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SCEC
FALL RED PLAN
2020-2021 SCHOOL YEAR

Due to the continuous disruption presented by COVID-19; the School City of East Chicago is enacting our Cardinal RED plan. This plan means the number of cases in our area, particularly East Chicago, has reached the high alert benchmark and the East Chicago Health Department has suggested a remote learning start. In any case, we are prepared to continue instruction for students and staff.

It is our goal to continue to provide the students of East Chicago with continuous, purposeful instruction and feedback to maintain teaching and learning virtually. As teachers support your child's learning, they will strive to connect personally and professionally with your students. The information and expectations that follow should be used as a guide for students, parents and teachers to successfully engage in Elearning.

Communication:

SCEC will regularly communicate 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 and meetings
- Letters mailed to homes
- Skyward student management system

IMPORTANT – Virtual Walk-through: School staff, teachers and students are asked to work together to participate in a virtual walk-through prior to the start of the Elearning period. On the first day of school, August 17, 2020; teachers will walk students (and parents) through a typical day to make sure all systems are running smoothly. Please alert your child's teacher, administrator, or a member of our IT staff of technical difficulties. Thank you!

INSTRUCTIONAL DAY

Pre-K: 9:00 am - 2:00 pm
Elementary (EL): 8:30 am - 2:30 pm

Note: Any of the bulleted activities may take place during the designated times.

Time	Subject Area	Details
7:50 – 8:30	Conference time	Parents can contact teachers
8:30 - 8:50	Morning meeting & SEL	*attendance taken
	ACTIVITIES live instructor	
9:00-9:20	Literacy Mini Lesson (live or pre-recorded by teacher)	
9:30-10:30	• Small group Instruction • IREADY Individual Practice • Arc Bookshelf • SPECIALS	*rotation schedule
10:30-11:00	• Reading Intervention • SPECIALS	*data created toolkit group
11:00-12:00	LUNCH w/ planning time built in	
12:00-12:20	Math mini lesson (live or pre-recorded by teacher)	
12:20-12:50	• IREADY Math digital time • Individual practice time • Small group instruction 2/3x a week with live instructor • SPECIALS	*data created math groups
12:50-1:20	• Math Intervention groups • SPECIALS	*rotation schedule
1:20-2:30	• Writing • phonics • SPECIALS • Scheduled student conferences	
2:30 – 3:10	• Conference time	Parents can contact teachers

INSTRUCTIONAL DAY CONTINUED

**Middle School (MS): 8:30am - 3:30 pm
(4-Minute Passing Time)**

Regular	PERIOD	M, T, TH, F	Late Start	PERIOD	L.S. WED.
	BREAKFAST	8:10 - 8:26		BREAKFAST	9:10 - 9:26
HR/ TEAM 82 PLAN	10MIN HR & 1ST	8:30 - 9:25	HR/SEL	SEL	9:30 - 9:50
	2ND	9:29 - 10:14	TEAM 82 PLAN	1ST	9:50 - 10:30
TEAM 81 PLAN	3RD	10:18 - 11:03		2ND	10:34 - 11:14
	7th grade lunch	11:07 - 11:37	LUNCH A	7th grade lunch	11:18 - 11:48
	4TH (7th)	11:41 - 12:26		3RD (7th)	11: 52 - 12:32
	4TH(8th)	11:07 - 11:52	TEAM 82 PREP	3RD (8th)	11:18 - 11:58
	8th grade lunch	11:56 - 12:26	LUNCH B	8th grade lunch	12:02 - 12:32
TEAM 71 PLAN	5th	12:30 - 1:15		4TH	12:36 - 1:16
REM Teams 71, 81, and 82	6TH	1:19 - 1:49	TEAM 71 PLAN	5TH	1:20 - 2:00
Team 72	6TH	1:19 - 2:04		6TH (TEAM 72)	2:04 - 2:44
REM Team 72	7TH	2:08 - 2:38		7TH (TEAMS 71, 81, 82)	2:04 - 2:44
Team 71, 81, and 82	7TH	1:53 - 2:38	TEAM 72 PLAN	8TH	2:48 - 3:30
TEAM 72 PLAN	8TH	2:42 - 3:30			

INSTRUCTIONAL DAY CONTINUED

High School (HS): 7:45 am - 2:30 pm

Monday and Thursday Regular Class Schedule:

Period	Time
Virtual Prep	7:15 – 7:45
1st	7:45 – 9:15
3rd	9:20 – 10:50
Lunch	10:50 – 11:20
5th	11:30 – 1:00
7th	1:00 – 2:30

