



District or Charter School Name

## Section One: Delivery of Learning

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

#### Special Education

Special education populations will receive continuous learning opportunities, 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. 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 students without Internet connectivity at home, learning packets that mirror the content provided through the digital format are delivered to the homes of the students. General education as well as special education teachers then make contact with the families to provide guidance, answer questions, and assess understanding of the concepts telephonically.

#### High School

We will utilize eLearning through Google Classroom, using tools like Zoom, Google Hangout, and a flipped classroom design. Western School Corporation is 1 to 1, so it allows our students to do their classes from home. Students who don't have wifi or quality access to technology support can be sent packets or work to do. We are checking on the students who do not sign in for attendance just like we would during a regular school day. The teachers are communicating with counselors and administration on the students that are not signing into their classes or not doing the work.

#### Middle School

We are doing e-learning through Google Classroom and Zoom sessions three days a week (Tue/Wed/Thurs.). Our middle school lessons are required to have a teacher's voice or video of the teacher with instruction to the students. Instruction must be provided from the middle school teachers, and not having a second or third party provide the sole instruction (ie YouTube etc.)

#### Intermediate School

Student lessons, activities and instruction are sent out through Google Classroom by each teacher. The students receive daily instruction for Math, Language Arts, and Reading. Science and Social Studies are dispersed every other day. Students also receive activities for Special Areas (PE, Music, and Art) on a daily rotation. Students who do not have access to wi-fi receive hard copies of the materials. These copies are delivered to their homes on Mondays.

Teachers provide additional instruction and assistance through videos, Zoom meetings, phone calls and emails.

#### Primary School

Google Classroom: 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

Various forms of learning opportunities will be provided to students who attend a KASEC program classroom. Teachers are using Google classroom, Class DoJo and/or providing hard copies of materials for those families that do not have access to internet.

## **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. As the special education director, additional expectations are communicated 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 will continue to communicate through school messenger, email, snail mail, and social media as needed. The staff and students have also used Zoom and Google Hangout. With the parents we have to work harder at communicating with them.

#### Middle School

Students: Daily announcements are posted online and teachers are personally reaching 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. All students not completing work from e-learning lessons are also called to inform them of the lack of progress and concern. 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 a weekly faculty meeting via ZOOM 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 Principals send communication out to all three through email, Skyward, and School Messenger. In cases where more direct meetings need to occur, Zoom is utilized with the necessary personnel. WIS Principal records YouTube videos 2-3 days per week for students with additional information as well as the messages sent via email.

### 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: 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 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 typically recorded by each individual teacher. The general education teachers as well as special education teachers host live Zoom sessions for re-teaching of concepts, answer questions, and to perform quick formative assessments. Teachers have Google Voice numbers that are provided to the students in which the students may text or call to ask questions. Special education teachers contact students/parents through phone, text, or email as well, especially those students that choose to not participate in Zoom sessions or are not completing their assignments. Assignments are all posted in Google Classroom. Students, parents, and special education teachers are all provided access.

### High School

The students have access to their teachers through Google Classroom and are being taught like when they are physically present. The students all have iPads and are using those for 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. All instruction and resources are delivered through the iPad and Google Classroom.

For students who do not have reliable access to the internet, we have made weekly academic packets that are delivered to the student on a weekly basis.

Since students are working on Tuesdays, Wednesdays, and Thursday, we have set aside Mondays and Fridays for teachers to hold Zoom sessions with students for support and instruction.

### Intermediate School

As stated in number 1, students have access to all materials and resources via Google Classroom. Students who do not have wi-fi receive hard copies of the materials on Mondays of each week. Additional support is provided via Zoom, emails, and phone calls.

### Primary School

Google Classroom: 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

Students have apps, videos, lessons and activities provided in various formats. i.e. Google classroom, Class DoJo. Students that do not have internet access are provided hard copy lessons and parents are contacted by the teacher. 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. The teachers can also send in work so that we can make packets for students who need it.

### Middle School

We are a 1:1 iPad school and all students have an iPad that they have 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 prior to this extended period of time.

The staff regularly uses Zoom to meet with students and hold study sessions. They have also utilized many other technology applications to record lessons and provide direct instruction to all students.

### Intermediate School

iPads

textbooks and hardcopies to students without wi-fi

### Primary School

iPad

### 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

Special education teachers are expected to make contact (or at least attempt contact) daily with the students/parents on their caseloads through Zoom sessions, phone, text, or email. 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.

### High School

The teachers and support staff have been reaching out to parents and students on a regular basis. This has been done through email and phone calls home. Most of the students that need extra help can use work sessions with the teachers on Fridays. This is where Zoom has been used to communicate with students.

### Middle School

Teachers are to communicate with students 3 days a week for instruction and then follow up on and prepare lessons 2 days a week. Teachers and support staff are to communicate with students or families on a daily or weekly basis. This can be done through email, Google Classroom, posted announcements, or phone calls home.

### Intermediate School

Teachers are expected to provide learning materials for 3 days each week (Tuesdays, Wednesdays, and Fridays) through Google Classroom. Within their lessons they must have a personal form of instruction. This can be done through videos, Explain Everything, YouTube, or Zoom. Teachers must reach out through email or phone calls to those students without wi-fi access.

Support staff are assigned individual students to assist them beyond the teacher instruction. For example, Title Aides and Special Education Aides reach out to students within their typical small group assignments.

Special Ed teachers make daily contact and provide support for their assigned IEP students.

### Primary School

Teachers and support staff communicate through Google Classroom messages, Zoom, and phone calls.

