



## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

I. REQUESTOR INFORMATION:

**Name:** Stacey Humbaugh

**Email:** stacey.humbaugh@sgibson.k12.in.us

**Corporation ID #:** 2765 – South Gibson School Corporation

**School:** Corporation Request

II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations

III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** COVID-19 has presented unprecedented challenges to all educators across Indiana. During these uncertain times, Indiana educators need more flexibility than ever in their operations to ensure students are receiving as much fundamental education as possible. Indiana Code 20-30-2-3 requires school corporations to conduct at least one hundred eighty (180) student instructional days each school year. It also requires the superintendent of each school corporation to certify to the department the number of student instructional days conducted during the school year.

The South Gibson School Corporation (South Gibson) is requesting the flexibility to track the school year in metrics of instructional minutes rather than instructional days, as outlined in Indiana Code 20-30-2-2. For students in grades 1 through 6, South Gibson shall provide at least fifty-four thousand (54,000) instructional minutes during the 2021-2022 school year. For students in grades 7 through 12, South Gibson shall provide at least sixty-four thousand eight hundred (64,800) instructional minutes during the 2021-2022 school year.

If this waiver would be granted, South Gibson's intention would be to provide at a minimum the 54,000 required minutes at the elementary level and the 64,800 minutes at the junior-senior high level. With the length of our current instructional day and the 180-day requirement, we provide over 6,000 additional minutes at each building. The waiver would provide the administration the flexibility to not have to make up inclement weather days which would extend the school year further into the summer or cause Saturday makeup days. The waiver would provide flexibility to increase professional development to staff during contracted time to allow further training and improve South Gibson's digital platform that is required to be offered to students.



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Finally, this waiver will allow the flexibility adapting to the challenges and unforeseen situations that COVID-19 has brought upon us. South Gibson feels this flexibility will improve student performances and outcomes and allow us to offer a high level of education.

**How to Achieve:** By waiving compliance with this provision, South Gibson is able to achieve these specific goals and outcomes because South Gibson will not be constrained to tracking the school year in metrics of instructional days. Instead, South Gibson will be able to be nimble to address the fluid situation it faces due to COVID-19 and ensure students are maximizing the time they may have for in-person learning this school year.

**Data/Benchmarks:** South Gibson intends to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, South Gibson will track the number of additional minutes each day to ensure it meets the minimum requirements based on 180 days. In addition, South Gibson will continue to monitor the progress and level of education received by students to ensure this waiver does not hinder the quality of education they are receiving. Additional data South Gibson can use includes descriptive logs evidencing how South Gibson managed the instructional hours, which can help determine whether South Gibson met its goal.

**Statute(s)/Regulation(s):** IC 20-20-8

**Goal(s)/Outcome(s):** Because of COVID-19, educators are faced with an additional layer in administrative planning and reporting. South Gibson is seeking a waiver in these provisions to ease the administrative burden placed on schools due to COVID-19 by minimizing duplicative reported information or information not needed by State officials.

**How to Achieve:** By waiving compliance with these provisions, South Gibson will be able to avoid reporting requirements that provide information that is duplicative in nature or not needed by State officials.

**Data/Benchmarks:** South Gibson intends to utilize a few performance benchmarks and data to determine whether the specific outcome has been achieved. For example, South Gibson can conduct an internal audit of the current reporting requirements provided by the school annually and work with DOE and State Board in determining what/if any reporting requirements are not being utilized by DOE and State Board or/are duplicative in nature. In doing so, South Gibson will have a baseline of its current reporting requirements and can monitor its progress in minimizing duplicative information or information not used by DOE or State Board by continuously tracking and monitoring those requirements each year.



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### **Supplemental Information Provided by Corp.:**

We applied for the waiver through the IDOE. South Gibson School Corporation is a Performance Qualified School district. I still chose to go through this process so I don't have any issues with our time in session at the end of the school year. I chose to do this last year and this year in response to the unknown issues surrounding the pandemic. South Gibson Schools builds in 3-5 make up days into our calendar each year and we use those days first before other options including e-learning or not being in session are utilized. We are a small, rural district with an enrollment of 2150 students. Approximately, 83-92% of our graduating seniors go on for some form of post-secondary education. You are able to access our state testing data which has remained high but in my opinion, always has room to improve. Many years, our high school test data has been second or third in the state including our math standardized scores that have been second to only Carmel High School which is the largest high school in the state. Our college bound students are not having to complete remedial classes at the institutions in Indiana. We are a community driven by wanting to see our students achieve at a high level including my own two daughters who attend school in South Gibson. Our measuring stick has never been just state tests rather the feedback we get from our alumni after they leave us and enter post-secondary or the work arena. Our community expects much higher expectations than passing the cut score on the state test.

We do the formative assessment grants, provide after school assistance for struggling learners, have a tiered approach for those students who qualify for dyslexia intervention, while making sure we provide for those at the other end of the spectrum who achieve at very high levels academically.

I am requesting the waiver because I believe we will have another year that brings forth many unknowns. We were fortunate last school year to start on day one and complete the entire school year including prom and graduation. We did have to take our high school hybrid for 4 months in order to keep students from being contact traced and out of school for long periods of time. I want to make sure we have some flexibility for the coming school year when I have no control over a pandemic or the weather. I assure you South Gibson Schools will continue to educate all students to their highest potential.



## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

I. REQUESTOR INFORMATION:

**Name:** Kim Harsh-Hiatt

**Email:** harshk@nadams.k12.in.us

**Corporation ID #:** 0025 – North Adams Community Schools

**School:** Corporation Request

II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To advance the mission and purpose of the school or group of schools

III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** To facilitate district goals and initiatives, North Adams Community Schools would like to request flexibility in instructional days requirements by having three professional development days (one each quarter for the first three quarters) during the school year to provide staff with opportunities to create scope and sequence charters, collaborate in and across grade levels/subjects, and to continue to refine the practice of in-process initiatives. Therefore, the student instructional year would consist of one hundred seventy-seven (177) days. 1. In grades K-8, students will: a. Show or exceed typical growth on NWEA Reading RIT scores from fall to spring testing sessions and b. for those in the testing cohort two consecutive years at NACS, grow in the percent of students passing ILEARN reading by an average of 5% from the previous year tested. 2. Belmont High School will improve its diploma strength by 3% in two years.

**How to Achieve:** During three professional release days, staff will receive additional training, coaching, and collaboration time in addition to time during weekly after-school meetings in the listed activities. In grades K-2 continued professional development in: a. Orton-Gillingham approach implementation, b. Fountas and Pinnell classroom and guided reading, c. Reveal Math, and d. Scope and sequence charts for ELA and math. In grades 3-5, continued professional development in: a. Fountas and Pinnell classroom and guided reading, b. Reveal Math, and c. Scope and sequence charts for ELA and math. In grades 6-8, continued professional development in: a. Adopting an ELA instructional curriculum; b. Illustrative Mathematics curricula and on-going peer coaching, and c. Scope and sequence charts for ELA, science, social studies, and math. In grades 9-12, continued professional development in: a. Scope and sequence charts for all subjects and courses using Understanding by Design model. b. Best practice instructional models by subject area, c. Content area integration of SAT



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

preparation strategies, and d. Continued development of college and career readiness initiatives.

**Data/Benchmarks:** Leading Measures: 1. NWEA Phonemic Awareness Screeners (K-2) 2. Winter NWEA scores (K-8) 3. BAS Scores (K-5) 4. F & P Guided Reading Levels (K-5) 5. Illustrative (6-8) and Reveal (K-5) Math formative assessments 6. Summative assessment averages (6-8 and HS) 7. PSAT Scores (HS) Lagging Measures: 1. i-READ 3 Scores 2. ILEARN ELA and Math Scores 3. Spring NWEA Scores 4. SAT Scores for juniors 5. Graduation Rate 6. Diploma Strength 7. College and Career Readiness Index.



# Indiana Department of Education

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## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

### I. REQUESTOR INFORMATION:

**Name:** Patrick Culp

**Email:** culpp@trico.k12.in.us

**Corporation ID #:** 8535 – Tri-County School Corporation

**School:** Corporation Request

### II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To advance the mission and purpose of the school or group of schools

### III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-2

**Goal(s)/Outcome(s):** For the 2021-2022 school year, the Tri-County School Corporation wishes to participate in weekly Professional Learning Communities every Monday. Tri-County Jr/Sr High School is considering a delayed start for one day/week. Students will be in academic courses from 9:05-3:10 on Mondays. The other four days of the week, students would participate in academic studies from 8:10-3:10. The opportunity for flexibility regarding these requirements would allow for time for staff to work collaboratively, review data, and improve instruction to best improve student learning and achievement. The Tri-County School Corporation requests the state board waive the minimum instructional time requirements per day since the minimum instructional time requirements are met overall for the week.

**How to Achieve:** The school would be in session on Tuesdays-Fridays for 7 hours, which include both instructional time and non-instructional time. The school would be in session on Mondays for 6 hours and 5 minutes, which includes both instructional time and non-instructional time. The length of the lunch period is 30 minutes. The instructional time provided at Tri-County Jr/Sr High during the school year would equate to the following:

- Mondays = 335 minutes of instruction (365 minutes overall– 30 minutes of non-instructional time)
- Tuesdays – Thursdays = 390 minutes of instruction (420 minutes overall – 30 minutes of non-instructional time)
- Weekly Instructional Time = 1,895 minutes

This schedule would need to be implemented for roughly 36 weeks to meet minimum instructional time requirements for the school year (64,800 minutes annually / 1,835 minutes weekly = 35.3 weeks).



## Indiana Department of Education

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**Data/Benchmarks:** Tri-County School Corporation will review various data points to determine the success of the Professional Learning Communities. Data includes ILEARN scores, NWEA data, and formative classroom assessments. Student growth and improvement will be the primary focus of the data review. In addition, staff surveys will be administered periodically to obtain staff feedback for improvements will be another data point.

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** For the 2021-2022 school year, the Tri-County School Corporation wishes to participate in weekly Professional Learning Communities every Monday. Tri-County Jr/Sr High School is considering a delayed start for one day/week. Students will be in academic courses from 9:05-3:10 on Mondays. The other four days of the week, students would participate in academic studies from 8:10-3:10. The opportunity for flexibility regarding these requirements would allow for time for staff to work collaboratively, review data, and improve instruction to best improve student learning and achievement. The Tri-County School Corporation requests the state board waive the minimum instructional time requirements per day since the minimum instructional time requirements are met overall for the week.

**How to Achieve:** The school would be in session on Tuesdays-Fridays for 7 hours, which include both instructional time and non-instructional time. The school would be in session on Mondays for 6 hours and 5 minutes, which includes both instructional time and non-instructional time. The length of the lunch period is 30 minutes. The instructional time provided at Tri-County Jr/Sr High during the school year would equate to the following:

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**Data/Benchmarks:** Tri-County School Corporation will review various data points to determine the success the Professional Learning Communities. Data includes ILEARN scores, NWEA data, and formative classroom assessments. Student growth and improvement will be the primary focus of the data review. In addition, staff surveys will be administered periodically to obtain staff feedback for improvements will be another data point.





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### Supplemental Information Provided by Corp.:

Based on the research from Dr. Robert Marzano, during the 2021-2022 school year at Tri-County School Corporation, each PLC meeting will focus on four essential questions.

1. *What do students need to know and be able to do?*
2. *How will we know they have learned it?*
3. *What will we do when they have not learned it?*
4. *What will we do when they already know it?*

Using the four essential questions, Tri-County teachers will use the recently developed curriculum maps and most current assessment data to make informed decisions on student learning.

