Curriculum Committee
Considerations for Re-entry Learning Plans

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Phase Yellow Learning Plan

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.
Our committee is committed to ensuring that each and every consideration regarding the reopening of school in the fall of 2020 aligns to the following guiding principles:

- The health and safety of our students, faculty, staff, families and community is our number one priority.
- We commit to ensuring that we address the social/emotional and mental well-being of students, faculty, staff and families.
- We commit to ensuring equity of access to and engagement in all teaching, learning, supports and services that we offer.
- We commit to providing high quality standards based instruction for every learner across all instructional formats and settings.
- We commit to maintaining approaches that exemplify flexibility and creativity.
- We commit to adhering to plans that are feasible, effective and fiscally responsible.
- We commit to providing clear, open, transparent and timely communication to our stakeholders.
- We commit to recognizing the interconnectedness and impact of our schools on the overall success of our community.
Committee Objectives

• To provide instructional options that maximize our ability to maintain continuity of learning and/or

• To provide opportunities for some students to learn at home part time and to learn at school part time, with built in flexibility to seamlessly transition to a full time learn at home model or a full time in building model based on the health conditions of our community.
Rationale for Phase Yellow Guidelines

A committee of diverse people including high school students, parents, teachers, administrators, community members, central office staff, and university professors, met several times to discuss multiple considerations for returning to in-person learning. Some of the topics discussed were:

- Options for returning to in-person learning
- Different formats of hybrid learning
- Options for which students should return to in-person learning and when they should return
- Opportunities for in-person learning for students with disabilities who require intensive, individualized support based on IEP needs
- Additional parents of students with disabilities provided input
- Impact of each option on families, teachers, and students
- Career technical education considerations
- High Ability, English Language Learners, and Early Learning considerations
- Social and Emotional Learning and community building
- Ways to support teachers during the transition
Phase Red Learning

All schools will offer online learning.

Phase Yellow Learning

Some students will participate in online learning while others are in-person.

Phase Green Learning

All students may return to school Monday-Friday.

Students may choose to continue online learning.
## Defining the Re-entry Phases

<table>
<thead>
<tr>
<th>What this means</th>
<th>Phase Red Learning</th>
<th>Phase Yellow Learning</th>
<th>Phase Green Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers deliver instruction online through our video-conferencing tools. Online instruction may be delivered live or it may be recorded for later viewing.</td>
<td>Teachers may provide in-person and/or online instruction in this phase. Some students receive online instruction at home and some receive instruction in person at school.</td>
<td>Teachers provide in school instruction on a daily basis.</td>
<td></td>
</tr>
</tbody>
</table>
## Learning Schedule at a Glance

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Learning Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning (PreK)</td>
<td>5 Days in School</td>
</tr>
<tr>
<td>Kindergarten-6th Grade</td>
<td>5 Days in School</td>
</tr>
</tbody>
</table>
| Middle School                               | 2 Days in School  
2 Days Online  
Every Other Friday in School or Online |
| High School                                 | 2 Days in School  
2 Days Online  
Every Other Friday in School or Online |
| Students with Intensive IEP Needs           | 5 Days in School                                                                  |
| Career Technical Education                  | 4 Days in School and 1 Day Online  
OR  
2 Days in School  
2 Days Online  
Every Other Friday in School or Online |
| PK-12 Parent Requested Online Learning      | 5 Days Online                                                                      |
Phase Yellow Learning

During this phase, schools will adhere to the established guidelines in the following areas when students are in the building:

- Social distancing
- Face coverings
- Hand washing/Using Hand sanitizer
- Health and safety protocols
Elementary Learning “Guidelines”

- PreK-6th grade students will meet in-person 5 days a week in Phase Yellow.
- All students will attend every day unless parents elect online learning.
- Students will be socially distanced and follow MCCSC health and safety protocols.
- A modified schedule could be considered if needed.
Elementary Learning “Guidelines”

