



**District or Charter School Name**

South Ripley Community School Corporation

**Section One:** Delivery of Learning

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

South Ripley will be providing both in-person instruction and a Full Time Online Option for students to choose from this school year. We have developed a Re-entry Plan in conjunction with the Ripley County Health Department that can be found at this link:

[South Ripley Re-Entry Plan](#)

In the case of a closure of our schools, 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. If necessary during eLearning, we will provide alternative learning packets for students who do not have internet access at home. Our Title I 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 emails, phone calls and videos to all groups to describe our re-entry plan and our full time online option. The superintendent has been interviewed on two local radio stations, recorded podcasts, and submitted a column to the local newspaper discussing our re-entry 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. We have met frequently with the Ripley County Health Officer, including hosting him for a tour of our facilities.

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

Students choosing in-person instruction will have all of the necessary resources and supports available during traditional school. For those choosing the full time online option, we are convening case conferences and making individual plans to meet our students needs. At the K-6 level, we have hired an additional teacher to coordinate our delivery of instruction. At the 7-12 level, we are contracting with the Indiana Virtual Academy and they will provide curriculum aligned to Indiana Academic Standards, as well as licensed Indiana teacher to teach our courses. Our teachers will continue to post academic activities in Google Classroom each day. Our online students

will have the opportunity to communicate and interact with their teachers 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 will reach out to their students and hold Google Meet tutoring sessions and phone calls when necessary to provide individual help to students. Students and teachers will 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. This year, our K-2 students are moving to touch screen Chromebooks instead of iPads. All staff members have been issued Chromebooks as well. Our full time online students will be issued a Chromebook to access their instructional materials. 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. Our teachers have access to our eLearning Coach each day who is available to help them with all aspects of digital content curation and delivery. 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 digital learning 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.**

This is built into our plan for our full time online students. At the elementary school, we will use our support staff to reach out to the online students as necessary to check progress. At the junior high and high schools, IndVA will provide the teachers, and our counselors will reach out to students to track progress on selected courses. Our building principals will provide lists of students to our instructional assistants so that they can make phone calls to online students as needed. These calls are logged in Google Sheets with notes. Teachers also log the calls they are making home and make notes on the sheets. If eLearning becomes necessary, 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. Like we did last year during eLearning, we will make sure we contact students on a regular basis, and log those calls, so that we can continue to keep in contact with the needs of our students and families.

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

For our full time online students in the elementary school, the teachers providing the instruction will be providing this feedback on a daily basis. 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. At the junior high and high schools, the IndVA teachers will be communicating with students on a regular basis to provide instruction and track progress. The IndVA staff will keep in contact with our high school and junior high counselors to make sure students are keeping up with their assigned work. The counselors will make contacts as necessary to encourage students and track their progress. Any special education students choosing the full time online option will have a case conference where academic goals and objectives will be discussed. The teacher of record will communicate with our online students and help to track their progress as called for in the IEP.

## **Section Two: Achievement and Attendance**

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**7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

Absolutely. For our full time online students, the IndVA uses licensed Indiana Teachers and curriculum that follows Indiana Academic Standards, so these are definitely courses being taken for high school credit. If we are forced to move our in-person students to eLearning, our teachers will evaluate the work being done during eLearning as a way to determine grades, and therefore a high school credit, including the work done remotely during the period of closure. We will work 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.**

Our full time online students will be considered present if they engage in academic activities during a school day. We are looking for completion of at least 50% of daily assignments to determine attendance. If we have to switch our in-person students to eLearning, students who engage with the eLearning assignments for a given eLearning Day are counted present for that day. They must submit work in a timely fashion 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 this 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, and will be even more important this year than ever. We will follow the guidance of the Indiana Department of Education that has been provided to schools to help address skill gaps and get students back on track in a timely fashion.

### **Section Three: Staff Development**

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#### **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 are as prepared as any school could be to switch to this remote learning format if that becomes necessary. 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 will monitor 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. We had several teachers participate in our “level up challenge” this summer to achieve a level of Google Certification. Our technology Guiding Coalition will continue to hold meetings to receive feedback from teachers and to determine our “just in time” needs. Our eLearning Coach will hold sessions as needed to provide continuous PD opportunities for staff.

**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.**