

# Continuous Learning Plan for 2020-2021

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## Overview

1. The School Corporation status for the start of school is **Yellow**.
2. We will be on a 1-hour delay schedule from now until the beginning of Fall Break, October 15, at which time we will re-evaluate the 1-hour delay schedule.

Start- and end-times from Thursday, August 27 through Thursday, October 15

Crown Point High School	8:35 a.m.–2:37 p.m.
Middle Schools	8:40 a.m.–2:52 p.m.
Elementary Schools	10:05 a.m.–3:44 p.m.

3. All holidays and school breaks will be observed.
4. Teachers of distance learning classes are assigned students from multiple schools. Therefore, the distance learning classrooms will be semester-long at the elementary, middle, and high school levels.
5. The **'Status'** in the chart below will be determined by the number of verified cases of COVID-19 and the risk of spread for Crown Point School Corporation students, families, and community.

The **'School Plan'** associated with the status implements the [health and safety measures](#), increases social distancing (green to yellow to red), and preserves a consistent yet flexible learning framework for students when transitioning between school being fully open, rotating on an A-B daily schedule, or closing.

Status	School Plan
<b>Green</b>	<p><b>Open</b> All school buildings are open for students choosing in-school learning. While in school the <a href="#">health and safety measures</a> are observed.</p> <ol style="list-style-type: none"> <li>1. Students learning remotely will be provided lessons, assignments, and assessments to accomplish the same learning goals of in-school classmates.</li> <li>2. ECD Students will attend class on their regularly scheduled days.</li> </ol>
<b>Yellow</b>	<p><b>A-B Daily Schedule Rotation for In-school Students</b> All open school buildings follow an A-B schedule rotation for students choosing in-school learning. While in school the <a href="#">health and safety measures</a> are observed.</p> <ol style="list-style-type: none"> <li>1. In-school and at-home students participate in 5 days of instruction.</li> <li>2. A-Group consists of students whose 'parent 1' last name begins with A-Leoh.</li> <li>3. A-Group in-person students come to school on Monday and Thursday.</li> <li>4. B-Group consists of students whose 'parent 1' last name begins with Leoi-Z.</li> <li>5. B-Group in-person students come to school on Tuesday and Friday.</li> <li>6. Exceptional Learner schedule modifications are determined by the case conference committee.</li> <li>7. ECD students will attend a 2-day weekly schedule.</li> </ol>

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	<p>8. On A-group distance learning days, students will work independently on assigned work while teachers are with the B-group. On B-group distance learning days, students will work independently on assigned work while teachers are with the A-group.</p> <p>9. All students are distance learning on Wednesday. Teachers and other instructional staff will be responsive to student needs.</p> <p>10. Students who chose learning at-home will be provided lessons, assignments, and assessments to accomplish the same learning goals of in-school classmates.</p>
<b>Red</b>	<p><b>Remote Learning Only</b> – One or more school buildings are closed.</p> <p>1. Distance learning occurs each day of the school week.</p> <p>2. Students will follow the in-school class schedule on remote learning days.</p>

