



District or Charter School Name

## Section One: Delivery of Learning

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

In addition to our traditional K-12 on-campus instruction, Western School Corporation will offer remote/distance learning options for all interested students for the 2020-2021 school year. The options will be available during registration, beginning July 13, 2020. Students who choose to enroll in a remote/distance learning option will have the ability to attend the school year electronically.

Online learning with instruction and/or supervision with a Western School Corporation teacher and administrator will be available for students that elect to participate in remote/distance (online) learning.

To manage staffing and scheduling, students must commit to in-person or remote/distance learning for an established period of time and will not be permitted to move back and forth during this commitment.

Students will have the option to select online learning on a semester basis.

Please see the information below as we continue to plan for the 2020-2021 school year. The two paragraphs in italics are from the IDOE information that is hyperlinked in the first paragraph.

Since the reopening document was released on July 9, 2020, we have received additional questions regarding the time-requirements of our remote/distance learning option, and some concerns with having to follow the regular school hours in the remote/distance learning setting. Taking the comments and concerns in to consideration, we developed the table below to try to cover and communicate each possible need, especially knowing that some parents may want remote/distance learning because of work schedules and child care during our regular school hours. The paragraphs in italics are from the Indiana Department of Education (IDOE).

*As a result of the recent shifts to virtual, online, or remote learning options, and predictive increases in mobility in response to the COVID-19 pandemic, IDOE recognized the potential for miscommunication regarding expectations around instructional time and attendance requirements. This document aims to clearly translate legal requirements and general expectations for instructional programming and*

*obligations related to reporting attendance across instructional environments for the 2020-2021 school year.*

<b>Options</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Option 4</b>
<b>Learning Option</b>	<b>Traditional On Campus</b>	<b>Remote - Follow Modified Traditional Schedule</b>	<b>Remote - eLearning Format</b>	<b>Remote - Online through Edmentum or other online programs</b>
<b>Grade Level</b>	K-12	K-5 6-12 (based on student course selection and teacher availability)	K-5	6-12
<b>Level of Support</b>	Most Support	Mildly Independent	Moderately Independent with Limited Scheduled Support	Mostly Independent with Intermittent Teacher Oversight
<b>Daily Time Requirements (see note below)</b>	K-5 (5 hours of instructional time) 6-12 (6 hours of instructional time)	K-5 (5 hours of instructional time) 6-12 (6 hours of instructional time)	K-5 (5 hours of instructional time) 6-12 (6 hours of instructional time)	K-5 (5 hours of instructional time) 6-12 (6 hours of instructional time)
<b>Yearly Day Requirements</b>	180	180	180	180

*Note: When considering instructional time requirements for content delivered through the off-site context (Options 2, 3 & 4 above), it is important to extract and focus on the time during which students are academically engaged. For example, a five (5) hour instructional day where content is delivered on-site consists of both academically engaged time as well as non-academically engaged time, such as passing time. As such, a day of off-site, virtual instruction may consist of less than five (5) hours, but correspond to the amount of academically engaged time provided in a non-remote, in-person instructional day.*

### **Option 2 - What is Remote – Follow Modified Traditional Schedule?**

Remote education or online learning is an instructional delivery method that is not dependent upon the student and teacher being in the same location. Courses are offered in an off-campus environment via the internet following the Western School Corporation’s established school schedule (Grades K-5 9:00am-3:30pm, Grades 6-12 7:30am-2:30pm). Students are assigned to a remote class with other remote learners and are expected to follow a modified daily schedule as if they were in attendance on campus. Students will receive instruction and support from Western School Corporation’s certified staff as if they were on campus. Instruction will be delivered via Zoom with students following the same curricular content of the students who are

on campus. With trained and certified teachers, students receive instruction, support and communications on an ongoing basis throughout the course. Students get upfront attention from their online instructor and are supported by the Special Projects Administrator (765-883-5576 ext. 5116 pquillen@western.k12.in.us).

Additionally, students have the support of our technology department, school counseling staff, administration, and pupil services. Only Western School residents and accepted transfer students are eligible for admission to the Western School Corporation Remote/Distance Learning Program.