Several models for Phase Yellow were considered by the Curriculum Re-entry Committee. The PreK-6th grade in-person model was chosen for the reasons listed below:

- Attending school everyday provides continuity of learning for our youngest learners.
- Foundational skills such as learning to read, number sense, college and career readiness, and peer collaboration are formed at the elementary level.
- Providing students the opportunity to attend school every day minimizes transitions for students.
- Children at the elementary level need supervision and by providing school in person every day, families do not need to find childcare.
Middle School Learning “Guidelines”

- **When attending in-person**, students will complete hands-on activities and labs, extension lessons, and reinforcement activities.
- **While learning at home**, students will access digital curriculum materials and resources and complete independent learning activities.
- Students will receive two days of live, in person instruction at school and two days of online learning at home on alternating days weekly. On alternating Fridays, students will either receive online instruction at home or attend school in person.
- Students will be grouped alphabetically. Students from the same family will follow the same schedule.
- Recorded lessons will be available for students participating in-person or online.
- Social emotional learning and college & career readiness activities will be incorporated throughout in person and online learning.
High School Learning “Guidelines”

- Students will be divided into two groups based on the first letter of their last name to reduce in-person student population on a given day. Students from the same family will follow the same schedule.
- Students will receive two days of live, in person instruction at school and two days of online learning at home on alternating days weekly. On alternating Fridays, students will either receive online instruction at home or attend school in person.
- While learning at home, students will access digital curriculum materials and resources and complete independent learning activities.
- Live instructional support sessions will be available for all students.
- Videotaped recordings of lessons will be available on Canvas for students to view at their convenience.
- College & career readiness activities and lessons will be incorporated throughout in person and online learning.

<table>
<thead>
<tr>
<th>Students</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name A-K</td>
<td>[school]</td>
<td>[home]</td>
<td>[school]</td>
<td>[home]</td>
<td>[school]</td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name L-Z</td>
<td>[home]</td>
<td>[school]</td>
<td>[home]</td>
<td>[school]</td>
<td>[home]</td>
</tr>
</tbody>
</table>

Daily LIVE Instructional Support for Students In-Person or Online
Phase Yellow Learning Examples

While learning online at home, students will access digital curriculum materials and resources and complete independent learning activities.

<table>
<thead>
<tr>
<th>Online Learning</th>
<th>In-Person Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Work Time</td>
<td>Individualized Student Manipulatives</td>
</tr>
<tr>
<td>Collaborative Projects</td>
<td>Direct Instruction and Support</td>
</tr>
<tr>
<td>Project Based Learning/STEAM/IB</td>
<td>Team Projects</td>
</tr>
<tr>
<td>Educational Videos</td>
<td>Small and Whole Group Discussion</td>
</tr>
<tr>
<td>Practice on Indiana Standards</td>
<td>Peer Collaborations</td>
</tr>
<tr>
<td>Pre-recorded Lessons</td>
<td>Targeted Intervention and Enrichment</td>
</tr>
<tr>
<td>College and Career Readiness Activities</td>
<td>College and Career Readiness Activities</td>
</tr>
<tr>
<td>Research Projects</td>
<td>Independent Work Time</td>
</tr>
<tr>
<td>Creating Presentations</td>
<td>Presenting Research Findings</td>
</tr>
<tr>
<td>Virtual Science Experiments and Math Manipulatives</td>
<td>Interactive Labs</td>
</tr>
</tbody>
</table>

ENGAGE. EMPOWER. EDUCATE.
Hoosier Hills Blended Hybrid Model

The following courses of study are given priority for early return due to the significant amount of “hands-on” hours required for the curriculum:


Cosmetology 1, Culinary Arts, Ag/Animal Sciences, Health Science 1, Draft & Design/PLTW, Networking and Info Tech Support, Welding I, and Introduction to Transportation will be conducted on the MCCSC approved blended hybrid model shown below.
Special Education

General Considerations

• Special Education and related services as well as accommodations in the current IEP will be implemented.

• IEP provisions made specifically for online learning will be implemented as written during days of the week that a student attends online learning.