Along with focusing on the four essential PLC questions, the starting benchmarks will be the spring 2021 ILEARN results. As listed below, the results indicate performance areas to improve across all grade levels.

Using the ILEARN data as a benchmark, teachers and administrators will create SMART goals for the 2021-2022 school year. The SMART goals will be re-evaluated every nine weeks.

### Overall Performance on the ILEARN Test, by Subject, Grade

	<b>E/LA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Grade 3</b>	19%	36%		
<b>Grade 4</b>	33%	49%	36%	
<b>Grade 5</b>	48%	44%		52%
<b>Grade 6</b>	23%	31%	51%	
<b>Grade 7</b>	55%	43%		
<b>Grade 8</b>	56%	19%		
<b>Grade 10</b>	55%	25%		
<b>Biology</b>			23%	

Within the ILEARN data, teachers will review each standard tested by the ILEARN to monitor the standards in which student performance indicates proficiency. The school performance on each standard is a valuable data tool for administrators and teachers. Tri-County will use this data to monitor improvement from one year to the next. The goal is for the standards listed as “Below the Proficiency Standard” to improve throughout the 2021-2022 school year to a benchmark level of either “Borderline” or “Above the Proficiency Standard”.





## Indiana Department of Education

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Along with ILEARN data, NWEA assessments will be administered three times during the school year. The first NWEA test will be administered prior to Labor Day. The NWEA provides practical data on each student's academic strengths and weaknesses for teachers to adjust academic instruction accordingly. NWEA measures two practical data points, student achievement and growth. Too often, student achievement is the only factor administrators and teachers look at after the NWEA test is administered. Tri-County will continue to look at student achievement, but will also look at the growth portion. Growth will be measured and monitored. The goal is to monitor student growth throughout the three annual assessments.

The NWEA also provides ILEARN predictions to the teachers. Using this data point, teachers can adjust classroom strategies to best support students learning and achievement.

Lastly, teachers will use formative assessments to determine student progress and growth. Formative assessments may include entrance/exit tickets, Kahoots, classroom tests. By incorporating the curriculum into the assessments, teachers can directly measure student achievement and growth on specific standards. The standards students perform well on will be spiraled into subsequent lessons. The standards students who do not demonstrate mastery on formative classroom assessments will be re-taught and retested for mastery.



## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

I. REQUESTOR INFORMATION:

**Name:** Dara Chezem

**Email:** dara.chezem@epulaski.k12.in.us

**Corporation ID #:** 6620 – Eastern Pulaski Community School Corporation

**School:** Corporation Request

II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To promote innovative education approaches to student learning
- To advance the mission and purpose of the school or group of schools

III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** COVID-19 has presented unprecedented challenges to all educators across Indiana. School corporations need more flexibility than ever in their operations to ensure students are receiving as much fundamental education as possible. Eastern Pulaski Community Schools goal is requesting the flexibility to track the school year in metrics of instructional minutes rather than instructional days per student. Currently our Elementary students attend 360 minutes per day and our middle/high school students attend 405 minutes per day. We provide 10,800 minutes of instruction over the required 54,000 minutes to our elementary students and 8,100 minutes over the required 64,800 minutes for our middle/high school students. Our goal is to provide teachers and administrators time to analyze data, assess students mastery and growth, develop instruction and enrichment lessons and further align curriculum to the intended curriculum based on student needs. Our outcome would be to align our educational minutes per student to allow teachers time to track student mastery of goals, to reduce gaps that have occurred during COVID 19, to design and deliver instruction to further increase student mastery of learning standards and promote innovative instructional practices that engage students.

**How to Achieve:** Eastern Pulaski Community School Corporation, by changing the 180 day instructional day accountability measure, to minutes of instruction per student will hold students more accountable on a minutes-per-day than days-per-school year measure. The flexibility will allow teachers and administrators to hold parent-teacher conferences and professional development opportunities. The parent-teacher conferences and professional development time provides educators the ability to



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personalize and maximize instruction for each student. Educators and administrators will have the flexibility to address the fluid situation we are in due to COVID 19 and the unpredictability of student absences and quarantining. The waiver would provide the flexibility to increase professional development to staff during contracted time to allow further training. Teacher contract days and hours would not change.

**Data/Benchmarks:** Eastern Pulaski Community Schools uses NWEA as a formative assessment to track student progress in Reading, Language, and Math. The NWEA formative assessments are given three times each year. Teachers will communicate with parents concerning the starting point of each student and any progress and mastery of academic standards that occur during the school year.

### Supplemental Information Provided by Corp.:

- Training in reading NWEA reports (grades 2-8), DIBELS reports (K-2) and remediation activities based on test results and learning continuum
- Grade level data meetings to review reports and progress monitoring assessment growth
- Grade level meetings to regroup students based on academic strengths/challenges
- Summer professional development to address best practices in reading & math instruction
- Worked with IDOE consultant to curriculum map and identify power standards
- Needed future work: professional development on ILEARN results to identify specific areas of focus for students both individually and as grade levels
- We will use the Class Breakdown report by Instructional area to identify groups and specific learning areas to be addressed. This report and the Learning continuum report will help us scaffold and differentiate instruction
- We will use the Student Goal Setting report to involve the student and parent in the conversation and celebrate achievements and growth.
- After each benchmark assessment, we will determine the percentage of students who reached their goal in ELA and Math. Our district's goal is to have 80% or better reach their growth goal. If the goal is not met, grade level and student conferences will be used to determine why the goals were not met and what strategies will be implemented to meet the goal for the next benchmark.



# Indiana Department of Education

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## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

### I. REQUESTOR INFORMATION:

**Name:** Tracey Shafer

**Email:** tshafer@danville.k12.in.us

**Corporation ID #:** 3325 – Danville Community School Corporation

**School:** Corporation Request

### II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To advance the mission and purpose of the school or group of schools

### III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** We request the flexibility to track the school year in metrics of instructional hours and/or minutes rather than instructional days during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. One specific outcome we intend to achieve by waiving this provision includes lengthening the time we will be able to meet for in-person learning to maximize instructional time. We may also utilize half-days for professional development to provide educators more time to analyze data, develop student performance objectives and assess student progress, develop instruction and enrichment lessons, and further align curriculum to the intended curriculum based on student needs.

**How to Achieve:** By waiving compliance with this provision, we will be able to use flex time with more concentrated professional development for educators. We will not be constrained to tracking the school year in metrics of instructional days and can maximize in-person instruction.

**Data/Benchmarks:** We intend to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, we will track the number of instructional time completed each day to ensure the correlation with the required instructional days for the school year. Moreover, we will get feedback from the community on the transition from instructional days to time. Specifically, we can gather from the feedback whether there is a preference in lengthening school days when able to meet for in-person instruction and during periods of closure, treat some of those days as pure closure days rather than e-learning days. Additional data, we can use descriptive logs evidencing how we managed the



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Dr. Katie Jenner, Secretary of Education

instructional time, which can help determine whether we met the goal in maximizing time spent during in-person learning.

**Statute(s)/Regulation(s):** IC 20-20-8

**Goal(s)/Outcome(s):** We request the flexibility to streamline operations during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years, to ease the administrative burden placed on schools by minimizing duplicative reported information or information not being utilized to increase student performance. Waiving the requirement to complete and submit the annual performance report will alleviate time from our business office that can be better utilized to increase the efficiency of our operations. Specifically, the positions of school treasurer, and chief financial officer will realize several hours of time collectively that can be spent on other operational needs.

**How to Achieve:** By waiving compliance with these provisions, we will be able to redirect time and resources to other operations that are more directly related to student performance.

**Data/Benchmarks:** We intend to utilize a few performance benchmarks and data to determine whether the specific outcome has been achieved. For example, we can track examples of work product that we are able to develop to more directly address student performance.

**Statute(s)/Regulation(s):** IC 20-26-17-4

**Goal(s)/Outcome(s):** We request the flexibility to streamline operations during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years, to ease the administrative burden placed on schools by minimizing duplicative reported information or information not being utilized to increase student performance.

**How to Achieve:** By waiving compliance with these provisions, we will be able to redirect time and resources to other operations that are more directly related to student performance. Waiver the requirement to complete and submit the school employee health coverage report, will alleviate time from our business office that can be better utilized to increase efficiency of our operations. Specifically, the positions of human resources specialist and chief financial officer will realize hours of time collectively that can be spent on other operational needs.

**Data/Benchmarks:** We intend to utilize a few performance benchmarks and data to determine whether the specific outcome has been achieved. For example, we can track examples of work product that we are able to develop to more directly address student performance.



## Indiana Department of Education

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### **Statute(s)/Regulation(s):** IC 20-26-5-34.2

**Goal(s)/Outcome(s):** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempt to cover. Such trainings are currently offered in blocked sessions of in-person learning during staff development time. On average, Danville schools hires 16 teachers new to the district each year. Approximately half (8) of these annually come from other districts and have also been previously trained on bullying prevention measures. Danville schools would seek to focus training for our teachers new to the classroom over the four (4) years the waiver would provide, instead of retraining 145 teachers (who have already been trained multiple times) over that period. This would allow for more efficient use of our training time to support student learning training initiatives. Danville schools would, however, continue to provide bullying prevention education to our students on an annual basis.

**How to Achieve:** By waiving compliance with these provisions, we will be able to reallocate the time spent on professional development and training to more time for instruction. Additionally, we can utilize the savings from less training and professional development towards areas we sees most fit. We will intervene when data informs the need.

**Data/Benchmarks:** One performance benchmark we intend to track is savings in time and expense for training and professional development through waiver compliance of this provision. Moreover, we can track the additional instruction time it will have due to minimized hours in training and professional development. We will also track how we are able to address the underlying policy behind the mandates and how that was addressed during the waiver period.

### **Statute(s)/Regulation(s):** IC 20-26-18-3; IC 20-26-18-4; IC 20-26-18-6

**Goal(s)/Outcome(s):** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempt to cover. Such trainings are currently offered in blocked sessions of in-person learning during staff development time

**How to Achieve:** By waiving compliance with these provisions, we will be able to reallocate the time spent on professional development and training to more time for instruction. Additionally, we can utilize the savings from less training and professional development towards areas we sees most fit. We will intervene when data informs the need.



## Indiana Department of Education

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**Data/Benchmarks:** One performance benchmark we intend to track is savings in time and expense for training and professional development through waiver compliance of this provision. Moreover, we can track the additional instruction time it will have due to minimized hours in training and professional development. We will also track how we are able to address the underlying policy behind the mandates and how that was addressed during the waiver period.

### Supplemental Information Provided by Corp.:

1. Danville Schools have engaged in district-wide training utilizing Professional Learning Communities (PLC's) to promote educator efficacy and to drive instruction. In addition, Danville Schools utilizes district wide curriculum mapping and sequencing to align curricular delivery vertically and horizontally across grade levels. Time is needed to train staff members and to also allow work time for teachers to engage in ongoing PLC time and curricular mapping throughout the year. Research indicates these types of professional activities lead to improved student learning. Instructional waiver time will allow valuable training and PLC meeting time to occur during which teachers will be reviewing curricular delivery, student assessment results and redesigning instruction for more efficiency in meeting student learning needs.

2. The specific benchmark goals that Danville Schools utilize K-12 is to have 92% attainment, or 5% growth annually on our standardized assessments. The specific assessments we utilize are the Northwest Evaluation Assessment (NWEA), ILEARN, PSAT, and SAT assessments. Additionally, at grades K-12 we utilize the Test of Reading Comprehension within the mClass assessment. Our district will examine year over year attainment on each assessment to determine growth as it relates to a number of variables including teacher training time and student time on task.

