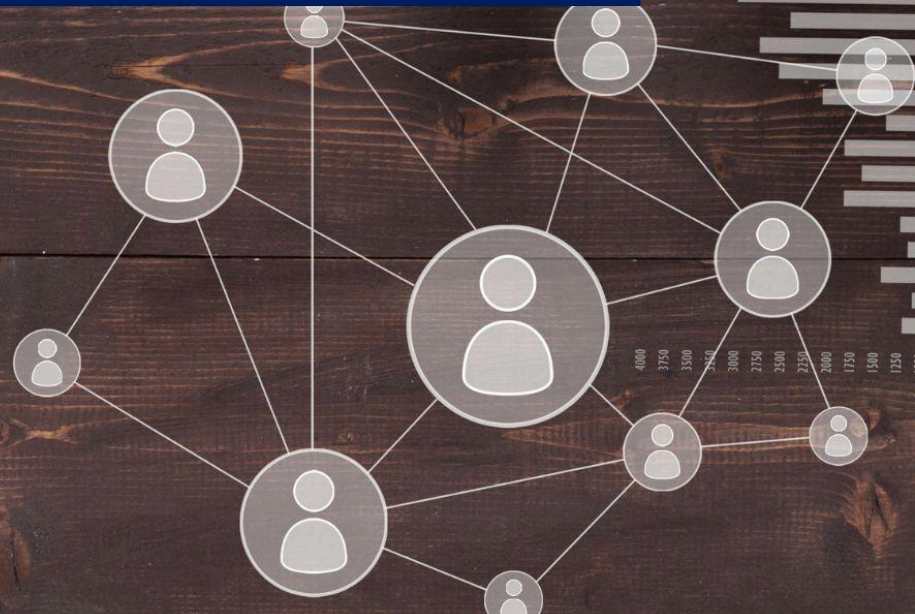# HOME LEARNING PROGRAM

CONTINGENCY PLAN

CIS

CIS HOME LEARNING PLAN (HLP)

Developed August 2020 / Updated September 2021 / Reviewed August 2022 / Reviewed July 2024

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INTRODUCTION, PURPOSE and PHILOSOPHY

School campus closures occur for a variety of reasons, and it is important for students to maintain continuity of learning, where feasible, in these situations. During an extended school closure (for example two weeks or more), CIS teachers are prepared to provide online learning opportunities for students to minimize disruption to their education. A successful home learning program requires effective communication between teachers and parents and this guide outlines important processes and provides clarity of expectations.

Our priority is to have in person learning. Nonetheless, the CIS Home Learning Program (HLP) may be initiated out of necessity and / or mandate. During home learning, lessons

and activities provided will continue to focus on developing conceptual understanding, competencies and character in accordance with CIS Definition of Learning. This applies to all learners, regardless of their learning profile.

Running an online home learning environment is different to a normal school day or even short-term scenarios of remote learning, and presents a unique set of challenges that will require flexibility and adaptability for teachers, students, and parents. Online learning is different from classroom learning; it may take teachers longer to design and deliver learning experiences and it may take students longer to complete activities. In turn, it may take parents longer to adjust as home spaces may need to be adjusted and more people will be home during the day, thus a typical daily flow at home changes, and sometimes changes significantly. Online learning requires students to connect using digital devices, involves increased screen time and tends to require greater independence and self-responsibility over their learning. To ensure that children access and engage with the resources that teachers provide, online learning may require (depending on the age of the student) greater parental support and participation than normal. The structure of HLP considers that many parents have more than one child, that parent assistance may be limited at times, and that there are numerous other challenges that exist in the home learning context. The school has kept these points in mind during the process of designing a high-quality home learning experience for your child. It is also important to note that for developmental reasons, there are differences in the delivery and approach of online learning between Early Childhood, Elementary School, Middle School and High School.

New and novel learning experiences emerge with alternate modes of delivery. The HLP is an opportunity for new ways of thinking as well as student reflection and practice in the CIS Learning Principle of Ownership: We understand that we are all able to learn and ultimately responsible for our own learning. The most important advantage we can give learners is to support them in becoming proficient, self-directed learners. We can leverage the Home Learning Program as a meaningful opportunity to build student ownership of learning, personalize learning experiences and ensure continuity of education. Thus our community learning principles of partnership and sustainability inherently complement our learning principle of ownership.