Tuesday and Friday Regular Class Schedule:

Period	Time
Virtual Prep	7:15 – 7:45
2nd	7:45 – 9:15
4th	9:20 – 10:50
Lunch	10:50 – 11:20
5th SRT/SEL	11:30 – 1:00
6th	1:00 – 2:30

Late Start Wednesday Bell Schedule:

Period	Time
Late Start Meetings	7:15 – 8:25
1st	8:30 – 9:12
2nd	9:17 – 9:59
3rd	10:04 – 10:46
4th	10:51 – 11:33
Lunch	11:38 – 12:08
5th	12:13 – 12:55
6th	1:00 – 1:42
7th	1:47 – 2:30

There will be a half hour lunch period allotted during each day.

***Every Wednesday** will continue to be a **LATE START WEDNESDAY**!!! Students should adhere to the late start schedule for their school. Instruction and instructional time will be modified to align with Late start times.

- Pre – K: 9:00 am – 2:30 pm
- Elementary: 9:30 am – 2:30 pm
- MS: 9:30 am – 3:30 pm
- HS: 8:30 am – 2:30 pm

INSTRUCTIONAL FORMAT

Live instruction: teacher and students are logged on and engaged in real time instruction; where both parties are online to interact with each other.

Teachers will provide students with critical and essential learning objectives, activities and directions for each day (EL and MS) and/or each week (HS). Each lesson will follow the Gradual Release [I do, we do, they (you) do] methodology. The "I do" and "we do" portions of each lesson should be delivered **live OR via teacher pre- recording**. All lesson plans and lesson outlines for K-12 will be housed in the Canvas Learning Management System.

There will be time allotted daily for the "they do" and EXPLORE/APPLY sections of the lessons. Examples might include: reading and responding to questions reflection on the day's activities; problems to practice and/or apply skills learned; creation of a product, demonstration or performance based tasks.

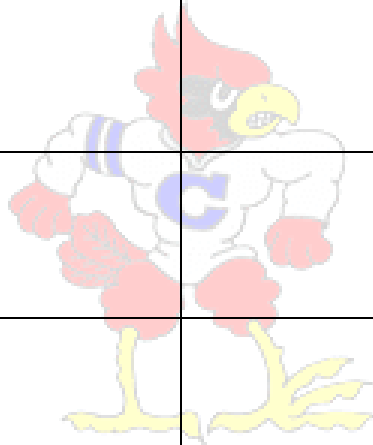The assessment portion (THEY DO) of lessons/units are to be delivered **live** as well.

See the attached Cardinal Lesson formats for elementary, middle school and high school.

ELEMENTARY VIRTUAL LESSON PLAN

	Teacher Name	Grade	Date
Daily Announcements		**Morning Message**	

Reading	Math	Writing
Learning Objective:	Learning Objective:	Learning Objective:
Engage (__mins)	**Engage** (__mins)	**Engage** (__mins)
Explore (__mins)	**Explore** (__mins)	**Explore** (__mins)
Explain (__min)	**Explain** (__min)	**Explain** (__min)
Apply (__min)	**Apply** (__min)	**Apply** (__min)

Specials - You have (LIST SPECIAL HERE) today.

Make sure to visit your (SPECIALS CLASS) on Canvas.

IREADY- Click HERE to log into your IREADY account

HELP FROM YOUR TEACHER – Click HERE anytime between (insert office hour times) to start a web chat. You can also e-mail me at (insert teacher email)

REQUEST INDIVIDUAL HELP - Click HERE to request a one-on-one virtual help session.

SCHOOL COUNSELOR - Click HERE to access (school social worker's) services.

Special Services- Click HERE for ENL help - Click HERE for Special Education Support

BLOCK MS WEEKLY LESSON PLAN

Teacher:	Grade/Subject:	Dates:

Standards:

Objectives:

Instructional Resources:	Assessment(s):
	_____Summative
	_____NWEA
	_____ILEAN DATA
	_____ IXL
	_____ CANVAS
	_____ _____

Day	I do	We do	They do	Formative Assessment/ CFU
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

BLOCK MS WEEKLY LESSON PLAN CONT'D

	Bellringers
M	
T	
W	
TH	
F	

	ENL Modifications
M	
T	
W	
TH	
F	

CHS WEEKLY LESSON PLAN

Teacher:	Grade/Subject:	Dates:

Standards:

Content Literacy Standards:

Objectives:

Instructional Resources:

Day	I do	We do	They do	Formative Assessment/ CFU (Please include details)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