3. In regard to bullying prevention training, the vast majority of our staff has been previously trained for multiple years running. We still intend to teach the curriculum to our students annually. Our plan is to train *new* staff members annually, using our school resource officer for this training. This will ensure our total staff has been trained on bullying prevention curriculum. In regard to criminal gang measures, we will also utilize our school resource officer to provide any necessary training to new staff. At present, this is not an area that our school system sees much activity. The school corporation does have a current policy on criminal gang activity and actively monitors this policy on an annual basis.





# Indiana Department of Education

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## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

### I. REQUESTOR INFORMATION:

**Name:** Eric Goggins

**Email:** egoggins@ngsc.k12.in.us

**Corporation ID #:** 2735 – North Gibson School Corporation

**School:** Corporation Request

### II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
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### III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-2

**Goal(s)/Outcome(s):** COVID-19 has presented unprecedented challenges to all educators across Indiana. During these uncertain times, Indiana educators need more flexibility than ever in their operations to ensure students are receiving as much fundamental education as possible. Indiana Code 20-30-2-3 requires school corporations to conduct at least one hundred eighty (180) student instructional days each school year. It also requires the superintendent of each school corporation to certify to the department the number of student instructional days conducted during the school year. North Gibson School Corporation (“School”) is requesting the flexibility to track the school year in metrics of instructional minutes rather than instructional days, as outlined in Indiana Code 20-30-2-2. For students in grades 1 through 6, the School shall provide at least fifty-four thousand (54,000) instructional minutes during the 2021-2022 school year. For students in grades 7 through 12, the School shall provide at least sixty-four thousand eight hundred (64,800) instructional minutes during the 2021-2022 school year. If this waiver would be granted, the School’s intention would be to provide at a minimum the 54,000 required minutes at the elementary level and the 64,800 minutes at the junior-senior high level. With the length of our current instructional day and the 180-day requirement, we provide over 6,000 additional minutes at each building. The waiver would provide the administration the flexibility to not have to make up inclement weather days which would extend the school year further into the summer or cause Saturday makeup days. The waiver would provide flexibility to increase professional development to staff during contracted time to allow further training and improve the School’s digital platform that is required to be offered to students. Finally, this waiver will allow the flexibility adapting to the challenges and unforeseen situations that COVID-19 has brought upon us. The School



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

feels this flexibility will improve student performances and outcomes and allow us to offer a high level of education. The flexibility will allow for the district to plan for early release of students one day each nine weeks (4 total) to provide professional development for teachers and staff. The flexibility will not be used for waiving school days due to inclement weather unless all built in make-up days have been maximized for use, schedule e-learning has been maximized and the only remaining option is to add days to the end of the school year.

**How to Achieve:** By waiving compliance with this provision, the School is able to achieve these specific goals and outcomes because the School will not be constrained to tracking the school year in metrics of instructional days. Instead, the School will be able to be nimble to address the fluid situation it faces due to COVID-19 and ensure students are maximizing the time they may have for in-person learning this school year.

**Data/Benchmarks:** The School intends to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, the School will track the number of additional minutes each day to ensure they meet the minimum requirements based on 180 days. In addition, the School will continue to monitor the progress and level of education received by students to ensure this waiver does not hinder the quality of education they are receiving. Additional data the School can use includes descriptive logs evidencing how the School managed the instructional hours, which can help determine whether the School met its goal.

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** COVID-19 has presented unprecedented challenges to all educators across Indiana. During these uncertain times, Indiana educators need more flexibility than ever in their operations to ensure students are receiving as much fundamental education as possible. Indiana Code 20-30-2-3 requires school corporations to conduct at least one hundred eighty (180) student instructional days each school year. It also requires the superintendent of each school corporation to certify to the department the number of student instructional days conducted during the school year. North Gibson School Corporation (“School”) is requesting the flexibility to track the school year in metrics of instructional minutes rather than instructional days, as outlined in Indiana Code 20-30-2-2. For students in grades 1 through 6, the School shall provide at least fifty-four thousand (54,000) instructional minutes during the 2021-2022 school year. For students in grades 7 through 12, the School shall provide at least sixty-four thousand eight hundred (64,800) instructional minutes during the 2021-2022 school year. If this waiver would be granted, the School’s intention would be to provide at a minimum the 54,000 required minutes at the elementary level and the 64,800 minutes at the junior-senior high level. With the length of our current instructional day and the 180-day requirement, we provide over 6,000 additional minutes at each building. The waiver would provide the administration the flexibility to not have to make up inclement weather days which would extend the



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

school year further into the summer or cause Saturday makeup days. The waiver would provide flexibility to increase professional development to staff during contracted time to allow further training and improve the School's digital platform that is required to be offered to students. Finally, this waiver will allow the flexibility adapting to the challenges and unforeseen situations that COVID-19 has brought upon us. The School feels this flexibility will improve student performances and outcomes and allow us to offer a high level of education. The flexibility will allow for the district to plan for early release of students one day each nine weeks (4 total) to provide professional development for teachers and staff. The flexibility will not be used for waiving school days due to inclement weather unless all built in make-up days have been maximized for use, schedule e-learning has been maximized and the only remaining option is to add days to the end of the school year.

**How to Achieve:** By waiving compliance with this provision, the School is able to achieve these specific goals and outcomes because the School will not be constrained to tracking the school year in metrics of instructional days. Instead, the School will be able to be nimble to address the fluid situation it faces due to COVID-19 and ensure students are maximizing the time they may have for in-person learning this school year.

**Data/Benchmarks:** The School intends to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, the School will track the number of additional minutes each day to ensure they meet the minimum requirements based on 180 days. In addition, the School will continue to monitor the progress and level of education received by students to ensure this waiver does not hinder the quality of education they are receiving. Additional data the School can use includes descriptive logs evidencing how the School managed the instructional hours, which can help determine whether the School met its goal.

### Supplemental Information Provided by Corp.:

North Gibson School Corporation is committed to only using the requested flexibility to not make-up school missed school days due to inclement weather if extreme circumstances arise that cause us to fully utilize our five built in make-up days and exhaust the use of scheduled e-learning days to make up additional school days. The main intent of this waiver request is to allow us to have 4 early dismissal days to provide professional development for our instructional staff. Those days for the 2021-2022 school year include a 2 hour early release of students on the following dates:

1. September 16, 2021
2. November 4, 2021
3. February 24, 2022
4. April 7, 2022



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

In April 2021, we entered into a contract agreement with Equitable Education Solutions to assist our district with a 4-year strategic plan for improvement of education outcomes in all of our schools. We have completed curriculum audits, stakeholder focus groups, and in late August will complete classroom instructional audits. A final strategic plan for academic improvement will be delivered to staff at the September 16, 2021 professional development. We will then use the 3 remaining professional developments days to work with instructional staff on the priority areas established for improvement. We are entering into an agreement with EES and their team to assist in the development and delivery of professional development in the specific areas of improvement for each school. We feel it is essential that we can provide professional development both through these early release days, as well as through other methods such as summer professional development and school year instructional staff release time with substitute teachers to make progress toward improving educational outcomes for our students.

In April 2021, we entered into a contract agreement with Equitable Education Solutions to assist our district with a 4 year strategic plan for improvement of education outcomes in all of our schools. We have completed curriculum audits, stakeholder focus groups, and in late August will complete classroom instructional audits. A final strategic plan for academic improvement will be delivered to staff at the September 16, 2021 professional development. We will then use the 3 remaining professional developments days to work with instructional staff on the priority areas established for improvement. We are entering into an agreement with EES and their team to assist in the development and delivery of professional development in the specific areas of improvement for each school. We feel it is essential that we can provide professional development both through these early release days, as well as through other methods such as summer professional development and school year instructional staff release time with substitute teachers to make progress toward improving educational outcomes for our students. Through the first phases of the strategic planning process, EES has preliminarily shared with our district that improvement efforts through professional development will include, but not be limited to the following (over a 4 year period):

- 1.) Improvement of Academic Opportunity and Outcomes
  - a. Modification and Revision of District Curriculum Maps
  - b. Training and Implementation of Instructional Priorities Model
  - c. Develop a Balanced and Comprehensive Assessment System
- 2.) Data Systems Alignment
  - a. Develop and Improve Data Collection Systems
  - b. Establish a systemic approach and culture of collaboration over data
- 3.) Social Emotional Learning Framework
  - a. Provide additional SEL Professional Development
  - b. Develop a Comprehensive District SEL Framework and Progress Monitoring System

We feel that all these professional development opportunities will not only benefit academic success, but prepare our students for postsecondary success.



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

1.) For students in grades K-8:

We will use iReady benchmark data to monitor and measure student academic improvement gains for the 2021-2022 school year. Our goal will be to see a minimum of 25% increase in students performing at grade level from the beginning-of-the year to the end-of-year iReady assessment for Reading and Math at each grade level for grades K-8.

2.) For students in grades 9-12: We will use the following data:

College Readiness: We will see an increase of 5 Students or more for the 2021-2022 school year vs. the 2020-2021 school receiving a score 3, 4, or 5 on the on an AP exam.



## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

I. REQUESTOR INFORMATION:

**Name:** Jediah Behny

**Email:** jbehny@cabeard.k12.in.us

**Corporation ID #:** 3455 – C A Beard Memorial School Corporation

**School:** Corporation Request

II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To promote innovative education approaches to student learning
- To advance the mission and purpose of the school or group of schools

III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** We request the flexibility to track the school year in metrics of instructional hours and/or minutes rather than instructional days during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. One specific outcome we intend to achieve by waiving this provision includes lengthening the time we will be able to meet for in-person learning to maximize instructional time. We may also utilize half-days for professional development to provide educators more time to analyze data, develop student performance objectives and assess student progress, develop instruction and enrichment lessons, and further align curriculum to the intended curriculum based on student needs.

**How to Achieve:** By waiving compliance with this provision, we will be able to use flex time with more concentrated professional development for educators. We will not be constrained to tracking the school year in metrics of instructional days and can maximize in-person instruction.

**Data/Benchmarks:** We intend to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, we will track the number of instructional time completed each day to ensure the correlation with the required instructional days for the school year. Moreover, we will get feedback from the community on the transition from instructional days to time. Specifically, we can gather from the feedback whether there is a preference in lengthening school days when able to meet for in-person instruction and during periods of closure, treat some of those days as pure closure days rather than e-learning days.





## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Additional data, we can use descriptive logs evidencing how we managed the instructional time, which can help determine whether we met the goal in maximizing time spent during in-person learning.

**Statute(s)/Regulation(s):** 511 IAC 6.1-5-6

**Goal(s)/Outcome(s):** We request the flexibility from the requirement to hire a licensed media specialist to supervise the media program during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. One specific outcome we intend to achieve by waiving this provision is to utilize current staff, who are qualified to supervise the media program, as a cost savings measure to the district. The specific goal that we intend to achieve by waiving this provision is to allow for flexibility in media specialist licensure to better address those workforce challenges during these unprecedented times.

**How to Achieve:** By waiving compliance with this provision, we will identify current staff who possess the knowledge and/or skill set to supervise the media program. We will not be constrained to hiring an individual who is “licensed.”

**Data/Benchmarks:** We intend to document the qualified pool of applicants who do not have media specialist license and track the success of the program under the supervision of the successful candidate.

### Supplemental Information Provided by Corp.:

Our professional development areas of focus for this year addressing learning loss and improving critical thinking in the classroom. Not only would the waiver to track the school year by instructional hours rather than instructional days allow us to provide professional development and data analysis guidance to staff through the release time, it would also allow us to extend our instructional day. This change would result in an additional 5340 instructional minutes at the elementary level, 2670 minutes at the intermediate level, and 1780 minutes at the high school level.

