



**CHARLES A. BEARD MEMORIAL
SCHOOL CORPORATION**

2026-2027

**VIRTUAL LEARNING AND
WEATHER CLOSURE PLAN**

2026-2027 Approach

The corporation will use the following sequence when school is closed because of weather or another emergency.

Contingency 1

Use this sequence if IDOE denies the waiver or approves only August 13.

1. **Use CAB Day #3**
2. **Use Martin Luther King Jr. Day and Presidents' Day** - as in-person makeup days.
3. **Use up to five PANTHER Days** - as additional closures occur.

Contingency 2

Use this sequence if IDOE approves the waiver as submitted.

1. **Use banked CAB Days #1 and #2**
2. **Use CAB Day #3**
3. **Use Martin Luther King Jr. Day and Presidents' Day** - as in-person makeup days.
4. **Use up to five PANTHER Days** - as additional closures occur.

Definitions and Guidelines

1. **Instructional Day** - At least 5 instructional hours in grades 1-6 and 6 instructional hours in grades 7-12. Lunch and recess do not count.
2. **PANTHER Day** - A synchronous or hybrid virtual instructional day. First period begins at 9:00 a.m., and students follow a modified schedule provided by the school. Live, teacher-directed instruction must be provided for the full day or for at least 50% of the instructional day.
3. **CAB Day** - An asynchronous virtual instructional day. Teachers post assignments and instructional materials by 9:00 a.m. Students complete the assigned work on a flexible schedule and may contact teachers during designated help times. A live class meeting is not required for attendance.
4. **Asynchronous Limit** - No more than 3 virtual student instructional days per school year may fall outside the synchronous requirement unless the state grants a waiver.
5. **In-Person Makeup Day** - Students report to school on a date identified as a possible makeup day or on another Board-approved date. The available 2026-

2027 dates are January 18, 2027, and February 15, 2027, subject to whether each date remains available.

6. **Closed - No Instruction** - No virtual day is attempted because conditions make meaningful access or instruction impractical. Central Office will pursue any available waiver and/or assign an in-person makeup day. Families will receive a separate calendar update.
7. **CAB Day Attendance** - Attendance is based on meaningful academic engagement documented through assignment submission, a teacher interaction, or another approved demonstration of participation. Teachers may enter a temporary status on the closure day and finalize attendance within 5 school days. Students with a documented access barrier will receive an alternate way to participate and reasonable time to complete the work.
8. **School-Year Count** - The corporation must conduct at least 178 student instructional days and certify the count to IDOE in accordance with the corporation's 1001 waiver.

Activation Timeline

Time	Required Action
By 6:00 a.m., when possible	The district announces one clear status through SchoolMessenger, the district website, social media, and staff email.
By 7:30 a.m.	Principals confirm staff coverage, special-service plans, and the building schedule. Technology staff opens the support queue.
By 9:00 a.m.	Teachers post the day's landing message, assignment directions, Webex links when applicable, and a non-digital alternative.
At 9:00 a.m.	CAB Day assignments are available. On a PANTHER Day, first period begins under the published modified schedule.
During the day	Teachers respond during designated times, record engagement, and report access barriers to principals and support teams.
Within 5 school days	Teachers finalize CAB Day participation and provide makeup access for students with documented barriers.

PANTHER Day Operating Plan

District Grade-Band Schedule

Grade Band	Live Window	Teacher-Directed Live Time	Afternoon
KES K-3	9:00 a.m.-12:00 p.m.	150 minutes for grades 1-3; developmentally appropriate participation for PreK/K	12:45-2:30 flexible work; 2:30-3:00 help/check-ins
KIS grades 4-5	9:00 a.m.-12:00 p.m.	150 minutes	12:45-2:45 asynchronous work; 2:45-3:15 help
KIS grades 6-8	9:00 a.m.-12:30 p.m.	180 minutes	1:00-3:00 asynchronous work/office hours
KHS grades 9-12	9:00 a.m.-12:30 p.m.	At least 180 minutes across shortened periods	1:00-3:00 coursework/office hours/career-center coordination

How Live Blocks Work

- Teachers take attendance and state the learning target at the beginning of each block.
- A live block may include a mini-lesson, guided practice, a small-group room, student discussion, a teacher-directed movement activity, and a check for understanding.
- Students should not be required to watch a lecture for the entire block. PreK-6 teachers divide blocks into shorter, developmentally appropriate segments.
- Teachers use one predictable Webex link or clearly labeled links in Google Classroom. Links are never posted publicly.
- Special-area teachers, interventionists, counselors, and related-service staff publish their schedules without creating conflicts with core live blocks.
- Career-center students follow directions issued jointly by KHS and the sending center. A conflicting external schedule will be resolved without penalty.

Attendance, Grading, and Student Support

Attendance and Access

- **PANTHER Day.** Teachers record participation during live blocks and follow up on missing work or unexplained absences.
- **Technology barrier.** A student or family should notify the teacher or school as soon as practical. The teacher may provide delayed live access, a recording when appropriate, a paper or offline option, or an alternate check-in.

- **Cameras.** If available, cameras must be on, but camera use is not the sole basis for attendance. Participation may be demonstrated through audio, chat, work products, polls, or direct teacher contact.

Grading and Assignment Guidelines

- Use the same academic standards and grading principles that apply during in-person instruction.
- Grade evidence of learning, not the quality of a student's home internet, device, camera, or adult availability.
- Provide the announced completion window and honor IEP, Section 504, English learner, and health accommodations.
- Avoid major assessments, labs requiring unavailable materials, or group tasks that cannot be completed equitably.