6. In-school and distance learning students will be provided lessons, assignments, or assessments each day to accomplish the learning goals. Teachers will promote instruction that is collaborative and active.
- Collaborative learning: Students working together to encourage social and emotional engagement, thinking and reasoning, and problem solving.
- Active learning: Students use content and skills to do a task, solve problems, or create products or performances.
- a) Learning goals and activities will be posted in Buzz for students daily.
    - 1) Posts occur by the start of the school day for High School, Middle School, and Elementary School.
    - 2) Daily activities can include assignments, demonstrations, practice, projects, performances, assessments, virtual meetings, video and digital media, as well as associated links.
  - b) In school and remote learning students will follow the school day and class period time schedule.
  - c) Teachers will assign learning activities such as teacher presentation, class and small group discussion, practice, projects, independent or group classwork, assessments, and student presentations, products, and performances.
  - d) Students grades will reflect achievement of learning of goals.
7. To support the mental health of students and stakeholders to prepare for school re-entry, resources, services, and professional development opportunities will be provided. School counselors or social work professionals are available to meet a student's need for social or emotional assistance.
8. The case conference committee must meet to conduct an annual case review at least one time each school year (511 IAC 7-42-5(a)(2)). Annual Case Reviews and all other case conferences will be held using video-conferencing or via conference call. School buildings are closed to all visitors upon reopening. Annual Case Reviews will proceed whether or not students are attending in-person or via remote learning.
9. Individual Learning Plans (ILPs) are written to reflect how English Language Learner (ELL) students gain access to core content instruction and assessment. General classroom instructional and assessment accommodations may need to be altered or implemented differently in alternative learning environments, such as remote learning. The ILP is the basis for collaboration between classroom teachers and ELL staff throughout the school year, as instructional contexts evolve.

### **The structure of instruction in 2020-2021 in 'Yellow', 'Green', or 'Red' scenarios include students participating in in-school and at-home learning.**

Learning goals and activities will be posted in Buzz on a daily basis for students. Some teachers may elect to post Buzz agendas on a weekly basis; however, students should wait for pacing instructions from the teacher. Buzz agendas will be ready by the start of the school day each day. Daily activities for distance learning will serve to increase student mastery of the skills and content dictated by the goals of the lesson and subject/course.

While at school and at home, your child will participate in class or small group learning experiences and independent learning experiences.

Class or small **group** learning occurs when the teacher and students are participating in an activity together (synchronous) in a 'live' setting.

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- Examples include class or small group learning on in-person days and scheduled virtual meetings using video-conferencing (Zoom, GoGuardian) on at-home learning days.
- Class or small group learning will tend to focus on activities where the teacher and students are interacting.
- These activities include guided practice and application, analysis, and evaluation of content, skills, or concepts, and labs.

**Independent** learning occurs when students are working individually on activities assigned by the teacher (asynchronous).

- Independent learning will tend to focus on previewing new content or skills, notetaking, exploring new concepts, practice, creating products or presentations, and responding to questions, prompts, text, or other media.
- Independent learning activities may be assigned to prepare students for an upcoming group learning session either in-person or via video-conferencing.

The combination of **group** and **independent** activities are essential for students to learn, grow, and achieve the learning goals for a unit and course.

A student's grade in a subject or course will be based on assigned work that is graded and skill and content proficiency demonstrated on quizzes, assessments, and other performances.

**Example activities for class or small group while in-person or via video-conferencing are listed below.**

- a) Students may participate in scheduled Zoom sessions for the class or small group
- b) Students may participate in a GoGuardian voice or video call
- c) Students may participate in quizzes or unit assessments to determine mastery of skills and concepts
- d) Students may talk to each other about how the content relates to themselves
- e) Students may talk to each other, with a group, and with the teacher in response to activities focused on critical content
- f) Students may take pre-assessments to determine understanding and needs
- g) Students may be provided mini-lessons addressing incomplete or misunderstanding
- h) Students may be organized in groups for problem solving, cooperative learning, collaboration, and playing games
- i) Students may receive directions to complete at home learning
- j) Students may solve problems, investigate, phenomenon, or complete lab experiences
- k) Students may be provided guided practice of skills, processes, procedures
- l) Students may engage in shared-inquiry
- m) Students may engage in Socratic seminar
- n) Students may be working with the teacher in a small group

The in-person safety guidelines are outlined in the CPHS Back-to-School plan previously communicated, and the in-person learning experience will continue to offer students rigorous and meaningful learning opportunities designed to help them develop the skills needed to maximize their potential.

**Example activities for 'Working Independently' are listed below.**

Working independently while at-home will be an extension of and preparation for in-person learning and will be delivered using digital tools (Buzz, video, applications, etc.) and print materials. Independent at-home learning is considered asynchronous, meaning that students can access the material and work on class assignments without following a class schedule, although following a schedule may be a good organizational method.

