



**MONROE COUNTY**  
**COMMUNITY SCHOOL CORPORATION**

# Online Learning Plan

**Updated: August 7, 2020**



On July 28, 2020, the MCCSC Board of School Trustees voted to delay the opening of school until August 12, 2020. As a result, our students will begin the school year receiving their core instruction in an online learning environment. Our teachers and staff are diligently working to plan and prepare innovative lessons that will challenge and actively engage our students. Although we cannot replicate everything that occurs in our brick and mortar classrooms in an online setting, our teachers are making every effort to make student learning fun, meaningful, and relevant.

As a result of ongoing feedback and input from various committees and stakeholder groups, we are excited to report that we have significantly transformed how our students will experience online instruction when we reopen. We created a Whole Child Support System that is an integrated educational framework, grounded in our collective belief that student achievement in the 21<sup>st</sup> century encompasses more than just academics. We have made every effort to ensure that the academic, behavioral health, social emotional, physical health, and safety of every child in MCCSC is at the forefront of all supports and services provided by our team of educators. Our efforts to focus on the needs of the whole child has resulted in our online learning program for the 2020-2021 school year being characterized by the following six key components:

1. Consistent and sustained emphasis on addressing the social and emotional needs of our students through community building activities, SEL lessons, and organized supports from our counselors, social workers and behavior specialists;
2. Scheduled, live online instruction at all grade levels each and every week;
3. Recorded lessons that will be available via Canvas and can be viewed at the convenience of the student (for students that are unable to attend live instruction);
4. Organized opportunities for peer to peer engagement and interaction through small and whole group activities;
5. Small group instructional learning supports for intervention and enrichment; and
6. High quality instruction that is aligned to the Indiana Academic Content Standards.

We remain committed to ensuring that we deliver the best instruction that we possibly can within an online environment. We recognize that many children may have experienced learning gaps as a result of school closures, and our teachers are prepared to identify and provide appropriate academic interventions and support. Our teachers have undergone many hours of planning and professional learning during the past several months to enhance their knowledge of best practices in online teaching.

The Indiana Department of Education mandates the amount of learning time that each child must receive in grades K-12. We will adhere to these guidelines by providing a combination of live instruction, recorded instruction, small group support, and independent assignments. Every MCCSC student will be held accountable to our attendance and academic engagement requirements. Finally, traditional grading practices will be followed.

In addition to the numerous hours spent this summer preparing for online instruction, a diverse committee of students, parents, teachers, principals, community members & central office staff convened throughout the week of August 3<sup>rd</sup>-7<sup>th</sup> to help us take a look at how to best deliver online instruction this fall. This committee provided invaluable input and critical guidance that has resulted in an innovative, thoughtful, and comprehensive online learning plan.

Thank you for entrusting us to educate your child during this unprecedented time. We pledge to provide the best possible learning experience within an online learning environment, while actively engaging your student in standards based, grade appropriate, thought provoking and stimulating learning activities. We wish you a wonderful, safe, and healthy school year.



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**MONROE COUNTY**  
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# Phase I: Online Learning



This plan is fluid and is subject to change based on changing community circumstances. In addition, school schedules may also change based on building specific and/or student needs.



# Phase I: Online Learning K-12 Overview



- Students will use Canvas to access online and offline learning activities.
- Microsoft Teams is the video conferencing platform being used for live meetings with students.
- Instruction at all levels will include live (synchronous) online instruction and pre-recorded (asynchronous) online instruction.
- Teachers will be accessible via email and during live office hours.
- Teachers will teach the Indiana Standards for each subject area.
- Pacing guides will be followed to ensure all curriculum is taught.
- Digital citizenship and Social and Emotional Learning will occur at all grade levels.
- Assessment guidelines from the state will be followed.
- MCCSC will follow [instruction and attendance guidelines from the Indiana Department of Education \(IDOE\)](#)

Grade Level	Learning Time* Required by the State of Indiana
Kindergarten	3.5 hours
1st-6th Grade	5 hours
7th-12th Grade	6 hours

\*Learning time might include live instruction, pre-recorded instruction, independent work, and/or offline activities.



