



**District or Charter School Name**

CSC Southern Hancock County (3115)

**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.**

At Southern Hancock, we are using all five days of virtual learning per week. During these days, we will cover all subjects. These days will also be used for team collaboration, check-ins with students as needed, and communication with colleagues and parents.

Integration is encouraged! Teachers are completing activities that involve multiple subjects, such as math and science. We are recommending Performance Tasks to assess student understanding. District curriculum maps will be followed. Teachers will use the essential questions and Indiana Academic Standards to help design instruction. Students in Tier II and Tier III will receive extra support on assignments, rather than planning intervention group activities. Teachers utilize online learning through Canvas and Google Meet. Digital instruction, practice, and assessment may use programs like Study Island and IXL.

We will follow the Indiana Department of Education (IDOE) Grade Level Recommendations. They will be used to monitor and adjust student work expectations to ensure that time spent is reasonable.

All students have equal access to continuous learning opportunities. This includes students with Individual Education Programs, 504 Plans and Individual Learning Plans, and other special populations.

Special education teachers, Speech Language Pathologists, Occupational Therapists, and Physical Therapists will communicate with parents to implement reasonable, accessible, and appropriate services to our students while collaborating with general education. Students will

continue to have access to the general education curriculum. Additional devices, wifi, switches, and other assistive technology will be identified through the Teacher of Record communication. These items will be purchased and distributed to families. Parents will have direct access to technology staff and the Teacher of Record for assistance. Parents will be contacted via telephone or email to provide input on an E-Learning plan to address progress monitoring, goals and provisions. Individual Education Program revisions will include documentation of the eLearning plan. The Teacher of Record will communicate weekly and with some parents daily via email, phone, or video chats. Related Service staff (OTs, PTs, Behavior Consultant) will provide input to the E-Learning plan and communicate with teachers and parents. All case conferences and special education referral meetings will remain as scheduled.

[Elementary Expectations](#)

[New Palestine Intermediate School Expectations](#)

[New Palestine Junior High School Expectations](#)

[New Palestine High School Expectations](#)

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

We will communicate with parents, students, and teachers concerning expectations, student learning assignments, and other important information in a variety of formats. Southern Hancock utilizes Canvas as the student learning management system. Students and parents can find assignments and assigned activities on each teacher's Canvas page. Google Meet will be utilized to meet and interact with students. Parents will receive information via email through SchoolMessenger, on the district website, and through the district's multiple social media profiles.

Parents and students will still be able to monitor grades and completed assignments through their PowerSchool accounts.

The Continuous Learning Plan will be posted on the Corporation Website.

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

Our school district is a 1:1 school corporation. All 7th-12th grade students have MacBook Airs. K-6 students have iPads. We utilize Canvas as the student learning management system. Our teachers also use Loom and Google Meet to continue interaction with students. We are also able to access multiple resources online. We have previous subscriptions to many of these resources. We are also taking advantage of several new options recently made available during this pandemic.

We will access the IDOE Continuous Remote Learning website for additional ideas.

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

- Macbook Airs - for students and teachers grades 7-12 and
- iPads - for students and teachers grades k-6
- Additional devices were given to families to meet the needs of students with special needs
- Southern Hancock has added Wifi at 5 of our 6 buildings in our parking lots:
  - NPHS
  - NPJH
  - NPI
  - NPE
  - BWE
- Document Cameras
- Paper copies are available by request
- Purchase equipment as needed to meet the needs of all students

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

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Our educators will use a variety of tools to connect with students and families. Google Meet is one interactive tool that our educators use to “meet” with students. Other media that is used includes email, telephone calls, Flipgrid and the teacher’s Canvas page. This is not an exhaustive list of types of media used to connect students and families.

Special education teachers, Speech Language Pathologists, Occupational Therapists, Physical Therapists and the Behavior Consultant will communicate with families to ensure goals, progress monitoring, and provisions are communicated to meet the needs of each student. The same tools are utilized.

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

Teachers in grades K-8 will provide feedback of learning on a continuous basis through individual communications and grades. All credit-bearing courses (high school and some accelerated junior high courses) will receive grades along with additional individual feedback.

**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.**

Our high school and junior high school students are continuing through virtual learning to complete class requirements to receive high school credit. Teachers will use Curriculum Guides to ensure state standards are covered. Special Education Teachers, Speech Language Pathologists, Occupational Therapists, and Physical Therapists will contact parents to implement reasonable, accessible, and appropriate services to our students and continue to collaborate with general education teachers to meet the needs of our students with Individual Education Programs to

receive credits.

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

Grades 7-12 - Students attendance will be documented through presence on Google Meet each period.

Grades K-6 - Student attendance will be documented through online presence of activities or daily check-ins through a Google Meet two times a day.

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

Southern Hancock will be assigning students with skill gaps various software programs targeted to the student around the specific area of need. We are also providing some direct video conference instruction via student-made appointments with the teachers.

Southern Hancock will utilize summer school remediation options for students who may need additional direct instruction or credit recovery.

**Section Three: Staff Development**

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

Our technology integration team will be offering their services to help train teachers in needed areas. We have created webinars for teachers to watch to enhance their online delivery as well.