However, there will be times when teachers will schedule live class or group learning time using video-conferencing. Students are expected to participate in a "live" learning experience while 'at home.' Students should schedule these sessions as they prioritize activities. If they are unable to attend, contact the teacher.

Because in-person instruction will focus on the higher-level skills related to learning, students can expect that independent learning opportunities on at-home days will focus on knowledge, understanding, and exploration of

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subject-related concepts. Teachers will design learning opportunities for at-home learners which include some of the activities/strategies which follow.

- a) Teachers may ask knowledge and understanding questions that target misconceptions; this may be in the form of discussion, assignment, assessment, etc.
- b) Teachers may introduce new concepts through instructional videos, slides presentations, written documents, etc.
- c) Teachers may introduce or review terms and vocabulary through instructional videos, technology such as Quizlet, games, slides presentations, written documents, etc.
- d) Teachers may prepare students for the in-person learning by assigning a related audio, video or reading; modeling a skill, process, or procedure; posing a thought-provoking question; or asking for a reflection
- e) Students may practice prerequisite or previously learned skills, processes, or procedures
- f) Students may read-aloud a text or record a presentation
- g) Students may view instructional videos and take notes and/or answer questions embedded in the video using technology
- h) Students may annotate and/or take notes on assigned readings
- i) Students may participate in guided reading with the aid of a graphic organizer, outline or tutorial
- j) Students may summarize content, concepts, or understanding through writing assignments or verbally through technology programs
- k) Students may participate in formative assessments in order to help the teacher determine who may have incomplete understanding and what skills or processes need to be reviewed in-person
- l) Students may work on long-term projects related to the demonstration of skills dictated by subject goals
- m) Students may prepare for discussion which will take place during in-person instruction
- n) Students may be assigned adaptive instruction (DreamBox)
- o) Students may be assigned long term projects
- p) Students may participate in online lab simulations or at-home labs
- q) Students may participate in a class discussion via Discussion Board in Buzz
- r) Students may be asked to participate in a formative assessment to determine level of mastery of skills and concepts
- s) Student may be asked to practice fine and large motor skills and speaking skills
- t) Students may submit work by directions provided by the teacher, digital tools, and images

### Student "I" Learning Expectations

- I understand and assume responsibility for fulfilling the expectations for at-school and at-home learning.
- I will "check-in" to the Buzz agenda each day.
- I will engage with the course material and learning opportunities for each day by accessing the Buzz agenda and following instructions provided.
- I will engage with the activities and assignments in meaningful ways which will serve to enhance my understanding of the material.
- I will spend the time necessary, exhibit effort, and demonstrate willingness to work even when challenged (grit).
- I will regularly check school email for communication from teachers.
- I will be responsive to my teacher's emails.
- I will participate in 'live' class or group learning sessions (synchronous) schedule by my teachers.
- I will communicate respectfully with my teachers and classmates.
- I will demonstrate my level of mastery of content, skills, and concepts taught in class by independently completing assignments and assessments, when directed.

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- I will accept feedback relative to my work in order to continue my learning, enhance my understanding, and work to achieve mastery of skills and content.
- I will complete assignments and assessments within the given time frame and meet deadlines set by the teacher.
- I will complete all assignments and assessments with integrity and will not use unapproved resources or methods.

### Student Attendance

To “attend” school means to be physically present and enrolled in a school or another location where the school’s educational program is being conducted during regular school hours on a day in which the educational programming is being offered.

Any student who is enrolled and accumulates at least ten (10) unexcused absences during a school year is considered habitually truant. Any student who accumulates at least ten (10) absences, excused or unexcused, during a school year is considered chronically absent.

Our schools will continue to track daily student attendance from the beginning of the school year. Therefore, a student will be counted absent using the criteria below when attending in-person days and distance learning days.

