



Southwest School Corporation Continuous Learning Plan

Updated Sept. 17, 2020

Section One: Delivery of Learning

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

Southwest School Corporation (SWSC) has been a 1:1 school district since 2014-15 and has the ability to deliver continuous learning opportunities for all students, including special student populations, through a combination of in-person and virtual learning experiences. SWSC uses Canvas as the foundational learning management system for all learning kindergarten through 12th grade. To help ensure accessibility, SWSC has 200 mifi hotspots available for short-term check out for students with limited or unreliable internet access. These hotspots were made available through the Governor's Emergency Educational Relief Fund grant. In addition, SWSC has a limited amount of additional funds available to assist a number of families of free and reduced lunch students with the installation and monthly payment of commercial internet access for the 2020-21 school year.

Special education services are being provided to meet the individual needs of the student. Services are directly related to the student's individualized educational plan (IEP) goals. Continuous learning opportunities are being provided through a combination of virtual interactive platforms, online access programs, email instruction/activities, and some paper materials as needed. This allows students to still receive activities in multiple learning modes. Progress monitoring opportunities are embedded in the learning activities to allow parents and school personnel to communicate and collaborate regarding student progress. IEPs are being updated as needed. Annual case reviews and case conferences are being held via interactive virtual platforms and conference calls.

Sullivan Elementary School and Carlisle Elementary School, SWSC's two school-wide Title I schools, provide continuous learning opportunities through additional resources and assistance made available by the Title I staff. This includes access to online math and reading programs, access to and/or delivery of any necessary academic resources and/or supplies, parent communication and resources, and individual online academic assistance.

District and school leadership work together to ensure that identified McKinney-Vento homeless and foster children have all the supplies, materials, and academic support necessary to fully participate in all continuous learning opportunities regardless of their choice of learning option.

The SWSC offers **in-person** and **remote (virtual)** learning options for students in response to the COVID-19 pandemic. Options are based on a nine-week time frame, with virtual students selecting to

continue with remote learning or returning to in-person learning at the end of each nine-week grading period.

Elementary students (Grades K-5) participating via **remote learning** are assigned to a 'classroom' teacher and will be educated synchronously and asynchronously by their teacher making use of our Canvas learning management system, Google Meets, HMH reading series, and SAVVAS math series.

Secondary students (grades 6-12) participating via **remote learning** will be assigned school schedules and classes similar to in-person school schedules. At the middle school level, this includes core classes. At the high school level, this includes all classes minus a few including: ACT, Golden Arrow Singers and Drama.

SWSC will utilize the Indiana Department of Health's County Metrics and accompanying guidelines, along with the Sullivan County Board of Health (SCBH), to determine curricular and extracurricular status. The SWSC district administration will review the Indiana Department of Health COVID Dashboard on Wednesdays and make determinations on how to proceed for the following week and notify staff and families accordingly. **The current state scenarios, guidelines, and SWSC's action plan for each of the four levels of county metrics on the next two pages.**

<p>County Metrics (and recommendations for each level.)</p>	<p>BLUE Minimum Community Spread: Schools operate all grades in person but limit activities where social distancing is not feasible)</p>	<p>YELLOW Moderate Community Spread: Schools continue all grades in person but increase vigilance in social distancing, hygiene, and masks.)</p>	<p>ORANGE Moderate to High Community Spread: Elementary Schools continue in-person; strong recommendation for hybrid learning for middle and high school students.)</p>	<p>RED High Community Spread: Grade schools remain in-person or consider hybrid learning; middle and high schools consider virtual learning for all)</p>
<p>SWSC In-Person Instructional Plan</p>	<p>All SWSC schools operate on current schedule: K-5 = M-F in-person learning 6-12 = M, T, Th, F in-person learning, W e-learning.</p>	<p>All SWSC schools operate on current schedule: K-5 = M-F in-person learning 6-12 = M, T, Th, F in-person learning, W e-learning day.</p> <p><i>*Increased vigilance in social distancing, hygiene, and masks.</i></p> <p><i>**Life skills students may attend in-person unless the SCBH or Governor's order precludes it.</i></p>	<p>All SWSC schools operate on current schedule: K-5 = M-F in-person learning 6-12 = M, T, Th, F in-person learning, W e-learning day.</p> <p><i>*If the school environment sees a significant increase in positive cases and/or home isolated or quarantined staff or students, SWSC may move to an alternate schedule in grades 6-12 with an A-B type schedule rotating in-school instruction with remote learning. (ex. "A" group: last names A-K to have in-person instruction on M, W; "B" group last names L-Z to have in-person on T, TH; All have virtual day on F)</i></p> <p><i>*Families of life skills students will be contacted and may attend in-person unless the SCBH or Governor's order precludes it.</i></p>	<p>SWSC elementary schools operate on current schedule: K-5 = M-F in-person learning; however, if the school environment sees a significant increase in positive cases and/or home isolated or quarantined staff or students, SWSC may move to an alternate schedule in grades K-5 (ex. "A" group: last names A-K to have in-person instruction on M, W; "B" group last names L-Z to have in-person on T, TH; All have virtual day on F); grades 6-12 with an A-B type schedule rotating in-school instruction with remote learning. (ex. "A" group: last names A-K to have in-person instruction on M, W; "B" group last names L-Z to have in-person on T, TH; All have virtual day on F; however, if SWSC sees a significant increase, grades 6-12 may move to all virtual.)</p> <p><i>*Families of life skills students will be contacted and may attend in-person unless the SCBH or Governor's order precludes it.</i></p>