- **(Each class period must start out with a Bell Ringer)**

Lesson Strategy	W – Writing	I – Inquiry	C – Collaboration	O – Organization	R -- Reading
Marking the Text (example)				X	X
Think, Pair, Share (example)		X	X		X

CHS WEEKLY LESSON PLAN CONT'D

- **(Insert more rows if necessary)**

	Special Education/ENL Modifications/Differentiation
M	
T	
W	
TH	
F	

CHS INSTRUCTIONAL FRAMEWORK

Bellringer

I Do

We Do

They Do

Exit Tickets

Rigor

Engaging

Various Activities

Check for Understanding

Social Emotional Learning

Writing to Learn

Inquiry

Collaboration

Organization

Reading to Learn
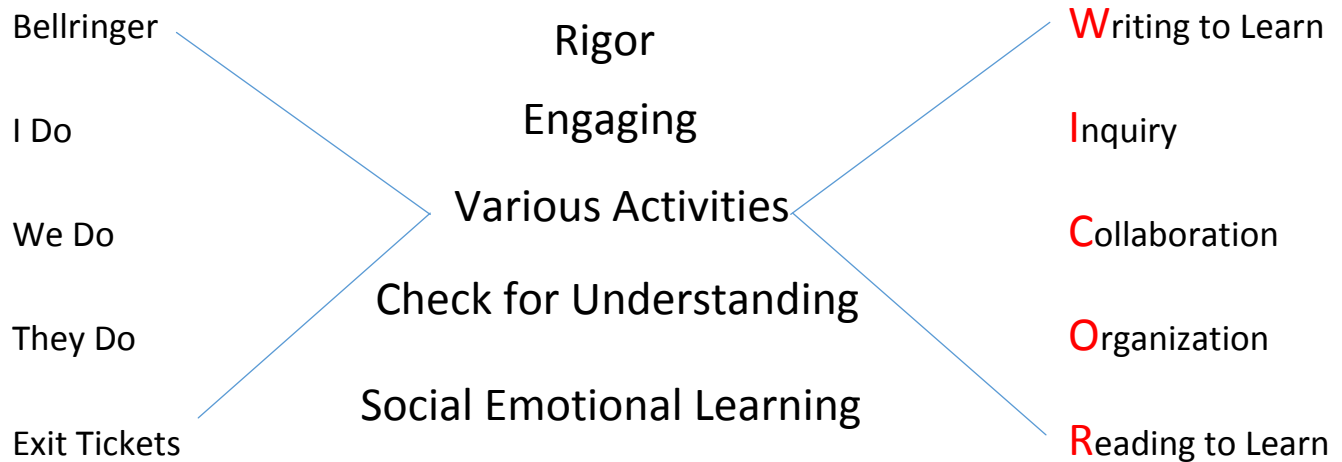
Teacher Expectations:
- All work/lessons must be uploaded into Canvas in Weekly Modules.
- A weekly overview should be provided to students.
- Assignments should be published daily.

		Week of 8/17/20 to 8/21/20		
		Weekly Overview	⊘	⋮
		8/17/20 Bellringer	⊘	⋮
		8/17/20 I Do -- Video Lesson	⊘	⋮
		8/17/20 We Do -- Conference	⊘	⋮
		8/17/20 They Do -- Assignment/Check for Understanding	⊘	⋮
		8/18/20 Bellringer	⊘	⋮
		8/18/20 I Do -- Video Lesson	⊘	⋮
		8/18/20 We Do -- Conference	⊘	⋮
		8/18/20 They Do -- Assignment/Check for Understanding	⊘	⋮

Bellringers
- Bellringers should be incorporated each day. Focus on reading and math.
  - Social Studies – English
  - Science – Math
  - Foreign Language – English
  - CTE/Art/PE – English or Math

CHS INSTRUCTIONAL FRAMEWORK CONT'D

- Math – Math
- English – English

I Do
- Objectives posted/stated for the students
- Videos must be uploaded to Canvas
  - Minimum 15 minutes of live instruction per day

We Do
- Conferences/Discussions must be held to assist students in the learning process

They Do
- Assignments/quizzes/exit tickets to check for understanding
- Formative Assessments with feedback in 48 hours
- Assessments developed before lessons
- 3 Standards-based grades per week
- Provide engaging activities and limit the use of worksheets
- All teachers should provide homework 2-3 times per week.
  - Students can complete assignments in Cardinal SRT. Math and reading proficiency requires practice.
  - All assignments and problems do not require grading. You can assign ten math problems and grade 3.

