who are missing work reminding them to submit assignments immediately and offer additional assistance.

Thursdays

- Plan and construct the ELA and math assignments for the next week.
- Based on student's assignments from other teachers, the special education teacher will touch base with individual students to see how they are doing and provide assistance if necessary.

- Communicate directly with other teachers regarding student issues, needs, and progress.
- Touch base with the school counselor about students' counseling needs or issues that arise as well as the progress of senior students.

We are currently using Boom Cards (an online interactive platform), Google Slides, and interactive PDFs. For a few students, We are still in communication with their parents to figure out what will work best. We have suggested things such as Zoom or Facetime, phone calls, or packets of work being sent home or emailed to them.

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

1. We are communicating with our students via email and social media as well as some teachers doing Google Hangouts and Zooms.
2. We are communicating through email, automated caller, weekly digital newsletter, and our social media platforms to inform families of expectations.
3. The special education teacher has communicated via email and all calls with staff members through school messenger outlining expectations and protocols for assignments and attendance.
4. The staff receives communication from the district regarding continuous learning implementation by email, automated calls (specified for staff only), Google Hangouts, and through direct phone calls and 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.

Students in need of specific items or resources left at school or prepared at school (i.e. visually impaired/ blind student) are delivered to the students during the meal delivery routes on Monday and Thursday. School administrators also hand deliver specific items (i.e. Chromebook chargers, band instruments, glasses, research note cards, etc.).

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 eLearning day through email, Google Classroom, Zoom, Google Hangouts 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 eLearning 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 we were in school. Staff have office hours on each eLearning day from 9:00 am to 3:00 pm to be available for questions. 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 must continue to complete classroom coursework in order to be eligible for fall sports based on IHSAA guidelines as well as completing work for dual credit courses. Students are assigned an assignment each eLearning day and teachers grade them and provide feedback while keeping grades updated in PowerSchool.

8. Describe your attendance policy for continuous learning.

During eLearning days, students email their teachers assignments and participate in live chats (via Google Hangouts, Zoom, and etc.). These virtual interactions that are time stamped count towards students' attendance for that day. 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 are also 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 over the summer heading into next year. As for the remainder of the 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 hit 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 continued training on *SafeSchools*, an online training platform. Staff completed the COVID-19 course via this online training platform.
- Share [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.

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.