District or Charter School Continuous Learning Plan

District or Charter School Name	Seymour Community School Corporation

Section One: Delivery of Learning

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

SCSC is committed to continued learning and access to the General Education Curriculum for **all** students. Students with disabilities will continue to have access to their accommodations, modifications, and curriculum as outlined in their IEPs. Students will receive access to educational materials via eLearning and Distance Learning packets to meet individual needs. Students who receive English Language Services (per their ILPs) will continue to receive accommodations and support on eLearning Days. Special Education Staff and/or English Language Learner Staff will be available throughout the day to support questions that students or parents might have about academic assignments or accessing their accommodations. Special Education Staff will communicate and provide parents with individualized eLearning activities when appropriate. Parents can also check their special education teacher's website for additional information. Special Education Staff are available to consult with General Education Teachers, provide accommodations, and support parents. Special Education Teachers and Therapists provide services to meet academic, social/emotional, speech and language, life skill, and gross/fine motor goals.

SCSC is following the guidelines provided by the IDOE regarding all special education procedures including evaluation timelines. Staff are in communication with families regarding Individual student evaluation needs. Parents are able to choose to pause the evaluation at this time, or SCSC Staff will work to complete as much of the required evaluations as possible that do not require physical contact with students. The remainder of the evaluation testing will be completed on an expedited timeline. SCSC is mindful of student access to technology during eLearning and is working to ensure we provide access via Chrome Books and when appropriate, iPads. eLearning activities on these platforms are presented in accessible formats.

SCSC is mindful of the social/emotional and behavioral needs of our students during eLearning and when transitioning back to school once we return. Meetings with staff and families are taking place to develop transition plans for students as they return to school or move to a new building.

English learners are provided full access to curriculum and instruction.   EL teachers and EL instructional assistants are available during eLearning hours to provide instruction to students as well as support classroom and content teachers for eLearning. EL student ILPs are implemented and easily accessible for teachers through ELLevation education.   EL staff and classroom teachers are collaborating and co-teaching to support English learner's continuous learning. Bilingual staff are providing support documents, videos and other resources to families to help navigate eLearning at home. Bilingual staff are reaching out to families to help with connectivity, translation to navigate community resources and to help with overall issues that arise during the continuous learning time. SCSC students have the opportunity to pick up a school issued Chromebook to use during eLearning. Staff have communicated opportunities to access free or little cost internet access, which included the parking lot of each SCSC school building. If a family is unable to access the internet,, staff are reaching out via phone, and other ways to ensure continuous learning for students.

SCSC is following the guidelines provided by the IDOE regarding service to English learners during continuous learning. We continue to welcome families and provide EL services based upon the best possible language information we can gain. Draft ILPs are being provided in lieu of the WIDA Screener until we resume regular on-site instruction.

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

Communication with students, families, and staff, is at the center of our continuous learning plan. Our administrators meet daily at 10:00 AM via video conference. The goal of this meeting is to share the latest information, discuss questions that have been asked, and to unify our messaging. Administrators meet weekly with building level staff and share information.

All of the information that is shared with our students and families is translated by district employees.

The following communication tools are utilized to communicate with students, staff, and families:
➤email
➤school website (www.scsc.k12.in.us)
➤social media (Twitter, Facebook, Instagram, Youtube)
➤video messages
➤mailings
➤phone calls
➤text messages
➤Dynacal
➤School Messenger

➤local media (The Tribune, FM 92.7, FM 96.3, AM 1390)
➤printed signs and flyers
➤school video boards and yard signs
➤community conference calls
➤Google Classroom
➤video conferencing (Google Meet, Zoom, Skype)
➤communication apps (Class Dojo, Remind, Group Me, Go Guardian)

Teachers are working with their students and reporting to principals. Principals are using spreadsheets to keep track of students and families who have not been in communication with teachers. Using the listed methods, administrators are using multiple communication avenues to reach out to students and families. On eLearning days, staff are provided with a daily Google Document to serve as an update that includes communications from IDOE, local departments, resources, and examples of student work.

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

Seymour Community Schools maintained continuous learning for all grades and all students through a variety of instructional strategies, interactions and tools.

(a) interactive learning resources, digital learning content, software, or simulations, that engage students in academic content; (b) access to online databases and other primary source documents; (c) the use of data and information to personalize learning and provide targeted supplementary instruction; (d) online and computer-based assessments; (e) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (f) on and off line learning, which occurs under instructor supervision through online delivery of instruction with some element of student control over time, place, path, or pace; and (g) access to familiar online platforms utilized throughout the school year. (Examples: IXL, Lexia, iReady Math, MyOn and Google Classrooms); (h) when needed packet, paper, pencil options.