#### Counted ‘Present’

- Students will be counted present at school when at school and in class on their assigned in-person day.
- Students will be counted present on distance learning days there is evidence of course progress, participation in group sessions (Zoom, GoGuardian, etc.) and independent instruction, Buzz activity and login times, and completion of daily work and long-term projects.

#### Counted ‘Absent’

- On **in-person days**, a student will be counted absent if they are not present in school/class on their assigned A or B day. Parents must notify the school of the absence.
- On **distance learning days** the student is counted absent if there is no evidence by the start of the next school day of the following: course progress, participation in virtual class meetings, participation on assigned instruction, system activity and login times, and completion of daily work and/or long-term projects.

### Student Habits for Successfully Working at Home

Adapted from <https://www.accreditedschoolsonline.org/>

These habits will help your child succeed in the distance learning environment.

1. **Work independently** – Keep up with your work without teachers or classmates daily reminding you by using the ‘to do’ list in Buzz. Get answers to questions on your own because of the response delays that may occur after contacting a teacher. Know what assignments to work on by knowing when they are due.
2. **Manage your time** – Order your assignments by thinking about the due date and amount of time you will need to complete it. Keep track of your own progress completing the assignments.
3. **Self-reflection** – Take time to think about what you might need to adjust to be successful. Use feedback from your teachers; what you read, listen to, or watch; and what other students in your class are thinking and doing to make changes to your own thinking, learning, and routines.
4. **Give complete attention to what you are reading, listening to, or watching** – Read, listen, or watch with effort and focus to understand and apply later. Re-read and playback as often as needed.
5. **Promise yourself to complete the work and then do it** – Spend the time needed to complete your work and study to learn.
6. **Know when to take a break** – Stay fresh. Take regular breaks. Arrange your day so you are not spending long periods of time working or at your computer.
7. **Take advantage of support services** – Seek help when needed. Seek extra tutoring help from teachers, peers, parents. Seek support from your counselor or a trusted adult.

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8. **Ask questions** – Ask your teacher question(s). Include as much detail in your question, as possible, so that your teacher can provide a detailed answer.
9. **Be self-motivated** – Take control of your learning. Be responsible for what you need. Advocate for yourself by speaking or acting respectfully in support of your needs. Read, watch, or listen to directions and resources carefully and ask questions, as needed.
10. **Actively participate** – Participate in discussions. Read, listen, or watch what others are saying and sharing. If necessary, take in information first and then share your thought, idea, or solution. Get the most out of the activity or experience.

### Parent/Caregiver Guidance

With your child at home, please see guidance below to support a successful distance learning experience.

1. Use your online Buzz access to view your child's activity, completion rates, and grades.  
\*Make sure you have clicked on the Buzz button after logging into RDS.
2. Regularly monitor progress, work, and activity of your child.
3. Observe your child to identify needs and contact the teacher or counselor, as needed.
4. When your child is on a video-conferencing meeting or working on activities you can provide guidance by following the teacher's directions and helping your child use resources and tools.
5. Refrain from doing work for your child. Ask questions and encourage the student to contact the teacher if they do not understand.
6. When an assessment is approved by the teacher for a child to take at home, supervise your child. Assessments approved for the child to take at home will be used to inform instruction for your child. Therefore, the answers to the questions must reflect what your child knows and can do. 'I don't know' is a more informative response for a teacher than a guess, an answer from another person, or the result of a 'Google' search.
7. Major assessments for grades will be supervised by the teacher or other school staff.

As directed by the teacher, parent/caregivers can provide the following learning and instructional supports.