### **Option 3 - What is Remote – eLearning Format? (Grades K-5 Only)**

When a student is unable to follow the remote, live schedule option as outlined in Option 2 due to location and supervision constraints, he/she may participate in Remote – eLearning option (with administrative approval). This option allows the student to access instructional materials, assignments and resources at a time that works for the student and his/her at-home support system. The instructional lessons will be recorded and then uploaded to Google Classroom. The Remote - eLearning student will then be able to view those recorded lessons outside normal school hours and complete assignments based on the due dates set by the teacher in Google Classroom. Support services and communication will be based according to the availability of the student and teacher(s) and provided through email, phone calls, and scheduled Zoom sessions. However, any special education services, as outlined in the IEP, will be scheduled during regular school hours.

### **Option 4 - What is Remote – Online through Edmentum or other online programs? (Grades 6-12)**

When a student is unable to follow the remote, live schedule option as outlined in Option 2 due to location and supervision constraints, he/she may participate in Remote – Online learning through Edmentum or other online programs offered by Western (with administrative approval). This program option is also available when a teacher is not available to cover a particular course for students in grades 6-12 who are selecting Option 2. Students access lesson materials provided through the online program offered by Western and work at their own pace. A certified teacher will be assigned to that particular course to supervise, monitor, and provide support for the individual student. Support services and communication will be based according to the availability of the student and teacher(s) and provided through email, phone calls, and scheduled Zoom sessions. However, any special education services, as outlined in the IEP, will be scheduled during regular school hours.

### **Special Education**

Special education populations will receive continuous learning opportunities based on the instructional option they chose, delivered in a manner consistent with their typical, grade level peers. Western School Corporation is a 1:1 technology district, equipped with iPads for students K-12. For those choosing remote instruction, the delivery of instruction is provided through a digital platform, utilizing various resources such as teacher recorded instruction, YouTube, Khan Academy, and live interaction through Zoom. For both on and off campus instruction, general education and special education teachers will contact families/students to provide guidance, answer questions, and assess understanding of the concepts. All special education services will be provided during regular school hours, regardless of the instructional delivery method chosen by the family.

### Functional Skills Program

Various forms of learning opportunities will be provided to students who attend a KASEC program classroom. On campus instruction will be direct while remote learning teachers are using Unique Learning System, Google classroom, and Class DoJo.

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

### Special Education

District communications are provided by the Superintendent regarding the overall expectations regarding continuous learning implementation to students, families, and staff through email and School Messenger. The special education director communicates additional expectations to the special education staff, especially in regards to documentation, delivery of services, and communication with families. Special education staff then provide further communication to students and families.

### High School

We communicate through school messenger, email, snail mail, and social media as needed. The staff and students have also used Zoom and Google Hangout.

### Middle School

Students: Daily announcements are posted online and teachers are personally reach out to individual students via Google Classroom, email, and making personal phone calls.

Parents: All parents also have access to the daily announcements and weekly messages/updates are being sent via email and phone messages. Teachers are also emailing and calling parents to discuss academics and concerns as well.

Staff: All staff members receive the weekly update to parents, participate in faculty meetings and are also able to ask and answer questions during team meetings, which the administration is a part of. All communication going home from the district is also sent to staff members.

### Intermediate School

The Superintendent and building Principal sends communication out to all three through email, Skyward, and School Messenger. In cases where more direct meetings need to occur, in-person or Zoom is utilized with the necessary personnel.

### Primary

Students: teachers communicate expectations

Families: Skyward emails and School Messenger calls from Principal, teachers communicate with families regarding specific information for their class

Staff: In-person meetings, Email, Phone call, Zoom; support, information, and training from the technology integrator.

### Functional Skills Program

1) Teacher and therapist contacts through provision of materials, teacher/student contacts when applicable

- 2) Teachers contact families via email, phone calls and text messages
- 3) DSE and ADSE solicit questions and concerns from staff and follow up with contact via in-person meetings, phone, texts, email and Zoom meetings to provide guidance, support and direction.