Personal contact with students for instruction and feedback is maintained through a variety of methods to include but not limited to:
1. Google Meet: This platform is utilized for whole class, small group, and individual instruction, interaction and support.
2. Email: Locate/Check in
3. Google Forms: Attendance/Check in
4. Phone Contact: Locate/Check in with students not engaging in online content
5. Social Media: Submission of products, Sharing Information, Community Service
6. Google Classroom: Content, Check in, Submission of Assignments
7. Pear Deck (6-12): Interactive, Progress Monitoring
Resources/Supports available include:
1. Interactive Platforms: SeeSaw, Google Meet, Google Classroom
2. Regular Teacher Hours: Instructional Hours are 9:00-3:00 on designated days. Availability of staff is key to the success of our students and families. Seymour

instructional staff consistently make themselves available beyond the minimum requirements
3. Visual Support: Screencasts, videos, closed captions
4. Parent University: Direct Support and Social Media platform for parent support that provides strategies that are research based and easy to understand on topics such as: Organization, working with students, resources, instructional guidance, choice boards, visual schedules
5. Providing Access to Materials: Device Pick up/repair, Consumables, Supplies, Community Resource Lists. (In person/mailed to families)
6. In all areas, Seymour Schools is providing translations, instructor interactions and support staff contact to help Non-English speaking students and families understand the struction, content, and expectations.

Structure/Areas of Emphasis:
1. Address essential learnings as identified through high priority standards.
2. Attention to Social Emotional Needs: Check ins, Counseling Lessons, Individual Contacts, Administrator & TeacherAnnouncements/Connections and Personal Messages, mindfulness activities, brain breaks, and PBIS
3. Focus on Movement, Creativity, and Off-line Options. Art/Music/Physical Education Google Sites, Videos, Links, and Challenges

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

Prior to the onset of continuous learning, Seymour Schools was a 1:1 district. Chromebooks were provided and taken home by students in Grades 5-12. Carts were utilized in grades kindergarten through 4. Ipads are given to students with special needs in order to allow them to have access and participate in eLearning and electronic activities. To facilitate continuous learning, all students needed access to a device. Therefore, we offered the opportunity for kindergarten through 4th grade students to pick up their assigned devices.

At this time, we have over (95%) of our students working from a school owned device. The remaining 5% are either using a personal home device or have not picked up their device. Continued outreach is in process to make sure students without a device or internet access are provided packet options. To support the continued use of school owned devices, Seymour Schools offers a curbside repair depot every Wednesday at one school location. This is provided to repair or replace devices so students and staff have a functionality throughout this experience.

		# of Students	Devices	Percentage
Brown Elementary		680	614	0.9029411765
Cortland Elementary		140	129	0.9214285714
Emerson Elementary		344	316	0.9186046512
Jackson Elementary		682	581	0.8519061584
Redding Elementary		670	603	.9
Seymour 6th Grade Center		416	416	1
Seymour 7th/8th Grade Center		775	775	1
Seymour High School		1524	1524	1
Corporation		5231	5019	0.9478111

We also provide our students and staff with several online software resources. We use the Google platform which allows our staff to plan activities using Google Classroom. We have opened the cameras so that teachers can 'meet' with their classrooms as a whole using Google Meet. All student devices are also filtered away from the school sites and the software also allows our teachers to monitor activities on all school devices.

Here is a list that Seymour Community Schools is providing for the students and staff:

Elementary Software
ESGI-Education Software for Guided Instruction
Accelerated Reader (Renaissance Learning) Not Brown
IReady
IXL
Learning A-Z Products
Learning A-Z(Reading A-Z)
Learning A-Z(Science A-Z)
Lexia
Microsoft Office
My On
Spelling City/Vocabulary City
Surpass Support- Elem

Grades 6-8
GradPoint (NCS Pearson) 3yr contract
IXL
Kuta Algebra 1 & 2
Kuta Geometry
Microsoft Office
MyOn
Newsela
PearDeck
Surpass Support- SMS
High School Software
Cengage Learning (SAM365)
Cengage Learning -K12 Mindtrap: Century 21 Accounting
Certiport MSO Licensing
GradPoint (NCS Pearson) 3yr contract
Gale (Opposing Viewpoints)
Gale- Resources in Context
Kuta Infinite 3yr site license renewal
Lampo Group-Foundations Digital Classroom
Microsoft Office
Graduation Pathways
PearDeck
ProQuest(SIRS Researcher) SHS Media Center
Ramsey Education
Surpass Support- SHS
Turnitin

Seymour Community Schools has designated a home page for each teacher on the main district website. (www.scsc.k12.in.us) Teachers use their homepage as a landing point to direct each student to teacher resources and connectivity options.

Our eLearning page located on our corporation webpage has been expanded and is continually evolving. All documents provide options for translations to the native languages of our large ESL population.