• Teacher of Record (TOR) will not change as a result of the transition into Phase Yellow learning.

• When a student is unable to wear a cloth face covering due to a medical condition (physician’s statement) or as a result of their disability, a Case Conference Committee (CCC) meeting will be held to determine appropriate strategies and alternatives to a cloth face covering.

• All CCC meetings will continue to be virtual.

• To the greatest extent possible, Special Education traveling staff will organize their schedules to minimize visits to multiple buildings in one day.

• Homebound instruction will continue to be virtual.

• School-sponsored community trips to support transition activities and IEP goals will resume on a limited basis and only at locations where Monroe County Health Department and MCCSC health/safety guidelines can be followed.
Intensive Needs
Community Based and Bridges Classrooms

- Community-based and Bridges students in grades K-12+ will meet in-person 5 days a week during Phase Yellow.
- All students will attend every day.
- Students will be social distancing and following MCCSC Health and Safety Protocols.
- Community-Based staff will receive additional training/resources on social distancing and providing services and supports to students with intensive needs.
- Bridges to Success staff will receive additional training/resources on social distancing and providing services and supports to students with intense emotional/behavioral needs.
- These classrooms may be provided with additional PPE for students and staff based upon individual classroom needs.
Special Education: Inclusion

Inclusion (General education placement 80% or more of day)

- Students will attend the general education Phase Yellow learning schedule per grade-level guidelines.
- During online learning days, students will receive all services, support, and accommodations described for online learning in their current IEP.
- During in-person learning days, students will be social distancing and following MCCSC Health and Safety Protocols.
Rationale for Staggered Approach
Students receiving Special Education services with the most intensive needs may experience significant challenges or complete barriers in continuing to be adequately served and supported only through the online learning environment because of a combination of factors such as:

- Intellectual, academic, and adaptive skill levels prohibit learning independently for any sustained time
- No mode of expressive communication
- Physical/medical conditions (blind/low vision and deaf/hard of hearing)
- Mental illness and/or substantial emotional dysregulation
- The extent of regression and the degree/type of recovery services required
PK-12 Requested “Online Learning Only” Option

An online learning option will continue to be available for families who want their student to learn online with no in-person instruction.

- To the extent possible, students will continue learning with the same classroom teacher or another teacher from their neighborhood/home school.
- To improve continuity, families may choose to switch from completely online learning to an in-person option if it is available at the end of a semester.
- To the extent possible, students receiving Special Education services will remain with the same Teacher of Record (TOR) from their neighborhood/home school.
- Students receiving Special Education services will continue receiving the same services outlined in the current IEP (for online learning), unless the Case Conference Committee agrees to change them.
## PK-12 Requested Online Learning Only Guidelines

<table>
<thead>
<tr>
<th>School Level</th>
<th>Learning Experience</th>
<th>Electives</th>
<th>Schedules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Live learning experience daily, this could include mini-lessons, differentiation, and/or large or small group instruction.</td>
<td>Students will engage in SEL and community building activities.</td>
<td>Schedules will vary by school.</td>
</tr>
<tr>
<td>Middle School</td>
<td>Live learning experience daily, this could include mini-lessons, differentiation, and/or large or small group instruction.</td>
<td>Electives will always be asynchronous/pre-recorded.</td>
<td>Schedules will correlate to building schedules and may vary between middle schools.</td>
</tr>
<tr>
<td>High School</td>
<td>Live learning experience daily, this could include live, scheduled instructional support.</td>
<td>High school schedules will follow in-person class schedules. Course instruction could include pre-recorded videos, collaborative research projects, or assignments and discussions in Canvas.</td>
<td>Schedules will correlate to building schedules and may vary between schools.</td>
</tr>
</tbody>
</table>
## Sample Online Learning Activities

While learning online at home, students will access digital curriculum materials and resources and complete independent learning activities. Teachers may or may not use some of the below sample activities.