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

Special Education

Special education students have access to academic instruction provided, the same as what is provided to their general education peers. Academic instruction is live on-campus, live off-campus, recorded by each, individual teacher, or remote through an online program. For those students that have selected to be off-campus, the special education teachers host live Zoom sessions for re-teaching of concepts, answer questions, and to provide any necessary accommodations as determined by the case conference committee. Teachers have Google Voice numbers that are provided to the students in which the students may text or call to ask questions or they may email. Special education teachers will respond during regular school hours when available. Special education teachers contact students/parents through phone, text, or email as well, especially those students that were absent from the Zoom sessions or are not completing their assignments. For the remote learner, assignments are all posted in Google Classroom with the exception of those students participating in Edmentum. Students, parents, and special education teachers are all provided access to Google Classroom. If all school buildings close and the entire student body shifts to remote learning, then the continuous learning plan still applies, but the on-campus option would not exist. Instruction would be either Live off-campus, eLearning format, or through Edmentum. Special education students would have services remotely as well as outlined in the IEP.

K-12 Instructional Options

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### High School

On campus students have direct contact with their teachers in addition to the options of the remote learner. All students have access to their teachers through Google Classroom. The students all have iPads and are using those for both on and off campus classes. The counselors, librarian and tech support are helping the teachers with finding additional resources for students.

### Middle School

All students have an iPad for the delivery of instruction. On campus instruction is direct while remote instruction is delivered through the iPad and Google Classroom. The remote learner can also get additional support from their teacher through Zoom sessions.

### Intermediate School

As stated above and in number 1, students have access to all materials and resources based on the learning option chosen. Additional support is provided to the remote learner via Zoom, emails, and phone calls.

### Primary School

The on campus learner has direct instruction from the classroom teacher and receives instructional materials on campus while the remote learner has access to instruction and instructional materials through Google Classroom: live teacher remote instruction, recorded teacher instruction, teacher created video instruction, supplemental instructional video clips, task completion connected to the instructional video, enriching lessons/video clips  
Zoom: read alouds, live lessons, remediation lessons  
Phone calls: answer questions, provide instructional supports

### Functional Skills Program

On campus students have direct access to their teachers, supports, and instructional materials while remote learners have apps, videos, lessons and activities provided in various formats. i.e. Unique Learning System, Google classroom, Class DoJo. Suggestions for additional activities are given to families through calls, emails and text messages.

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

Special Education

Students in grades K-12 have iPads that they are accustomed to using on a regular, daily basis.

High School

The students and staff have their iPads. Textbooks are on the iPads.

Middle School

We are a 1:1 iPad school and all students have an iPad that they are taken home to use for instruction and completing work on a daily basis.

Google Classroom was already in use as our LMS and students were familiar with this LMS. The staff regularly used Zoom during our last school closure and can now use it for on or off campus students to meet and hold study sessions. They also utilize many other technology applications to record lessons and provide direct instruction to all students.

Intermediate School

iPads for both the on and off campus learner

Primary School

iPads for both the on and off campus learner

Functional Skills Program

KASEC program students have been provided iPads and hard copy materials.

LEAs are responsible to provide DM/FM systems to DHH students that use the equipment during a regular school day.

LEAs are responsible to provide equipment to BLV students that use the equipment during the regular school day.

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

Special Education

For the on-campus student, notes and updates are sent home regularly. Phone calls, emails, text messages, etc. are also used as needed. For the remote learner, special education teachers are expected to make contact with the students/parents on their caseloads through Zoom sessions, phone, text, or email per the services outlined in the IEP. They are then expected to document their attempts and the length of the direct contact along with the outcome of the contact on Google Sheets for each student.

K-12 Students

For the on and off campus students, teachers and support staff will communicate and connect

through phone calls, emails, text messages, in-person meetings, etc.

#### Functional Skills Program

On campus KASEC students receive direct instruction and communication. Parents of those students receive messages, emails, phone calls, and text messages. For the remote KASEC students, the administration requests that the teachers and in some cases therapists, contact students to provide direct support and instruction. Teachers have been asked to pull from the extensive list of ideas in a shared Google doc for paraprofessionals. Some paras have been asked to help create videos of daily living activities and share with teacher to be provided to families.