The first benchmark that will be used to measure the impact that the proposed changes to instructional time have on student achievement will be NWEA data. As a result of lost instructional opportunities created by the pandemic, we are also increasing formative assessment “snap-shots” through the use of locally developed assessments. Data from these assessments will be used as part of the decision-making process within our intervention programs.

Evaluating the success of program adjustments that would result from the granting of this waiver include fiscal impact of current contracting costs ability to fill media assistant positions. In addition, this flexibility would allow our media centers to be staffed for additional hours throughout the day. Monitoring student visitation data to media centers would be an additional benchmark used.





## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

I. REQUESTOR INFORMATION:

**Name:** Ann Linson

**Email:** alinson@eastnoble.net

**Corporation ID #:** 6060 – East Noble School Corporation

**School:** Corporation Request

II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To promote innovative education approaches to student learning
- To advance the mission and purpose of the school or group of schools

III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** Social Emotional Learning deficits and learning gaps are two negative consequences of COVID 19 that will take years to recover from. By utilizing a flex waiver for minutes vs. 180 days of instruction, East Noble School Corporation can provide our staff much needed professional development to help address the needs of our students. 1. Reach 80 percent model attendance rate by June 1, 2022. 2. Establish Tier I and Tier II Social Emotional Learning programming within our developing MTSS plan. 3. Increase percentage of students reaching proficient rating on formative and summative assessments by three percent.

**How to Achieve:** By utilizing flex days to provide professional development to staff, East Noble School Corporation is able to bring all staff together at one time to provide intense, succinct, and timely training. This means that we can begin to meet the needs of students quicker instead of a slower pace model reliant on non-existent subs. This model allows staff members the opportunity to solely focus on the professional development without the added responsibilities of creating substitute lesson plans, eLearning lessons, and managing student needs at the same time as they attempt to attend to their own learning.

**Data/Benchmarks:** Social Emotional Learning data is gathered through attendance, behavior referrals, counseling referrals, and staff and student surveys. Learning gap data is collected from a variety of student assessments and daily student performance. With more professional development and supports in place for students we expect to see lower numbers of absences and referrals and higher academic performance. Data



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

collection includes: 1. Daily attendance rate for students. 2. Implementation of SEL Tier I and Tier II programming. 3. Scores from Fountas and Pinnell, ILEARN, ISTEP, NWEA, Ready Math, IAM, and SAT.



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

### I. REQUESTOR INFORMATION:

**Name:** Kevin Smith

**Email:** smithk@covington.k12.in.us

**Corporation ID #:** 2440 – Covington Community School Corporation

**School:** Corporation Request

### II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To promote innovative education approaches to student learning
- To advance the mission and purpose of the school or group of schools

### III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** Note: The flexibility request is in conjunction with a desire to extend the approved performance flexibility waiver granted during the 2020 - 2021 school year. Covid-19 has presented unprecedented challenges to all educators across Indiana. During these uncertain times, Indiana educators need more flexibility than ever in their operations to ensure students are receiving as much fundamental education as possible. Indiana Code 20-30-2-3 requires school corporations to conduct at least one hundred eighty (180) student instructional days each school year. It also requires the superintendent of each school corporation to certify to the department the number of student instructional days conducted during the school year. The Covington Community School Corporation (CCSC) is requesting the flexibility to track the school year in metrics of instructional minutes rather than instructional days, as outlined in Indiana Code 20-30-2-2. For students in grades 1 through 6, CCSC shall provide at least fifty-four thousand (54,000) instructional minutes during the 2021 - 2022 school year. For students in grades 7 through 12, CCSC shall provide at least sixty-four thousand eight hundred (64,800) instructional minutes during the 2021 - 2022 school year. If this waiver would be granted, CCSC's intention would be to provide at a minimum the 54,000 required minutes at the elementary level and the 64,800 minutes at the junior-senior high level. With the length of our current instructional day and the 180-day requirement, we provide over 4,000 additional minutes at each building. The waiver would provide the administration the flexibility to not have to make up inclement weather days which would extend the school year further into the summer or cause Saturday makeup days. The waiver would provide flexibility to increase professional development to staff during contracted time to allow further training and improve CCSC's digital platform that is required to be offered to students. Finally, this



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

waiver will allow the flexibility to adapt to the challenges and unforeseen situations that COVID-19 has brought upon us, including providing staff training in the area of closing student learning loss experienced during the COVID Pandemic. The school corporation plans to also utilize this opportunity to expand student remediation opportunity, with a focus on closing the learning loss created during the COVID Pandemic. CCSC feels this flexibility will improve student performances and outcomes and allow us to offer a high level of education.

**How to Achieve:** By waiving compliance with this provision, CCSC is able to achieve these specific goals and outcomes because CCSC will not be constrained to tracking the school year in metrics of instructional days. Instead, CCSC will be able to be flexible in order to address the fluid situation it faces due to COVID-19, while ensuring students are maximizing the time they may have for in-person learning. Further, through the waiving of compliance with this provision, CCSC will be able to provide enhanced focus on student remediation, in an effort to close the learning loss experienced during the COVID Pandemic.

**Data/Benchmarks:** CCSC intends to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, CCSC will track the number of additional minutes each day to ensure it meets the minimum requirements based on 180 days. In addition, CCSC will continue to monitor the progress and level of education received by students to ensure this waiver does not hinder the quality of education they are receiving. CCSC will utilize formative assessment, as well as ILEARN data to identify learning gaps with the individual student. Additional data CCSC can use includes descriptive logs evidencing how CCSC managed the instructional hours, which can help determine whether CCSC met its goal.

### Supplemental Information Provided by Corp.:

(1) While we are hopeful that the COVID-19 Pandemic will not provide an impact to our school corporation operating calendar, it is recognized as a very likely possibility. With this in mind, the flexibility opportunity, if provided, would allow a chance to shift gears based on both the quantitative and qualitative data we may be experiencing at any point and time during the 2021 - 2022 school year. Expanding further, having the opportunity to conduct an inservice work day in order to address an outbreak within our facilities, or to conduct training specific to meeting the growth and learning loss needs of our students, or to allow for training for non - certified staff who may be pulled into supporting functions previously not anticipated (due to staffing shortages in the areas of substitute teachers, maintenance staff, custodial staff, food service staff), or to conduct an SEL workshop for our parents and guardians, and / or to further provide training for our certified instructional staff, is imperative, in particular given the uncertain and unprecedented environment created by COVID-19.

Building on the above, an example to use here goes to the need identified to grow staff - both certified and non certified - skills in the area of social and emotional learning. With the use, if



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

approved, of the flexibility provided through the waiver the school corporation could schedule and conduct such a training session with every employee during a regularly scheduled school day. The alternative is to conduct such a training in the evening, on a weekend, or during the summer, with all options providing limited (<50%) participation opportunities.

(2) The school corporation has hired a learning loss instructor, for the 2021 - 2022 school year, who's role will be focused on the remediation of students. The role is new to the school corporation and has been filled specifically with a focus on helping to close the learning gap with our children. This will include after school remediation programming, as well as in school programming. The instructor will work closely with the building principals and counselors while identifying students for remediation.

The hiring of the learning loss instructor follows the placement of a social worker within our middle school during the preceding school year. Having seen an increase in student behavioral issues linked to the COVID-19 Pandemic impact on our school environment, it was a necessity to provide a full - time individual to work with our middle school students. Her focus is on the area of social and emotional learning for at - risk students. The addition provided a full time individual within each of our three educational facilities. The social worker and counselors work to support the remediation process through their support of the SEL and curriculum programming.

In conjunction, the school corporation has hired a full time social and emotional learning coordinator. This occurred during the 2020 - 2021 school year, with the intent of placing increased focus on growing the dynamics of our SEL programming in order to enhance opportunities to meet the diverse needs of the students. This role plays an important part in supporting the remediation programming through the attention provided to expanding the effectiveness of the SEL programming. While remediation is necessary for learning loss in the traditional manner - English, math, science, etc... it is also an important aspect for children struggling with coping with life, in particular during COVID-19.

Our remediation programming is focused on both the educational and social and emotional coping skill growth and development of the individual child. Given the impact we have seen in student behavior, coping issues, and other stressors from the COVID-19 Pandemic, it is imperative that a well - rounded program be available to the children.

(3)/(4) The experience gained from the 2020 - 2021 school year, through the impact of COVID-19, clearly point to the need our instructors have for focused time to allow:

A. A deep dive into student learning data, in a real time and on-going manner. This is magnified when considering the fact student quarantines and isolation create a need to provide alternative instruction. This includes through virtual, video, phone, email, and other similar means. While this may not appear to be a major concern for those not directly tasked with the growth of an individual child, our experience indicates that what our teachers have to manage can have major implications on the successful education of a student. Further, and this is something that cannot be overlooked, the stressors added to the individual instructor can also become overwhelming.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Why is this? Students coming in and out of the classroom, without warning, when adhering to COVID-19 quarantine restrictions, make it a challenge for instructors to find the most effective manner to ensure student learning. The predictability is a difficult task for any teacher working in this environment.

(B). CCSC believes it imperative to provide our instructional and support staff with the opportunity for open and in depth dialogue around student learning and best practices, especially in the current environment of COVID-19. This must be a scheduled timeframe where multiple priorities are not having to be juggled at the same time, which only works to minimize the opportunity an individual has to grow, learn, and reduce stress. With the approval of the flexibility waiver, we intend to offer this opportunity for them.

### Summary

In summary, assuming the approval of the flexibility waiver, our plan currently aligns as follows:

A. To utilize two days during the fall semester and two days during the winter semester for staff development in the area of ensuring effective instruction during the pandemic.

This training will include the development and identification of best practice formative assessment, which we believe to be a critical success factor when focused on ensuring a rigorous and relevant learning experience for the individual student.

B. To utilize time for immersed remediation of students identified with learning loss through the regular classroom instructors.

C. To further support our staff, the duties of the assistant principal, within the high and middle school, have been modified to allow for focus as an instructional coach in order to provide increased assistance throughout the school day to our teachers.

D. To further support our students and staff, a social worker has been hired within our middle school. This hire was completed during the second semester of the 2020 - 2021 school year, with a focus on supporting student needs in the area of social and emotional learning.

E. With the addition of the middle school social worker, the school corporation transferred a full time counselor to our elementary school. This will allow an increased focus on serving the SEL, curriculum, and instructional needs of our students.

F. To further the effectiveness of data driven decision making, the school corporation is implementing a new data management resource, which will have a specific focus on disaggregating student data to be utilized for the identification of areas for remediation. This tool will further enhance our abilities to address the learning loss experienced during the 2020 - 2021 school year.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

In addition, the new duties of the assistant principal for the high and middle school, will include overseeing the data disbursement for effective utilization of the instructional staff.

G. The school corporation is aligned for in-person learning, with the exception of medical situations, such as highly vulnerable medical situations, including COVID-19 quarantines, for the upcoming school year. This is a component within our back to school plan and has been promoted with our school - community stakeholders. We were successful, with the exception of a five day period prior to fall break, to maintain in person learning during the previous school year. The school corporation and school community support in person learning as the best option for our children's educational growth.

The school corporation has hired a learning loss instructor, for the 2021 - 2022 school year, who's role will be focused on the remediation of students. The role is new to the school corporation and has been filled specifically with a focus on helping to close the learning gap with our children. This will include after school remediation programming, as well as in school programming. The instructor will work closely with the building principals and counselors while identifying students for remediation.

