



**District or Charter School Name**

Flat Rock-Hawcreek School Corporation

**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.**

All courses are expected to provide lessons with daily benchmarks for completion throughout the eLearning period. Lessons including reading, teacher videos, & outside instructional videos are to be included. Lessons are provided through our Canvas LMS. Lessons are turned through the LMS. Teachers make regular contact with students through Canvas, email & phone calls. Special ed students have regular contact with special ed teachers in addition to the regular teacher contact. Teachers have regular office hours per our previous eLearning plan policy to be available to respond to student questions. Individual packets with paper copies of lessons and assignments have been hand delivered to those with no or limited internet access. Many of our special education students have been overwhelmed by the volume of work. Per IEPs special ed teachers have modified assignments to allow for the appropriate levels of instructional support. . In some cases for junior high students they have only been required to complete work in the core classes and electives have considered enrichment activities.

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

At Hauser expectations have been communicated to students, families, and staff through: mass & individual school email, schoolmessenger emails, texts, and phone calls, individual phone calls, the Canvas LMS, & school social media announcements and videos. Packets with information and assignments have been delivered to the homes of those with no or limited internet access.

The Hope Elementary staff meet weekly via zoom. Initial implementation of eLearning plan as well as staff and student expectations were communicated by the building principal via video. Connection is also made via text, email, and calls.

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

We will be providing eLearning lessons that follow the guidelines of the district eLearning policy. The primary access is through the Canvas LMS. Each student has an iPad that includes downloadable textbooks, access to Canvas and other internet services. Kindergarten students received paper packets in order to complete lessons. Regular teacher contact is a standard expectation.

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

**Grades 1-12**

iPads - students and teachers

Laptop - teachers

Achieve3000

ALEKS

OneDrive - Microsoft Online

Google Education Suite

Microsoft Teams

World Book Online

Khan Academy

Zoom

FlipGrid

YouTube

**Grades 1-6**

IXL - Math and ELA

Newsela

RazKids

Starfall

Seesaw

ClassDojo

Pearson Realize

ABC Mouse

Epic

Nearpod

### **Grades 7-12**

Canvas

Discovery Ed Techbook

EdPuzzle

Educreations

Edmentum

Pearson MathXL

Project Lead the Way

Rosetta Stone

Padlet

### **Select Groups**

Kajeet Hotspots for those without reliable internet access.

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

We will be connecting with students and families via all of the methods listed in number two above. Teachers will connect with students via email at least once per week. Special ed teachers will connect with students and/or families twice per week via text, email, and/or phone call. Administration will connect with students weekly via email and families via schoolmessenger. Regular social media posts provide info & updates.

Teachers are asked to respond to every assignment with feedback, as well as connecting weekly (minimum) with them on a personal level.

Teachers are also creating zoom opportunities to connect virtually with the entire class.

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

The teachers keep regular office hours to respond to students per the district eLearning policy. Assignment evaluations are recorded in the student management system to track progress. Students and parents have ready access to the SMS. Teachers have regular contact as previously described. For those receiving packets, feedback will be sent via email or phone when possible or available when the next packet is received.

**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.**

Yes. At the time of the school closure we had completed the 3rd quarter. Given the 20 waiver days and the necessary change to all learning being delivered via the eLearning model, teachers have been instructed to focus on the power standards of the remaining coursework of the semester. Instruction has continued via our eLearning policy. Students that participate adequately for the remainder of the semester will earn credit based on their performance.

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

Per our eLearning policy, attendance will be based on completion of the daily benchmarks that teachers assign via Canvas. For those receiving packets, credit for attendance will be granted once the work is received and reviewed. In the absence of technology parents have been instructed to return packets via standard mail service.

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

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As we complete the school year we will record standards covered and learning accomplished. Areas where we find ourselves incomplete or deficient due to the shortened school year will be highlighted as priorities as we begin the next school year. Departmental meetings focusing on vertical articulation will provide the primary pathway to process needs.

We also plan to put in place some remediation time for students who will need extra support (after school or prior to the start of the school year). We will assess students upon returning to school to determine exactly where they are individually.

### **Section Three: Staff Development**

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

At Flat Rock-Hawcreek School Corporation we have divided our current professional development plans into two priority designations; immediate needs and longer term sustainability.

In order to connect with students as effectively as possible teachers have been offered professional development in multiple virtual platforms including Microsoft Teams and Google Hangouts in addition to those already integrated into our LMS, Canvas. Long term sustainability professional development will focus on continued development of digital curriculum through all grade levels that is vertically aligned and able to be implemented with ease.

**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.**