Office Hours
- Provide a time that students can contact you for assistance

Classroom Rules vs. Classroom Procedures
  - Rules – 3 to 5 that all will follow -- Rules have consequences
  - Provide procedures on how you run your class
  - 21 Days to set the tone for your climate and culture

Reading and Writing Across the Curriculum
  - Social Studies and Science are required to include relevant, nonfictional reading in their classes weekly along with constructed response questions.
  - Also, a minimum of one major writing assignment in their class per semester. This may include an essay writing prompt, research paper, project based assignment, etc. Submit evidence at the end of the semester.

Student Expectations
- Students are required to log in each day of class and complete work during corresponding class time.
- Students are expected to complete assignments daily and/or submit on due date for projects, research papers….
- Students are expected to log in to conferences and discussions.
- Students are expected to complete all necessary assignments and show mastery of standards.

STUDENT ATTENDANCE

Attendance will be taken each period of each day.

Absences: Parents must call the office to notify school staff of a student's absence for the day before 8:30 am. It is imperative that the school is notified, in the event a student is unable to login for any subject/ period.

Elementary students should login to Canvas daily. Students need to be logged in when the teacher is live. Middle School and High School Students are required to log in daily and login into each period so teachers can take attendance in Skyward each day. Attendance is critical and mandatory for students who have not called off school with an excused absence. In order to prevent gaps in students' learning, it is imperative they login and participate in each course each day.

Students are required to complete daily assignments. Truancy officers, social workers, or other support staff will 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 may contact parents as well. Failure to log into Canvas or complete an assignment is considered an absence. Repeated failure to log into Canvas results in a referral to our truancy officers.

INSTRUCTION

School City of East Chicago will deliver instruction via ELearning to all K-12 students using our Canvas. All teachers, including Special Ed, Title, and ESL staff, will meet with students daily in Canvas to provide students with instruction and accommodations. The special education teachers, and ESL specialists, are collaborating with General Ed teachers to modify and accommodate instruction. Case conferences and related services can also be provided virtually. Assignments will be posted to each student's account.

Teachers are available to answer questions daily from 8 am-3 pm. Teachers' lounges will be closed until 6 ft. of social distancing is provided. Teachers will notify students and their administrative team if their accessibility changes.

Lunch Breaks:

- Elementary Teachers and students will take a duty free lunch break between 11:00 am – 12:00 noon each day.
- Middle School teachers and students will take their duty free lunch breaks from 11:07 am to 11:37 am (7th grade) or 11:56 am to 12:26 pm (8th grade).
- High School teachers will take a duty free lunch break from 10:50 am to 11: 20 am.

Note: Teachers are encouraged to bring lunch as they will have only 30 minutes.

Late Start Wednesdays – Lunch Periods

- Elementary: 11:00 am – 12:00 noon
- MS - 7th grade: 11:18 am – 11:48 am
- MS – 8th grade: 12:02 pm – 12:32 pm
- HS: 11:38 am – 12: 08 pm

Each daily lesson should meet the following criteria:

- Lessons must be standards-based.
- Instructional delivery should be interactive and engaging. Third party instruction is unacceptable. Third party instruction should only be used for supplemental purposes and/or as a complement to substitute teacher plans.
- Conditions for Learning should be explained.
    a) Mastery of standards: What is the assessment?
    b) Where is the Checking for Understanding?
    c) Feedback for the lesson.

The required daily lesson time is:

- **A 1-hour class or subject area lesson will include:**

(20 mins of "I DO", 20 mins of "WE DO", 20 mins of "THEY DO" for each subject core area)

- **A 45-minute class or subject area lesson will include:**

(15 mins of "I DO", 15 mins of "WE DO", 15 mins of "THEY DO" for each elective area)

Teachers are required to meet with students via live video or pre-recording daily to provide direct instruction to students.

NOTE: Acceptance of late work is at the discretion of the teacher.

Grading Scale

Teachers will enter at least three standards-based grades per week into the electronic gradebook (Skyward). Grades can be accessed by students and parents on Skyward.

All schools will continue to use their current grading scales. *The Central HS grading scale is included at the end of this document.*

HS Credits

High school courses will continue to be taught by high school licensed teachers. The HS teacher will provide instruction based on priority standards of each course and assessments will be administered to determine mastery of those standards.

CTE

Career & Technical Education students will receive 50% of instruction face to face, due to state requirements for certifications. Additional CTE information can be found on Central High School's website. The CTE Director will also communicate specifically with CTE students.

K-8

Our district uses I-Ready diagnostic data for students K-8. The district completed its 19-20 Winter testing and will be able to use that data and fall diagnostic 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, student data talks, and more intensive small group instruction. Diagnostic testing will be imperative to determine student readiness for grade-level instruction.

