



**District or Charter School Name**

Sheridan Community Schools, 3055

**Section One:** Delivery of Learning

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

Sheridan has participated in eLearning for several years and is comfortable with the format and process. Sheridan completed two weeks of eLearning from March 16-27. For the time period of April 13-May 15, SCS will have eLearning on Monday, Wednesday, & Friday. Tuesday and Thursdays will be considered “FreeLearning Days” for our students as we use waiver days and allow for staff to properly prepare for and support effective eLearning. We have made an effort to help ensure students have access to the internet by providing hotspots.

We utilize Canvas, LMS Platform across the district and have 1:1 devices. We have utilized eLearning as approved by DOE for several years.

For students in grades K-4, in addition to use of Chromebooks, critical skills packets for a blended learning platform that is more appropriate for younger students. A first set of packets were sent home in backpacks and a second set of packets were mailed directly to students’ homes on April 10. Daily communications through Canvas, as well as Zoom, Facebook, Google Voice, Email, etc... “Whatever it takes” mentality!

Sheridan High School and Sheridan Middle School deliver learning through eLearning which includes components of instruction, practice, feedback, and assessment, utilizing Canvas. Students are able to access teachers via Canvas, email, and phone calls as needed. Special Education students receive additional support from their Teachers of Record and instructional support staff. Special Education Therapy Services (Speech, OT, PT) are provided in packet format for speech and occupational therapy. Therapists provide videos to be accessed by parents and students that are based on student goals.

Resource teachers collaborate with general education students and provide “office hours” for students who wish to receive assistance. Direct special education services for academic remediation are sent in paper format to students who do not have

access to internet and/or a device, and Teachers of Record follow up via phone and email on a regular basis.

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

The Primary means of communication with students and families is accomplished through two formats: Canvas and email. Additional points of communication are made through social media. Individual teachers also utilize digital resources such as Zoom, Canvas Conferences, Remind, etc. to communicate directly with students.

Email is the primary means of communication with the staff. Virtual staff meetings and weekly administrative meetings are held using Zoom.

Our superintendent communicates directly with families through email and our school website. Text messaging through Schoolmessenger is also used for district-wide messages.

As is allowed with social distancing protocol, school offices are open to receive phone calls and arrange resources.

We have also utilized the US Postal service for mailing packets and for mailing personal letters from teachers to students. The district arranged direct shipment of stamps to any teachers who requested them so they could mail letters to students.

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

Instruction takes place in a variety of formats primarily presented through Canvas, Digital Video conferencing, prepared videos, etc. Resources are available through online primary sources, textbooks, online material, and resources that are distributed during specific pick-up times such as lunch distribution at the school. Teachers are available during the school day and into the evening hours for student support. Most teachers publish specific “office hours” to support student learning. For students in grades K-4 blended learning is used with hard copies of materials also provided, along with devices for video conferencing, etc. Additional supports for special education students are provided to insure accommodations are met.

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

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All teachers have school issued laptop computers. Students in grades 2-12 have Chromebooks. K-1 have utilized ipads at school, so during this extended eLearning time we have communicated directly with K-1 families and provided them with a Chromebook if they do not have a family device in order to ensure students can communicate with their teacher.

We have purchased hotspots to ensure internet access.

Our technology director has worked with families to trade devices when there are repair issues, meeting at school or other places that are convenient for families, even making home deliveries.

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

Connection with students is paramount during an extended eLearning situation. Educators and support staff are expected to make frequent contact with their students through Canvas, digital video conferences, email, and/or phone calls. Some staff have also taken advantage of social media to maintain contact with students and families. Email is a powerful tool for two-way communication with which students, parents, and staff are comfortable. Teachers have written personal letters to students and sent them through the US Postal Service.

School counselors /Sheridan Youth Assistance are working with high need families via technology and phone calls to help make sure families have basic resources.

A master list was established of families who teachers could not reach, so that all support resources could be targeted to insure that no students slipped through the cracks.

Annual case conferences will be held via phone or video-conference on or before the annual review date. Paperwork will be sent to families via mail or emailed as a pdf. Parents may choose to use EdConnect service within IIEP.

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

Academic feedback is primarily provided through Canvas and grades are reported through PowerSchool. Emails and phone calls are also used to provide feedback to students. Teachers understand timely feedback takes on an even greater level of importance when dealing with the constraints of an extended eLearning situation.



## 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.**

Sheridan High School's eLearning plan for continuous learning allows for students to earn credits in their classes. Instruction, practice, feedback, and assessment, although different are ongoing and there is adherence to the Indiana Academic Standards. Essential standards have previously been identified and these come under even greater focus during eLearning. Much of the assessment shifts to writing and project-based assessment. The curriculum maps developed in past-years are followed as best as possible under the circumstances and instructional plans are re-designed for functionality in an eLearning environment. Past practice with eLearning for professional development days and weather-related cancellations have provided educators with critical experience and practice in an eLearning environment.

**8. Describe your attendance policy for continuous learning.**

In essence, students are theoretically present for eLearning as they have access to all of the materials, instruction, and supports on a daily basis. With that said, we know some students do not have reliable access to the internet and other students choose to not participate. At the HS students check in for attendance each day through the utilization of a Google form. Knowing some students forget to check in we also communicate with the teachers to see who has not been active in their digital classrooms. Front office staff, counselors, and administration communicate with those students who have not signed in and are not demonstrating participation in eLearning.

Elementary attendance is being checked via response to Canvas activities as well as in daily check-ins with students. Packet completion will also aid in final attendance numbers as collected and completed.

Middle School and High School attendance is done with a daily check-in on Canvas.

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

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In the middle school and high school skill gaps that are identified during the extended eLearning will be addressed as best as possible in an immediate fashion through utilization of programs such as ALEKS (math) and IXL (math and English). Looking ahead, summer school and remediation opportunities prior to school starting will be in place as much as possible/allowable. As we enter into the next school year, teachers will be cognizant of potential skill gaps and work with students during the daily SRT to overcome or minimize those identified gaps.

In the elementary long-term goals will be set as we take baseline formative assessments when returning in August. Our MTSS team will look at current data trends to see what areas need most remediation and also at specific individual students. Just as we do with any summer learning gap, we will continue to address potential gaps, in a similar manner, but knowing some extra time has been added to the gap.

Differentiation within the classrooms will be key, but that is already a strong focus at SES. We will continue to service students in Tier one and two within the classrooms through the help of our Title assistants and RTI push-in. Tier 3 will be served through our RTI interventionist.

Depending on needs, we may offer after school tutoring and remediation in the fall.

For special education we are hoping to get more guidance for progress monitoring, but we are doing our best to monitor through eLearning and will add additional supports as needed in the fall to address gaps.

## Section Three: Staff Development

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### 10. Describe your professional development plan for continuous learning.

Our technology coach has been actively engaged with teachers to assist them in adapting learning to an eLearning platform. Although teachers were accustomed to single eLearning days, moving to extended eLearning has required increased use of video conferencing and video lessons. Our technology coach has provided one to one help for teachers, provided email instructions, and conducted small group sessions via video conferencing to share strategies.

We want to be sure to take care of our teachers SEL needs during this difficult time, so we have frequent check-ins with them. We have encouraged teachers to participate in the DOE sponsored Happiness Course.

In order to meet the challenges that extended eLearning will create for our students, we are planning now for summer professional development.

Teachers are being provided with 2 different Summer book reads, one on our SEL goal, and one on a writing initiative goal that will be used in PLCs throughout the 2020-2021 academic year.

Webinars and any other possible online events are being shared as we receive them. PGP points are being offered to help entice teachers.

**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.**