



District or Charter School Name

East Allen County Schools #0255
Updated 8/6/20

Section One: Delivery of Learning

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

Secondary students will have the option of returning to school on August 10th via remote learning or in-person. Registration took place July 24th - 31st to allow parents/students to select their learning option. In-person students in grades 7-12 will follow their traditional 7-period day schedule. Remote students in grades 7-12 will log on via Zoom (Synchronous Learning) each period of the school day. Attendance will be taken each class period for secondary students. Teachers have the option of recording the lesson each period for students to view later on Canvas. Assignments will be given during class for both remote and in-person students. They will also be posted on Canvas. Dual Credit, AP, and PLTW classes may require students to attend in person. Projects, exams, and labs in some classes must also be completed in person. Within Canvas, all staff and students are in classes and groups with their homeroom, special area, special needs, EL, speech, Rti, counselor, or other support staff teachers. These staff members communicate to their students in these platforms individually, in small groups, as whole classes or even with grade levels. Elementary students also have the option of returning to school on August 10th via remote learning or in-person during the above registration dates. Elementary students who chose the online (virtual option) will be placed with a school or district grade level teacher. Some classes will have students that are all online and some classes will be a hybrid of in-person and online students depending upon the enrollment for that school and grade level. Students will meet daily following a similar schedule to their peers at their school. They will log in to zoom and attendance will be taken. Students with disabilities are provided instruction and assignments consistent with that provided during in-person attendance (with appropriate accommodations) and per their school schedule. Special educators for grades K-12 collaborate with classroom teachers for lesson planning and execution, to facilitate as much integration as appropriate, and maintain overall instruction times for each grade level without overloading the students. Separate, direct specialized instruction focuses on essential skills per each student's IEP. rs include Remind, SeeSaw, self-made as well as stock YouTube lessons (provided to students via a private YouTube channel), as well as instructional tools such as Lexia, Power Up!, MobyMax, TeachTown (for social skills reinforcement), etc.

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

We utilize school messengers, email, school newsletters, telephone calls, and video messages, YouTube, Twitter and Facebook for students and families (including translations and interpretations for our EL families). Parents were sent an email inviting them to register students for the 2020-21 school year the week of July 24th - 31st. Postcards were also sent in the mail as a reminder of registration. On our district web page below the welcome from the superintendent, there are several links to information for our parents, including our Re-Entry Plan, CDC Checklist, a FAQ, and other COVID related information. Our Continuous Learning Plan for 2020 is also included on the district website. Each principal in grades K-12 also sent newsletters and posted information on the school's Facebook page for this school year. Special educators are scheduling set times for meeting with the parents of their students on a regular basis to touch base on student progress, find out what needs adjusting, what isn't working, and how to better support the student and parent. Parents will be offered the opportunity to reconvene the CCC to revise IEP, using either Zoom or teleconference.

<https://www.eacs.k12.in.us/>

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

Our district is 1:1 with ipads and almost every student takes them home for learning. Students have access to Canvas, online textbooks, elearning assignments, and the ability to email teachers. Some teachers also utilize Zoom, Youtube, Showbie, or other learning platforms for lessons. We provide paper and pencil assignments for those who need accommodations, or who have limited or no access to the Internet. Students needing instructional materials provided in a more accessible format (i.e. Braille, large print, closed captioning, sign language interpreting, digital vs. print, etc.) are being assessed on a case by case basis to ensure that the remote learning format does not create unforeseen barriers to student access, and to facilitate equitable access.

In grades K-6, students are participating in weekly art, pe, and music lessons with their special area teachers.

Our support staff are providing lessons to classroom teachers to integrate into their weekly lessons (Examples include reading lessons from Rti teachers, SEL read alouds from counselors or Behavior specialists, EL teacher supports for vocab instruction, special educators collaborating with classroom teachers to integrate their skills into the overall lesson time as much as appropriate). Special educators are utilizing IDOE accommodations guidance documents to determine whether student IEPs need to be revised to reflect a change in accommodations during remote learning. Staff also refer to PATINS for suggestions and support in ensuring student access to the instruction, etc. Students with disabilities in need of assistive or augmentative communication devices who choose remote learning are given access to and support in the use of these technologies during remote learning.

Secondary students in grades 7-12 attending school in person will have interaction with all of their teachers on a daily basis. Remote learning students will have interaction or access to

teachers on a daily basis as well. Secondary students will receive new iPads for this school year. Teachers will provide instruction live, via Zoom, or record the lesson to be viewed later. Remote students may contact teachers via email, Canvas, or telephone in addition to the daily classroom instruction. Students enrolled at the Alternative School will utilize Edgenuity for in-person and remote learning. Teachers will interact with students a minimum of three times per school day. Our High Ability students will participate in learning opportunities to challenge them during their regular classroom instruction as well as additional activities provided by our HA Coach.

