



District or Charter School Name

School City of East Chicago 4670

Section One: Delivery of Learning

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

School City of East Chicago will deliver instruction via ELearning to all K-12 students using our Canvas. Our district implemented ELearning this school year and teachers have been thoroughly trained. Further, the district had two practice ELearning days on September 25th and November 5th.

Therefore, all teachers, including Special Ed, paraprofessionals, Title, and ESL staff meet daily in Canvas to provide students their instruction and accommodations. The special education teachers, ESL, specialists, and paraprofessionals are collaborating with General Ed teachers to modify and accommodate instruction. Case conferences and related services are also being provided virtually.

On ELearning days, assignments are posted to the student's account. Teachers are available to answer questions daily from 8am-3pm.

Special Education

Special Education teachers are incorporating a variety of avenues to provide our students with their services, accommodations and modifications. They are utilizing a number of apps such as: Zoom, Skype, Microsoft Teams, Text Free, and all Google Applications including Google Classroom. A number of teachers and service

providers are also utilizing Class Dojo as a way to provide lessons for our students with special needs.

Our high school and middle schools have opened up Learning Lab Support Centers. The labs offer virtual hours so our students with IEPs can receive the accommodations, modifications, along with tutoring, and re-teaching in their core classes. Students are scheduled into the lab daily or when assistance and/or accommodations are required. Teachers and paraprofessionals are available during instructional hours. Although this center was designed to assist students with IEPs, both general and special education students have been able to take advantage of this opportunity.

Students at the high school are also able to complete their courses on a computerized program called Edgenuity. Those lessons have accommodations and assistance is offered by the special education teacher and paraprofessional.

Additionally, some of our students in K through 2nd receive grade level packets. All lessons are modified to meet the needs of the students and address their IEP goals and benchmarks. Special education teachers are available to provide for the students' accommodations and modifications in the IEP throughout the day.

General education and special education teachers are working together to provide appropriate lessons. Teachers and service providers also offer office hours for students as well as parents.

Lastly, teachers are using their cell phones as a way to ensure the students have access to their learning.

Teachers in the Applied Skills classes (students with the most significant disabilities) provide students with a variety of approaches and are utilizing the guidance from the IDOE. Their lessons include visual schedules, recordings, virtual field trips, along with incorporating their daily curriculum N2Y, News 2 You and Symbol Styx. Choice boards, task boxes, visual schedules, and interactive lessons that are a part of the student's day.

Students work with their teachers and paras individually and in groups via virtual avenues. Goals and benchmarks from their IEP's are incorporated into their daily lessons and data is collected by both the teacher and the paraprofessionals. Teachers, paraprofessionals, service staff, and parents team together to provide students with activities and lessons to meet their special education needs.

At our preschool level, E-Learning has been incorporated in the following ways: Class Dojo, E-Learning packets, Benchmark Universe, parent power point presentation, student power point presentation, Social Emotional Learning, Zoom, and YouTube Channel.

Class Dojo: Class Dojo is a communication app and website that is utilized to connect students and families through communication features, such as photos, videos, and private messaging. It also enables teachers to note feedback on students' skills and create portfolios for students, so that families can be aware of their child's progress. These are customizable, and teachers change the skills to adapt/differentiate to the needs of their students. Teachers are also posting videos, assignments, pictures, additional resources and PowerPoints onto their class story daily/weekly.

E-Learning packets for special education students were created based on the rubrics/skills developed for their curriculum they utilize during a regular school day. Those skills range from alphabet letters, colors, numbers, shape, rhyming words, beginning sound, etc. A total of 10 weeks of packets were created and distributed on more than one occasion for families.

Benchmark Universe is a curriculum adopted that enables the staff at the preschool to create materials full of engaging e-books, reading assignments and assessments. The students are able to interact with the resources, and much more. They can easily view and work on their assignments, write, and share books and perform many other learning tasks. Students are allowed to work at their own pace. They login daily and complete the online assignments the teachers assigned for the day. The teachers are able to login and see if assignments are started or

completed. Teachers and paraprofessionals work together to ensure students and parents have the support and assistance needed.

The special education staff prepares weekly parent power points. These power points include a welcome letter, daily E-Learning schedule, and additional resources that students can complete at home. Those resources are differentiated to meet the needs of our students with IEPs, and are created with materials that they already have at home.

Additional power point presentations were also created by staff for student engagement. These presentations are created with pictures, videos, and interactive slides for students to learn during their Zoom conference with their teacher. The slides cover different concepts such as alphabet letters, colors, numbers, shapes, syllables, rhyming words, writing, brain breaks, social emotional etc. These lessons are also differentiated to meet the IEP goals and benchmarks of our students with special needs.

Conscious Discipline is also being utilized at our preschool center to address our Social Emotional Learning needs. It is a comprehensive classroom management program and a social emotional curriculum. Our school social worker posts different strategies and techniques families can utilize at home during this time.

Teachers at the preschool use Zoom: Zoom audio/video conferencing. Teachers and paraprofessionals invite all students into their classroom to take part in a virtual learning experience two times a week for 2-3 hours a day. During that time the teachers are continuing education for the student through interactive PowerPoint presentations (explained above).

Private YouTube Channels were created by the teachers to present lessons. These videos address many skills. Students and parents can replay the lessons at their leisure. The teachers assign different videos/songs teaching new skills and/or learning strategies.