SEL Check-Ins

We understand that that COVID continues to disrupt life and daily routines, therefore our social workers and school counseling staff will provide social emotional support and periodic check-ins to students and parents. Principals will provide a schedule for each class to receive a "SEL check-in" at least two times per week for 15 – 20 minutes each.

SPECIAL EDUCATION

Special Education services will continue to be provided to students based on their Individualized Educational Plans (IEPs). All decisions regarding face-to-face or virtual services will be made as a result of the student's Annual Case Review meeting. The teacher of record will collaborate with the IEP team to determine each student's distance learning plan. The IEP will be revised to reflect any and all changes and modifications based on students' individualized needs. The students' teacher of record (TOR) will guide the students' learning experience via the online learning platform. The TOR will interact with students via multiple communication methods (email, phone conversation, face to face, etc.)

NOTE: If the Federal or state government would "shut down" or execute an executive "stay home order" again, IEPs may be modified to reflect such and services will be delivered virtually.

Special Education Contracted Services

Our service providers will be 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 will work with the parent to develop a service plan that mirrors 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 continue to reinforce specific skills.

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 will also provide support to our students on a regular basis. They will be 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 receive 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 regularly visit 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.

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:

- Zoom
- Skype
- Microsoft Teams
- Text Free
- All Google Applications including Google Classroom
- Class Dojo

The high school and middle school have Learning Lab Support Centers. The labs offer virtual hours to ensure our students with IEPs receive the accommodations, modifications, tutoring, and re-teaching in their core classes. Students are scheduled into the lab daily (in 20 minute intervals) 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 are able to take advantage of this opportunity.

High school students are also able to complete their courses on a computerized program called Edgenuity. The lessons are equipped with accommodations along with assistance provided by the special education teacher and paraprofessional. 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.

Teachers in the Applied Skills classes provide students with a variety of approaches and are utilizing the guidance from the IDOE. The lessons may include visual schedules, recordings, and virtual field trips. The lessons may also incorporate into the curriculum: News 2 You and Symbol Styx. Choice boards, task boxes, visual schedules, and interactive lessons may also be a part of the student's day. Students work with their teachers and paras individually and in groups via virtual conferencing.

Goals and benchmarks from IEP's are incorporated into students' daily lessons. Student data is collected by both the teacher and the paraprofessional. Teachers, paraprofessionals, service staff, and parent teams work together to provide students with activities and lessons to meet their special education needs.

Special Education students can also login daily and complete the online assignments the teachers assign each 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 students 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 with during their Zoom conferences with their teachers. The slides cover different concepts and lessons are differentiated to meet the IEP goals/ benchmarks of our students with special needs.

PRE-SCHOOL

At our pre-school level, E-Learning is being 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 families can be aware of their child's progress. These are customizable, therefore; teachers can 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. Those skills range from identification of alphabet letters, colors, numbers, shape, rhyming words, beginning sound, etc.

Benchmark Universe is utilized to enable preschool staff to create interactive and engaging e-books, reading assignments and assessments. They can easily view and work on their assignments, write, and share books and perform other learning tasks. Students are allowed to work at their own pace.

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.

Preschool teachers also use Zoom for audio/video conferencing with students. Teachers and paraprofessionals invite all students into their Zoom classrooms to take part in a virtual learning experiences and conferencing weekly

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

Phone/FaceTime may be utilized with students who demonstrate a need for additional services. The teacher will be 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.

GENERAL EXPECTATIONS FOR STUDENTS

- Students must log into Canvas daily (MS & HS: each period of each day)
- Parents must communicate with teacher(s), admin or office staff if the student is sick and unable to complete work for the day.
- Students will follow their schedule as if they were in school. (EX: if the student is scheduled with Ms. Smith for 1st period, the student will login in and participate with Ms. Smith and her class from 8:30 – 9:25). This may include a meeting via Zoom, as the"

I do" and "we do" portions of the lessons will be delivered "live" or via teacher pre-recording. FAILURE TO ATTEND THE CLASSES AS SCHEDULED WILL RESULT IN AN UNEXCUSED ABSENCE, LOSS OF VALUABLE INSTRUCTION TO BE SUCCESSFUL AND POTENTIAL DISCIPLINARY ACTION.

