21st Century and Gary Middle College
CONTINUOUS LEARNING PLAN
eLearning Framework

April 3-May 29

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Mission and Vision

Our mission is to provide a comprehensive educational experience to students utilizing innovative methods of instruction designed to produce excellence in educational achievement.
Our vision is to go beyond a typical college prep education and empower our students with college experience, workforce readiness, and community leadership so that they are prepared to compete, excel and lead in the 21st Century's global economy.
We understand that at times, delivering instruction by traditional means may not be possible and therefore are committed to providing a framework of support that is grounded in high-quality virtual experiences that engage scholars and attend to their various academic needs.

The Mission of GEO Academies eLearning is to:

- Blend physical instructional practices with virtual to carry out rigorous, standards-based instruction that remains data driven and attends to the unique needs of our scholars
- Provide constant and intentional communication with our families
- Support teachers in their development with resources adopted by our network's eLearning platform
- GEO eLearning the educational exemplar for the state of Indiana

GEO understands the urgency in providing students with continuous and real-time instruction in the event of school closures. Utilizing standards-based, data-driven work, an intentional daily schedule, frequent communication, and school provided technology allows scholars to continue to grow in a manner consistent to GEO's instructional framework.

GEO utilizes the following four fundamental frameworks for our eLearning process:

1. We are forward-focused and prepared to carry out eLearning as long as it is required while providing ongoing support to our scholars and families.
2. We are prepared to provide daily, rigourous, high-quality, data-driven, standards-based instruction to our students from this point forward.
3. We are committed to maintaining constant communication with our school families and school community.

4. We are constantly developing our staff to ensure that they are equipped to deliver high-quality instruction through a virtual platform.

II. Student and Family Social Support

The GEO model works to combat generational poverty while also providing a resource to its neighboring community. This mission applies directly to our eLearning approach. In the event of a short or a long term school closure, GEO will provide unprecedented social/emotional and community support while connecting families to resources to assist them. GEO's "Call Center" approach allows parents to reach out between the hours of 8:00 a.m.- 7:00 p.m. and speak to a GEO employee who can connect them with resources in the areas of:

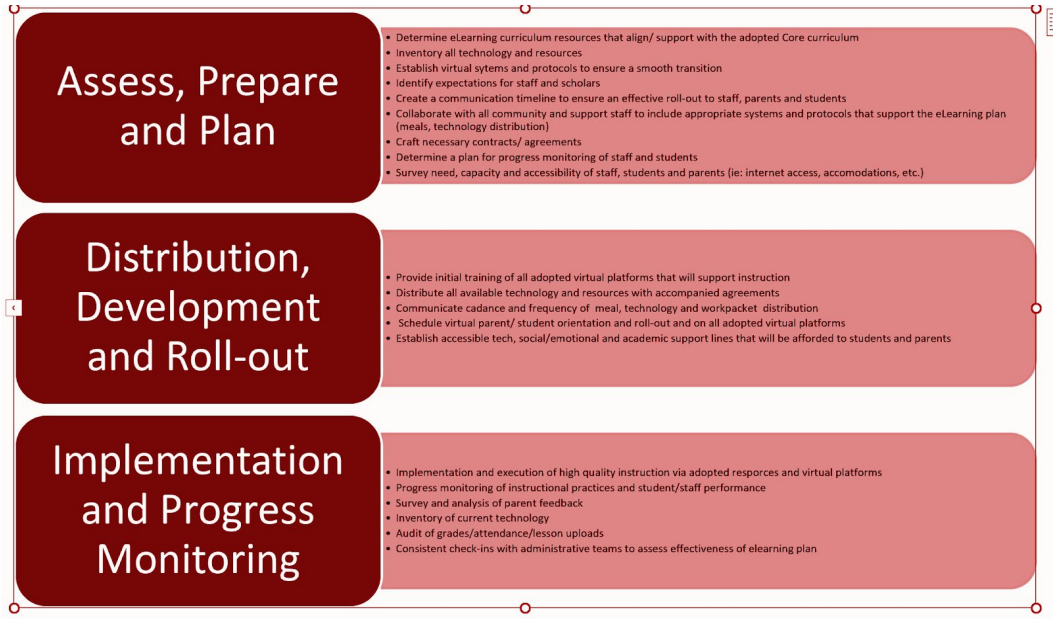
- Counseling services
- Technology Resources
- Community Resources

GEO school leaders (or their designee) will man the Call Center on a rotating basis

III. Pre-planning and Implementation

GEO's eLearning approach parallels the rigorous and standards-based academic programming that students experience each day in the classroom. School leadership from all GEO schools designed an academic and social platform that supports students and families academically, socially, and emotionally.

