



**District or Charter School Name**

Community School Corporation of Eastern Hancock County

## **Section One: Delivery of Learning**

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

Eastern Hancock students in grades K-12 have Chromebooks. In case of the need for “eLearning,” teachers will deliver lessons through their google classrooms. Teachers may lead lessons with students in real-time through the use of audio and video tools or they may post eLearning assignments by 9am each day and communicate “office hours” when they are available for student assistance.

Eastern Hancock will make every effort to ensure FAPE to all learners. Upon closure of schools, special education staff reached out to all parents/guardians of students with IEPs to determine a plan for delivery of services that would work for each family. Special education teachers of record will manage their caseloads and regularly communicate with parents and students to provide accommodations and ensure appropriate modifications are made to assignments. Staff is documenting all communication and individual continuous learning plans created with parents in a google doc shared with the special education director. Revisions to IEPs will be done as necessary. Special educators are meeting with students regularly on google meets to reteach and answer questions. Students can access their teacher or special education teacher through email and phone also.

We are addressing our most vulnerable learners by co-creating individual plans with parents. All students who use AT devices have those items at home and the EH tech department is available 8:00 a.m. to 8:00 p.m. M-F to troubleshoot issues. Essential skills classroom teachers deliver lessons and materials via email, mail, or porch delivery to meet individual

student and family needs. Related service providers are in regular communication with parents and students to deliver services.

The special education team consists of the special education director and department head. They are working closely with special education staff daily to ensure that delivery of services is individualized and provided to the best of our abilities in light of the circumstances.

During the school closure, the 504 coordinator of each building will reach out to each family/student with a 504 to ensure that the student is being successful and doesn't need additional modifications.

The EL coordinator will ensure that our EL students have their iPad at home that contains their translation dictionaries and other supplementary materials to be successful. The EL coordinator will also reach out to these families bi-weekly to offer additional supports.

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

Teachers are in consistent communication with students via telephone, email and Google Classroom. Administrators also communicate with students and families through email communication, telephone, YouTube videos and the use of social media to promote the activities and opportunities at the school. The web page and social media are used to communicate school information to the community. Administrators hold virtual staff, team, grade level, and departmental meetings to communicate with staff. Email and telephone are also common ways that administrators use daily to communicate with staff.

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

Students in grades K-12 have Chromebooks. During eLearning teachers will post assignments, livestreams, and recordings of themselves teaching skills in those Google Classrooms. Teachers are sharing links and PDF's within those Google Classrooms so that all students have access to all curriculum materials they need at home. They are also available by phone, email and Google Meets.

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

All students in grades K-12 have Chromebooks. Hot spots are provided to families that need wifi access. A technology help desk will be available during extended eLearning from 8 am-8pm Monday -Friday for families needing help with technology. Technology staff are on site during the week to switch out broken devices. Students and parents also have email addresses to contact their child's teacher. The corporation is using Google Meets to provide face to face interaction between students and teachers. Emails and videos are sent to students and parents with updates and expectations.

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

During eLearning certified staff members have office hours each day. Teachers are to respond to families within 30 minutes of contact during those office hours. Our certified staff have also been asked to “check-in” with families via the phone to determine what needs the family may have. If students do not participate in the eLearning content, teachers reach out to the family to try and remove obstacles that might stand in the way.

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

Teachers are in consistent communication with students via telephone, email and Google Classroom. Originally teachers depended on email and Google Classroom to provide feedback. As teachers have become more comfortable with the technology they have started to depend more on FlipGrid and Google Meet to provide feedback that is not only more timely, but also more specific and meaningful.

## 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, our continuous learning plan provides opportunities for students to earn credits in traditional classes as well as Advanced Placement and Dual Credit classes. Teachers will prioritize the work that they provide to focus on the essential questions and the power standards that will allow students to be prepared for the next course in the course sequence and obtain the high school credit.

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

Teachers report attendance for elementary students to the office based on the previous week's work that was turned in. If a student was active and participated, the student is marked present for the day.

In middle school and high school, students click a google form for attendance each day to signify school attendance.

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

Teachers have identified power standards for each of their classes. Those power standards were then prioritized to determine what skills they would be focused on for the remainder of the school year. Teachers have communicated with teachers (sequence or grade level)

above them to help identify the skills that students need to grasp in order to be successful in the next grade level or content-area class.

Since Eastern Hancock is a small school corporation with all grade levels on one campus, we will be able to take advantage of pre-existing relationships that fosters communication among grade levels and departments. This communication is allowing for teachers to have a clear understanding of the most foundational skills and knowledge needed for success at the next grade level or course. This advantage will also benefit us once we return to a more traditional schooling model and teachers need to continue to communicate concerning possible student learning gaps.

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

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

Professional development is ongoing as teachers are finding new ways to teach and communicate with students via technology. This information is being shared with other teachers through weekly video chats and teacher check-in meetings.

Specific professional development in Google Classroom and other applications is provided to teachers.

Our building level counselors are working with teachers to identify what students may be struggling with SEL type issues. Counselors are working with those families and students directly. Guidance counselors are providing SEL supports to teachers as needed as well.