



District or Charter School Name

South Ripley Community School Corporation

Section One: Delivery of Learning

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

South Ripley will be using eLearning Days as our way of providing continuous learning opportunities for all students. We have been using eLearning for approximately five years and have been preparing and training our teachers to provide quality digital learning since we implemented our 1:1 technology initiative several years ago. We use Google Classroom as our Learning Management System, and teachers post eLearning activities in Google Classroom each day. We are following the guidance from our special education cooperative (ROD) in making sure we meet the accommodations in IEPs, and have conducted the appropriate case conferences to revise IEPs for eLearning. We are using our instructional assistants to help teachers make phone calls home to every student in the district to see how we can support their learning. We are providing alternative learning packets for students who do not have internet access at home. Our Title 1 teachers are reaching out to and providing support for their students to enhance their learning as well. Teachers communicate regularly with students via school email. Additionally, we are allowing teachers to use Google Meet to have virtual office hours and tutoring sessions for individuals or groups of students.

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

We have communicated expectations to all three groups through a variety of methods. The superintendent has sent videos to all groups with eLearning expectations. Additionally, informative emails and School Messenger phone calls have been used to communicate general expectations. The superintendent has been interviewed on two local radio stations, recorded a podcast, and submitted a column to the local newspaper discussing our continuous learning plans and expectations. At the building level, each building principal has created a video that has been sent to all students, families and staff communicating expectations. Anyone at South Ripley can tell you that during this pandemic, our eLearning focus is on Quality over Quantity. We are emphasizing Quality of Instruction over Quantity of work being required by students. We are also emphasizing the “essential of the essential” standards when it comes to curriculum. Finally, each teacher is reaching out via telephone, along with their instructional assistants, to each student in the district checking on them and communicating our expectations. Additionally, administrators are following up with families that are most at-risk to offer additional resources.

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

Our teachers are posting academic activities in Google Classroom each day. We have asked our teachers to let their students “see and hear” the teacher each day. This is being accomplished in many ways including screencasts, videos, SeeSaw, Google Meet, etc. Teachers may also include video instruction that was made through Screencastify, tailored to their own classes, while also using supplemental video instruction with tools such as Kahn Academy and Edpuzzle. Special education and Title 1 teachers are reaching out to their students and holding Google Meet tutoring sessions and are making phone calls to provide individual help to students. Students and teachers communicate with one another regularly

through school email addresses as well.

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

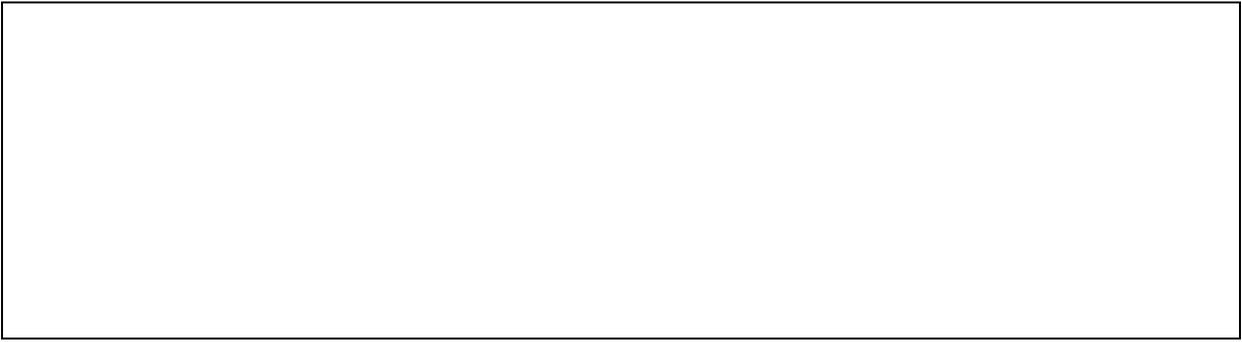
South Ripley Schools have been 1:1 for several years with K-2 using iPads and 3-12 using Chromebooks. All staff members have Chromebooks and those that need them also have iPads. All staff and students have access to Google Classroom for sharing of instruction and assignments. Students are able to ask questions and teachers can provide answers through school email, Google Meet, via telephone calls, etc. We also have alternative packets for students who do not have internet access. These packets are delivered by our school buses while delivering meals. We also collect completed packets from students and return them to the school during meal delivery. Our teachers have access to our eLearning Coach each day who is available to help them with all aspects of eLearning. Through our contract with Five Star Technology Solutions, our teachers also have access to our Technology Integration Specialist as well. Our staff can also submit tickets for any technology issues they are having, and families can contact their teachers, principals or office staff with any issues. We are going out of our way to break down any barriers to successful eLearning and know how to do this since we have been implementing eLearning for several years.