<p>SWSC Extra Curricular Activities</p>	<p>Current procedures including limiting spectators, wearing masks, and promoting social distancing.</p>	<p>Current procedures including limiting spectators, wearing masks, and promoting social distancing. If there is an increased rate of positivity within the school environment, SWSC may further limit spectators.</p>	<p>Current procedures including limiting spectators, wearing masks, and promoting social distancing. If the county-wide positivity rate is on the rise, SWSC may further restrict spectators to parents only.</p>	<p>SWSC may cancel all extra-curricular activities when the county is in RED. The one exception will be for the IHSAA tournament. Students/teams will be able to participate in the tourney unless they are restricted by positive cases or quarantine. Practice for high school athletics <i>may</i> continue as normal. This will be determined by the number of positive cases and Close Contacts that have been identified in our schools. This is to keep eligibility under IHSAA.</p> <p><i>*Competitions/Games may still be CANCELLED.</i></p>
<p>SWSC Public Outreach</p>	<p>Continue communicating with families and community about working together to mitigate the spread of COVID-19.</p>	<p>Work with the SCBH to determine if increased precautions and public outreach should begin to halt the spread.</p> <p>Communicate additional guidance to families and community to help mitigate the spread of COVID-19.</p>	<p>Work with SCBH to implement aggressive prevention efforts in schools and community.</p> <p>Communicate with families and community about limiting social events outside of school.</p>	<p>Work with SCBH to implement aggressive prevention efforts in schools and community.</p> <p>Communicate with families and community discouraging social events outside of school.</p>

The SWSC district administration reviews the Indiana Department of Health COVID Dashboard and County Metrics on Wednesdays to determine curricular and extra-curricular statuses and notify families accordingly.

- Any changes that affect instruction based on being **ORANGE** or **RED** will start on the following Monday. This allows families to make final preparations for the next two-week instructional period, unless the county returns to **YELLOW** or **BLUE**.
- Any changes that affect extra-curricular activities will start immediately on Thursday and continue until the next Wednesday's County Metrics are released. Further determinations will be made from there.

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

SWSC has utilized Canvas as the learning management system for the past five years at all grade levels. Teachers have their classes or courses on Canvas, including class/course information and assignments. This is the first stop for students and families for academic learning. Additional means and platforms that teachers are using to communicate expectations for continuous learning to students and families include: email, ClassDojo (elementary), Remind (high school), Zoom meetings (all grades), Google Hangouts (all grades), YouTube channels, school messenger (via phone and text), school and corporation Facebook pages, and the district and school webpages.

If necessary, SWSC will also disseminate information through local news agencies including The Sullivan Daily Times newspaper, radio, and television.

The SWSC leadership team meets regularly to discuss updated federal, state, and county pandemic information, review expectations for continuous learning implementation, and meal distribution updates as well as any other relevant and timely information or necessary discussion topics. The superintendent and principals then share out to staff all necessary information for continuous learning implementation following all mandated and suggested guidelines to ensure the safety of all.

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

Students are able to access instruction and resources are linked through Clever and accessible through Canvas. Links for instructional online resources are also posted on school webpages. Supports are provided through a variety of measures including, but not limited to, ZOOM, Google Meets, classroom interactions, 1:1 instructional opportunities with the classroom teacher or support teachers and staff, explanatory/how-to videos and demonstrations, phone calls, and emails. School counselors are available for further academic, college/career readiness, and social/emotional learning assistance. Technology support is provided by our district technology team (helpdesk@swest.k12.in.us).