The hiring of the learning loss instructor follows the placement of a social worker within our middle school during the preceding school year. Having seen an increase in student behavioral issues linked to the COVID-19 Pandemic impact on our school environment, it was a necessity to provide a full - time individual to work with our middle school students. Her focus is on the area of social and emotional learning for at - risk students. The addition provided a full time individual within each of our three educational facilities. The social worker and counselors work to support the remediation process through their support of the SEL and curriculum programming.

In conjunction, the school corporation has hired a full time social and emotional learning coordinator. This occurred during the 2020 - 2021 school year, with the intent of placing increased focus on growing the dynamics of our SEL programming in order to enhance opportunities to meet the diverse needs of the students. This role plays an important part in supporting the remediation programming through the attention provided to expanding the effectiveness of the SEL programming. While remediation is necessary for learning loss in the traditional manner - English, math, science, etc... it is also an important aspect for children struggling with coping with life, in particular during COVID-19.

Our remediation programming is focused on both the educational and social and emotional coping skill growth and development of the individual child. Given the impact we have seen in student behavior, coping issues, and other stressors from the COVID-19 Pandemic, it is imperative that a well - rounded program be available to the children.

- E. To utilize two days during the fall semester and two days during the winter semester for staff development in the area of ensuring effective instruction during the pandemic.





## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

This training will include the development and identification of best practice formative assessment, which we believe to be a critical success factor when focused on ensuring a rigorous and relevant learning experience for the individual student.

B. To utilize time for immersed remediation of students identified with learning loss through the regular classroom instructors.

C. To allow for students, and deemed appropriate parents/guardians, SEL instruction, learning, and conferences to be held. By utilizing the requested flexibility period, our staff will be working to provide the necessary focus to properly address the identified gaps and needs for growth.

D. To provide opportunities for a deep dive data review to occur at milestone points throughout the school year, allowing for the necessary and effective decisions to be made related to measuring the results of learning loss gains.

E. To allow focused time for staff and student mental health to be respected. Doing so could involve supporting counseling opportunities that an individual may otherwise not pursue. This is an important need that cannot be dismissed. We can no longer ride the backs of our staff members, in particular through the impact of COVID-19, and expect to close the student learning gap, let alone continue to provide effective and rigorous learning opportunities on an ongoing basis.

### Summary

In summary, the plan we have identified above is intended to allow for enhanced instructional opportunities through the development of classroom instructors, through a consistent and constancy of purpose. This will be accomplished by providing focused time and opportunities for teachers to work collaboratively without multiple priorities getting in the way. We believe this will lead to enhanced lesson planning and instruction, including in the area of formative assessment (real time lesson and learning modifications that meet the needs of the individual student).

One aspect that applies with this response is the school corporation's plan to implement a new data management resource, which works specifically with the utilization of student assessment information. The resource comes from EES Analytics and will be an improvement to previous tools we have attempted to utilize. The EES software will provide a simple approach for disaggregating student information for use with the identification of remediation needs, as well as areas of need.

Regarding specific data, data points, and milestone growth goals/objectives:

1. 2020 - 2021 ILEARN Assessment results will be utilized. This will include a comparison of the past year's results with those of 2019.

1A. Our milestone for attainment is an 80% result in all testing areas.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

1B. With this in mind, for the 2021 - 2022 school year the school corporation has set an objective for every student testing to improve their results from the previous school year. Improvements of 1% and Greater are being targeted.

Note: I have attached our data analysis from the 2020 - 2021 ILEARN Assessment for reference of the information we are and will be utilizing in this area moving forward.

2. The next point of data utilization and student measurement involves the NWEA Formative Assessment tool. Students are being tested three times per school year, two during the first semester and one in the second, with data being utilized to identify areas of growth needs.

Data points for student growth are measured and reviewed following each of the testing periods. The first round of NWEA testing works to establish the respective student's baseline for measurement as we move forward through the school year. Through the utilization of this tool we attempt to align our work with the ILEARN spring assessment results in order to create a dynamic and responsible growth plan for each student.

2A. Our milestone for attainment is an 80% result in all testing areas.

2B. Our goal for the coming year is for 80% of students to meet and/or exceed the established benchmark.

2C. In conjunction with the above, the building teams will be utilizing the NWEA formative assessment results from the spring of 2020 - 2021 to begin the upcoming school year's learning loss remediation.

Examples of the data the team will be utilizing:

Middle School learning loss experienced based on NWEA data as follows:

6th Grade - Spring Loss, as compared to Fall Benchmarks in Reading and Math.

-A drop of 5 points, as related to students meeting and/or exceeding the established benchmark. (69%, versus 74%).

-A drop of 7 points, as related to students meeting and/or exceeding the established benchmark (50% versus 57%).

7th Grade - Spring Loss, as compared to Fall Benchmarks in Reading and Math.

- A drop of 6 points, as related to students meeting and/or exceeding the established benchmark. (60%, versus 66%).



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

- A drop of 3 points, as related to students meeting and/or exceeding the established benchmark. (62%, versus 59%).

Elementary School Data Points being utilized for the start of the 2021 - 2022 school year include:

- Building level (grades 3 - 5) NWEA benchmark levels of 72% for math and 54% for reading comprehension.

- The above data is broken into grades as follows:

Grade 3 attained benchmark at a rate of 47% for math, and 40% for reading comprehension.

Grade 4 attained benchmark at a rate of 75% for math, and 63% for reading comprehension.

Grade 5 attained benchmark at a rate of 95% for math, and 59% for reading comprehension.

- As the data indicates there are needs for learning loss remediation in both areas of math and reading comprehension during the upcoming school year.

3. In conjunction, the school educational facilities have identified a POF (Priority - of - Focus) on growing and developing greater effectiveness around formative assessment techniques utilized as a component of the lesson execution. It is CCSC's philosophy that the "Best Practice" for assessing the individual child is during the lesson activities themselves. When aligned to a lesson objective built on "SWBAT" (Student Will Be Able To...) lesson formative assessments are a dynamic and powerful component of the instruction.

4. Regarding measuring social and emotional learning programming, data collected from the annual student surveys will continue to be utilized as we work to evaluate the effectiveness of the SEL curriculum and instruction. Data from the surveys is used to identify "At-Risk" students, as related to the need for remediation around coping skills.

Note: Survey data will be available for our review at the beginning of the school year.

5. Regarding the effectiveness of our expanded social and counseling work, student behavioral data is being utilized in order to measure effectiveness. This is being done in a "Year Over Year" and "Period Over Period" comparison manner.



## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

I. REQUESTOR INFORMATION:

**Name:** Flora Reichenadter

**Email:** drflora@pike.k12.in.us

**Corporation ID #:** 5350 – MSD Pike Township

**School:** Corporation Request

II. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To promote innovative education approaches to student learning
- To advance the mission and purpose of the school or group of schools

III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** We request the flexibility to track the school year in metrics of instructional hours and/or minutes rather than instructional days during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. One specific outcome we intend to achieve by waiving this provision includes lengthening the time we will be able to meet for in-person learning to maximize instructional time. We may also utilize half-days for professional development to provide educators more time to analyze data, develop student performance objectives and assess student progress, develop instruction and enrichment lessons, and further align curriculum to the intended curriculum based on student needs.

**How to Achieve:** By waiving compliance with this provision, we will be able to use flex time with more concentrated professional development for educators should that be needed. We will not be constrained to tracking the school year in metrics of instructional days and can maximize in-person instruction. If school should need to be closed for inclement weather that might lead to lack of internet, we would have an option to lengthen the school day rather than school year.

**Data/Benchmarks:** We intend to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, we will track the number of instructional time completed each day to ensure the correlation with the required instructional days for the school year. Moreover, we will get feedback from the community on the transition from instructional days to time. Specifically, we can gather from the feedback whether there is a preference in lengthening school days when able to meet for in-person instruction and during periods of closure, treat some of those days as pure closure days rather than e-learning days.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Additional data, we can use descriptive logs evidencing how we managed the instructional time, which can help determine whether we met the goal in maximizing time spent during in-person learning. It is our goal to have students in person whenever possible during the school year. However, if there is a need to measure attendance through instructional hours, we intend to use a variety of benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, we will track the number of instructional time completed each day to ensure the correlation with the required instructional days for the school year. Moreover, we will get feedback from the community on the transition from instructional days to time. Specifically, we can gather from the feedback whether there is a preference in lengthening school days when able to meet for in-person instruction and during periods of closure, treat some of those days as pure closure days rather than e-learning days. Additional data, we can use descriptive logs evidencing how we managed the instructional time, which can help determine whether we met the goal in maximizing time spent during in-person learning.

**Statute(s)/Regulation(s):** IC 20-35.5-2-1; IC 20-35.5-2-2; IC 20-35.5-2-3; IC 20-35.5-2-7; IC 20-35.5-3-1; IC 20-35.5-5-1; IC 20-35.5-5-2; IC 20-35.5-6-2

**Goal(s)/Outcome(s):** We request the flexibility from the requirement to administer annual universal dyslexia screening during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. The MSD of Pike Township believes in the importance of early screening for reading and found that the assessments that were already in place prior to the Dyslexia Required Screening and Intervention served the same purpose. We would like to continue to use our district assessments rather than adding assessments as required by the regulation.

**How to Achieve:** By waiving compliance with this provision, we will continue screening with the assessments already in place for students.

**Data/Benchmarks:** We intend to continue to screen students using a variety of research based assessments at the beginning, middle, and end of the school year to monitor student progress throughout the school year and provide additional support based on the student's needs. The MSD of Pike Township uses the screening tools and assessments in NWEA and the Benchmark Assessment System (BAS). Once a student takes the Beginning of the Year NWEA assessment, students who fall below the 50%ile are identified by the teacher. The teacher will then go into the system to create a new projectory line based on "catch-up" growth. The screening tools in NWEA are used to further refine the needs of the student as is regular running records. Additional support is provided after screening with the Fountas and Pinnell Early Intervention program implemented for students who need additional needs.

**Statute(s)/Regulation(s):** IC 20-20-8



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

**Goal(s)/Outcome(s):** We request the flexibility to streamline operations during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years, to ease the administrative burden placed on schools by minimizing duplicative reported information or information not being utilized to increase student performance.

**How to Achieve:** By waiving compliance with these provisions, we will be able to redirect time and resources to other operations that are more directly related to student performance.

**Data/Benchmarks:** We intend to utilize a few performance benchmarks and data to determine whether the specific outcome has been achieved. For example, we can track examples of work product that we able to develop to more directly address student performance.

**Statute(s)/Regulation(s):** IC 20-26-5-34.2

**Goal(s)/Outcome(s):** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempt to cover. We would like to streamline the trainings based on the quality of the training rather than a time factor. We would also like the opportunity to create a system of training that is easier to manage based on a given year rather than time between trainings.

**How to Achieve:** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempt to cover. By waiving the details of these requirements, we can create a local training program rotation based on a calendar year and not on the individual person who is trained. For example in school years that start with even numbers we can provide training on identified awareness topics. We can also provide high quality trainings that would not be bound by the time requirements such as Child Suicide Awareness and Prevention Policy. We prefer to measure quality over quantity of time.

**Data/Benchmarks:** One performance benchmark we intend to track is savings in time and expense for training and professional development through waiver compliance of this provision. Moreover, we can track the additional instruction time it will have due to minimized hours in training and professional development. We will also track how we are able to address the underlying policy behind the mandates and how that was addressed during the waiver period. In addition, much of time in trainings occur at the





## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

beginning of the school year when time is most valuable in getting to know the instructional needs of our students.

**Statute(s)/Regulation(s):** IC 20-26-6-34.4

**Goal(s)/Outcome(s):** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempt to cover. We would like to streamline the trainings based on the quality of the training rather than a time factor. We would also like the opportunity to create a system of training that is easier to manage based on a given year rather than time between trainings.

