



District or Charter School Name

Hamilton Heights School Corporation

Section One: Delivery of Learning

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

All students receive daily lessons through email or Canvas. If students do not have internet access, they may pick up instructional packets. Students with special needs receive support from their teachers of record (TORs), instructional assistants (IAs), and classroom teachers. TORs and IAs communicate with and instruct students to meet the needs outlined in their IEPs via zoom, email, FaceTime, and/or phone conversations. English language learners (ELLs) are connecting with their classroom teachers and ELL staff in the same ways. The ELL population has a majority of the correspondence from classroom teachers and schools translated, and teachers are following up with families to provide individual support. Speech therapists are conducting sessions as students and families are able and willing to participate. Intervention sessions are being held on off-site learning days with students and families willing to participate.

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

There is regular communication with students via Canvas (secondary level), SeeSaw (elementary level), email, and videos. Messages sent through School Messenger are communicated via text, phone, and/or email to families. In addition, the corporation uses social media, our website, and weekly emails to provide updates for all stakeholders. Administrators are in constant communication with their staff members through text

and email.

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

Access to academic instruction is indicated above (#1). Other resources and supports include a COVID-19 resource page for our stakeholders to find news, individual school updates, learning calendars, links to learning options, and information about food distributions within the district. This website is updated as new information is shared.

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

All students in grades 5 through 12 have their school devices at home to use for learning. In grades 5 through 8, students have iPads; in grades 9 through 12, students have MacBooks. Students with special needs through grade 4 were provided devices to access extra supports.

Parents of students in Kindergarten through grade 4 have been sent links to the teachers' assignments which are primarily in a choice board format. Using this format has allowed parents and students to take advantage of the online resources that are available, but enables those who do not have access to a device to choose non-technology based alternatives for learning. Students who do not have internet access have the ability to pick up paper copies of the assignments. We have also delivered these packets to many students' homes if they are unable to pick them up at school.

The primary online tools that our teachers are using to communicate with students are Canvas, Zoom, Google Hangouts, and SeeSaw. Teachers communicate on each off-site learning day using one or more of these tools. In addition, teachers utilize YouTube, Google Suite of products, FlipGrid, Naviance, BrainPOP, Newsela, Buzz Math, and Kahn Academy. Teachers have also shared lists of websites and apps with

parents and students that are available because of the COVID-19 pandemic situation.

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

Educators and support staff are expected to connect with students and families on every off-site learning day. Communication may be through phone calls, texts, Zoom meetings, emails, or messages on Canvas or SeeSaw. If they are unable to connect with students and families after attempting multiple times through various means, educators contact their school administrators and counselors to assist with connecting with students and families. Most staff members are holding virtual office hours and/or recording lessons to send to students.

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

Secondary students who utilize devices are receiving timely and meaningful feedback from teachers via Canvas or email. K-4 teachers provide feedback during their communication with students in Zoom meetings or through SeeSaw. If a student does not have the ability to join these meetings, feedback is provided through parent communication. This feedback focuses on ways that students can improve based on their current levels and needs. Progress is the main goal.

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, the continuous learning plan provides an avenue for students to earn high school credits. High school and middle school teachers who teach courses for high school credit have chosen the essential standards that must be met before the end of the school year and have adjusted their lessons to accommodate that plan. Students are expected to complete the lessons and will receive letter grades for their learning.

8. Describe your attendance policy for continuous learning.

Students are present if they post in an online discussion, email, call, or text a teacher or other staff member, turn in assignments, or participate in an online video call. Parents may call or email on behalf of students in younger grades.

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

Students will be provided with continued access to interventions and supports from their classroom teachers, special education teachers, ELL and speech staff, and instructional assistants. As we come to the end of the school year, we will review student progress and needs to assess whether they will need summer supports and put those into place. Some special education students may also need compensatory services when they return to school in the fall. These needs will be reviewed and implemented on a case-by-case basis. During the teacher workdays at the end of the school year, classroom teachers will be reviewing the curriculum to assess which critical skills were not fully addressed during the 2019-2020 school year. This information will be shared with the teachers in the next grade level to prepare those teachers for gaps in learning. In addition, teachers (when appropriate for the class and content area) will assess students at the beginning of the 2020-2021 school year to prepare instruction to address skill deficits.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Instructional coaches at the elementary and secondary levels are available to assist teachers and are providing Zoom and video professional development sessions during the continuous learning time as needed. Teachers are joining the Keep Indiana Learning FaceBook group and utilizing the resources on the Indiana Department of Education website. Teachers have formed their own online book clubs to continue their own professional development. Special education teachers will engage in Project Success paraprofessional trainings, INResource special education activities, and Moodle trainings. In addition, our educators are involved in curriculum review, collaboration and PLC meetings (online via Zoom or Google Hangouts). Administrators have shared multiple resources for online professional development opportunities, many with either an online or a social-emotional learning focus.

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.