# Phase I: Online Learning K-12 Live Instruction



<b>Elementary School</b>	<ul style="list-style-type: none"><li>● Live whole group instruction daily<ul style="list-style-type: none"><li>○ Community building</li><li>○ Social &amp; emotional learning</li><li>○ Short lessons</li><li>○ Directions for the day</li></ul></li><li>● Live small group instruction daily<ul style="list-style-type: none"><li>○ Differentiated instruction based on student need</li><li>○ Enrichment &amp; remediation</li><li>○ Asking &amp; answering questions</li><li>○ Feedback</li></ul></li><li>● Live office hours for asking &amp; answering questions</li></ul>
<b>Middle School</b>	<ul style="list-style-type: none"><li>● Live course instruction Monday-Thursday (2x a week per course)</li><li>● Live social &amp; emotional learning focus on Friday</li><li>● Live office hours for asking &amp; answering questions</li><li>● Live targeted small group instruction on Friday</li></ul>
<b>High School</b>	<ul style="list-style-type: none"><li>● Live weekly instruction for each course</li><li>● Live instructional support throughout the week</li><li>● Live weekly social &amp; emotional learning focus</li></ul>

**Recorded lessons will be available for students to view who are not able to join class during live instruction**

The above table outlines what is expected. However, school specific schedules may exceed these minimum requirements in an effort to be fluid, flexible and responsive to student need.



# Phase I: Online Learning Attendance & Academic Engagement



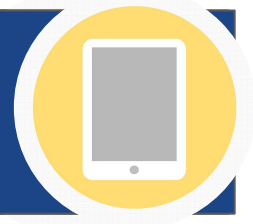
**Attendance for the school day will be determined by students fulfilling at least one of the following options for their grade level listed in the chart below:**

Elementary School	Middle School	High School
<ul style="list-style-type: none"><li>• Participation during live instruction</li><li>• Submission of completed assignments by 3:30 PM the following day</li><li>• Submission of daily exit ticket</li></ul>	<ul style="list-style-type: none"><li>• Participation during live instruction</li><li>• Submission of completed assignments by 2:30 PM the following day</li><li>• Submission of daily exit ticket</li></ul>	<ul style="list-style-type: none"><li>• Participation during live instruction</li><li>• Submission of completed assignments within 24 hours</li><li>• Communication with the teachers during live support</li></ul>

- Students should attend live sessions when possible or view recordings.
- Students should complete and submit all assignments by the due date.
- If your child is continuously unable to meet these attendance expectations, please contact your school principal.
- If you do not have WiFi and are using packets, attendance will need to be updated weekly by the office staff based on completed packet work submitted.
- If your child is sick or is not able to attend class virtually (doctor's appointment, family emergency, etc.) call the school to report the absence.



## Phase I: Online Learning Devices & Technology Support



### **Devices:**

- K-8 students will receive an iPad and charger. High school students will receive a laptop and charger.
- Devices were distributed by each school. If a device is still needed, contact the school.
- Optional insurance for the device is available through Worth Ave. Group or possibly through your homeowners insurance (be sure to check the deductible). For more information, click [here](#).

### **Technology Support:**

- All students are asked to initiate tech support questions with the classroom teacher for guidance on the nature of the request.
- MCCSC provides full hardware support on MCCSC owned devices.
  - Hardware support may consist of remote troubleshooting or may escalate to device exchange depending on the nature of the request.
  - While students are permitted to use a personally owned device for their academic work, our ability to provide technical support on that personal device is limited.
  - MCCSC personnel may make suggestions to troubleshoot home connectivity, but is not able to modify home Internet or personal equipment for families.
- Beginning the week of August 10, MCCSC is launching a parent video series offering training on a variety of commonly used MCCSC student platforms.





## Phase I: Online Learning Internet Connectivity



For families without WiFi at home, MCCSC has three options:

- **Drive-Thru WiFi Sites:** From 7:00 AM-7:00 PM, drive-thru WiFi is available to all MCCSC students at the following school parking lots:
  - Middle School Sites: Batchelor, Jackson Creek, Tri-North
  - High School Sites: North, South, Academy (coming soon)
  - Elementary: *Southside* – Lakeview, Clear Creek (coming soon), Summit; *Eastside* – University, Unionville; *Westside* – Highland Park
- **WiFi Buses:** MCCSC will operate six WiFi connected school buses that will provide mobile neighborhood wireless access for student use at the following locations (may be adjusted based on student need):
  - Limestone Apartments (Basswood)
  - Classic Bowling Lanes (Arlington Valley Mobile Home Park)
  - Crestmont Park & Reverend Butler Park (alternating days)
  - Winslow Plaza
  - Musgraves Orchard
  - Last location TBD
- **MiFi Hotspots:** Parents & Staff may fill out this [form](#) to request a MiFi hotspot from MCCSC.
  - Cellular hotspots operate on either the Sprint or Verizon network.
  - Devices are throttled after they meet their monthly data usage limits for the device.
  - Any device with no data usage or very minimal data usage will be requested to be returned for deployment to another household.