**How to Achieve:** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempt to cover. By waiving the details of these requirements, we can create a local training program rotation based on a calendar year and not on the individual person who is trained. For example in school years that start with even numbers we can provide training on identified awareness topics. We can also provide high quality trainings that would not be bound by the time requirements such as Child Suicide Awareness and Prevention Policy. We prefer to measure quality over quantity of time.

**Data/Benchmarks:** One performance benchmark we intend to track is savings in time and expense for training and professional development through waiver compliance of this provision. Moreover, we can track the additional instruction time it will have due to minimized hours in training and professional development. We will also track how we are able to address the underlying policy behind the mandates and how that was addressed during the waiver period. In addition, much of time in trainings occur at the beginning of the school year when time is most valuable in getting to know the instructional needs of our students.

**Statute(s)/Regulation(s):** IC 20-26-16-4

**Goal(s)/Outcome(s):** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempt to cover. We would like to streamline the trainings based on the quality of the training rather than a time factor. We would





## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

also like the opportunity to create a system of training that is easier to manage based on a given year rather than time between trainings.

**How to Achieve:** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempts to cover. By waiving the details of these requirements, we can create a local training program rotation based on a calendar year and not on the individual person who is trained. For example in school years that start with even numbers we can provide training on identified awareness topics. We can also provide high quality trainings that would not be bound by the time requirements such as Child Suicide Awareness and Prevention Policy. We prefer to measure quality over quantity of time.

**Data/Benchmarks:** One performance benchmark we intend to track is savings in time and expense for training and professional development through waiver compliance of this provision. Moreover, we can track the additional instruction time it will have due to minimized hours in training and professional development. We will also track how we are able to address the underlying policy behind the mandates and how that was addressed during the waiver period. In addition, much of time in trainings occur at the beginning of the school year when time is most valuable in getting to know the instructional needs of our students.

**Statute(s)/Regulation(s):** IC 20-26-18-2; IC 20-26-18-3; IC 20-26-18-4; IC 20-26-18-6

**Goal(s)/Outcome(s):** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempts to cover. We would like to streamline the trainings based on the quality of the training rather than a time factor. We would also like the opportunity to create a system of training that is easier to manage based on a given year rather than time between trainings.

**How to Achieve:** We request the flexibility in professional development and training requirements during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to minimize the time and expense of training requirements, resulting in more attention on instructional time. We will identify at the local level how best to address the issues these training attempts to cover. By waiving the details of these requirements, we can create a local training program rotation based on a calendar year and not on the individual person who is trained. For example in school years that start with even numbers we can provide training on identified awareness topics. We can also



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

provide high quality trainings that would not be bound by the time requirements such as Child Suicide Awareness and Prevention Policy. We prefer to measure quality over quantity of time.

**Data/Benchmarks:** One performance benchmark we intend to track is savings in time and expense for training and professional development through waiver compliance of this provision. Moreover, we can track the additional instruction time it will have due to minimized hours in training and professional development. We will also track how we are able to address the underlying policy behind the mandates and how that was addressed during the waiver period. In addition, much of time in trainings occur at the beginning of the school year when time is most valuable in getting to know the instructional needs of our students.

**Statute(s)/Regulation(s):** 511 IAC 6.2-3.1-2; 511 IAC 6.2-3.1-3; 511 IAC 6.2-3.1-5

**Goal(s)/Outcome(s):** We request the flexibility from the requirement to submit a detailed proposal of the school's assessment goals, materials, and personnel responsible for the teaching of reading during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years, to ease the administrative burden placed on schools by minimizing reporting information. We request flexibility in completing the IDOE reading plan and instead allow us to create a plan that better aligns with our Strategic Plan and local improvement plans.

**How to Achieve:** By waiving compliance with these provisions, we will be able to have a reading plan that better aligns to the work that we are doing to support student achievement and growth.

**Data/Benchmarks:** We intend to continue to utilize performance benchmarks and data to prioritize funding on resources for students who have a reading deficiency. We will intervene when data informs the need.

**Statute(s)/Regulation(s):** IC 20-32-8.5

**Goal(s)/Outcome(s):** We request the flexibility from the requirement to submit a detailed proposal of the school's assessment goals, materials, and personnel responsible for the teaching of reading during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years, to ease the administrative burden placed on schools by minimizing reporting information. We request flexibility in completing the IDOE reading plan and instead allow us to create a plan that better aligns with our Strategic Plan and local improvement plans.

**How to Achieve:** By waiving compliance with these provisions, we will be able to have a reading plan that better aligns to the work that we are doing to support student achievement and growth.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

**Data/Benchmarks:** We intend to continue to utilize performance benchmarks and data to prioritize funding on resources for students who have a reading deficiency. We will intervene when data informs the need.

### Supplemental Information Provided by Corp.:

The district has realigned the departments of curriculum/instruction and professional development into Elementary Education and Secondary Education – this allows for more accountability at the district level. Directors of these departments are guiding the principals accordingly based on grade level configuration. This division allows for oversight of data collection, methods to analyze and action plans to react to data to better assist students in realizing growth.

The first steps in the Director of Elementary Education’s office was to survey the principals as to what progress monitoring tools are being used in their respective buildings. The district will use the same tool in every building to facilitate more meaningful dialogue and track student progress and implement RtI that will strategically target instruction to repair the deficiencies and fill in learning gaps. The nine elementary principals will meet bi-weekly to provide feedback and discuss results and action plans in each of their respective buildings with the Elementary Director which will then drive professional learning communities within their building staff professional development. Each building principal will facilitate PD opportunities with their staffs to support this mission.

Through the half days, staffs at the secondary level will participate in a full-roll out of standard-based grading (which was piloted at one of our three middle schools last year with much success). This action will align expectations and increase rigor of our instructional minutes at our middle school level. Principals and teachers have been provided with developed guidance or roadmaps to ensure continuity and consistency as work is developed and shared with students and families. Professional learning communities will use data track, reflection and feedback to better serve the students of MSD of Pike Township.

These highlighted changes above are provided as examples in both levels (elementary and secondary), which will drive our professional development plan for the upcoming school year. One of the combined goals of the new Directors of Elementary and Secondary Education is a continuum of professional development that increases teachers’ skill sets to better meet the needs of our students and is targeted on a particular area. Strategic opportunities will be provided to staff, much still virtual, to increase teacher skill sets and provide support and real-world practice. A large component of our plan will involve reflection and revisit to ensure that what we are providing educators is having a positive impact on student learning at MSD of Pike Township.

At the elementary level we will use NWEA to drive our decision making and measure the impact of our focus on student achievement. We will particularly will be focused on baseline starting points (which will be obtained in our first administration of the test) and the growth each student acquires at the next testing opportunity. In addition, grade level analysis will take place to identify



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

any schools that have significant growth reflecting in their data to then share teaching methods occurring in those buildings/classrooms. Teachers will be held accountable, with support, to analyze data in much more detail as we move through our current school year.

At the secondary level ClearSight will be used to track student progress with benchmarking occurring twice a year as our guidance in addressing student's needs. In addition, this tool allows teachers to immediately provide remedy when deficiency is discovered by creating re-teaching opportunities for students to be re-exposed to concepts not yet mastered. The ClearSight assessments will assist our district in creating the mastery pathways leading to student success using their easy to use dashboard that aggregates student performance data in one place.

The minimum instruction time requirements will be met as our students deserve to have the minimum time requirements as directed by the code. The MSD of Pike Township will continue to have both in-person and virtual options for our families.

Having the waiver allows us to have a backup plan should we have to close school on any given day due to COVID-19 and lack of internet access. We continue to have snow days built into our schedule that can be used if needed, however, we wanted a safety net should our internet or servers go down or because of COVID-19 that should we be unable to have a day of school and our snow days are used, we would prefer to add additional time to the day before adding a day at the end of the school year. We would also like the option to have a half day of professional development for the staff and still allow students the minimum instructional time requirements.

One reason for having the ability to track instructional hours versus days is due to closures or quarantines in which the instruction format cannot be accommodated. For example, should there be a week long ice storm in which school is closed and the internet down for 3 days. Because virtual instruction would not be available for 3 days, we would like the flexibility to add time to the day until the end of the school year.

In addition, we have begun to create data dashboards that are accessible at building level that are easy to read and provide a snapshot of student success. Our district will use our data to continue to guide our professional development and professional learning community discussion at both building and district level. Crafting calendars of professional development opportunities and tracking student success and growth plans will be based on the data gathered at each level. MSD of Pike Township is committed to student success and will revisit data and learning opportunities to ensure instructional minutes are being maximized.

The assessments that we use in Pike identify students who have reading deficiencies. The assessments we use provide us with the knowledge we need to meet the needs of the students. For some students, there is no need to screen for every skill in the code as if a student struggles with the lower level skills. The same is true for students who are at or above grade level. There is no reason for students to be screened outside our district assessment process who are successful readers on skills, for example, alphabet knowledge.



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

1. Pike uses NWEA and would ask to continue to use this as the primary assessment to identify reading difficulties. We use the Benchmark Assessment System, which is a one-on-one administered assessment in which teachers observe reading behaviors and have been trained to identify and note concerns. This data helps inform us of a multitude of reading issues and highlights areas that may need further testing or support. Additional screenings should not be necessary for students who have already proven proficiencies within the literacy skill set. Students that are able to identify and read the alphabet would be one such example.
2. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students will be assessed using our embedded assessment tied to our reading series and BAS screeners at MSD of Pike Township to check foundational skill areas.
3. Students will be assigned an individualized learning path that is systematic, sequential and cumulative, following a logical plan for presenting instruction based on the students' specific needs. Small group or individualized direct instruction will be provided to meet the specific subskill area of need at a level of intensity that will maximize student growth and progress. (using iRead small group instruction design with multiple sensory pathways).

Parents are notified of their child's reading assessment information specifically about reading skills that are lacking. There is no reason to single out dyslexia or "dyslexia" interventions. It is very confusing to parents and is an unnecessary label.

The MSD of Pike Township continues to provide training to our staff. We would like to rotate ALL required trainings to even and odd numbered years. This would reduce the amount per year while also allow Pike to better track trainings that are not annual.

The corporation departments are working closely together to monitor the needs of our school community through weekly communication and the analysis of data. We are confident that our MSD of Pike Township police department closely monitors our Township and is in contact with local authorities and we believe will be the best monitor of the need for any implementation to address gang activity. Each year, schools receive safety training as needed include information to address gang activity.

Building principals are ensuring that their teaching staffs have resources in order to accommodate the needs of the students. School counselors are particularly cognizant of student needs as we enter a "new" normal of learning after non-typical year of instruction. Meeting our students' emotional needs and providing support is at the top of everyone's list here at Pike. Administrators are weaving the vital information that educators need to best serve their students into their staff interactions including weekly messages, professional develop and staff meetings.

Our administrators will be following up with staff to ensure that they have working knowledge of the areas outlined above throughout the school year. This we believe is what we are striving for – embedded and connected knowledge for our school community to best serve students rather than isolated trainings.



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

As outlined above in response 5, on-going interaction and feedback surveys will assess the impact of traditional training versus our reimagining knowledge acquisition for our school community and staff members. Data will be tracked to substantiate whether our new methodology surrounding these requirements were impactful and if this shift is sustainable with our staff. The MSD of Pike Township uses Vector Solutions, formally Safe Schools, to support staff training and accountability. The quality of the training requirements are research based. We believe the quality of the training outweighs the quantity of time training. Additional details were included in Question 5.





## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

I. REQUESTOR INFORMATION:

**Name:** Debra Prenkert

**Email:** dprenker@mccsc.edu

**Corporation ID #:** 5740 – Monroe County Community School Corporation

**School:** Corporation Request

II. REASON(S) FOR FLEXIBILITY REQUEST:

- To offer flexibility in the administration of education programs or to improve efficiency of school operations

III. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** Covid-19 has presented unparalleled challenges to all educators across Indiana, Monroe County, and our school corporation. As a result, Indiana educators need more flexibility than ever in their operations to ensure students are receiving foundational instruction and targeted intervention support to address learning gaps that have resulted due to the pandemic. Monroe County Community School Corporation is requesting the flexibility to track the school year in metrics of instructional hours rather than instructional days. Two specific outcomes we intend to achieve by waiving this provision includes more flexibility in transitioning from in person learning to online learning and offering additional targeted professional development. Monroe County Community School Corporation would also have the ability to include more responsive and embedded professional development as we continue to level-up to the need for rapidly evolving instructional models.

**How to Achieve:** By waiving the compliance with this provision for the 2021-2022 school year, Monroe County Community School Corporation is able to achieve these specific goals and outcomes because we will not be constrained to tracking the school year in metrics of instructional days. Instead, Monroe County Community School Corporation will be able to have the flexibility to address the fluid situation we are in due to COVID-19 and ensure students are maximizing the time they may have for in-person learning this school year while also addressing the need to support our teachers with additional instructional support and professional development.

**Data/Benchmarks:** Monroe County Community School Corporation will use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, Monroe County Community School Corporation will track the number of instructional hours completed each day to ensure the time correlates with the required instructional days for the school year. Specifically,





## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

we can gather stakeholder input whether there is a preference in lengthening school day when able to meet for in-person instruction and during periods of closure, treat some of those days as pure closure days rather than online learning days. Additional data we can use includes descriptive logs/plans evidencing how we managed the instructional hours, which can help determine whether we met our goal in maximizing the time spent during in-person learning. Additionally, we will continue to monitor the progress level of education our students receive. Monroe County Community School Corporation has been identified as a high performing school corporation and with our current instructional day and the 180-day requirement, we are over the minimum requirement of 54,000 required minutes at the elementary level and 68,800 required minutes at the secondary level. With the length of our current instructional day and the 180-day requirement, we provide approximately 4,500 to 9,900 additional minutes of instruction at the secondary and elementary levels, respectively. The waiver would also provide the flexibility to increase professional development to staff during contracted time to allow further training and improving our digital platform. Lastly, this waiver will also allow the flexibility of adapting to the challenges and unforeseen situation that COVID-19 has brought upon us all. Monroe County Community School Corporation feels this flexibility will improve student outcomes by providing additional support to our students and teachers.

### **Supplemental Information Provided by Corp.:**

Although we currently exceed the minimum number of minutes of learning time, we have developed extended learning programs for our students this school year. We are utilizing our Learning Recovery Grant to offer a Primary Jump Start (July 19-30) for our earliest learners (grades K-2). We are planning an after school tutoring program for students who need additional support and acceleration of learning. The extended learning programming includes high dosage tutoring and additional math instruction. In addition, our extended learning program will include outside of school tutoring and mentoring supports for students.

Extended learning time for remediation and acceleration will be provided for our students both during and outside of the school day. Individual learning plans will be developed to support students based on need. Efforts are underway to increase instructional time in math and ELA during the school day. We are also providing job embedded professional development and instructional coaching for teachers to strengthen their skills in delivering accelerated and remedial instruction. Our embedded professional development will highlight the prioritization of identifying clear learning targets and the identification of post pandemic academic success criteria.

Our professional development will also emphasize high leverage practices and strategies through our professional learning communities (PLCs).

Job embedded professional development during our faculty meetings and professional learning communities. We have identified a targeted group of students who have a demonstrated need and are in the process of establishing individual learning plans for individual and small group high leverage instruction.

We will utilize our Common Formative (CFA) and Common Summative Assessments (CSA) to assess students where they are on the Indiana academic standards. Performance will also be measured by district



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

quarterly assessments and teacher observation and created assessments. The assessments include: Aimsweb, NWEA, CFA/CSA, standards-based grading.

Corporation wide, we will use NWEA (MAP) to monitor student progress and to establish learning pathways for high achieving and struggling students.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

### Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

IV. REQUESTOR INFORMATION:

**Name:** Steve Bair

**Email:** sbair@bgcs.k12.in.us

**Corporation ID #:** 5380 – Beech Grove Community Schools

**School:** Corporation Request

V. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To promote innovative education approaches to student learning
- To advance the mission and purpose of the school or group of schools

VI. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** We request the flexibility to track the school year in metrics of instructional hours and/or minutes rather than instructional days during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. One specific outcome we intend to achieve by waiving this provision includes lengthening the time we will be able to meet for in-person learning to maximize instructional time. We may also utilize half-days for professional development to provide educators more time to analyze data, develop student performance objectives and assess student progress, develop instruction and enrichment lessons, and further align curriculum to the intended curriculum based on student needs.

**How to Achieve:** By waiving compliance with this provision, we will be able to use flex time with more concentrated professional development for educators. We will not be constrained to tracking the school year in metrics of instructional days and can maximize in-person instruction.

**Data/Benchmarks:** We intend to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For example, we will track the number of instructional time completed each day to ensure the correlation with the required instructional days for the school year. Moreover, we will get feedback from the community on the transition from instructional days to time. Specifically, we can gather from the feedback whether there is a preference in lengthening school days when able to meet for in-person instruction and during periods of closure, treat some of those days as pure closure days rather than e-learning days. Additional data, we can use descriptive logs evidencing how we managed the



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

instructional time, which can help determine whether we met the goal in maximizing time spent during in-person learning.

**Statute(s)/Regulation(s):** 511 IAC 6.1-5-6

**Goal(s)/Outcome(s):** We request the flexibility from the requirement to hire a licensed media specialist to supervise the media program during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. One specific outcome we intend to achieve by waiving this provision is to utilize current staff, who are qualified to supervise the media program, as a cost savings measure to the district. The specific goal that we intend to achieve by waiving this provision is to allow for flexibility in media specialist licensure to better address those workforce challenges during these unprecedented times.

**How to Achieve:** By waiving compliance with this provision, we will identify current staff who possess the knowledge and/or skill set to supervise the media program. We will not be constrained to hiring an individual who is “licensed.”

**Data/Benchmarks:** We intend to document the qualified pool of applicants who do not have media specialist license and track the success of the program under the supervision of the successful candidate.

**Statute(s)/Regulation(s):** IC 20-26-3-5

**Goal(s)/Outcome(s):** We request the maximum flexibility to establish, maintain, and implement written policies and procedures on the administration of during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. We will identify at the local level how best to address the issues these policies attempt to cover.

**How to Achieve:** By waiving compliance with these provisions, we will be able to reallocate the time spent on establishing, maintaining, and implementing this policy to more time towards areas we see most fit optimal student performance. We will intervene when data informs the need.

**Data/Benchmarks:** One performance benchmark we intend to utilize is conducting an internal audit regarding the current time and expense spent on policy. In doing so, we can track its savings in time and expense through waiver compliance of this provision. Moreover, we can track any student performance trends in local and state assessments.

**Statute(s)/Regulation(s):** IC 20-33-2-14

**Goal(s)/Outcome(s):** We request the maximum flexibility to establish, maintain, and implement written policies and procedures on the administration of during the



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. We will identify at the local level how best to address the issues these policies attempt to cover.

**How to Achieve:** By waiving compliance with these provisions, we will be able to reallocate the time spent on establishing, maintaining, and implementing this policy to more time towards areas we see most fit optimal student performance. We will intervene when data informs the need.

**Data/Benchmarks:** One performance benchmark we intend to utilize is conducting an internal audit regarding the current time and expense spent on policy. In doing so, we can track its savings in time and expense through waiver compliance of this provision. Moreover, we can track any student performance trends in local and state assessments.

**Statute(s)/Regulation(s):** IC 20-33-8-12

**Goal(s)/Outcome(s):** We request the maximum flexibility to establish, maintain, and implement written policies and procedures on the administration of during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. We will identify at the local level how best to address the issues these policies attempt to cover.

**How to Achieve:** By waiving compliance with these provisions, we will be able to reallocate the time spent on establishing, maintaining, and implementing this policy to more time towards areas we see most fit optimal student performance. We will intervene when data informs the need.

**Data/Benchmarks:** One performance benchmark we intend to utilize is conducting an internal audit regarding the current time and expense spent on policy. In doing so, we can track its savings in time and expense through waiver compliance of this provision. Moreover, we can track any student performance trends in local and state assessments.

**Statute(s)/Regulation(s):** IC 20-33-8-13.5

**Goal(s)/Outcome(s):** We request the maximum flexibility to establish, maintain, and implement written policies and procedures on the administration of during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. We will identify at the local level how best to address the issues these policies attempt to cover.

**How to Achieve:** By waiving compliance with these provisions, we will be able to reallocate the time spent on establishing, maintaining, and implementing this policy to more time towards areas we see most fit optimal student performance. We will intervene when data informs the need.

**Data/Benchmarks:** One performance benchmark we intend to utilize is conducting an internal audit regarding the current time and expense spent on policy. In doing so, we



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

can track its savings in time and expense through waiver compliance of this provision. Moreover, we can track any student performance trends in local and state assessments.

**Statute(s)/Regulation(s):** IC 20-33-8-32

**Goal(s)/Outcome(s):** We request the maximum flexibility to establish, maintain, and implement written policies and procedures on the administration of during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. We will identify at the local level how best to address the issues these policies attempt to cover.

**How to Achieve:** By waiving compliance with these provisions, we will be able to reallocate the time spent on establishing, maintaining, and implementing this policy to more time towards areas we see most fit optimal student performance. We will intervene when data informs the need.

**Data/Benchmarks:** One performance benchmark we intend to utilize is conducting an internal audit regarding the current time and expense spent on policy. In doing so, we can track its savings in time and expense through waiver compliance of this provision. Moreover, we can track any student performance trends in local and state assessments.

### Supplemental Information Provided by Corp.:

Beech Grove City Schools deploys the TAP system for student and teacher advancement. This model is based on a bi-weekly cluster group meeting and an alternating bi-weekly PLT meeting. Each PLC and cluster group meeting is led informed by each school's long-term plan. The long term plan is an annual map of professional development. PLC and cluster group meetings are solely focused on increasing teacher capacity so that student achievement is positively impacted. By using half day professional development experiences 2-3 times per year, building leaders will be able to take deeper dives into school wide instructional goals. These goals inform the school improvement plan. This comprehensive process will allow for ongoing, job embedded delivery of professional development paired with supported work time for professional practice improvement using modeling, field testing, and reflection.

Beech Grove City Schools is deploying an innovative schedule this year to offer additional learning time for students in an extended learning model. Students have the opportunity to stay at school for extended learning and club activities where transportation will be provided. Teacher contract hours have been differentiated to support this plan. To illustrate, some teachers will work from 8-3:30pm and other teachers will work from 9:00 - 4:30pm. By providing an hour of extra learning time, daily, we intend to recover learning loss experienced because of the pandemic.

Formative Assessment Data - measured three times over the year: iReady, Fountas&Pinnell  
Locally Crafted Common Assessments - administered according to subject area curricular pacing calendars



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

Beech Grove City Schools is deploying a highly innovative program in partnership with the Indianapolis Public Library/Beech Grove Public Library. Educators have access to their entire collection in an online format. Educators select books to support curricular instruction as well as student interest and the books are delivered to the school for distribution. When books are due, the books are picked up and the process begins again. This partnership have provided our schools with the ability to access high quality librarians through the IPL and simultaneously expanded our own collections by hundreds of thousands of books. The success of this program is measured by the high number of books that move between public library and school and then school and home.





