



District or Charter School Name

Greater Jasper Consolidated Schools
Corporation # 2120
2020-2021 School Year – Updated December
2020

Section One: Delivery of Learning

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

Greater Jasper Consolidated Schools has developed a Re-entry Framework for the 2020-2021 school year, which outlines various learning delivery scenarios and metrics by which to make decisions on if/when a change in learning delivery might become necessary. Within this Re-entry Framework, various options are available for students and families to determine a path that best meets their individual needs. Students may opt for in-person or online delivery.

For online delivery, GJCS has partnered with Edmentum’s EdOptions Academy to provide a completely virtual learning option for the 2020-2021 school year. Students who choose this option will remain in the virtual learning environment, serviced by EdOptions Academy certified teachers, for the entire semester, regardless of potential changes to the in-person delivery. Students may choose to switch from the Online Academy to in-person delivery within a two week drop/add period at the start of each semester. Special education and EL students who opt to participate in the Online Academy will receive appropriate accommodations as outlined in their IEP/ILP and will be provided direct services from GJCS special education or EL staff.

For families that choose to return to in-person instruction, the Re-entry Framework outlines three phases that could become necessary at different points during the 2020-2021 school year. The Green Phase returns students to in-person instruction with enhanced sanitizing and mitigation protocols and safety measures implemented. In coordination with the Dubois County Health Department, a Blue Phase was also integrated into the plan. In Blue, an increased level of screening, such as daily temperature screens, is included in the plan. Additionally, Phase Blue allows for short, intermittent periods of virtual learning when close contact quarantine numbers necessitate. The Yellow Phase moves from in-person delivery to a hybrid delivery, with elementary students interacting only with their classroom peers and teachers travelling to classrooms rather than students travelling to different classrooms and with secondary students reporting in-person and participating virtually on alternating days. The Red Phase would move all students to remote learning which will be facilitated by their GJCS certified teachers and support staff.

In scenarios or phases that require remote instruction, students will utilize their 1:1 school-issued devices to access, interact, and submit learning materials. However, traditional materials,

i.e. textbooks, consumables, and manipulatives, are also available for students' continued learning. Individual students with learning obstacles, including Special Education and English Learner populations, will be afforded the option to continue to learn in-person even during times of remote instruction. To assist those with connectivity issues, including free & reduced lunch students and rural populations, wifi hot spots will be available to help with connectivity issues. During times of remote instruction, meals will continue to be available for any families who wish to take advantage of the offering.

Lessons and activities will be housed on the Canvas LMS for grades 1-12 and on the SeeSaw platform for Kindergarten. For special populations, such as English Language Learners, students with IEPs or 504 plans, and students with limited internet access, teachers will supply the lessons and activities in paper format if that option better meets the needs of the individual student. These materials are generally picked up at the school buildings at predetermined dates and times; however, some materials have been delivered directly to students' homes.

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

Expectations for continuous learning are communicated through various avenues.

1. For students, the classroom teacher is the primary source of information. Expectations are communicated through the LMS, email, and by phone when necessary.
2. Families receive layered communication. First, they receive regular communication from the district level. Superintendent Lorey sends out regular district-level communications, in both English and Spanish versions. When the need arises to communicate more immediate information, a school-reach message is sent via email and phone.

Families also receive regular communication from building administrators through newsletters, video messages, etc. Building leaders also make phone calls and home visits when individual circumstances necessitate.

The GJCS website and social media accounts are other avenues for families to access school related information.

3. Staff communication comes primarily from Superintendent Lorey and building administrators. Staff receive all communications that are disseminated to families. Additionally, they receive email messages directly from the superintendent and building administrators. Building administrators also utilize face to face, Zoom, or other technology to continue staff meetings and other group communication.

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

Students who elect to participate in the Online Academy receive all instruction and curricular resources by engaging with the curriculum and instructors virtually. Live help sessions with certified EdOptions Academy instructors are available and individual meetings can be scheduled with the child's online teacher. GJCS facilitators are also in contact with Online Academy students to ensure students are making adequate progress through their coursework and to ensure educational success.