Phone/FaceTime: If students are in need of any additional services and the teacher is available during normal working hours to assist those students and families.

Our preschool is an all-inclusive setting where all students are placed in the general education setting with the support necessary to meet their education needs. Special education and general education teachers work together to provide accommodations and modification to address the IEP goals and benchmarks. We design lessons based on students' learning styles to meet the students' needs.

Our service providers are in continuous contact with parents, offering a weekly schedule of services, and are utilizing the same avenues and applications that our teachers have adapted. Every service provider works with the parent to develop a service plan that attempts to mirror the IEP goals and objects. Parents have taken on an active role in the service model to assist with activities and services. Some service providers, depending on the specialty, have provided activities via packets that are incorporated into the student's daily practice to avoid the loss of the skills gained over this past school year.

Tele-therapy is being used with the guidance of the federal government and the law. Therapists are utilizing the weekly tele-therapy sessions to meet the minutes in the students' IEPs. They are in continuous communication with the parents to offer assistance as needed. They offer virtual office hours to support the parents and work with them to provide a well-rounded program for the students.

Paraprofessional support is offered throughout the day to support the students as stated in their IEPs. They are supporting our students by providing accommodations, assisting with assignments, collecting data, and conducting wellness calls for both students and parents. They are working hand in hand with the general education and special education teachers to provide the necessary help needed for our students to access their special education services and supports.

Our support staff, such as our counselors, social workers, and nurses are supporting our students on a regular basis. They are also communicating with students and parents to ensure that the medical and social emotional needs in the IEP are being addressed. Our

support staff is ensuring that students and parents are receiving the necessary guidance and offering resources for their wellbeing.

All resources that are shared by the IDOE have been shared with our special education teachers. They have been advised to go on the Moodle website to keep abreast of the changes that are specific to their roles and responsibilities as a special education teacher so that they can provide services that are appropriate and within the law.

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

SCEC regularly communicates with students, families, and staff using the following means:

- Email/phone calls via Blackboard Connect
- Letters posted both district and school websites,
- Virtual meetings via Zoom
- Regular emails via Outlook
- Social Media accounts including Facebook
- Personal phone calls when needed from teachers and/or administrators
- Parent Zoom classes
- Letters mailed to homes

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

Students log into Canvas to access assignments and to interact with peers/teachers. Students are required to submit their assignments into Canvas by the end of the week. Teachers require students to use a variety of online apps such as I-Ready, Khan Academy, and other web tools to enhance learning.

Students have access to Canvas twenty-five hours a day.

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

Chromebooks-students and staff
Packets
Dell-staff

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

Staff are required to publish and/or communicate their lessons by 8am on instructional days. Staff are expected to be available from 8am-3pm on ELearning days to answer questions, address concerns, and assist students. Teachers communicate with parents, via email, Google Voice/classroom dojo, and text as much as needed to ensure both parents and students are supported to complete their learning activities.

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

Each daily lesson should meet the following criteria:

- a. Lessons must be standard based.
- b. Instructional delivery should be interactive and engaging. Third party instruction is unacceptable.
- c. Conditions for Learning should be explained.

- a. What is the assessment?
- b. Where is the Checking for Understanding?
- c. Feedback for the lesson. Also the required daily lesson time

is forty minutes each for math and reading and shorter periods for all other subjects.

Grades can be assessed by students and parents on Skyward (our SMS). Teachers are required to meet with students face-to-face daily to provide direct instruction to students.

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. High school teachers are providing instruction based on high priority standards of the courses and are providing assessments to determine mastery of those standards.

8. Describe your attendance policy for continuous learning.

Students are required to complete daily assignments. However, due to our demographics, students have until the end of the week to complete all assignments. Teachers reach out to students and parents daily if students have not logged into Canvas by a certain time. If the student has failed to complete an assignment, school administrators contact parents as well.

Students are marked present for completed assignments and absent for failure to submit an assignment. If students attempt the assignment and receive a poor grade, they are marked present. However, failure to log into Canvas or complete an assignment is considered absent. Repeated failure to log into Canvas results in a referral to our truancy officers.

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

For the remainder of the 19-20 school year, the district is using I-Ready diagnostic data and learning paths to close the achievement gap. Teachers provide students with individualized assignments to address gaps. In addition, teachers provide students with checking for understanding activities and provide immediate feedback.

In fall 2020, our district will use I-Ready diagnostic data for students K-8. The district completed its 19-20 Winter testing and will be able to use that data to assess achievement gaps. Using those two data points, the district will aggressively plan to address the gaps. The plan will include, but is not limited to, PLC, weekly data talks, and more intensive small group instruction professional development. District administration will also explore the possibility of longer days or a longer school year to address the needs of our students. Diagnostic testing will be imperative to determine instructional student readiness for grade-level instruction.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Our administrators, as a group, meet once a week to discuss the status of ELearning. Both our administrators and teachers received a boost of Canvas and I-Ready professional development to ensure that all are fully capable of the functionality of the platform to meet the needs of our children. Teachers also received Checking for Understanding and Rigor PD via ELearning.

Our district conducts ELearning on Monday-Thursday and Friday is dedicated for virtual professional development. During that time, teachers are sharing interesting lessons, websites, and other resources. In addition, central and building administrators are disseminating free PD opportunities to teachers and administrators.

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.