## Request for HEA 1003 Flexibility Waiver

*Pursuant to IC 20-31-4.1-4*

VII. REQUESTOR INFORMATION:

**Name:** Jim Roberts

**Email:** robertsj@bcsc.k12.in.us

**Corporation ID #:** 0365 – Bartholomew Consolidated School Corporation

**School:** Corporation Request

VIII. REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To advance the mission and purpose of the school or group of schools

IX. FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** We request the flexibility to track the school year in metrics of instructional hours and/or minutes rather than instructional days during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. Our student instructional days at both the elementary and secondary levels far exceed the statutory daily minimum instructional time requirements. The statutory minimum time requirement for elementary students is five (5) hours per day (900 hours per year) and for secondary students is six (6) hours per day (1,080 hours per year). Our elementary students have 6.5 instructional hours per day (270 more hours than the minimum required for a school year), middle school students have  $6\frac{2}{3}$  instructional hours per day (over 120 hours more than the minimum), and high school students have a little more than 7 instructional hours per day (about 195 hours more than the minimum). Given this, we plan to utilize half- or full days for professional development and collaboration to provide educators more time to analyze data, develop student performance objectives and assess student progress, develop instruction and enrichment lessons, and further align curriculum to the intended curriculum based on student needs. The professional development and collaboration will be strictly aligned with the school corporation's strategic directives for each school year.

**How to Achieve:** By waiving compliance with this provision, we will be able to use flex time with more concentrated professional development and collaboration for educators. We will not be constrained to tracking the school year in metrics of instructional days and can maximize in-person instruction and staff member time.

**Data/Benchmarks:** We intend to use a variety of performance benchmarks and data to determine whether these specific goals and outcomes have been achieved. For



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

example, we will track the amount of instructional time completed each day to ensure the correlation with the required instructional days for the school year. Moreover, we will get feedback from the community on the transition from instructional days to time. Most importantly, we can use descriptive logs evidencing how we managed the professional development and collaboration time with staff members, the alignment of the use of the time with our corporation's strategic directives, and the time's impact on student outcomes.

**Statute(s)/Regulation(s):** 511 IAC 6.2-3.1-3

**Goal(s)/Outcome(s):** We request the flexibility in administering the IREAD-3 assessments during the upcoming 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years. Waiving the administration of this assessment removes the time-consuming challenges of giving the assessment and allows for an increased focus on instructional time, particularly as it relates to our ability to continually improve on our routine assessments via NWEA and positively impact our results on ILEARN. If our request is not granted for waiving the administration of IREAD-3, we request the flexibility to not retain students. We will intervene when data informs the need. Instead of retention, we will accelerate learning for students.

**How to Achieve:** By waiving compliance with these provisions, we will be able to better align our available resources (time, energy, dollars) on instruction focused on state standards that are measured through our routine use of NWEA and the annual ILEARN assessment. Our third grade students are the most tested students in our school corporation; the information gained from IREAD-3 does little to move our students forward as our instruction regularly adjusts based on our daily formative assessments and Beginning of Year (BOY) and Middle of Year (MOY) NWEA results. ILEARN gives us ample information regarding students' reading abilities.

**Data/Benchmarks:** We intend to continue to utilize performance benchmarks and data to prioritize funding on resources for students who have a reading deficiency. We will intervene when data informs the need. Specifically, we will focus on continued improvement in our NWEA RIT scores and ILEARN performance.

### Supplemental Information Provided by Corp.:

The Bartholomew Consolidated School Corporation (BCSC) firmly believes that our schools must address the needs of all learners. To do this, we must continue to improve the instruction provided to all learners in the district. Brain research tells us that learners' abilities are multi-faceted and no one method of presentation, instruction, or evaluation can address every learner in a meaningful way. Fortunately, Universal Design for Learning (UDL) provides a framework within which schools can investigate or build any curriculum. The curriculum is not altered; rather, it is enhanced through the teacher's application of the UDL principles.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

We are fortunate to have previously invested in UDL coordinators and coaches for our 18 school buildings. Principals and staff in each building will work with our UDL coordinators and coaches to decide what workshops or presentations would best suit the needs of their teachers. While some teachers are now experienced in applying the principles of UDL, recently hired teachers are relatively new to applying the principles to their practice and even our veteran teachers need a refresher in the implementation of UDL. Some teachers remain unsure of how to identify their own use of the principles and the district has experienced approximately 60% teacher turnover in the last decade. To meet this need of all faculty members - new and veteran, the district UDL Coordinators and coaches will create workshops, presentations, and training materials to be used on those half - or full day professional development days.

Additionally, BCSC is in the process of completing its 5-year (2021-2026) strategic plan. With initiatives, objectives, and key results being finalized, methods and strategies needed for success will follow. It is our desire to create systematic opportunities during the typical school day, either through the use of these half- or full days, that allow for systemic deployment of our methods and strategies to our 2,000+ employees. Continuous improvement is compromised if training capacity cannot be maximized; the use of time, as requested through this waiver process, provides opportunity for us to appropriately train ALL of our employees. With UDL being a key focus of our plan, the plan will include a measure of the number of employees who receive training in implementing the principles of UDL in our various district settings. BCSC will also be able to utilize the data gathered in administering instructional hours in this matter to help determine whether the training improves retention and creates greater longevity with high quality teachers and staff who can better serve our student population.

The structure of UDL helps users design in-person environments, lessons, and activities which positively impact three major networks within our brains: the affective, recognition, and strategic networks. The affective network most closely relates to our emotions. Both neuro and cognitive science have shown us that the affective domain is the gateway to learning. Answering the question of “why?”, this network is identified as the principle of *engagement* within the UDL framework. The recognition network relates to how we take in and perceive new, existing, or past knowledge. Answering the question of “what?”, this network is identified as the principle of *recognition* within the UDL framework. The strategic network guides our processing of information, leading us to demonstrate our knowledge. Answering the question of “how?”, this network is identified as the principle of *action & expression*. The principles become the organizing framework of in-person UDL instructional practice.

Originally designed to benefit individuals with disabilities, the creators of UDL quickly realized the impact UDL can have on the lives of all students in a classroom. Those who are doing the design work become more aware of the potential barriers participants might experience whether it be in-person or virtual. The UDL framework assists designers by providing an array of researched options and opportunities from which to choose. The participants benefit from UDL because they can freely learn and share what is important to them without feeling or experiencing barriers in a learning environment.



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

As we focus on our important implementation of UDL, we know that instruction is maximized through proper preparation and planning. There is little opportunity during a typical school day to leverage time to meet the training needs of our staff members. Our 5-year strategic plan will include an annual training schedule, using half- and/or full days, that specifically address the methods and strategies necessary for us to effectively increase student success. Working with our internal stakeholders, administrators, teachers, and support staff members, we will build a regular training schedule that addresses the needs of each of our employee groups.

BCSC is able to limit disruption to the classroom by maximizing the hours spent in-person for instruction without jeopardizing the availability of staff or teachers receiving the necessary UDL training. By waiving compliance with this provision, BCSC is not constrained to having to track the school year in metrics of instructional days.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

### **Request for HEA 1003 Flexibility Waiver**

*Pursuant to IC 20-31-4.1-4*

#### REQUESTOR INFORMATION:

**Name:** Andrew Bernlohr

**Email:** bernlohra@myips.org

**Corporation ID #:** 5385 – Indianapolis Public Schools

**School:** Corporation Request

#### REASON(S) FOR FLEXIBILITY REQUEST:

- To improve student performance outcomes
- To offer flexibility in the administration of education programs or to improve efficiency of school operations
- To promote innovative education approaches to student learning
- To advance the mission and purpose of the school or group of schools

#### FLEXIBILITY REQUESTED:

**Statute(s)/Regulation(s):** IC 20-30-2-3

**Goal(s)/Outcome(s):** Like all school corporations, Indianapolis Public Schools faced, and continues to face, unprecedented challenges arising out of the COVID-19 pandemic. These challenges are exacerbated by IPS' disproportionately high complexity numbers. Students living in poverty, students who utilize English as a second or additional language, and special education students have seen the greatest challenges as our community faced quarantine and isolation. IPS teachers heroically took on the challenge of teaching IPS children during this time, seemingly shifting from in-person, to hybrid, to fully virtual instruction on an almost daily basis. IPS is seeking to accelerate learning in the 21-22 SY, and the flexibility to account for a student day in hours or minutes, as opposed to full days, accords significant flexibility that will ultimately result in increased efficiency, the ability to incorporate unique and innovative teaching practices and student achievement and growth.

**How to Achieve:** By allowing IPS to account for student instructional time in minutes and/or hours, as opposed to days, it will allow IPS to proactively design instruction in a fluid and flexible manner, remaining laser focused on ensuring students are receiving accelerated, high-quality instruction meant to ameliorate any gaps that the pandemic may have caused. Such flexibility allows local school leaders to structure time during which teachers can receive relevant, highly-impactful professional development that engages on the specific issue of meeting students where they are as they return to a classroom setting, being mindful that the social-emotional needs of the children may be greater or different from what has previously been considered or encountered.



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

**Data/Benchmarks:** IPS will continue to vigilantly track student instructional time, ensuring that every minute of every day is being used with the goal of increasing student learning at the forefront of all decisions. IPS provides interim assessments, principally NWEA three times a year, as well as the suite of state-wide assessments. Such measures will ensure that student achievement is continuously being tracked and prioritized.

**Statute(s)/Regulation(s):** IC 20-26-5-4(a)(3)

**Goal(s)/Outcome(s):** IPS is seeing waiver of this specific statutory provision in an effort to create some flexibility in the administration and operation of the school corporation. As a corporation serving over 31,000 students, the provision which limits the amount which we can use for such purposes as "purchase of meals, decorations, memorabilia, or awards, expenses incurred in interviewing job applicants, and developing relations with other governmental units" to \$12,500 from a now non-existent general fund is insufficient. IPS established in it's Strategic Plan 2025 the Strategic Priority to Operate and Fund Strategically. This is one such area where flexibility would allow us to more efficiently allocate resources in such a way as to prioritize student learning.

**How to Achieve:** The provision, as currently constructed, constrains the ability of a corporation the size of IPS to adequately seek out quality candidates for open positions, sufficiently recognize the hard work of our current teachers, and develop and leverage relationships with other state agencies. All initiatives are essential for the efficient administration of the corporation. All expenditures of funds, from either the Operations or Education Fund, are viewed the through a lens of what is best for students, and student learning. Extending greater flexibility around this provision would allow for greater gains in student learning.

**Data/Benchmarks:** IPS of course submits all financial reports are required under state and federal law. We remain constrained in the manner in which we can use Operations and Education funds by the enabling language. IPS will continue to submit Form 9 data and submit to all necessary and prudent financial audits. Flexibility around this particular statutory section will change none of this. It will simply allow us some flexibility in the very narrowly detailed areas.

### Supplemental Information Provided by Corp.:

One of our strategic priorities at Indianapolis Public Schools is to increase student access to rigorous curriculum and instruction. To effectively and strategically do this, we must make sure that we provide high-quality curricula to all students and that our teachers are prepared to teach and accelerate learning by utilizing the curriculum. We are requesting a waiver to track the school year by instructional hours and/or minutes rather than instructional days so that we can maximize teacher professional learning and accelerate student learning. We will do this by providing teachers



## Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

direct professional learning during the school day provided by a high-quality provider and allow students to receive instruction through digital platforms like Imagine Learning to accelerate learning. Teachers and students will be able to have individualized and group learning experiences during what was traditionally known as a school day to further advance and enhance our academic goals and student achievement.