During the Green Phase, students who elect in-person instruction attend school daily and attend classes in a traditional in-person manner. For individual students who are required to quarantine due to close contact, synchronous virtual participation allows students to continue to engage daily throughout their quarantine period.

During the Yellow Phase, elementary students, special education and EL students, continue to attend in a traditional in-person manner. Secondary students attend in person and participate virtually on alternating days. Instructional support continues to be provided by GJCS teachers.

During the Red Phase, all students learn at home through virtual instruction from their GJCS teachers and with support from paraprofessionals. Teachers utilize Canvas or SeeSaw to provide access to instructional resources and activities. Teachers have been provided with various tools to improve their abilities to engage their students when in virtual delivery; these tools include Zoom, Google applications, Microsoft Teams, Screencastify, and EdPuzzle. Additionally, teacher-created videos that can be watched and rewatched, real-time technology-facilitated classes, individualized learning activities through corporation-purchased subscriptions as well as temporary free access, and traditional textbooks, consumables, and manipulatives are all available to students. For the majority of students, these academic resources are accessed through the LMS; however, for those populations with limited access or other obstacles to online learning, equitable activities in a more traditional format, such as textbooks, consumables, and manipulatives, are provided.

In all learning delivery scenarios, classroom teachers, as well as special education teachers, ELL teachers, and paraprofessionals are in regular contact with all students to support continuous learning.

Related services are arranged on an individual basis between the therapist and the family. Each student who receives physical therapy and/or occupational therapy was provided an exercise program individualized to align to his/her therapy goal(s). These have been emailed, scanned, or sent via USPS. Some of the options that parents have selected are teletherapy (zoom, google meet, facetime, etc), flipgrid, voice calls, text messages, emails. Some families have requested regular occurring times for their child's services. Many of these services are taking place in the evenings when parents are home with the students or even on days that are considered to be waiver days. Therapy is being delivered in the form in which the family has requested. Therapists regularly verify and inform families of those who opted against direct services that teletherapy is available. Therapy service providers are required to log their specific services and consultations in the logging wizard within IIEP along with their therapy progress notes.

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

Staff members have access to laptops/macbooks. Every teacher has an interactive whiteboard in their classroom, as well as a webcam that can be utilized in their classrooms or from home to facilitate virtual instruction. Teachers have been trained on the use of various software and applications, including but not limited to Canvas, SeeSaw, Flipgrid, Google Meets, Microsoft Teams, Zoom, FaceTime, Screencastify, iReady, Readworks, IXL, Dyknow, Edpuzzle, Khan Academy, etc.

All students, both in-person and Online Academy, are issued a school-owned 1:1 device and charger. Students who lack internet connectivity at home can request a corporation-provided wifi hotspot. Students also have access to textbooks, workbooks, and other curricular materials. Assignments are posted by teachers on their LMS classroom pages.

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

Corporation leadership, building administrators, teachers, and instructional assistants are expected to communicate with students and families regularly. Regular district-wide communications are disseminated with the most up-to date information. School reach voice messages are also sent regularly from the corporation level.

Building administrators communicate building-specific information and reach out to families and check in on individuals through videos, newsletters, email, Zoom meetings, phone calls, and home visits.

How teachers and instructional assistants connect with their students and families will vary based on what phase we are in. In Green Phase, students attend school daily and connect with teachers in the normal fashion. In Yellow Phase, students attend in person and virtually on alternating days, with special education and EL students attending in person every day. Various modes of communication are utilized in Red Phase. When individual student concerns arise, teachers and building administrators connect directly through email, phone, or home visits if necessary.

Online Academy students engage with EdOptions Academy instructors on a daily basis and interact with their GJCS Facilitator weekly through email and/or phone conversations.