- The MS & HS bell schedules; which indicate the beginning and end of each class, are included in this plan.
- Students must submit work for each class daily.
- Students must complete activities and lessons administered by the Social Workers and Counselors.
- Students are expected to message via Canvas/email teachers with questions and concerns
- Students are to attend all conferences with their teacher(s) and/or class.
- Students (and parents) should check their grades in Skyward and Canvas weekly.
- Students may log out each day according to the instructional time (listed above) unless they have more work to complete.
- NOTE: STUDENTS WHO REPEATEDLY FAIL TO PARTICIPATE IN ELEARNING WILL BE REFERRED TO A TRUANCY OFFICER, SUBJECT TO RETENTION, AND/OR A REFERRAL WILL BE MADE TO THE DEPARTMENT OF CHILD SERVICES.

GENERAL EXPECTATIONS FOR TEACHERS

- Teachers should be positive, adaptable, flexible and reflective
- Teachers should adhere to the RED plan
- Teachers are to report to work on time (see instructional time listed above)
- Teachers will take attendance each period.
- Develop daily & weekly lessons and lesson plans and post them in Canvas
- I/we/ they do
- Rigorous, engaging, interactive instruction
- Daily interaction with students
- Classroom lessons plans are due, (posted in Canvas) every Monday morning
- Record three (3) standards-based grades in Skyward each week
- Work together and collaborate
- Attend principals' faculty (zoom) meetings
  - Teachers must be visible (video must be on during work time – without screensavers)
- Participate in PLC meetings when scheduled
- Check email and Canvas messaging frequently throughout the instructional day (each day)

EXPECTATIONS FOR COUNSELORS & SOCIAL WORKERS

- Interact with students daily
- Make calls and conference with students (and parents, if necessary)
- Deliver high quality social emotional support and share coping strategies with students
- Monitor MS & HS student enrollment in IDOE Happiness course curriculum
- Post and Incorporate in MTSS lesson plan every Wednesday in Canvas
- Follow-up with students and staff throughout each week
- Continue to support students using the ASCA National Model for school counseling

ADMINISTRATIVE DUTIES (INCLUDE BUT NOT LIMITED TO)

- Each administrator will conduct three weekly walkthroughs, practicing social distancing.
- Each administrator will read and provide feedback on weekly lesson plans.
- Administrators will provide monthly Late Start and Faculty Meeting agendas to Mrs. Goodes at the beginning of the school start.
- Administrators will invite both the Assistant Superintendent and Superintendent to all "Late Start" and faculty meetings.
- Administrators will monitor Skyward and ensure input of weekly grades.
- Administrators will monitor students' attendance and referrals for intervention services.

MAINTENANCE

- Will clean and keep a maintenance log of students' bathrooms (especially near CTE classrooms).
- Will clean and disinfect each staff bathroom every hour.
- Will provide teachers and staff with hand sanitizing stations and solution.

CANVAS

Students log into Canvas to access assignments and to interact with peers/teachers. Students are required to submit their assignments into Canvas. 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-four hours a day. The Agenda in Canvas will be used daily.

- Weekly learning objectives will be posted by 8 am Monday mornings.
- Daily learning objectives will be posted by 8:00 am each day.
- Students and parents must check regularly for teacher messages, announcements and postings in Canvas and email.

Contact a teacher: there will be a link in the Canvas lesson plans to contact the child's teacher. There will also be a building directory of staff emails posted on each school's website.

Teachers may incorporate the following interactive tools (but not limited to):

- Video and digital media
- Virtual video-meetings will be used to talk with students and present information
- Whiteboards for demonstrations
- Videos
- Interactive web activities

Teacher assessment of student learning may include (but is not limited to):

- Quizzes/Tests
- Multiple choice items (with one correct answer, with more than one correct answer – resembling ILEARN)
- Writing assignments (Informational, narrative, explanation, persuasive, reflective)
- Images of products (ie. art)
- Video or audio performances (ie. Music, speech, skill demonstration, read-aloud, oral presentation)
- Project-based and Performance assessments
- Digital portfolios

Teachers will use the following to provide feedback to help students reflect and improve learning (but not limited to):

- Student discussion (ie. padlet, discussion board, zoom, virtual meeting)
- Journals
- Blogs & discussion boards
- Student responses to teacher questions
- Responses to tasks and assignments
- ECPS teacher and student emails
- Examples of Quality work comparisons
- Rubrics
- Canvas comments (written, audio, video)
- Outlines of work product
- Rough draft
- Exit ticket (a question asked prior to the end of a lesson for a teacher to analyze learning)
- Critiquing of an anonymous (or their own) performance-based product
- Virtual conference

CHROMEBOOKS

DISTRIBUTION: Chromebook distribution will take place at the SCEC administrative building (located at 1401 E. 144th Street) August 13 & 14 from 8 am to 3 pm & August 17 & 18 from 1 pm to 6 pm. **School begins August 17, 2020 and instruction will begin on day 1.**

NOTE: All chromebooks will be distributed at the admin building. Please check your child's school's website for specific details regarding the "Elementary Meet & Greet with Teachers" (held at each elementary school). There will also be videos posted online from the middle and high school staffs, welcoming students.