In addition to hardware and software, Seymour Community Schools provides personnel dedicated to supporting students and staff with continuous learning options:

Technology Director:
- Continue to look for resources for students and staff
- Communication between staff, parents and students
- Provide support for administration of online resources
- Monitoring activities happening on school owned devices
- Adding additional software applications where necessary

Assistant to the Technology Director:
- Provide software support
- Providing tracking for devices and software utilization
- Provides additional software and app access to staff and students

Technology Integration Specialist:
- This individual is designing training videos for our staff and students.
- Established/Contributes to Social Media Forums(Facebook, Instagram, etc.)
- Providing support for Google Classroom
- Updating web presence including the eLearning page on the corporation webpage
- Help in designing online plans and documentation

Technology Support Specialist(6):
- Providing curbside repair service or replacing devices for broken on non-working devices
- Providing email support remotely for staff
- Increasing capacity of software availability for all students and staff

Bilingual Staff:
- Providing translated documentation for EL students
- Providing communication to families through email and voice
- Providing all EL support services for the successful completion of online assignments for students

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

SCSC staff are connecting with students and families remotely through multiple avenues. Our main source of mass communication is our [website](), [social media](), as well as our school messenger platforms.

Students were provided the opportunity to pick up a school issued Chromebook, as well as resources for connectivity. Instructional staff are connecting with students and families during instructional times via google classroom platforms such as google meet and zoom. Email and phone calls have been an integral part of helping families get connected and access eLearning platforms. Bilingual staff are providing written translation and oral interpretations for students and families, not only for instruction, but on how to access resources for school and in the community. Staff have been instructed to reach out to families who have not connected on electronic platforms. Individual phone calls are made to families who need additional support or may be new to SCSC or unfamiliar with how to access eLearning. We welcome newly enrolled families and connect with them to ensure students are receiving services and have resources to access curriculum. SCSC intends to utilize the Board approved calendar for the remainder of the school year. SCSC staff are expected to support the continuous learning plan and connect with our students and families through May 7, 2020.

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

Providing academic feedback to students in a timely and meaningful manner is a critical component for students to continue to grow and learn. Using such platforms as Google Classroom, Google Meet, and Go Guardian allows teachers to communicate with students about their work being completed.   For those students who do not have access to Google Classroom or Google Meet teachers have the ability to work with their administrators, counselors, and social workers to communicate this information via phone calls.   Students and parents have access to their grades via our student management system.

State assessment results, report cards, and any other type of academic information will be either mailed or accessible via the student management system to students and their families.

Grading

Grading practices should never be punitive in nature. Best practice would be to focus on adding value to the base performance as established by the first three nine weeks through assignments completed during continuous remote learning. Consider the following best practices for continuous remote learning:

● Consider competency based grading rather than assigning percentages and grading everything for right and wrong

● Encourage the development of rubrics to grade the body of work rather than many

individual assignments
● Consider alternative ways students can demonstrate their learning
● Give meaningful feedback on progress once or twice a week
● Concentrate on meaningful feedback, where students are in their learning and where they can improve

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.**

Yes, our continuous learning plan provides an avenue for students to earn high school credits. We have utilized online learning through a program called Grad point for many years. Students maneuver the self-guided instruction, take notes, quizzes, and tests for each unit within each class. Student progress is monitored by alternative education classroom teachers. At the completion of each course, school counselors are notified and they place the course, grade, and credit on the student's transcript. Students who have been enrolled at the alternative program at the Jackson County Learning Center and those students at the main building who are also enrolled in Grad point classes for credit recovery or schedule flexibility are not operating differently than normal.

As school was closed for the COVID-19 pandemic, the entire high school began eLearning. This was not really a major change in our standard operating procedure as we have been a 1:1 high school for several years. Each student has been issued a chromebook and class instruction has been delivered through Google Classroom and other electronic platforms. Students are comfortable with this learning method. The availability of wifi away from the schoolhouse has been addressed throughout the city and surrounding countryside by area internet providers and the businesses, corporations, churches, libraries, parks, and other sites throughout our school district. Many hot spots have been set up for students who do not have wifi at home. Through our eLearning process, teachers are delivering instruction and students are completing assignments and assessments. Teachers are recording grades in our student management system, the same one we have used during traditional school. At the conclusion of the semester, teachers will issue a final grade for each student in each class. Passing grades will be issued credits that are associated with the particular course. These credits will automatically be transcripted by our SIS.

Particular attention has been directed to teachers of Advanced Placement, Career and Technical Education, and Dual Credit classes. The courses that are included in these programs have been given direction from the College Board, partnering universities, and CTE guidelines for continuing instruction and learning. For example, IVY Tech has given guidance to our dual credit instructors that 48 hours of instructed seat time work is necessary for dual credit at the college level to still be awarded. During the third nine weeks grading period, these classes met 34 hours of seat time. Therefore, dual credit instructors have been advised that a minimum of 14 additional hours must be completed during the last grading period of the school year. Dual credit teachers will be responsible for the verification of the completion of this requirement.