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

Various methods may be utilized for providing timely feedback to students, depending on which phase we are currently operating in.

During Green Phase, all students attend school daily, attend classes in a traditional in-person manner, and are provided timely and meaningful feedback in a normal fashion.

In Yellow Phase, students alternate between in-person and remote learning (with the exception of IEP and EL students attending in-person daily). This allows the buildings to properly social distance students, yet gives teachers the opportunity to provide timely and meaningful feedback.

During Red Phase, certain applications, such as iReady and Canvas, enable immediate feedback on a learning activity to be provided. These applications are can be utilized in Green and Yellow Phases as well. Teachers can also provide face to face feedback to students through Zoom and Google Meets. Email and phone conversations can be utilized to provide feedback to and connect with students as well. Through the LMS, graded work can be returned to students with feedback provided. Grade information is also kept and can be accessed by families in Powerschool.

In all phases, if students do not turn in assignments or if work is below expectations, teachers and staff members call the homes to speak with the parents and students about their expectations of the students.

Online Academy students are provided feedback directly from their EdOptions Academy instructors. Instant feedback on checks for understanding and mastery checks is provided as students progress through lessons. EdOptions instructors also meet individually with students as needed for reteaching and remediation purposes.

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.

This continuous learning plan provides an avenue for high school students to earn transcriptable credits. All instructional methods and options keep high school students on track toward earning their high school credits. Whether utilizing traditional/blended/and remote learning delivery methods, students are expected to participate in and complete coursework for the classes in which they are currently enrolled. Students are expected to earn a passing grade for transcriptable credit and to meet Indiana Diploma requirements.

Online Academy students also have the ability to earn credits that will be transcribed and meet Indiana Diploma requirements.

8. Describe your attendance policy for continuous learning.

In all phases, classroom teachers take attendance daily; at the secondary level, period attendance is taken. In Green Phase, students must be present in the classroom, or if individual students must quarantine, they are considered virtually present if they attend their classes virtually from home. In Yellow Phase, students are counted present/virtually present when they are in class, if they join virtually from home, and/or if they complete their daily assignments. In Red Phase, students are counted virtually present if they join virtually and/or if they complete their daily assignments.

With all students, individual circumstances are taken into consideration when pertinent.

Online Academy students have flexibility concerning what hours of the day they engage with the online curriculum and with their online teachers. EdOptions provides expectations for daily progress. Daily attendance will be based on adequate progress made over the course of a week.

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

GJCS administration and staff recognize the inevitability of skill gaps. The GJCS Title I teacher and staff continually provide activities to address skills in which students are struggling. In non-Title buildings, similar programs, such as literacy labs allow for the identification of skills gaps and support to mitigate those gaps.

Upon the return to school for the 2020-2021 year, students will be evaluated using iReady and Study Sync diagnostic testing. If skill gaps are found, individualized remediation is provided to help the individual student close the achievement gaps. Resource teachers and paraprofessionals regularly work with students to assist with any needs they may have.

Special education teachers, ENL staff, and paraprofessionals work with special education students and English Language Learners to modify/accommodate as needed and to work to overcome any innate challenges of this current education environment.

Dual credit instructors will continue to follow the university guidelines to ensure that students are taught the same content and tested in similar manners across the state.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

GJCS teachers participated in numerous learning opportunities over the summer that were presented in a virtual format. Training opportunities focused on remote learning and overcoming skills gaps after an extended closure were available to all staff members. The corporation's two eCoaches provide ongoing professional development for staff on eLearning tools and applications through a badging system of professional learning. Much of this PD is demonstrated through Screencastify, allowing teachers to access and rewatch at times most convenient to them. Profession development activities for the 2020-2021 school year will focus on digital/remote learning, STEM integration, PBL, SEL, and school safety.

Staff meetings continue in-person or through Zoom. Building administrators meet regularly with small groups and/or individual teachers as needed

Other building and district planning discussions continue through in-person, Zoom, and other communication platforms.