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

Equipment and tools available to staff and students to enable continuous learning includes:

- All students have devices (Grade K = iPads; Grades 1-12 = Chromebooks)
- All teachers have Macbooks and Chromebooks.
- Teachers and all students, regardless of learning options, have access to all of SWSC's online teaching and learning platforms (IXL, Study Sync, Study Island, Pearson Math, ConnectEd, Canvas, Reading Eggs, Accelerated Reader, Myon, Epic, Splash Math, etc.).
- Staff, students, and families all have access to our corporation technology helpdesk for any technology-related questions or concerns and will respond via email or phone.
(helpdesk@swest.k12.in.us)
- Two hundred hotspots are available for checkout.

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

It has always been the expectation for SWSC educators and support staff to engage in two-way communication with students and families. This has not changed regardless of whether students are attending in-person or virtually. Teachers and counselors have adapted to the digital instruction realm through the use of various two-way and enhanced one-way instructional communications to include, but not limited to: Canvas video conferencing, Zoom, Google Meets, Remind, emails, School Messenger, and more.

School counselors check-in regularly with students for academic, social/emotional, and basic essential needs. Additionally, high school counselors communicate regularly with AP and Dual Credit students as well as all other seniors to ensure that all are on track for their respective requirements.

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

In-Person: Teachers grade and return work daily/weekly to provide timely and meaningful academic feedback to students. Parents or guardians can check their progress in Harmony and/or Canvas. Special education, Title I teachers, counselors, and additional support staff are available to provide additional instructional assistance.

Virtual: Teachers grade and return work daily/weekly to provide timely and meaningful academic feedback to students. Parents can check their progress in Harmony and/or Canvas. Teachers may use Canvas Conferences, Zoom, Google Hangouts, email, and/or phone calls to provide additional individual academic instruction or to provide timely feedback. Special education, Title I teachers, counselors, and additional support staff are available to provide additional instructional assistance.

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.

Of course. This opportunity exists no matter what modality of instruction is involved. In-Person and Virtual students have access to earn high school credits regardless of their choice of learning option. This includes most dual credit and AP options as well. The dual credit courses that are not available for virtual high school credit are: Twin Rivers vocational courses and Arrowettes. We do offer hybrid opportunities of a combination of in-person and virtual learning for specific situations, based on a student's four-year plan. Sullivan Middle School will follow the same guidelines as the high school in the two classes offered for high school credit.

Individuals with questions about issues involving the high school credits and graduation pathways should contact their school counselors or principals.

8. Describe your attendance policy for continuous learning.

In-Person: Attendance is taken as normal. Students identified as “close contacts” by the Sullivan County Board of Health and/or are positive for COVID are marked as “Absent due to Covid” and are expected to participate remotely in daily learning unless they are ill. These students may return to school when released by their doctor or the Sullivan County Board of Health.

Virtual: Teachers take attendance based on who is participating daily in their virtual learning experience through Canvas. Those that do not participate on any given virtual school day are counted as absent. Teachers contact students about their attendance. If the attendance does not improve, the teacher lets their principal, school counselor, and/or virtual learning coordinator (elementary level) know. The principals and/or counselors make contact with the parents or guardians via email or phone to determine student/family needs that might have prevented participation (attendance) and attempts to remove any barriers that might have prevented continuous learning. Principals and counselors may make home visits, accompanied by the School Resource Officer, to discuss attendance and/or academic concerns. Official reports to the Division of Children and Family Services may be made if a student has excessive absences and/or the school is unable to communicate with the family.

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

Classroom teachers will not only be providing timely feedback as students complete work, they will be tracking which high-priority skills a student may need additional assistance with. Classroom teachers, Title I teachers, and Special Education teachers will then be working with those individual students as needed on any skills gaps. Formative assessments will be used at different grade levels to help determine any potential skills gaps and guide instruction.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers and non-certified staff are continuing professional development through Public School Works. The training sessions are designed to educate staff on the following topics: Bullying, Suicide Prevention, Fire Safety, Internal Controls, Homelessness, Human Trafficking and other topics the Southwest School Corporation deems appropriate.

Special Education staff are engaging in Zoom professional development meetings with the Greene-Sullivan Special Education Cooperative.

Teachers and staff are provided with on-going professional development on consistent Canvas implementation to ensure that all in-person and virtual students have equal access to lesson plans, instructional materials, and timely, meaningful feedback.

Principals have staff meetings to share out any new information, discuss e-learning progress to date, and answer any additional questions or concerns from staff.

Counselors participate in ASCA and ISCA professional development opportunities and provide school staff and families with resources to assist with teaching and learning during a pandemic.