Parents and students will be required to complete a Chromebook Agreement each year. Also, a valid Driver's license or state ID is required. Parents/guardians must be listed in Skyward. ONLY REGISTERED STUDENTS WILL BE ELIGIBLE TO RECEIVE A SCEC CHROMEBOOK.

Only parents of students in good standing will be eligible to pick up a chromebook for the start of the elearning period beginning 8/17/2020.

NOTE: Students who did not turn in the SCEC-issued chromebook in the spring will not be re-issued a chromebook unless the device has been turned in (these students are not in good standing).

General Care of Chromebooks

A. General Precautions
- No food or drink should be next to chromebooks
- Cords, cables and removable storage devices must be inserted carefully into chromebooks.
- Chromebooks should not be used or stored near pets.
- Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard
- Chromebooks must remain free of any writing, drawing, stickers, labels.
- Heavy objects should never be placed on top of chromebooks
B. Cleaning your chromebook
- Ensure the device is turned off and unplug all cables.
- Clean the chromebook screen using a small amount of alcohol on a microfiber cloth.
- Do not use disinfecting liquids directly on the screen, including but not limited to Clorox or alcohol wipes.
- Clean the keyboard, including laptop keyboard, using alcohol on a cotton ball.
- Do not use window cleaners, household cleaners, or abrasives to clean technology.
C. Asset tags
- All chromebooks will be labeled with a School City of East Chicago asset tag.
- Asset tags may o be modified or tampered with in any way.
- Students may be charged up to the full replacement cost of a chromebook for tampering with a School City of East Chicago asset tag or turning in a chromebook without a School City of EC asset tag.

D. No Expectation of Privacy
- Students have no expectation of confidentiality or privacy with respect to any usage of a SCEC issue chromebook, regardless of whether that use is for district-related or personal purposes; other than as specifically provided by law. The District may, without prior notice or consent, log, supervise, access, view, monitor and record use of students chromebooks at any time for any reason related to the operation of the school district. By using a chromebook, students agree to such access, monitoring and recording of their use.

E. Appropriate uses and Digital Citizenship
- School-issued chromebooks should be used for educational purposes and students are to adhere to the Acceptable Use Policy (AUP) and all of its corresponding administrative procedures at all times. While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:
    i. RESPECT YOURSELF: I will show respect for myself thorugh my actions. I will select online names that are appropriate. I will use caution with the information, images and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
    ii. PROTECT YOURSELF: I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts and resources.
    iii. RESPECT OTHERS: I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites: I will not visit sites that are degrading to others, pornographic, racist or inappropriate. I will not enter other people's private spaces or areas.
    iv. PROTECT OTHERS: I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
    v. RESPECT INTELLECTUAL PROPERTY: I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
    vi. PROTECT INTELLECTUAL PROPERTY: I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.

F. Chromebook - not charging
- Connect Type- C charger on the side of (4) inputs until charging light turns on. If light does not turn on, please email : ithelpdesk@ecps.org
- Include in the email the following information:
    i.   Student name
    ii. Parent name
    iii. Parent phone number
    iv. Description of problem

G. Connecting to your home WIFI
Refer to this link for instructions to connect to your home WIFI. The instructions are listed in English and Spanish:

http://www.scec.k12.in.us/groups/3631/information_technology/technology_resources

H. Technical Difficulties:

If you have a SCEC issued chromebook and are experiencing technical issues:

- Email: ithelpdesk@ecps.org (this will open in a new browser tab)
- Create a support ticket/fill out repair form

"Repair" Form can be found on this site: https://scec.freshdesk.com/support/home

Username & Password security:

- Students should protect their usernames and passwords at all times. Because anything done using your username appears to have been done by you, you should protect both at all times.
- Memorize your usernames and passwords or develop a system to store usernames and passwords only the owner can access.
- Do not share your username and password with anyone.
- Do not allow others to use your username and password. Any activity associated with your username and password (like visiting inappropriate websites) appears to have been done by you.
- Do not allow others to use your accounts.
- Hide your usernames and passwords.

NOTE: Hotspots for access to WIFI will be stationed in the parking lot of each school.