For the remote learner, KASEC administration has requested teachers make a voice to voice contact with all families from their classroom. In cases this contact is not successful, it's been requested the contacts be varied in time frame, followed up with email or text to identify purpose of call and all attempts be documented, whether successful or not.

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

#### Special Education

For on and off campus students, special education teachers will continue to monitor goals and document progress towards goals quarterly.

#### K-12 Students

The academic feedback for the remote learner is no different than it is during the school year. For both on and off campus students, the teachers put grades in Skyward and the students can access their grades through that platform. The teachers also can communicate on Google Classroom, in-person, and live with Zoom. The feedback expectation for all learning environments is to stay up with grading and make sure students are turning things in in a timely fashion.

#### Functional Skills Program

For on and off campus students, special education teachers will continue to monitor goals and document progress towards goals quarterly.



## Section Two: Achievement and Attendance

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

High School

Yes. The students will earn credits for the classes they take regardless if they are on campus or remote. We utilize Google Classroom, Skyward, Zoom, Edmentum, and a flipped classroom approach in some subjects.

Middle School

There are some 8th graders taking Algebra for high school credit. They are following the procedures set forth from the high school.

**8. Describe your attendance policy for continuous learning.**

K-12 Students

Attendance bonuses and reward programs will be suspended to avoid encouraging employees and students to come to school when they are sick. Students who are out of school for an extended period of time due to COVID-19 (individuals who have tested positive, individuals who have been in direct contact with a person who has tested positive, or individuals who are symptomatic) will be required to utilize remote/distance learning to meet attendance requirements. Remote/distance learning guidelines can be adjusted based on the needs of each student.

A Western student absent from school due to COVID-19 related symptoms will be recorded as a student illness/medical absence. If a student is not ill but circumstances require the student to quarantine, the student's attendance will be recorded as "quarantine absence". An absence due to quarantining will be considered an "excused" absence from school. If the student is able to participate in remote/distance learning while quarantined, the student's attendance will be recorded as "Remote/distance attendance".

Western parents may opt for remote/distance learning (as defined above in the Student Expectations section) in lieu of students attending school physically. Tardies, absences, and truancies will be recorded for remote/distance learners in the same manner as traditional classroom attendance.

Functional Skills Program

Attendance for students in a KASEC program classroom would follow the attendance policy of the school in which the classroom sits.

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

K-12 Students

Students in grades K-8 will be assessed at the beginning of the year with NWEA and BOY data that will be analyzed to determine gaps, identifying students who will need more targeted interventions during the built-in Success Time for each building. K-5 also has Title I interventions to assist and remediate students with skill deficiencies. Grades 6-8 have extension classes to target skill deficiencies and grades 9-12 have a student resource time in which students can receive additional support. For the remote learner, all supports for grades K-5 will still be available through teachers and aides. For the 6-12 remote learner, the way the day and instructional time will be structured, there is planned time for additional individual instruction.

Special Education

The teacher of record will convene with each family at the start of the school year to determine how the 2019-20 school year ended for the student in order to identify immediate areas of need, if any compensatory time is necessary, if any social/emotional needs emerged, and to review the goals in the IEP.

Functional Skills Program

In both the on and off campus settings, teachers and therapists will continue to provide materials and instruction to address the needs of the students, with a focus on individualized goals in the IEP.

## Section Three: Staff Development

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### 10. Describe your professional development plan for continuous learning.

#### K-12 Teachers and Staff

All teachers and support staff, based on the needs of the building receive support from the Reading Specialists (K-5) and our Technology Integrator (K-12). In addition, certain staff who are involved with Project Lead the Way will receive extensive PLTW training that is further supported by our Technology Integrator and Special Projects Administrator. In addition, those teachers teaching the fully remote learning options for this year will attend a week long training and curriculum development session prior to the start of the school year. All teachers are also in a Professional Learning Community (PLC) that meets weekly.

Once you have completed this document, please complete this [Jotform](#) to share some additional data points and submit your Continuous Learning Plan link. Submission is required by April 17.