The pre-planning and implementation process for GEO's e-Learning involves several key steps. Below is a sequential process of GEO's eLearning planning and implementation steps.



IV. Technology Distribution Process and User Agreements

Materials

GEO currently provides each K-12 household with a school issued Chromebook. In addition, all GEO students in grades K-12 have access to a standards-based instructional packet of materials that align to the instruction that is being offered electronically. Those packets are available upon request/ in the event that a family is without sufficient access to the internet. Additionally, all special education students and English Language Learners receive differentiated packet options which include alternate work to meet the needs of their IEP or ILP and supports for speech, occupational, and physical therapy from our service partners. Additional resources are available on the GEO website, www.geoacademies.org

Distribution

In the event of a long-term school closure, Chromebooks are accessible to common households across all GEO campuses. *(High School students that are taking college credits off-site / enrolled in GEO's adult learning program at Gary Middle College, are issued an individual Chromebook)* Parents are notified of a time to pick up their child's Chromebook and/or work packet (upon requests/for those without internet access). An administrator from each campus is on-site to sign out the technology. In the event that a parent is unable to come to the school to pick up a device, the school will deliver the device / the packet will be mailed to the home. Work packets follow a bi-weekly cycle. Every 2-weeks, new work packets are created as needed for those parents requesting

work packets. Parents are invited to the building to pick up the new work and hand in the previous packet for grading. Students are also offered the option of electronically scanning completed work to teachers.

In the event of a short school closure due to inclement weather or circumstances out of our control (1-2 days) GEO will provide each student a pre-made, 3 day eLearning packet that is provided to the students at the beginning of each year.

Acceptable Use Policy and User Agreements

Upon enrollment, parents and students must review and sign the Acceptable Use Policy that protects their scholar and the school from any unforeseeable violations of privacy or impacts of student and system safety.

Students enrolled in Gary Middle College who are of adult age assume responsibility for all distribution and policies.

Each GEO household receives a school issued Chromebook. *(High School students that are taking college credits off-site / enrolled in GEO's adult learning program at Gary Middle College East and West, are issued an individual Chromebook)* Upon receiving the device, the teacher will log the student's serial number in a pre-made Google document. Each parent has to sign a waiver (see appendix) and user agreement prior to taking the device home. The school operations manager uploads all of the signed user agreements to the google drive.

In the event of damage, loss or theft, the family will be charged a fine of $150 to cover the actual repair or replacement costs for school-issued Chromebooks.

Stolen Chromebooks

If a Chromebook is known to be stolen, parents must file a police report and notify school administration. It may be required that a copy/ evidence of the report be shared with the school. The charge for the replacement of a stolen Chromebook will be at the discretion of school administration.

Damaged Chromebooks

If damage to the Chromebook is deemed to be not intentional and/or egregious, a $25.00 fee will be charged for the repair and a new device will be issued to the student. If damage to the Chromebook is deemed to be intentional and/or egregious, a $150.00 fee for device replacement will be charged and school administration will decide whether or not to issue a new device to the student.

Lost or Damaged Chargers

A replacement charger will cost $20.00

V. Google Classroom and GEO Adopted Online Curriculum Resources

Note: For families who lack internet resources or need a paper-pencil approach, standards-based paper-pencil packets are created with a maximum of two-weeks of material.

Google Classroom was chosen by a panel of GEO Academies administrators and teachers as the primary platform for eLearning. Google Classroom is utilized by all teachers in GEO Academies and provides familiarity to both staff and students. The platform allows teachers to upload daily assignments, add students, assess and grade daily work, and incorporate learning videos. Teachers can provide real-time feedback and support students through the live chat feature and via video using Google Hangouts. The online platform is supplemented by paper/pencil packets as needed. The packets include two-weeks worth of ILEARN, IREAD, and ISTEP prep materials in ELA and Math.