IMMUNIZATIONS & HEALTH RECORDS

Immunizations and visual tests will be scheduled by school nurses. Students will be called into the schools by appointment only. Please look for school staff to contact parents regarding appointments.

FOOD SERVICE

Breakfast and lunch will continue to be provided for all students in the district. There will also be a "traveling drop off service" for breakfast and lunch via SCEC school buses. Check the district and school websites for the "meal stops". Students should have identification available.

Breakfast will be available to all students between 7:00 am and 8:30 am at all locations and via bus route (see website for details).

Lunch will be available to all students between 10:30 am and 1:00 pm at all locations and via bus route (see website for details).

EXTRA-CURRICULAR ACTIVITES

All extra-curricular activities (except sports) are postponed until further notice. Sports will return to Phase 1 of the IHSAA Re-entry plan. Students will resume practice in pods.

WORKING PARENTS

The School City of East Chicago has partnered with the Boys & Girls Club to house SCEC students who need a safe place during the day. This partnership was put in place for working parents. The SCEC will provide breakfast and lunch, as well as bus transportation for students who participate in this program. Check the SCEC website and the Boys & Girls Club website for more details.

SCHOOL CITY OF EAST CHICAGO

GRADING SCALE

	Standard Points	Honors Points
A+	4.333	5.333
A	4.000	5.000
A-	3.667	4.667
B+	3.333	4.333
B	3.000	4.000
B-	2.667	3.667
C+	2.333	3.333
C	2.000	3.000
C-	1.667	2.667
D+	1.333	1.333
D	1.000	1.000
D-	0.667	0.667
F	0	0

GRADING PROCEDURES: The following letter designations have been assigned for the purpose of student evaluation. This plan is used for calculating semester grades.

A = Superior
B = Above Average
C = Average or Satisfactory
D = Below Average or Poor
F = Failed

Grading scale: The following percentages are the minimum for each letter grade. Each nine-week period will count as 40% of the semester grade. Final Exams will count as 20% of the semester grade.

A+ = 97.5%   C = 72.5%
A = 92.5%   C- = 69.5%
A- = 89.5%   D+ = 66.5%
B+ = 86.5%   D = 62.5%
B = 82.5%   D- = 59.5%
B- = 79.5%   F = 59.4% or less
C+ = 76.5%

BLOCK MS GRADING SCALE

Grading Scale: Each nine weeks will count as 50% of the semester grade.

Letter Grade	Range
A+	100% - 97.5%
A	97.49% - 92.50%
A-	92.49% - 89.50%
B+	89.49% - 86.50%
B	86.49% - 82.50%
B-	82.49% - 79.50%
C+	79.49% - 76.50%
C	76.49% - 72.50%
C-	72.49% - 69.50%
D+	69.49% - 66.50%
D	66.49% - 62.50%
D-	62.49% - 59.50%
F	59.49% - 0%

Letter Grade Key: The letter grades are defined below:

A = Superior

B = Above Average

C = Average or Satisfactory

D = Below Average or Poor

F = Failed

SCHOOL CITY OF EAST CHICAGO
2020-2021 SCHOOL YEAR CALENDAR

HOME OF THE CARDINALS

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Legend:
- Holidays (no teachers / no students)
- Progress Reports
- End of Grading Period
- Teacher Professional Development Day (no school for students)
- E Learning Day (no students)
- First and Last Day of School

Aug. 10-11	New Staff Orientation	Dec. 21-31	Winter Break No School
Aug. 12-14	All Staff PD	Jan. 1	Winter Break Cont'd No School
Aug. 17	First Day of School	Jan. 18	Martin Luther King Day No School
Sept. 7	Labor Day No School	Feb. 12	Progress Reports
Sept. 11	Progress Reports	Feb. 15	President's Day No School
Sept. 30	Teacher PD (No Students)	Mar. 10	Teacher PD (No Students)
Oct. 15	Grading Period 1 Ends	Mar. 26	Grading Period 3 Ends
Oct. 15	E Learning Day (No Students)	Mar. 29-31	Spring Break No School
Oct. 16	Fall Break No School	Apr. 1-2	Spring Break Cont'd No School
Nov. 3	E Learning Day (No Students)	Apr. 30	Progress Reports
Nov. 11	Veterans Day No School	May 11	E Learning Day (No Students)
Nov. 13	Progress Reports	May 28	Last Day of School
Nov. 25-27	Thanksgiving Break No School	May 28	Grading Period 4 Ends
Dec. 18	Grading Period 2 Ends		

ONE FAMILY...ONE COMMUNITY

2020-2021 FALL RED PLAN