1. Use the 'Snap & Read' digital application on the Chromebook to read text, a lesson, or an assessment.
2. Provide the specific and explicit directions, instructions, examples and schedules to alleviate your child's misunderstanding.
3. Watch and/or listen to a student present an explanation or performance.
4. During a virtual class or small group meeting come along-side your child to support them expressing their thinking.
5. Observe and monitor your child's learning and contact the teacher or counselor, as needed.
6. Guide and support your child in becoming a successful distance learner (see 'Student Habits' below).
7. Attend virtual training and review information sessions when provided by the teacher.
8. Watch your child's instructional videos posted by the teacher.
9. Encourage and prompt your child to ask questions for clarifying or expanding thought.
10. Direct or redirect your child's attention to the most essential aspects of the instructional moment.
11. Help and support your child to participate in virtual meetings.

Adapted from Common Sense Media

"How to Get Kids Ready to Video-Chat for Online Classes" by Caroline Knorr 4/1/2020

- a) Familiarize yourself and your child with how the virtual meeting process works.

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- b) Review the technical details, features, settings, procedures, and equipment (earphone, microphone, paper and pencil).
- c) Create and use a calendar to help your child schedule the virtual meeting. Set up an alert so they are notified when they need to be ready for the virtual meeting.
- d) To conserve battery life, plug in the device and close all other tabs.
- e) Set expectations for how your child should conduct themselves on camera. i.e. face the screen; mute yourself when you're not speaking; unmute yourself when you're ready to talk; turn off the camera if you need to blow your nose; etc.
- f) Help your child, do not hover. If your child is off task, step in and re-direct.
- g) Based on age and maturity, respect the privacy of your child when they are participating in a virtual session.
- h) For live virtual class sessions, your child should participate in a space with a background that is not distracting to others.
- i) Do not bring your device into the bathroom. If there's an emergency, make sure your child knows how to temporarily disable the video and mute themselves and then turn everything back on again.
- j) Be respectful of others: be courteous and kind to the teacher and to others.
- k) Reduce distractions: Do not introduce pets, play with toys, or wear costumes while on-screen.

### Parents and Distance Learning: Ways to Make It Work

To support children in distance learning understand the habits of successful distance learning students in the previous section. Based on the age, learning behaviors, and supervision needs of your child, as well as your availability, consider these suggestions for how you can support your child's learning.

#### Plan your child's learning schedule

- Make sure the activities that require the most support and input from you are done during the times you are available and rested.
- Designate your busy or working hours for independent reading and subjects your child has an easier time processing and understanding. Work with the teacher during their office hours, as needed.

#### Utilize to-do lists

- Create clearly defined to-do lists for your child using the 'To-Do List' in Buzz.
- If working or having commitments, leave clear instructions for the times you are not available, and make sure assignments are completed as required.

#### Make use of planning tools

- Use a planning tool, print or digital, to coordinate your family calendar with your child's lesson schedule.
- When the child is old enough, get your child use to managing the planner.

#### Be flexible

- When your child is not able to complete something without your support, set aside another time to work on that assignment.
- Encourage your child to continue working on the things that come more easily to him or her when you are not readily available.
- For full- or part-time working parents, identify times when you are rested for supporting your child.

#### Work with your child's teacher

- Know your child's assignments, assessments, and scheduled time to interact with the teacher.
- Do not help children when they are taking an assessment. The results of the assessments inform the teacher of your child's learning.
- Provide the teacher your work schedule and/or regular commitments.
- If the child is old enough, encourage your child to email their questions to the teacher.

### Chromebook Repair and Support

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1. The Chromebook is the property of the school within the Crown Point Community School Corporation. Therefore, the device must be repaired by Crown Point Technology staff.
2. If you are an at-home learner and your Chromebook is broken or fails to work or your charger needs repair please fill out this form [Chromebook Repair Form](#). Your School Media Specialist will contact you.
3. If you are attending classes in person, please see your School Librarian for Chromebook repair.
4. For help with the RDS Log-in or the Buzz Button inside RDS complete the [CPCSC Support Form](#).
5. If you are having issues with one of your courses on Buzz, please contact your teacher directly.

### Internet – Hotspot Request

Use this [application](#) to request a hotspot.