Grades K-8 Curriculum and Resources

Teachers use a combination of Amplify Core Knowledge (K/1), Wit and Wisdom (2-8) and Eureka Math (K-8) materials. Additionally, K-8 packets are supplemented with the following online resources for students who have access to both internet and family support for technology at home:

- Reading A-Z
- Zearn.org
- Study Island
- Assistments

Grades 9-12 and Gary Middle College

Teachers will use a combination of Achievement First and Illustrative Mathematics as well as other core subject courseware that will be posted on the Google Classroom. Additionally, 9-10 packets are supplemented with the following online resources for student who have access to both internet and family support for technology at home:

- Study Island
- Edmentum
- Assistments
- ActivelyLearn
- Assistments

Additional online resources that are utilized for eLearning include but are not limited to:

- Reading Eggs
- Nearpod
- Newsela
- Reading A-Z
- Khan Academy
- IXL Ela and Math

VI. Daily Routine and Schedule

GEO's eLearning schedule will mirror that of the GEO academic day. Teachers are expected to have lessons uploaded on or before 9:00 a.m. each day. The students' daily schedule for each eLearning day reflects a minimum of three hours of instruction, Monday through Thursday, allowing Friday to be devoted to assessment/remediation. Opportunities to engage with a teacher daily during identified "office hours" are also available. Communication during eLearning will be accomplished through video conferencing through Google Meet/Hangout.

- ELA & Social Studies 8:00-11:00
- Extended Core 11:00-12:00
- Math & Science 1:00-3:00

Gary Middle College

Aiming to serve the needs of non-traditional highschool students, Gary Middle Collegewill continue to operate Monday–Friday from 8:00 AM to 8:00 PM. Three school shifts are offered, 8AM-11PM, 12PM-3PM, 4PM-8PM. *In the event of an unexpected school closure, GMC's blending learning model allows for instruction to remain uninterrupted.*

VII. Teacher Responsibilities

During GEO Academies eLearning days, the teachers' role is one of facilitator. Teachers therefore must adopt a range of roles and skills to suite specific situations. These roles might include, but are not limited to:

- Instructor, who imparts information to students
- Leading discussions

- Asking open-ended questions
- Guiding process and task and
- Enabling active participation of learners and engagement ideas

In order to become the "facilitator" in learning. Teachers will be asked to execute the following:

Lesson Planning

Teachers will create standards-based lesson plans in Google Classroom one week in advance for approval by school administration. The plans are due at the end of business on Friday during extended school closures and must be uploaded by 9:00 a.m. on a one-day school cancellation. The lesson plans on the platform must be aligned to the structure of that week or days lesson and include power standards, differentiation, grade level expectations, and alignment to the GEO Academies daily schedule and calendar.

Communication

It is the expectation that GEO teachers maintain constant communication with students and parents. A minimum of 3 touch points per week via phone, video conference or email allows for students to remain engaged with their teacher and receive answers to any questions/concerns they may have. All daily communications with students and/or families in the GEO Academies are logged on a shared spreadsheet that is monitored by administration.. This spreadsheet is used for tracking engagement and attendance at the school as well as corporation level.

Additionally, teachers can communicate in real-time using the live chat or video feature of Google Classroom/ Google Meet/Hangout to help support students and parents..

During an extended school closure, teachers will schedule conferences at regular intervals with each student over the phone or via live video conference to track academic progress and provide context into the child's academic data.

Grading

K-8

During each two-week cycle, teachers should have at least:

- 4 ELA Grades (3 classwork, 1 assessments)
- 4 Math Grades (3 classwork, 1 assessments)
- 2 Social Studies Grades (1 classwork, 1 assessments)

- 2 Science Grades (1 classwork, 1 assessments)
- (K-8) At least one grade in each of the elective courses in which they are enrolled (PE, Music/Art, Technology, etc.)

21C HS and GMC

- *Students enrolled in the Gary Middle College and 21C High School are required to receive instruction aligned to their daily schedule in each of the courses enrolled and maintain 90% or better participation and average course percentages of 70% or better*

Grades should be logged in Power School and should focus on high level academic power standards. It is up to the teacher to decide which eLearning assignments to grade based on what standards will give the best reflection of mastery.

