



District or Charter School Name

Western Boone County Community School Corporation (0615)

Section One: Delivery of Learning

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

Western Boone will deliver continuous learning opportunities for students in K-12 via eLearning. Instruction, activities, and assignments will be posted for students in Canvas LMS. Students will receive instruction via various delivery mediums, including, but not limited to pre-recorded videos, live Zoom instruction and interactives, digital curricular resources (McGraw-Hill, HMH, Pearson, etc.), and Kahn Academy. Additional resource links may also be used as they become available. Support for special populations is provided by special education teachers, EL TORs, and therapists. Instructional assistants at each school are reaching out to assigned students on a regular basis for instructional support and ensuring students are on task to complete assignments. Resource support is provided via individualized and small group emails and Canvas chat groups. SLPs and related services such as OT and PT, provide telemedicine therapies using online resources, such as Zoom and Teach Time to lead live sessions tailored to meet students' specific learning goals. Title I support and RTI interventions continue through tailored intervention activities posted in Canvas and small group sessions via Zoom.

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

Communication from district and school administrators is provided to students, families, and staff via email. Information is also updated on the school website for families and community members who may not subscribe to school email alerts. Parents also receive text message notifications when emails are sent. Phone calls from our communication system are used as necessary. Teachers also communicate via email and Canvas messaging to remind students of eLearning expectations and due dates. Parents who sign up for Canvas alerts also receive copies of all announcements sent to students via Canvas. Staff receive timely email notifications of updates and changes as they occur. Staff also receive copies of all communications sent to parents by district and school administrators so teachers can stay abreast of what is communicated to families to promote consistency.

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

Students access instruction via Canvas LMS. All students in grades K-12 have Canvas accounts and previous experience using Canvas for daily course delivery and eLearning instruction. All resources needed for instruction are posted in Canvas by 9:00 AM on instructional days. Teachers are required to be available to respond to students via email or Canvas messaging between 9:00-3:00 daily to support students in their instruction, but most respond to students regardless of day or time. Some teachers hold regular office hours via Zoom where students can connect with the teacher live, without an appointment.

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

Each certified staff member has a school-issued, personal laptop device. Students in grades 1-12 have access to 1:1 laptops with Windows and Microsoft Office Suite. Kindergarten students whose parents request laptops may also check out a laptop from the school.

In addition, students and staff have access to the following, as needed:

- Additional chargers
- Technical support help desk contacts
- Mobile hotspots (as available)

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

Teachers are required to post daily lessons and assignments in Canvas by 9:00 AM each instructional day. Administrators at the district and school level have sent email communication to parents regarding updates to the instructional calendar, assignment due dates, and technical support contacts. In addition, many teachers sent email reminders to parents and students to remind them of the date instruction would resume after spring break, assignment submission expectations, and whom to contact for instructional support. Special education teachers reached out to parents and students encouraging them to contact them for support outside regular contact times, if needed.

Teachers post graded assignments in Canvas with correct responses so students are able to reflect on their errors. Teachers are also using innovative strategies to provide feedback on writing assignments, creating PDFs of students' submitted work and using text tools provide written feedback before returning it to students. Voice recorded conferencing in Canvas, enables teachers to share verbal feedback to students on writing pieces, as though students were with them at the table.

Teachers are expected to update grades each week to provide an up-to-date reflection of

students' progress in their classes. Parents and students are able to check student grades in real time using their Harmony Family Access account.

Teachers reach out to students who fail to submit assignments on time. In addition, special education and remediation support staff reach out to students regularly to support them with their assignments and ensure students remain on pace with their assignments.

Assistant principals in each school contact parents of students who are failing to complete assignments in an effort to ensure students have the support they need to complete their assignments.

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

Teachers post graded assignments in Canvas with correct responses so students are able to reflect on their errors. Teachers are also using innovative strategies to provide feedback on writing assignments, creating PDFs of students' submitted work and using text tools provide written feedback before returning it to students. Voice recorded conferencing in Canvas, enables teachers to share verbal feedback to students on writing pieces, as though students were with them at the table.

Students and parents are able to check student grades in real time using their Harmony Family Access account. Teachers are expected to update grades each week in Harmony (SIS) to provide an up-to-date reflection of students' progress in their classes. Administrators check Canvas courses to ensure these expectations are met and instruction meets established district expectations for quality, rigor, and reasonability.

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.**

Upon successful completion of the course, students enrolled in high school classes will receive credit for their respective courses. Students who do not successfully complete spring courses will have credit recovery and summer school opportunities to remain on schedule with their high school graduation plan.

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

At the elementary level, students are counted present if they attempt an eLearning assignment for the day. If students make no attempt on any assignment for the day, teachers notify the Assistant Principal who notifies the attendance secretary that the student is to be counted absent for the day.

At the junior-senior high school, attendance is taken by class period. If students attempt an eLearning assignment for the class, they are counted present for that class period. If students make no attempt on the eLearning assignment posted for the day, teachers notify the Assistant Principal who notifies the attendance secretary that the student is to be counted absent for the class.

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

Title I support and RTI interventions continue through tailored intervention activities posted in Canvas and small group sessions via Zoom.

Long term, teachers and administrators recognize the importance of assessing students when school resumes to identify areas of weakness and lack of essential content mastery that will require intervention and remediation. Administrators will modify school schedules as needed to build in time for teachers to address skill gaps and provide remediation as needed, as identified on beginning of the year assessments.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

WBCCSC 1:1 learning initiative (WeBoNext) began in 2015. We began using scheduled and unscheduled eLearning Days in 2018. Over the last six years, our teachers have been preparing for the current situation. Our teachers have adapted well and implemented professional development initiatives to get us to a point of successful eLearning Days before the CoVID-19 closure.

Teachers and administrators have continued to support one another by sharing resources including successes and failures along the way.

For the remainder of the 2019-2020 school year, administrators will host various professional development opportunities, such as weekly "Lunch and Learn" sessions via Zoom. Grade level and department meetings will also be held virtually to address social and emotional support for students and staff. Grade level meetings to ensure grade level instruction is following district pacing guides. Other topics will focus on a variety of subjects ranging from eLearning support to general best practices and applications in a digital learning environment.

Administrators are creating an online repository for teachers to share resources they are using to deliver instruction and assessment activities to students via eLearning.

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.