Families living in remote areas of the county where wired and wireless service are inaccessible will be asked to use our community or drive through wireless locations. MCCSC is not able to provide Internet support to households unreachable by wired or wireless connections.



# Phase I: Online Learning

## Rationale for Online Learning Guidelines



At the conclusion of the 2019-2020 school year, we received over 2000 survey responses from MCCSC parents, teachers and high school students in an effort to better understand what worked well and how we could improve learning opportunities for our students. In response to the informative feedback that we received, we have designed our learning program to improve documented areas of concern. The table below highlights a few of the key enhancements that we have made.

Feedback	Action Step Taken by MCCSC
Responses from Teacher Survey	
Need consistent and clear expectations for teachers/families	<ul style="list-style-type: none"> <li>Each school has guidelines for Canvas pages based on requirements provided by the district</li> <li>Sample templates were made</li> <li>Several training sessions were held</li> </ul>
Professional Development was requested in the areas of: Best Practices for Online Teaching, Student Engagement, Canvas, Video Conferencing, Teacher Collaboration	<ul style="list-style-type: none"> <li>Professional learning opportunities were provided in all the requested areas with national experts, IU professors, and MCCSC teachers/staff</li> <li>Sessions were recorded for people who could not attend live</li> </ul>
Responses from Parent Survey	
Need equitable access to internet/devices	<ul style="list-style-type: none"> <li>All students K-12 will receive devices (iPads K-8, laptops 9-12)</li> <li>Increased WiFi and hotspot availability</li> </ul>
Standardization of learning experiences, including access to curriculum and teacher-led instruction and interaction.	<ul style="list-style-type: none"> <li>Expectations regarding live and recorded instruction were provided to all teachers</li> <li>Best practices and guidelines were given to all teachers</li> </ul>
Responses from High School Student Survey	
Consistency in learning experiences including access to curriculum	<ul style="list-style-type: none"> <li>Each school will utilize Canvas and implement instructional guidelines for all teachers</li> </ul>
Increased communication between students	<ul style="list-style-type: none"> <li>Daily opportunities for live instruction with teachers and peers</li> <li>Community building &amp; SEL curriculum at all levels</li> </ul>



## Phase I: Online Learning Early Learning Guidelines



- The Early Learning Center and Hoosier Hills Child Care Center will remain open in-person during online learning.
  - Closures could occur due to the pandemic.
- Preschools located in the elementary schools will follow the same schedule/phase as the elementary school where the program resides.
- A limited number of spots are available during online learning and in-person due to the social distancing that will be required when we return to in-person learning.
- Children will have access to learning materials through the school/teacher website, choice board activities, and learning packets that can be picked up or printed at home.
- No fees will be charged to early learning children when children do not attend school in person due to an MCCSC announced closure.

The goals of online learning in preschool include the following:

- To build relationships with children and families that will help support children now and during children's eventual return to school
- To help families feel supported during this time of upheaval
- To support children's growth and development at home in developmentally appropriate ways
- To increase families' knowledge of how to support child development and growth at home
- To support the whole child, not merely the child's academic learning



## Phase I: Online Learning Elementary Learning Guidelines



- All students will be issued an iPad and charger.
- Teachers will meet daily with students for live instruction as a whole group and in small groups for differentiated instruction.
- Differentiated learning opportunities, including enrichment and remediation, will be provided to students during online learning as they would be during in-person learning.
- Traditional standards-based report cards and grading practices will be followed.
- Teachers will be using the pacing guides that align to Indiana Academic Standards to provide grade-level instruction.
- Specials teachers will provide live instruction at least once a week per special area. Recorded lessons will be available for students' viewing at their convenience.
- Live small group support for remediation and enrichment will be provided throughout the week.
- Live office hours are available for students to ask questions.
- Teachers will provide the week's assignments by Monday morning.
- Assignments will include online and offline activities.
- Independent work may include pre-recorded instruction, independent work, and/or offline activities.
- MCCSC will follow guidance from the Indiana Department of Education (IDOE) regarding ILEARN and IREAD assessments.
- To help our students maintain good habits with their online presence, teachers will embed positive support and good digital citizenship within each class in order to help students navigate through their online learning respectfully and responsibly.
- Beginning band, strings, and clubs will be held virtually, when possible.
- School schedules can be viewed [here](#). School specific schedules may exceed corporation minimum requirements in an effort to be fluid, flexible, and responsive to student need.