<table>
<thead>
<tr>
<th>Live Instruction (Synchronous)</th>
<th>Pre-Recorded Instruction or Independent Work (Asynchronous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-lessons</td>
<td>Direct Instructional Videos</td>
</tr>
<tr>
<td>Interactive Read Alouds or Shared Reading</td>
<td>Canvas Assignments and Discussions</td>
</tr>
<tr>
<td>Number Corner and Skill Explanation</td>
<td>Journal Writing</td>
</tr>
<tr>
<td>Comprehension Discussions</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>Practice on Essential Learnings and Indiana Standards</td>
<td>Phonics/Word Study Activities, Math Games</td>
</tr>
<tr>
<td>Targeted Intervention and Enrichment</td>
<td>Inquiry Activities</td>
</tr>
<tr>
<td>College and Career Readiness Activities</td>
<td>College and Career Exploration Activities (Naviance)</td>
</tr>
<tr>
<td>Instructional Support in Office Hours</td>
<td>Virtual Science Experiments/Interactive Labs</td>
</tr>
<tr>
<td>Peer Collaboration</td>
<td>Independent Research</td>
</tr>
<tr>
<td>Virtual Internships, Career Fairs, and College Fairs</td>
<td>ACT and SAT Preparation</td>
</tr>
</tbody>
</table>
Guidelines for Parents and Guardians During Online Learning

The Monroe County Community School Corporation is committed to the promotion of online student and staff safety. For many years, MCCSC has maintained a designation as a **Common Sense Media Digital Citizenship certified school district**. As we enter this new era of online and at-home learning, those digital citizenship lessons and their extension to other members of a household have never been more critical.

**Student Privacy**

We ask that parents respect the privacy of students in your classes. **Students, parents and guardians are prohibited from recording any instruction, discussion or presentation presented during MCCSC’s online instruction time.** Additionally, students, parents and guardians agree not to post materials, instructions, discussions, presentations, audio, or video from MCCSC teachers on social media.

We thank you for your support, patience and grace in this new educational environment.
Guidelines for Parents and Guardians During Online Learning

- **Beginning Live Instruction**
  - Create a distraction free learning space for your student.
  - Ensure your student has all materials and devices ready and charged.
  - Prompt your student to log on to live sessions 2-3 minutes before they are scheduled to begin.
  - Ensure your student has video on and audio off until the teacher gives alternate instructions.

- **During Live Instruction**
  - Ensure your student’s account is only logged in from a single device.
  - Prompt your student to utilize the chat box or “raise hand” feature to communicate any questions or issues with their teacher.
  - Remind your student to protect the safety and confidentiality of peers by not capturing and/or sharing live instruction on social media.
  - If you have questions or concerns, please contact the teacher via email following the conclusion of the live session.
  - All students and family members should be fully clothed during live video-conferencing, including tops and bottoms and no pajamas.

- **Ending Live Instruction**
  - Remind your student to stay logged in until their teacher gives them instructions to exit.
  - Check in with your student to ensure they understand what was taught and any work that was assigned.
  - If you had any technical issues or concerns during the lesson, help your student reach out to the teacher for support.

- **Communicating with Teachers**
  - Email the teacher or have students send a message via canvas inbox outside of live instructional time.
  - Attend office hours during the time listed in the school’s daily schedule.
Specialized Recommendations

1. Early transition of Community Based and Bridges Special Education Classrooms to 5 Days a week Model
2. Early transition of Hoosier Hills Blended Hybrid Model to 4 days a week in person and 1 day online

Effective August 31, 2020
Phase Green: In-Person Learning
PreK-12 Overview
Phase Green: In-Person Learning

During this phase, schools will follow the plans that were created by each school’s administrative team over the summer in preparation for the return of students in the fall. These plans include, but are not limited to, the following guidelines:

- Social distancing
- Face coverings
- Hand washing/Using Hand sanitizer
- Recess and lunch
- Arrival and dismissal

For more information about your school’s reentry plan, visit the MCCSC website and visit the Back to School Plans page.