Attendance

Attendance should be taken daily and recorded via scoring within each teachers' Google Classroom. Therefore, a student will be considered "present" by the evidence of their daily submission of class assignments. Attendance may also be measured via participation in scheduled video conferences. Percentages are monitored by administration. Attendance verification during eLearning is based on successful communication with the child or parent.

Weekly Professional Development /Leadership/ TAP Cluster Meetings

GEO Academies implements the TAP systems. It is the expectation that administrators and Master Teachers conduct weekly Cluster and Leadership Meetings virtually. This time allows for ongoing professional development of staff as well as consistent analysis of student data.

Remote Learning Resource Guide

Grade Level Meetings

Grade Level Meetings are led virtually each week by the school administration through Google Meet/Hangout. Teachers must attend one weekly meeting and all team leads must meet with their teams once per week virtually to plan instruction and create a weekly eLearning newsletter to ensure parents receive a cohesive message from their grade level teachers.

Data and Goals

GEO Academy administrators and teachers understand the value of a data driven culture. The expectation of allowing data to drive instructional decisions remains a priority of the principals and the network. Each principal is expected to monitor grades/weekly

assessments. Our goal is that our scholars average 80% or better on weekly tasks/ assessments.

VIII. Parent Communication

We understand that frequent and intentional parent communication is the key driver in the success of the GEO eLearning plan for our students who are not of adult age.. We therefore require that schools provide parents with a weekly update that is delivered via Power School's Voice Message/SMS/Text and Email that shares pertinent information regarding all campuses. In addition to the weekly updates, school leaders are expected to conduct at least one virtual parent meeting per month via video conferencing to allow parents to hear a message from the school leader on academic updates, student expectations and celebrations. The main forms of communication within the eLearning plan are as follows:

- via telephone
- via email/text (when appropriate)
- Google Classroom chat feature/ Google Meets/Hangout

It is imperative that parents provide schools with accurate contact information as they will be leveraging the information stored in PowerSchool to communicate local and network level updates with parents.

Welcome Calls

In the event that a new student was to enroll in the midst of an eLearning cycle, a welcome call would be conducted the first morning from an administrative team member and their teacher that would include the following talking points:

- Explanation of e-learning and what is required of them to be successful
- Explanation and navigation of Google Classroom/Meetings and Hangouts OR in the event that they are without home internet, an explanation of the 2 week work packet cycle
- The daily work schedule and specific office hours
- What they should expect from GEO regarding communication and what the school needs in return (appropriate contact information , timely response, participation and engagement
- The technology agreement, acceptable use policy and specified time for Chromebook distribution
- A brief overview of the adopted online curriculum

Frequency of Communication

It is the expectation that the teacher communicates at least 3 times with the student and provides access and updates to parents one time per week via an electronic newsletter, weekly updates via email/ alerts via Google Classrooms. Parents are also encouraged to

utilize the teachers' designated office hours. All GEO teachers have been issued a school phone line that is made accessible to them off-campus and can be used to send and retrieve calls.

Extended Closure Parent Conferences

In the event of an extended closure, school principals will designate a time for a more in depth parent conference with the teacher. The conference should discuss data, growth, student academic strengths, and areas to improve.

Communication Technology Supports

GEO's staff will have access to a number of technology enhancements to help streamline the communication process with students and staff.

- *Google Voice*-Allows for calls made from personal devices to be anonymous
- *Google Chat*-Allows for teachers to interact with students in real-time while they work on assignment.
- *Google Meet/Hangout*-All staff meetings occur via this video platform
- *Mitel Call Forwarding*-Allows teachers to make and receive calls from their school line while off campus

Communication Tracking

GEO school principals and teachers will utilize a daily participation data tracker. The tracker allows school leadership and teachers to log notes, participation rates, and attendance.

Special Programming Communication

The GEO special education teachers and ELL staff will document all communication and academic supports provided to the Director of Special Education. This tracking will include call notes, accommodations provided, and Interventions. Special education teachers and general education teachers have individual communication logs for each student with special needs, based on their caseloads and class rosters. General education logs are monitored by building administration and special education logs are monitored by the Director of Special Education. The Director of Special Education has access to general education and special education teacher logs for all students with special needs.