## Phase I: Online Learning Middle School Learning Guidelines



- All middle school students will be issued an iPad and charger.
- Teachers will conduct live instruction at least twice a week for each class.
- Live small group support for remediation and enrichment will be available at least once a week.
- Live office hours are available for students to ask questions.
- Students will participate in social and emotional learning through each course and during a specific class on Fridays.
- Course work might include live instruction, pre-recorded instruction, independent work, and/or offline activities.
- Traditional grading practices will be followed.
- Teachers will be using the pacing guides that align to Indiana Academic Standards.
- MCCSC will follow guidance from the Indiana Department of Education (IDOE) regarding standardized assessments including ILEARN.
- To help our students maintain good habits with their online presence, teachers will embed positive support and good digital citizenship within each class in order to help students navigate through their online learning respectfully and responsibly.
- Clubs will be held virtually.
- School schedules can be viewed [here](#). School specific schedules may exceed corporation minimum requirements in an effort to be fluid, flexible, and responsive to student need.



# Phase I: Online Learning High School Learning Guidelines



- High school students will be issued a laptop and charger.
- Students will have the same courses that they would if there was in-person instruction.
- Traditional grading practices will be followed according to each course syllabus.
- Teachers will be using the pacing guides that align to Indiana Academic Standards.
- Teachers will conduct live instruction for each course at least 2-3 times a week.
- Teacher recorded lessons will be posted to Canvas for students to view at their convenience.
- Live instructional support will be available several times a week.
- Weekly syllabus/plans will be published in Canvas by Monday at 8AM.
- Class materials/recordings will be prepared and loaded to Canvas prior to the class period unless the class is going live that period.
- MCCSC will follow guidance from the Indiana Department of Education (IDOE) and the College Board regarding standardized assessments such as ILEARN, PSAT, SAT, Advanced Placement (AP) exams, etc.
- Students who have courses at Hoosier Hills Career Center will follow their home school schedule and the Hoosier Hills schedule.
- To help our students maintain good habits with their online presence, teachers will embed positive support and good digital citizenship within each class in order to help students navigate through their online learning respectfully and responsibly.
- Clubs will be held virtually.
- School schedules can be viewed [here](#). School specific schedules may exceed corporation minimum requirements in an effort to be fluid, flexible, and responsive to student need.





# Phase I: Online Learning Special Education



## Communication with Parents/Guardians:

- Teachers of Record (TOR) will contact parents of students on their caseload within first 5 school days.
- When the Case Conference Committee (CCC) agrees that meeting is necessary, the TOR will schedule & conduct a case conference within the first 10 school days.
- All case conferences will be conducted virtually using Microsoft Teams.
- TOR will maintain regular communication with parents based on agreed upon preferences.

## General Overview:

- Special Education and related services will be delivered per the student's current IEP.
- IEPs should have provisions specific for online learning implementation.
- Current assessment of Present Levels of Performance will drive decisions to determine if further changes to support are necessary to meet students' needs
- General Education Setting: Special education staff will meet student needs by:
  - Participating in live video conference meetings & pre-recorded video lessons
  - Facilitating smaller breakout groups within Canvas or video conferencing
- Special Education Setting:
  - Resource, Applied Courses, and Work Study: Instruction delivered through the Canvas course, Canvas messaging, and video conferencing
  - Small Group (elementary pull-out): delivered through video conferencing
- Speech & Language Services:
  - Instruction delivered through virtual instruction (live or recorded) in general education classrooms and participating in the delivery of instruction
  - Instruction delivered through telepractice using video conferencing
- Homebound Instruction:
  - Services will be delivered virtually through video conferencing
  - TOR will provide instructional materials and engage in weekly communication with the homebound instructor
- Related Services: Occupational Therapy/Physical Therapy/Social Worker Services
  - Providers will collaborate with the TOR and general education teachers regarding the needs of the student
  - Direct services will occur through video conferencing



