



Continuity of Education Plan

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Goal of Plan

Erie Day School is a private, co-educational, independent school educating early childhood, elementary and middle school students within the city of Erie, Pennsylvania. The goal of our educational plan during the COVID-19 mandate of school closures is to provide quality distance learning experiences for our students supportive of our mission and the state educational standards. Highly qualified faculty will facilitate curriculum, instruction and assessment.

Overview of Plan

Erie Day School administration, faculty and staff will work cohesively to educate all students through remote learning experiences. In accordance with our mission to provide a student-centered, diverse, family-oriented environment, students and parents alike will receive ongoing communications and opportunities to interact with faculty, one another,

and class sets in support of the learning process. Valuing our commitment to strengthen academic, artistic and athletic potential, students will receive instructional guidance from the grade level/content area educators, visual and performing arts teachers, physical education teacher, and world language teacher during the distance learning timeline. Additional services will be offered individually and collectively by not only Erie Day School faculty and staff, but also Intermediate Unit specialists in speech, math, and reading. Furthermore, student referrals for evaluations and/or interventions will not discontinue. Students will be held accountable for ongoing performance and daily attendance in the online learning environment. Educators will assign grades, conduct parent-teacher conferences and uphold report cards for the third and fourth academic quarters, reinforcing the collaboration among students, teachers and parents and the continuation of grade level curriculum, instruction and assessment.

Expectations for Teaching and Learning

Erie Day School strives to uphold its tradition of academic excellence. Teaching and learning will occur without interruption, in alignment with the academic calendar for 2019-20. It is important to note that expectations for teaching and learning vary among the developmental needs of our children.

In the early childhood setting, learners will be guided to understand appropriate academic content, life skills, and experiences at various intervals each day. Teachers will work in tandem with parents communicating individual choices appropriate to each child's learning and growth.

Lower school (elementary) students, K-4 will learn among faculty and peers with remote synchronous instruction 3+ times per week. Students will also receive asynchronous instruction, Monday through Friday. Summative and formative assessment will occur individually and collectively. Students will not only attend to educational projects, assignments and instruction provided by educators throughout the week, but will submit performances, projects or work expectations. (See Communication Tools and Strategies.)

Middle school students, Grades 5-8, will participate in online instruction 3+ times per week among content specific educators. Summative and/or formative assessments of and for learning, provided by the teachers, will afford students and parents alike with feedback on work submitted. (See Communication Tools and Strategies.)

Early childhood, lower and middle school attendance will be ongoing. Grades will be reported, K-8. Narrative progress reports will inform early childhood parents of student progress and expectations.

Act 89 and Title I faculty will participate in classroom instruction, when appropriate, and in follow-up to the instruction, when needed. Supplemental instruction will support students, previously identified or those that to be identified in the 2019-20 academic year through Act 89 and Title services.

Communication Tools and Strategies

Students can anticipate multimodal methods of communication throughout the distance learning experience. Each teacher will implement a combination of synchronous and asynchronous communication tools and strategies.

Early childhood educators will utilize pre-recorded videos and interactive two-way communication portals for instruction (specifically, Zoom and FaceTime). In addition, web-based resources, physical materials and teacher-designed written guidance for parents/guardians will reinforce instructional strategies for young children, Monday through Friday. The use of email, FaceTime, phone calls, video calls, Zoom, iMovie and our inner school communication platform, School Speak, will be among the specific methods used for communication among students (and parents).

Lower school educators will utilize a variety of communication tools and strategies to engage students. The two-way communication method, Zoom, will be implemented for synchronous learning experiences and instruction, three or more times a week. Video, web-based and teacher-designed resources will guide asynchronous communication tools and strategies through the online platform, Class Dojo. Class texts and workbooks may also be folded among the resources in some grades, as appropriate. Email and School Speak will offer additional mechanisms for interactions with students (and parents).

Middle school students will utilize a set of platforms (see Access) for daily communication. Each content-area teacher will establish routines considerate of the shared workload among other content-specific classes. Synchronous instruction will be offered two - three times weekly, within each subject area. For example, biology may be taught

Mondays and Wednesdays with follow up application/work on Tuesdays and Thursdays. Fridays may be a set of office hours in science, scheduled to further communications and reinforce lessons. Middle school educators will use email, School Speak, GoogleClassroom, GoogleForms and Microsoft Teams for ongoing communications with students.

Act 89 and Title specialists will communicate with students (and parents) through email, phone call exchanges and Zoom. Classroom instruction can be remediated or enriched, given the students previously arranged plan with the specialist.

In sum, the expectation for all teachers is no greater than a 30-minute response time to any communication from student (or parent) between 8:00am and 3:30pm. Another expectation middle and lower school is two or more synchronous lessons weekly. Early childhood educators are expected to afford a minimum of two instructional asynchronous sessions weekly.

Finally, parent-teacher conferences will be conducted (as scheduled per the 2019-20 academic calendar) via phone or Zoom with each teacher.

