



District or Charter School Name

Heritage Hall Christian School

Section One: Delivery of Learning

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

Learning packets may be picked up at the school on designated dates. Paper packets are available for any family with limited or no internet access. Instructions are also communicated via email, Google Classroom, or Zoom. Resource teachers are continuing individualized meetings with students who require extra help.

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

We communicate through email, Sycamore, weekly newsletter, ZOOM. Pick-up dates and assignment due dates are communicated weekly. Reminders are also sent using School Messenger SMS text.

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

Students may pick up paper packets with assignments. Every family has been given an email address through the school domain to access Google Classroom. Students or parents may contact teachers directly by email for the Sycamore Pass-a-Note system. Most teachers have shared their personal cell phone numbers with parents.

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

Google Classroom

Zoom

Email

Paper learning Packets for families with limited or no internet access

Teachers have PCs and laptops. Chromebooks are also available when applicable.

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

Staff is communicating via email, Sycamore pass-a-note and phone. Teachers have the liberty to establish their own frequency of communication, with once a week being the minimum. For example, some are providing instruction 2 days per week and ZOOM discussions 2 days per week.

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

If staff are contacted via email or Sycamore, then the teacher will respond in the same manner. If needed, the staff will respond via phone. Grades and missing assignments are posted in Sycamore. Graded papers are returned to students when the next set of lessons is picked up.

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. As distance learning assignments are completed, submitted, and graded, grades are posted in Sycamore and averaged as usual. Our learning plan covers 163 days of instruction. Students will receive full credit for each class in which they are enrolled, provided they complete the assignments.

8. Describe your attendance policy for continuous learning.

During the mandatory school closure, all students are recorded as 'present' on the days in which we have E-Learning (continuous learning).

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

We are recommending that parents of K-6 students pursue summer learning workbooks (Vacation Stations) to reinforce instruction throughout the summer. When classes resume in the fall, teachers will assess gaps and start the year with appropriate review.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We are providing instruction in the use of various platforms (Google Classroom, ZOOM). Teachers have access to tutorial videos and webinars to assist in their transition to distance learning. Teachers are being encouraged to continue to incorporate these interactive methods after traditional classroom instruction resumes.

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.