## Phase I: Online Learning Special Education



### **Community-Based & Bridges Classes:**

- TORs will create a daily schedule that includes opportunities for the teacher/paraprofessional to:
  - Have 1:1 daily check-ins with students via video conferencing specifically geared toward work on goals and objectives
  - Engage virtually with students in small group activities (i.e. calendar time)
  - Support students as they participate in virtual activities with their general education peers, as appropriate
  - Review assignments/activities and make modifications so appropriate accommodations are in place for each student
  - (Community-Based) Create independent work for students that may include paper/pencil activities and/or task boxes to be delivered/picked up through contactless encounters
  - (Bridges) Teach social skills lessons and norms & will use reinforcement systems
- TORs will maintain regular contact with families and adjust instruction/activities appropriately to best meet the student and family needs.

### **Intensive Support for Diverse Learners In-Person:**

The corporation is exploring possible opportunities to provide intensive in-person instruction and supports to medically fragile students with disabilities with a documented history of need (e.g., blind, deaf, non ambulatory, non communicative, etc.), per their Individualized Education Program. Additional information will be forthcoming.





## Phase I: Online Learning Special Education



### **Curricular Accessibility and Accommodations:**

- Special Education and General Education teachers will collaborate to support the needs of diverse learners to ensure that these students can access digital content on Canvas.
- IEP accommodations will be implemented during online learning.
- Device capabilities may be utilized to implement accommodations (e.g. screen reader, voice-to-text, zoom in to enlarge text).

### **Educational Evaluations (for Special Education Eligibility/Services):**

- Some portions of evaluations (e.g. teacher/parent/student interviews) will be conducted virtually.
- For assessments that cannot be conducted virtually, the parent and the school must schedule a time to bring the student into a safe and sanitized area of an MCCSC building (typically the student's home school).
- Staff and students will be provided with appropriate PPE for an in-person assessments.
- The MCCSC Educational Evaluation Procedures During Online Learning document (link coming soon) provides more details regarding scheduling and safety logistics.



# Phase I: Online Learning English Language Learners



## Online Learning ENL Instruction:

Online Learning Instruction Features	Elementary	Secondary
Individual Learning Plan (ILP)	Yes	Yes
Live Synchronous Whole Group	Yes	Yes
Live Synchronous Small Groups or 1-1	Yes	Yes
Pre-recorded Instruction	Yes	Yes
Assignments & Activities in Canvas	Yes	Yes
Student Meetings (Microsoft Teams)	Yes	Yes

- The teachers support all students as they learn English. Each school has a slightly different approach, but each school focuses on developing **speaking, listening, reading, and writing.**
- Elementary Schools: Small group and 1-1 support in language and content areas
- Middle & High Schools: English learners are placed into classes according to their curricular needs and English language proficiency levels. ENL Resource classes provide students with small group and individualized instruction.

## Interpretation Services:

- MCCSC has bilingual interpreters on staff for Spanish, Korean, Chinese, and Arabic. An over-the-phone interpreting service is used for all other languages.
- An interpreter or translation can be requested by phone or email.
- For more information regarding language assistance, click [here](#).

## WIDA Testing:

- Federally required test for all new English language learners
- Identifies the student's level of English proficiency which will assist with planning instruction
- Must be given within 30 days of the start of the school year or within 10 days of enrollment
- Must be given in person
- Parents will be contacted to schedule testing soon