Our SEL coaches will continue providing online posts via Facebook/Twitter regarding tips for mental well-being throughout the school year. They will continue providing links to Webinars, training series and other resources for teachers to utilize regarding resilience and other topics. SEL coaches will provide links to sites for parents in order to help them work with children during these challenging times. Resources such as, How to Talk To Kids About Coronavirus and SEL lessons for elearning have also been provided for teachers. Secondary schools will continue integrating fun activities for students to participate in to help relieve anxiety and stress surrounding the COVID virus. (Scavenger hunts, spirit days, contests, etc.) Bowen Mental Health Center will offer prepaid/free sessions to our students via telephone appointments. This information will be shared with our families and staff. Administrators, teachers, and staff will receive ongoing training and support provided by our SEL coaches.

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

Ipads, laptops, webcams, Canvas, Zoom, Google Talk, Google Classroom, Google Docs, Apps (Remind, SeeSaw, Epic, Boom Learning, Prizmo Go etc.) Google Drive, instructional tools (Lexia, Power Up!, MobyMax, TeachTown, etc.) Administrator assistance and Smekens resources. Each attendance area has a Technology Coach to provide instruction and assistance to students and staff. Each school has at least one instructional coach to provide instruction and support to both remote and in-person students. We have a supply of mi-fis to be given out on a needed basis for remote learning students who do not have wifi or poor internet connection.

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

Please see in earlier sections of the plan.
Language Interpreters and Translators are available to make contact and communicate with parents and students.
Counselor contacts via phone, youtube, zoom, or messaging apps for secondary remote students.

Special educators are meeting with parents on regularly scheduled, mutually agreed upon dates/times via Zoom or telephone to consult with the parent(s) on student progress and needed adjustments, offer reconvene of CCC to make IEP revisions, etc.
Phone calls made by various staff members (administrators, teachers, paras, etc.)

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

Grading assignments in a timely manner and posting grades for secondary students.
Reviewing assignments and tests with in person and remote students in grades 7-12.
Teachers will engage in learning and instruction with their students on a daily basis, including whole group, small group, and individual instruction based on the student needs of the class.
They will follow the curriculum and pacing of the standards as laid out by the district and ensure formative assessments are guiding their instruction. Teachers will use zoom, canvas, showbie, seesaw, or other platforms for communication of instruction and feedback on learning.
Parents receive an email every Tuesday with updated grades.
Weekly deadlines for assignments
Special educators review student-made videos (depicting students performing a designated skill,etc.), and provides feedback via Canvas, Zoom, email or phone.

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.

Teachers are grade assignments in a timely manner and record them. Parents and students have an opportunity to view grades every Tuesday via email. Counselors and Graduation Pathway Coaches monitor every senior to make sure they are on track for graduation. GPC also meet with students in grades 9-11 to review credits, pathway, and other graduation requirements. Those students who were credit deficient were given access to complete courses via Edgenuity during summer school. Students who attend East Allen University are enrolled in college courses with VU in addition to their high school courses with the district. The teachers, counselor, principal, and our onsite VU administrator monitor the progress of their students in the VU and East Allen classes. Our students who attend our regional vocational school (Anthis) and our Career Center program complete coursework in order to meet their certification as well as earning grades in the courses. They must attend classes in person. Students enrolled at our Alternative School work on Edgenuity during the regular school year with classroom teacher instruction as well. Students in grades 9-12 will be receiving grades and awarded credit for meeting the requirements of the course. Students enrolled in dual credit classes are working with the college and their high school teachers in

order to earn credits. We also have junior high students who are enrolled in high school classes. They will also receive credit for completing their courses.

8. Describe your attendance policy for continuous learning.

Attendance will be taken on a daily basis for in-person and remote learning students in grades K-12. Parents are still expected to communicate with the school office regarding absences or students who become ill.

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

Use of new assessment data upon return to school to identify strengths and weaknesses and build upon the students needs
Integrate various types of curriculum
Ongoing feedback from teachers
Addressing the critical standards based on earlier formative assessments, focus on those still needing mastery or deeper learning
Possible after school programming/tutoring
Case Conference Committees will consider the need for additional services/supports on a case by case basis to address any gaps that may results from inherent limitations of remote learning format for teaching and monitoring certain skills (i.e. some behavior or social skills goals may be more difficult to teach/monitor given the nature of remote learning, and may need to be offered as recovery services.)

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Our building principals, along with their instructional coach and tech coach, are working with staff in identified areas of focus to provide professional development in one or more of the following areas:
New Language arts adoption and ways to use for remote learning
Use of Zoom with students and in classroom instruction
Skyward training
Teachers sharing information with each other
Science of Happiness 101

SEL Webinars and other resources

Visible Learning PD

Individualized technology support/training

Special education professional development has/is being offered in use of Zoom (provided in March 2020) as well as an overview and discussion re: the plan for remote learning, provided via Zoom meetings. School psychologists and speech therapists receive ongoing professional development in the area of evaluating students remotely, provided via Zoom. Several training modules pertaining to issues of special education are also posted on Canvas for any teacher to access.