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

Our building principals have provided lists of students to our instructional assistants so that they can make phone calls to every student in the district. These calls are logged in Google Sheets with notes. Teachers also log the calls they are making home and make notes on the sheets. We are trying to get a phone call to every student through every two week cycle. Our teachers are expected to have assignments posted by 9:00 a.m. on each eLearning Day and are expected to be available to communicate with students/parents from 9:00 - 3:00 each eLearning Day. Teachers may also reach individuals or groups of students using Google Meet and via school email.

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

Since we use Google Classroom during face to face instruction as well, this is just an extension of what we do in our classrooms each day. Teachers communicate through Google Classroom on all work turned in by students. Since all students have school email addresses, teachers communicate to students via email as well. This is actually a primary means of communication for students to ask questions to teachers and to receive feedback from teachers during eLearning. Classroom teachers also reach out to special education staff if there are concerns so that the special education staff can reach out to students as well. During phone calls home, teachers will provide feedback to students as well, and teachers will reach out to parents if students are not engaging in or completing work.



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.

Absolutely. Our students had already fully completed the third quarter, which is half of the second semester. We have worked with our teachers to use that third quarter grade as a baseline for evaluating students in the fourth quarter. Teachers will evaluate the work being done during eLearning as a way to determine a final semester grade, and therefore a high school credit, including the work done remotely in the fourth quarter. We are working with our Dual Credit Partners to ensure that our Dual Credit students have the opportunity to earn their college credits as well.

8. Describe your attendance policy for continuous learning.

Students who engage with the eLearning assignments for a given eLearning Day are counted present for that day. They must submit work to be considered present.

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

Teachers are meeting virtually in PLCs to plan together for how to cover the most essential of the essential standards in each grade level/subject area. Our teachers have been studying student-level data through PLCs for several years and this practice will continue. We will continue to formatively assess students so we know how to adjust our curriculum. We fully realize, and have communicated to staff, that next fall will look different in terms of what academic content each grade level/subject area will be starting with. Through additional formative assessments, we will monitor where students are and what we need to do to address skill gaps. This is a regular part of how teaching and learning work at South Ripley.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We have invested in professional development for our staff members during our transition to a 1:1 technology environment over the last five plus years. We were already utilizing eLearning and therefore were as prepared as any school could have been to switch to this remote learning format. We are continuing to evaluate staff PD needs and are using our eLearning Coach to help our teachers during this time. Our eLearning Coach is working with individual teachers and groups of teachers to provide PD, and we are scheduling voluntary sessions on Google Meet for the entire staff. Our principals are monitoring Digital Lessons daily and are staying in touch with the eLearning Coach to provide suggestions for individuals that need assistance. Our building principals are scheduling PLC meetings using Google Meet and are checking in to see what teachers need. We are committed to using our relationship with Five Star to provide our staff “just in time” learning for any digital skills they need. Many of our teachers are Google Certified Educators and they are also helping one another in their PLCs in a “train the trainer” type of model. Our technology Guiding Coalition is continuing to hold meetings via Google Meet to receive feedback from teachers and to determine our “just in time” needs. Our eLearning Coach is also holding weekly “Lunch and Learn” sessions to provide continuous PD opportunities for staff. We feel we are in a very good position to make the most of this remote learning process.

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.