## Phase I: Online Learning High Ability

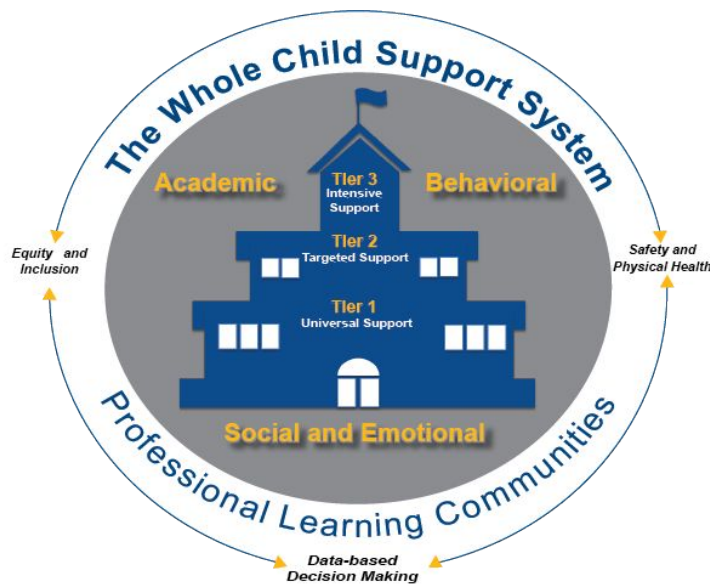


- High ability students are receiving accelerated instruction to meet their learning needs; including differentiated instruction, ability grouping in math and English/language arts, and inquiry-based instruction.
- Enrichment opportunities should be incorporated into the small group learning times each day.
- Advanced math instruction will be available.
- Students in the MCCSC ALPS program, grades 4-8, have been assigned to district ALPS teachers.





# Phase I: Online Learning Whole Child Support System




The MCCSC Whole Child Support System is an educational framework that is based on our belief that student achievement in the 21st century encompasses more than just academics.

Our Whole Child initiative is grounded in addressing the academic, behavioral health, social emotional, physical health, and safety of every child; in every learning environment of each school. We believe that providing culturally responsive personalized instruction for every learner is essential to their future success. To view the Parent/Caregiver's Guide to the Whole Child Support System, please click [here](#).



# Phase I: Online Learning Student & Teacher/Staff Expectations



 MCCSC	ENTERING CLASS	TEACHER-LED WHOLE GROUP INSTRUCTION	ONE-ON-ONE INSTRUCTION	SMALL GROUP ACTIVITIES (BREAK OUT ROOMS)	INDEPENDENT LEARNING	HOME INVOLVEMENT
<b>STUDENT EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>Choose a distraction free space</li> <li>Use equipment as intended (not browsing)</li> <li>Use kind words and faces (including in chat boxes)</li> <li>Video on at all times</li> <li>Audio off</li> <li>Use chat with classmates for the first 5 minutes.</li> <li>Be on time and ready to learn</li> <li>Start class with charged device (or plugged in)</li> <li>Have materials</li> </ul>	<ul style="list-style-type: none"> <li>Ask in chat if you need help</li> <li>Use kind words and faces</li> <li>Video on at all times</li> <li>Audio off</li> <li>Answer questions in the chat box on cue</li> <li>Answer polls promptly</li> <li>Ask questions (voice or chat) when you have them</li> <li>Be present-avoid multi-tasking</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and faces</li> <li>Video on at all times</li> <li>Audio on</li> <li>Listen attentively</li> <li>Answer questions out loud on cue</li> <li>Ask questions out loud when you have them</li> <li>Try your best</li> <li>Be present-avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to participate</li> <li>Use kind words and faces</li> <li>Video on at all times</li> <li>Audio on</li> <li>One speaker at a time; wait or use chat to respond when others are talking</li> <li>Respect each other's cultures, opinions and viewpoints</li> <li>Encourage each other to stay on topic</li> <li>Complete the work together</li> <li>Use "Ask for Help" button if you have questions</li> <li>Be present-avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Check ins with teachers to check work virtually</li> <li>Submit products that demonstrate understanding of material</li> </ul>	<ul style="list-style-type: none"> <li>Complete home responsibilities for the day (as outlined by families)</li> <li>Check in with guardians about distance learning after every learning block</li> <li>Check schedule for daily task</li> </ul>

<b>TEACHER &amp; STAFF EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>Set clear expectations, rules, and procedures</li> <li>Model appropriate behaviors</li> <li>Adult supervision at all times</li> <li>Actively monitor noise levels (video use and mute button) and behavior</li> <li>Follow through with consequences/reward positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>Set clear expectations, rules, and procedures</li> <li>Model appropriate behaviors</li> <li>Adult supervision at all times</li> <li>Actively monitor noise levels (video use and mute button) and behavior</li> <li>Follow through with consequences/reward positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian must be present</li> <li>Set clear objectives for lesson</li> <li>Ensure that student has appropriate materials needed</li> </ul>	<ul style="list-style-type: none"> <li>Greet students positively</li> <li>Be in classroom on time</li> <li>Follow through with consequences/reward positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>Keep conversation professional and student information private</li> <li>Actively monitor noise levels (monitor video use and mute button) and behavior</li> <li>Follow through with consequences/reward positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>Follow through with consequences/reward positive behavior</li> <li>Outline "home responsibilities" for the day and week (visuals would be ideal)</li> <li>Consistently check in with your child about the schedule for the day's learning</li> </ul>
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Click on either chart to see them both larger.