#### Eligibility

1. Student lunch and textbook rental status is free/reduced.
2. Student does not have access to internet at home.
3. Student does not have access to internet due to other circumstances.

The Kajeet hotspot allows your child to safely complete school homework and assignments using the internet. The hotspot provides filtered mobile broadband connectivity to a 4G network so students can safely access the internet while at home. When using the hotspot, the Chromebook is filtered specifically for school assignment use; inappropriate and non-education content and cannot be accessed.

When the [application](#) is approved, your child will be able to check-out a hotspot through the Media Center for one, two or three days at a time. The hotspot must be returned the morning after the agreed upon term is completed. For example, if the hotspot is checked out for one day, it must be returned to the Media Center the next morning. Time may be extended for a student at a teacher's request based on the assignment. If a hotspot is not returned, the hotspot will be disabled, the parents will be notified, and a \$5 late charge will be assessed for each day that the hotspot is returned late.

#### Information

1. The hotspot is borrowed by the student for up to 3 days at a time, as needed. A 3-day period does include Friday-Saturday-Sunday or Saturday-Sunday-Monday. Borrowing the hotspot for extended times, such as school vacations (i.e. Spring Break) may be requested and approved.
2. The hotspot is the property of Crown Point Community School Corporation.
3. The school principal or designee reserves the right to revoke the hotspot privilege from the student.
4. Only one hotspot may be checked out per student.

### General Care of Chromebook

1. Students are responsible for the care of the Chromebook.
2. Protect the Chromebook at home and in transit by using a case that includes a thick foam pad or hard shell surrounding the computer to absorb impact caused by dropping while in use or transit.
3. No food or drink is allowed next to your Chromebook.
4. Carefully and properly insert cords, cables, removable storage devices, and earphone jacks into appropriate ports on the Chromebook.
5. When carrying the Chromebook:
  - Insert the Chromebook in the protective case, if you have one.
  - Close the screen and carry it close to your body.
  - Be aware of others who are not aware of your presence or where horseplay may occur.
6. Chromebooks should never be shoved or wedged into a small space as this may break the screen.
7. Do not expose your Chromebook to extreme temperatures or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the Chromebook.
8. Always bring your Chromebook to room temperature prior to turning it on.

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### **Username and Password Security**

Password security is a vital part of keeping student accounts safe and protected at all times. Because anything done under your username appears to have been done by you, you should protect your password.

1. Memorize your usernames and passwords or develop a system to store usernames and passwords only you can access.
2. Do not give your username and password to any other person.
3. Do not allow others to use your username and password. Any activity associated with your username (like visiting inappropriate websites) appears to have been done by you.
4. Do not allow others to use your accounts.
5. Hide your usernames and passwords. Do not post usernames and passwords on your Chromebook, or any other places visible to other friends.

### **Before and After School Latch Key Child Care Application**

In order to formally apply for Latch Key Program for Child Care a \$10.00 annual non-refundable family enrollment fee must be paid. The Latch Key program is in operation before school from 6:00-10:00 a.m. and 3:45-6:30 p.m. every day school is in session. School is considered in session when in-person or distance learning is taking place.

Due to requirements for social distancing, there will be limits to the number of children at each child care site. The before school daily session fee is \$7.00 and after school daily session fee is \$7.00.

To reserve your child's spot for the week, prepay by Thursday of each week. The prepayment reserves your child's spot for the following week, regardless of attendance.

If your registration is received and there are no openings, your name will be put on a waiting list and you will be notified when an opening becomes available.

All checks should be made payable to the school site your child attends: Eisenhower Latch Key, Jerry Ross Latch Key, Lake Street Latch Key, MacArthur Latch Key, Solon Robinson Latch Key, Timothy Ball Latch Key, or Winfield Latch Key.

Please use the link below to submit a 'Before and After School Latch Key Child Care Application.'  
Complete one form for each child.

<https://forms.gle/esFuvPMjwDaDsPsU6>