All IDEA timelines for students with disabilities will remain in effect, and every attempt will be made to complete all evaluations and case conferences as mandated by IDEA and Indiana Article VII. In the event that a timeline cannot be met, an extension will be provided (with mutual consent from all parties). Until federal and state guidance suggests otherwise, eLearning will not be considered a change of placement requiring an additional case conference. If, at any point, eLearning becomes more than a short-term emergency

measure, GEO Academies will consider adjusting the IEP to accommodate a change of placement.

All GEO special education, 504, and ELL staff will work weekly with classroom teachers to be sure that lessons are modified or accommodated to meet their student's needs articulated in the IEP. GEO administration will oversee this practice in weekly reviews of lesson plans, assessments and virtual instruction observations. The Director of Special Education will oversee all special education staff with a weekly eWalkthrough to check the fidelity of the ongoing operation.

IX. Adjusted eLearning Job Responsibilities and Chain of Command

During eLearning at GEO, staff responsibilities shift in order to meet the needs of students and families. The Assistant Principals, Registrars, Office Managers, Deans and additional support staff shift their roles to call center representatives and meal distribution, academic, counseling, outreach and tech support. These eLearning roles and responsibilities are determined by the network and school principals. In order to properly navigate communication during eLearning, the CAO and Deputy CAO will support the school leaders with any changing structure of roles, the work day and the needs of our students, families and staff.

X. Call Center Process and Supports

As part of our e-Learning services, GEO will be offering a full menu of academic and social support for students and families. Call centers will be open daily from 8:00 a.m. to 7:00 p.m. to assist with questions and connect families with resources that can help during the duration of the eLearning window. GEO cares about our families and will do everything we can to make sure they are supported during this time away from the building.

Call Center Contact Information

Each GEO campus has a single-point-of-contact call center. This call center will triage incoming calls from parents to make sure all school-community needs are being met. Each school will have a main call center line open from 8 AM to 4 PM Monday through Friday. In addition to the main line, the school will have direct lines available (during school hours) for the following supports:

- Academic support- Master Teacher as point of contact
- Social services and counseling- Social Worker/ Deans as point of contact
- Tech support- Administrator Appointed by the CAO as point of contact

All call center information will be posted on the school's website, social media pages.

Call Center Logistics

Pre-planning: All school sites will have their own Call Centers. In order to prepare to open the call centers, all school sites should work with the Tech Team to determine appropriate phone lines for site-level use. Once the phone lines are running, the principal of each school will designate one person or a team of people to answer the main call center phone and others to answer individual lines. There should be a minimum of one person (and one alternate) per call center line to support families. If the eLearning session is an extended period of time, a detailed schedule for maintaining the call center lines will be required.

During: Once a call comes in, the call center representative will ask how they can help. The representative will contact the correct staff member to troubleshoot the issue within 1-2 hours. The call should be immediately logged in the call center spreadsheet tracker.

Follow-Up: Excluding weekends, the call center representative will follow up with the family in less than 24 hours to ensure their needs are met. Upon a successful follow-up, the inquiry will be closed out on the tracking sheet.

Xl. Special Education, 504, and ELL eLearning Supports and Accommodations

During eLearning GEO students with special needs receive a multitude of supports that meet the needs of their Individual Education Plans (IEP). Classroom teachers work collaboratively with the child's teacher of record to provide differentiated work packets and a supportive communication plan with each family. Each child receives daily communication from their general education teacher/ Special Education Teacher of Record (TOR). These calls and communication are documented in order to keep the general education and special education teams in alignment on the services being provided. Examples of eLearning accommodations and supports vary by student per the terms of the child's IEP. Below are examples of GEO's eLearning accommodations provided:

- Extended Time on Assignments
- Daily Support Calls from the General Education Teacher and TOR
- Differentiated work packets
- Vocabulary Worksheets
- Reduced Reading Passages
- Access to School Counselor/Social Worker for designated Counseling Minutes

Students who receive speech, occupational, or physical therapy services, GEOworks collaboratively with the service provider to provide students with access to at home activities to meet the needs of their IEP. These materials are sent home with each student in their work packet in the event that a family is without internet access.