## Phase I: Online Learning Social and Emotional Learning



***MCCSC recognizes the importance of putting the social and emotional needs of our students first.***

- Teachers will prioritize building connections and relationships during online learning by using social and emotional learning activities and lessons to help our students transition back to school.
- School counselors and school social workers will be available virtually for any student who may need individual or group counseling supports.





## Phase I: Online Learning Social and Emotional Learning



***Our MCCSC Educators will continue to use our adopted SEL programs in order to foster a positive school and classroom community virtually for our students.***



Not Just Better Students,  
Better People



- Whole group live instruction will begin with an activity or conversation that fosters relationships and connection.
- Topics such as returning to school, the value of community and friendship, study habits for remote learning, understanding emotions, and coping with stress will be reviewed with our students.
- SEL lessons will be reinforced throughout the week with daily practice opportunities, brain-building activities, and live classroom discussions.
- Teachers may also integrate suggested supplemental SEL resources throughout the online learning experience.



## Phase I: Online Learning Social Workers & School Counselors



- Each school will have a procedure for students to contact counselors and social workers.
- School counselors and social workers remain available to assist with the following:
  - Scheduling, course, and postsecondary information
  - Virtual meetings
  - Small group and individual counseling
  - Resources such as school supplies, food, and other necessary services
  - Referrals to community agencies and programs
  - Support for students and families experiencing homelessness







## Phase I: Online Learning Meal Distribution



- Meals will be available for pick up Monday-Friday from 11:30AM-1:00PM at the sites listed below for all MCCSC students.
- Meals will only be available to students enrolled in MCCSC.
- Meals will be recorded on the student's meal account according to their 2020/2021 school year eligibility (free, reduced, or full pay).
- Parents may complete the form for eligibility for free/reduced lunch. If qualified, students will be eligible to receive breakfast and lunch meals.

School Sites	MCCSC Bus Distribution Sites
Arlington Elementary Fairview Elementary Grandview Elementary Highland Park Elementary Summit Elementary Templeton Elementary Bloomington High School South	Basswood Apartment Homes Classic Lanes Heatherwood Mobile Home Park Oakdale Square Apartment Homes Winslow Plaza



# Phase I: Online Learning

## The Role of Parents/Guardians



**Create a Schedule & Space for Learning:** It is important that students have as much consistency as possible.

- Establish daily routines & expectations
  - Make sure your child knows when they can ask for help and where supplies are located.
  - Use a timer so your child knows when to switch activities.
  - Allow time for active breaks. GoNoodle.com is a popular option for elementary grades for quick brain breaks.
- Identify a quiet space without distractions for child to work.

### Choices:

- When possible, allow your child choices. For example, if your child has been assigned several activities, let them select which to do first.
- Allow your child to choose what book to read for independent reading. They can choose some books to borrow from the library.

### Motivation & Rewards:

- Some children may benefit from a reward system to help with behavior or as motivation to complete work.
  - Reward systems can be set up for daily or weekly rewards.
  - Your child could earn a reward based on behavior or work completion.
  - Set clear expectations on how to earn the reward.
  - Try not to get into a power struggle with your child over schoolwork. If your child is refusing to complete work, step away and give them time to calm down before getting back to work.

**Effective Learning Environments:** MCCSC Behavior Support Specialists have created a video series to help parents create effective learning environments at home for their students. Each video is five minutes or less.

- [Learning Routines & Schedules](#)
- [Reinforcement Strategies](#)
- [Using Visual Tools](#)

# Monroe County Community School Corporation

## 2020-2021 Staff Calendar

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Key	Teacher Days	Student Days	6-wk Grading Period Ends	9-wk Grading Period Ends
Teacher Day Only	1 <sup>st</sup> Sem. 98	1 <sup>st</sup> Sem. 93	September 25	October 16
	2 <sup>nd</sup> Sem. 87	2 <sup>nd</sup> Sem. 87	November 6	January 15
No School/Holiday	<b>Total Days 185</b>	<b>Total Days 180</b>	January 15	March 26
New Teacher Welcome Day			February 26	May 28
Built-in Snow Day			April 16	
First / Last Student Day			May 28	
Summer Break				

Revised  
07/28/2020