Access (Devices, Platforms, Handouts)

Erie Day School is committed to student success through distance learning. iPads, laptop computers and chargers can be signed out to be utilized at home, if/when needed. In the early childhood setting, children will need access to video screens for one and two-way communications through video and Zoom, internet access and telephones for video or audio calls. Platforms such as SeeSaw and School Speak will be implemented for a predictable organized menu of educational resources and lessons. Physical resources will be occasionally provided reinforcing the lessons and standards-based curriculum in the form of games, handouts and loose parts. Children will need art supplies such as crayons, scissors, glue, and pencils. Upon request, these items can be delivered or made available.

Lower school students will need access to computer screens for one and two-way communications and educational resources. Students will need internet access to join synchronous learning opportunities through Zoom and the Class

Dojo platform for daily lessons and educational resources. Expectations for instruction, assessment and feedback exist. Educational resources needed for printing or instrumentation will be sent home or made available to students.

In the middle school, learners are engaged online via Zoom and Microsoft Teams (for instruction and office hours). Instructional videos, Google Classroom, Google Docs, School Speak, email and text messages are also integrated among the multimodal methods for communication and instruction. Students may print educational resources, submit assessments via electronic dropbox mechanisms, Google Classroom or email in the middle school setting.

Any student experiencing remediation or enrichment from the Act 89 or Title educators should anticipate electronic communications and resources to supplement the curriculum.

Erie Day School is committed to synchronous and asynchronous learning experiences beyond physical handouts, in accordance with our mission.

Staff General Expectations

Erie Day School is dedicated to the learning triangle among students, teachers and parents. Communication, guidance and instruction will be facilitated by faculty and administration throughout the remote learning experience, Monday through Friday. Faculty and staff will be equipped with the proper tools to facilitate synchronous and asynchronous instruction online. As remote instruction is offered, educators realize the expectation for progress among students. New content and skills must be introduced in an effort to advance students toward the end-of-the academic year requirements. Academic feedback, grades, conferences and outcomes related to each grade level need to occur. Timely responses to parent and student communications throughout the workday should also occur. Attendance records should be kept and communicated to administration. Student concerns should be raised to Act 90 and Title educators, when appropriate, and administration.

Student Expectations

Expectations for student attendance and participation are relevant to our mission with Erie Day School. Student engagement and contributions both individually and collectively are required. Students should anticipate contributing within an electronic classroom setting as well as demonstrate progress through formative and summative assessments assigned. Students are expected to demonstrate social etiquette in virtual chats and classrooms. Students need to exercise their rights to ask questions, seek support and request assistance from faculty, administration, Act 89 and Title educators. Flexibility can be shown to students that ask for extensions on deadlines.

Attendance/Accountability

Student attendance will be maintained throughout the distance learning experience. Record of student attendance will be reflected on report cards. Parents and students are expected to engage in the online educational platforms assigned with each grade level, daily. If a child demonstrates an absence beyond one day, the teacher will communicate with the administration and an email will be sent home to inquire about and verify the absences.

Good Faith for Access and Equity for All Students

Early childhood, lower and middle school teachers, staff, and administrators are making good faith efforts to ensure access and equity for all students. With respect to our educational mission, we are supplementing and supporting students in a variety of ways.

Multimodal platforms for learning are implemented to afford students with multisensory learning experiences. In early childhood, parents are guided to engage their children with stimulating and age-appropriate lessons and activities to develop content area understandings, life skills, exposure and experiences. Teachers will provide synchronous instruction to offer social emotional and cognitive learning experiences. Additional opportunities and resources will be available to parents through standards-based, developmentally appropriate platforms each day.

In lower school, students will be afforded multisensory instruction and experiences ranging from synchronous instruction and video observations to writing assignments and projects. Students will be provided with resources online as well as the technology and physical resources upon request. Individual student supports will be rendered

through frequent communications via the ClassDojo communication mechanisms, parent – teacher conferences, email as well as through the enrichment and remediation efforts online.

Middle school students will receive specialized content area instruction supported by office hours, frequent, ongoing communications with teachers and parent – teacher conferences. Assignments that showcase depth of knowledge including projects, labs, writing assignments, video observations, synchronous online debates, etc. will be implemented to further the interactive, online educational process. Electronic gradebooks will be updated frequently, assignment feedback will be provided with assessments for and of learning and students will be afforded opportunities to communicate directly with teachers through the platforms established, email, text or phone call.

Act 89 and Title teachers will target supplemental supports for students striving in ELA, math and speech. The educators will provide enrichment opportunities among their targeted population as well. Communications via email, Zoom and phone conversations will assist in supporting learners.

Special Education Supports

The IU 5 non-public school special education consultant for equitable participation will consult with targeted parents and teachers as needed. Consultation will provide additional assistance for students. Any student referrals for evaluation will be handled between Erie Day School administration and the educational psychologist available through IU 5.

EL Supports

N/A

Gifted Education

N/A

Building/Grade Level Contacts

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Resource Links

SeeSaw.com

ClassDojo

GoogleClassroom

GoogleDocs

GoogleForms

Microsoft Teams

School Speak

Zoom.us