8. Describe your attendance policy for continuous learning.

Attendance will be determined by contact made with the school at a minimum of one time per elearning week. This contact would include but not be limited to: completed classwork, contact with school personnel via phone, text, email, or some type of messaging system, home visit, or meal pick up.

SCSC will have a total of 7 weeks of elearning from March 23rd through May 7th. So each student should have a total of 7 contacts made with the school during this time period for the student to be counted for attendance.
Any student that has not had 7 contacts during our elearning will be referred to building administration to mark the student's negative attendance.

It should be noted that since this policy went into place after the elearning began, leniency will be given in that the 7 contacts can be made in any time frame during the elearning window.

Rationale:
1. The DOE guidance states, "Extend grace to all in these unique and trying times". Page 5 in Indiana Continuous Learning Guidance Final Update April 1, 2020.
2. The DOE guidance states, "Decisions must support all populations of students". Page 5 in Indiana Continuous Learning Guidance Final Update April 1, 2020.
3. When students attend school on a typical school day, their attendance counts whether or not they participate in class, spend the whole time in the school clinic, or if they are present just for 1 hour of the school day.
4. This policy shows grace to our families that may not have internet access, have a language barrier, or other barrier to their participating in eLearning on a set schedule.

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

Each school is actively tracking students lacking engagement and/or disconnected from the eLearning process who may require interventions to address potential skill gaps when we return to traditional instruction. All SCSC schools have an academic RTI process in place. All students will be screened via beginning of year formative assessments (NWEA, I-Ready Diagnostic). Students identified with skill gaps will be added to the RTI process and individualized plans will be made to address student gaps. Our behavioral RTI teams will also create individual plans for students who we identify as having social and emotional gaps that occurred during the pandemic.

Elementary schools may provide traditional summer slide books and/or packets for students in need prior to summer break. Seymour Community Schools will offer a virtual Summer

School opportunity to address gaps for middle and high school students.

Seymour School Corporation plans the following course of action upon the conclusion of continuous learning as of May 7 due to the fact that traditional content delivery was impacted:

*Use this time to meet as GRADE/CONTENT to determine what was accomplished and to prepare a summary of any "gaps" our instructional staff will need to address as we begin the next school year.   Instructional staff will make plans to blend any identified missed content from the continuous learning experience of 2020 with an already packed standard load. They'll prioritize essential learnings/building block standards that are needed for the next step or to move forward. We will use some of the same technologies to facilitate. For example: Google Meet scheduled for Grade 2 instructional staff compiling an essential list for Grade 3 with links to effective lesson plans. In this example, the Grade 3 instructional staff can plan together a pacing that makes sense to fill any identified gaps upon receipt of the Grade 2 summary.

*Plan for the start of school next year. We have no guarantee that it will be business as usual. It is possible we could still be under continuous learning guidelines or other directives. If so, how do you establish relationships, protocols, pacing guides and routines to start a school year. Unlike this year, an online start would be with students we will not meet in person to begin.

We will provide staff time to consider and prepare for contingencies. If it turns out contingency plans are not needed, it is possible it will be needed again. For example, interventions for students that have a gap in their learning does not just apply to this situation.

*For special education, transition meetings will be needed for all students but in particular for students with behavior needs or other physical challenges that are moving to a new building next year.

*There will be a need for Social/Emotional planning for all students but in particular students experiencing months without structure or a traditional ESY during continuous learning.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

The Seymour Community School Corporation's professional development plan for continuous learning has many different facets.

District leaders are holding daily meetings with all building principals discussing what areas we need to target from a district level that will help us provide a solid instructional experience during this continuous learning period. This means addressing items such as E-Learning,

appropriate grading practices, student engagement, access, etc….

The administrators within each school in SCSC are facilitating professional development meetings with their teachers addressing building and student specific needs. In order to accomplish this they are utilizing Google Meet to hold virtual meetings with their staff. The focus of many of those professional development meetings have shifted to how to best support our students during this continuous learning time period. The mode being utilized to support most of our students in our schools is E-Learning.

Professional development topics being covered related to E-Learning
- Tools
  - Screencastify
  - Google Classroom
  - Loom
  - Google Meet
  - Google Suite
  - Recording Instruction sessions
- Instructional Practice
  - How to provide New learning
  - How to model in every lesson
- Access
  - How to reach students with no internet access
- Engagement
  - How to engage students who aren't logging in and participating
  - How to identify if it is an access issue or and engagement/apathy issue

In order to provide professional development on these issues building leaders utilize a number of different strategies. A few of these strategies are as follows:
- Personally lead PD sessions over Google Meet
- Have staff members with different expertise areas lead and share information with the staff
- Disseminate information and resources such as "How to Tutorials", out to teachers that can help them develop their online instructional capacity.

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.