Per mandate from the United States Department of Education and Article 7 Federal Law, eLearning days count as official school days and thus keep our special education timelines the same for all case conferences and evaluation timetables. The Special Education teachers in each building as well as the District Director of Special Programming work to keep GEO in compliance with all appropriate timelines. The GEO Special Education team and building leaders have developed contingency plans for all necessary steps in the compliance process including holding phone or video meetings and evaluating or providing services on-site or at a neutral site if the school building is not accessible.

During an extended school closure, the GEO administrative team in each building will meet via phone or video conference in order to continue to discuss data, track student growth, and identify students for potential special education evaluation. These meetings are recorded at the site level and the necessary interventions are incorporated into the students eLearning plan.

XII. Meal Service Distribution

A meal package serving consisting of a daily breakfast and lunch will be made available for any student in need 18 years or younger. Designated staff members will work with the meal service providers to prepare a week's worth of meals for distribution each Monday morning from 8:00 a.m. - 11:00 a.m. Meals will be distributed from our Middle School Campus located at 724 Washington St.Gary, IN 46402

School principals track meal distribution through a google spreadsheet and delegate staff members from each school to assist with preparation and distribution. Below are Breakfast/Lunch guidelines from the IDOE:

1. Anyone 18 and under and present for meal handoff is eligible to collect one meal/day/person. These can be handed out in bulk for up to one week' worth of meals (5 breakfasts and lunches per week per child).
2. Schools serving out-of-school meals must advertise with community groups, social media, website, and yard signs in common areas (parks, libraries, etc.).
3. Meals will be served "grab & go", non-congregate style when permissible by the State.
4. School staff will oversee meal distribution (2 staff per site/shift minimum)
5. Meals, when served in bulk, must be counted for each day. For example, if 5 breakfasts and lunches are handed out at once on Monday, these must be marked off for each meal, each day (1 x for Monday Breakfast, 1 x for Tuesday Breakfast, etc.).

XIII. Remote Working Frameworks

It is the administration's decision to decide whether or not staff members are permitted to work remotely on an eLearning day. Factors that could play into the decision include, but are not limited to, road conditions, building accessibility, and the health of the individual

employee. GEO Academies staff must adhere to the following remote working expectations:

- *Availability*-Employees are expected to be available on an eLearning day during scheduled work hours: 7:30 a.m. to 4:00 p.m..
- *Responsiveness*-All staff members must respond to phone calls, emails, or text messages within 60 minutes on an eLearning day.
- *Productivity*-All GEO staff members must complete all tasks in the given time frame on an eLearning day.
- *Equipment*-All GEO staff members must bring their school issued device(s) and have access to home wifi in order to work from home.

Team meetings will occur across the GEO Network weekly on the same days across all campuses. GEO staff members are expected to attend, engage and participate in these meetings via video conferencing through the approved platforms.

XIV. Awarding of Credits

Response to Rubric Indicator

Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.

Gary Middle College (East and West)

Yes. Students enrolled during the time of elearning/ the continuous learning plan, remain enrolled in their previously scheduled semester courses and receive instruction that is aligned to the standards and in correspondence with the curriculum pacing. Credits will be assigned based upon completion of the coursework captured within each student's electronic work folder and aligned to the Core 40 track. Those grades earned during the fourth quarter will not drastically impact a student's grades.

21st Century High School

Yes. Students enrolled during the time of elearning/ the continuous learning plan, remain enrolled in their previously scheduled courses and receive instruction that is aligned to the standards and in correspondence with the curriculum pacing. Credits are assigned based upon the following criteria:

- Quarter 3 grades will make up 75% of the students final semester 2 grade, allowing the grade earned Quarter 4 to only reflect 25% of the final semester 2 grade.
- Quarter 4 grades are being determined by attendance, participation and performance mastery. Grades earned in the fourth quarter will not drastically impact those earned in the first three quarters.
- Bi-weekly formative assessments are being administered to determine and calculate performance mastery in each course

- The final, cumulative Semester 2 grade will therefore reflect an average of Q3 and Q4 grades(while taking the weighting into consideration), allowing us to still award credit.
- Students who failed to complete the coursework by the end of the calendar year will have the opportunity to recover the credits during summer.