



Swartz Creek Community Schools Extended Continuity of Learning Plan

Training on Delivery, Access, and Use of Virtual Content

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, Districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by their intermediate district and Board of Education. This report is a summative brief regarding the professional development support provided to SCCS teachers for providing virtual instruction while the second part of the brief represents a summary of our District efforts to support parents, guardians, and their children to successfully engage in the virtual learning environment.

Teacher Professional Development For Providing Virtual Learning

- GISD Technology Department provided introductory Canvas Learning Management System (LMS) professional development virtual sessions in early August
- Swartz Creek teacher-led Canvas LMS professional development virtual sessions provided in August 2020. Sessions were recorded and available for retrieval. Resource links from Canvas website were earmarked for teacher review as well. Teachers also produced “how-to” videos for getting started with various features within the Canvas LMS.
- Individualized teacher support sessions were hosted by teacher leaders upon request prior to the start of the school year and through Quarter One.
- Administrative Team members endorsed the professional text: [“The Distance Learning Playbook”](#) (Fisher, Frey, & Hattie © 2020 Corwin) and established a Google-based Shared Drive to provide teachers direct access to related virtual learning resource sheets which have also been used during bi-monthly scheduled staff meetings..
- Teacher collaborative groups have been encouraged where teachers connect remotely during discretionary time to provide mutual assistance with developing lessons for remote delivery, learning apps, and resolving technology questions.
- Virtual Teacher Labs hosted in November and December where teachers have demonstrated their approaches toward delivering remote learning lessons. Protocols for asking questions, providing feedback and sharing resources were facilitated for teacher professional development.



Family Support For Engaging In Virtual Learning Environment

- Teachers routinely dedicate instructional time to guide students through needed applications and processes to successfully engage in lessons during video conferencing sessions. Parents and students can contact teachers during designated teacher “office hours” (via phone or virtually) for specialized assistance with using the LMS, applications, or questions regarding assignments and assessments.
- Teachers also schedule and host small student groups virtually and provide added assistance to ensure all supporting family members are also familiar with the selected LMS and associated applications.
- Teachers have created and electronically posted various “how to” videos through Loom and Screencastify for students and parents to reference when struggling to establish or recall procedural steps for using various applications or online tools.
- In instances where students have not been consistently connected virtually, school representatives have made phone or email contacts to rectify barriers (e.g. lack of reliable mobile device or Internet service) and provided needed equipment. In extreme cases, home visits have been conducted by the Attendance Intervention coordinator and various team members to deliver technology (e.g. Chromebooks or “Kajeet” hotspots) coupled with direct instruction to ensure the family has the capabilities to get their student logged in to required LMS platforms and applications to begin engaging in classes.
- Administration and instructional coaches have also provided “call-in” support for students and their families where instructions and guidance for accessing synchronous and asynchronous programming or to address mobile technology issues.