Monday and Friday each is dedicated time for teachers to follow-up with students and families regarding eLearning lessons, questions, remediation,

### Functional Skills Program

KASEC administration have requested 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.

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.

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

Special Education

Special education teachers will continue to monitor goals and document progress towards goals quarterly.

High School

The academic feedback is no different than it is during the school year. The teachers put grades in Skyward and the students can access their grades through that platform. The teachers also can communicate on Google Classroom and live with Zoom, so feedback happens there too. Feedback expectation is to stay up with grading and make sure students are turning things in in a timely fashion.

Middle School

Student work and completion of the work is graded by the teacher and then comments can be left on the student's work on Google classroom. The grades are entered into Skyward, our student management system. At times, an individual Zoom session is set up with students to improve skills or knowledge on a standard and to provide feedback gained from the work previously turned in. Teachers are available each day from 9 am until 3 pm, with many answering emails and phone calls well beyond that.

Intermediate School

Teachers provide feedback through email, phone calls, Zoom meetings, and grading assignments

Primary School

Google Classroom messages, phone calls, communication regarding the how the student is progressing academically, and grades

Functional Skills Program

Contact with the KASEC program teachers on 4-6-20 indicate teachers are talking with parents and students to review academic and functional tasks. Teachers follow up with parent as soon as possible via calls, emails, texts.

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**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 just like they do when they are physically with us. We utilize Google Classroom, Skyward, Zoom, 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.**

High School

The student sign-in on a google document every day. It is sent to them every morning with a reminder to sign in. We track attendance and reach out to students that don't sign in or attend. Teachers, counselors, and administration are all tracking attendance.

Middle School

A daily Google form is sent to all students to complete for attendance purposes. The student also gets credit for attendance by completing work for the day. A comparison of the google form is then compared to the work completed by the teacher to verify all students. If the student fails to complete the link and/or work, a personal call is made to the family to ensure that student's attendance and overall health.

Intermediate School

Students must check in with their teachers daily via email, phone call, text, or if the teacher is providing a Zoom meeting. Attempts and submission of work also signify that a student is present.

Our School Counselor and Principal reaches out to individual students who are showing absences or not completing work.

In cases of severe absences and/or no contact from parents or students, a referral to DCS may be necessary.

Primary School

Teachers are continually communicating with students and families regarding the completion of assignments for attendance tracking.

If a student attempts to complete his/her assignments, the child is recorded as present. If no attempt is made, it is recorded as an unexcused absence. Principal receives an attendance report from the receptionist, then makes phone calls and send text messages to parents. I inform them of the importance of eLearning completion and ask how we can further support them and their child in this process.

#### Functional Skills Program

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

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

#### Special Education

For special education students, some will not make the progress in this learning environment that they may have otherwise made in the school setting. All students will be assessed at the beginning of the year with NWEA and BOY data will be analyzed to determine gaps, identifying students who will need more targeted interventions during the built-in Success Time for each building. In some situations, it may be necessary to provide some compensatory time.

#### High School

We are focusing on essential standards so that the students truly get what they need. We are going to utilize the remaining days to go over what our subject teachers think is most important for the students to have. We have been doing assessments through this process and will continue to do so.

#### Middle School

A potential jumpstart program will be implemented prior to the start of the 2020-2021 school year to support these students for a successful year. Teachers are also utilizing Mondays and Fridays to provide more individualized instruction to those students behind. Looking into the schedule next year, Success Time, a period that is built into the day for all students, will be used to work to fill in any of these gaps from this school year. Teachers are also collaborating to revise any of their curriculum maps and utilizing the PLC process to determine students who might be of concern going into the next school year.

#### Intermediate School

Teachers are able to hold additional Zoom meetings and reach out to individual students on Mondays and Fridays.

Support staff provide additional support to struggling students. Our School Counselor and Principal reaches out to individual students who are showing absences or not completing work. We are considering a summer school session in July, pending clearance from the state level, to address those students with skills gaps.

#### Primary School

Teachers will continue to respond to the students' needs based upon their academic performance on the eLearning tasks. Teachers will provide feedback and supports through Google Classroom, Zoom, and phone calls.

#### Functional Skills Program

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.

#### Special Education

Virtual professional development links are sent to special education staff that may be relevant to better meet the needs of their students. Social emotional learning is also being emphasized in order for staff to be better equipped to identify and address any concerns that may arise during this period of extended quarantine for struggling students.

#### High School

We will utilize email, webinars, and Zoom to take care of any professional development we need to get out. The counselors have focused on Social Emotional Learning with teachers and students so far. We will continue to provide whatever resources teachers and students need.

#### Middle School

Currently, there are weekly staff meetings and weekly team meetings where ongoing professional development can happen. Most professional development at this time is in the form of technology. This is mostly provided by our Technology Integrator. Teachers are also accessing various professional development that is sent out to them via the IDOE, Kristina Smeckens, and various other outlets.

#### Intermediate School

This will be done via email, YouTube videos or Zoom meetings.

#### Primary School

Instructional coach is providing coaching via Zoom with individual teachers.

Instructional coach is creating instructional videos to support teacher and grade level lesson needs.

Instructional coach is curating resources for teachers, students, and parents.

Instructional coach created informational video for teachers and students on how to use reading app from home.

Instructional coach is leading the Title aides through running records training via online and through Zoom.

#### Functional Skills Program

KASEC program teachers/staff and therapists would like more training with Google classroom, Google docs and Class DoJo. Communication will be made with the Technology Integrator to schedule training through Zoom and instructional videos.

**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.**