CONCEPTUAL   COMPETENCY   CHARACTER

LAUNCHING THE HOME LEARNING PROGRAM

The Home Learning Program is intended to provide a flexible distance learning framework with guidelines that can be implemented in a variety of circumstances when an extended campus closure is necessary.   Circumstances will vary when CIS might close its campus and activate the HLP. For example, in the event of a natural disaster such as an earthquake, a number of days may pass before conditions have stabilized to the point that the activation of HLP is appropriate. In emergencies such as viral pandemics, school leaders may anticipate campus closure and designate a future date when home learning will begin. Thus a replicated, predictable, concrete timeline for HLP activation may not be possible due to power, connectivity, infrastructure, as well as health and safety.

If the CIS campus is closed for an extended period (for example two weeks or more) and the HLP needs to be activated, the following will happen,
- The CIS Director (Head of School) will send email communications to parents, faculty/staff, middle school students and high school students delineating,
    - The reason for the activation of HLP.
    - The date when HLP will begin (noting that this takes a minimum of 2 school days to initiate HLP and perhaps more depending on the nature of the issue.
- Students will not attend school or be required to begin home learning until the date designated by the CIS Director.
- The two school days preceding this designated date will be classified as work days for CIS's faculty and staff, who will be expected to be on duty, either physically on campus or remotely, depending on circumstances and safety conditions.
- During the two preceding work days, division principals will prepare to share more specific information and guidelines with parents, while teachers will arrange to relaunch their classes on various platforms and systems.

NB: It is important to note that factors such as level of connectivity, status of homes of school staff, level of destruction on island may also have an influence regarding the activation of the HLP. For example, in the case of a natural disaster, it is unlikely there will be power, thus the notion of a remote HLP lacks efficacy as people need to focus on clean up and well-being. In such cases, the tried and true book and family time becomes a key element.

TECHNOLOGY SYSTEMS AND PLATFORMS THAT SUPPORT CIS HLP

Effective use of technology is critical for a successful CIS Home Learning Program. CIS will continue to use similar technology for HLP that it employs for day-to-day student learning and communication with parents. The table below describes these systems.

TECHNOLOGY SYSTEMS and PLATFORMS

Audience	Channel	Description
Parents, Students, and Faculty / Staff	Email	Email will be used for all official/major school communications and announcements, including those from the Director and division Principals. Faculty will also use email to communicate with families in addition to the platforms described below.
	School Website	CIS will maintain general information on its closure status for the general public at www.cis.ky.
Synchronous Classes	Google Meets	All divisions will use Google Meets to conduct live synchronous classes.
Early Childhood	Google Sites & Google Slides	Google Sites will be used to share synchronous schedules and activities via Google Slides.
Elementary School	Seesaw	ES teachers and students will continue to use Seesaw to communicate information with students and parents including synchronous schedules and activities.
Middle School	Google Classroom	Google Classroom: https://classroom.google.com/ Google Meet used for synchronized video platform
High School	Google Classroom	Google Classroom: https://classroom.google.com/ Google Meet used for synchronized video platform
Examples of Other Technology, Tools, and Platforms that May be Used	- Zoom, Skype, MS Teams - Raz Kids - IXL - BridgeU - PCR	

HINTS FOR SUCCESSFUL HOME LEARNING

Some students will thrive with Home Learning Program, while others may struggle depending on the day. The following are some hints for supporting your child while learning at home.

HELPFUL HINTS for HOME LEARNING SUCCESS

1. Establish routines and expectations

2. Define the physical space for your child's study

3. Monitor communications from your child's / children's teachers
   a. This may look different depending on the age of your child, for example for a high school student you might ask them about specific questions about courses rather than looking directly at email communications

4. Begin and end each day with a check-in
   a. It is helpful to ask questions such as what is the highlight of your day. An open-ended question may spark conversation instead of eliciting the classic exchange, "How was your day?" .. "Fine."
      i. The sharing technique of rose, bud, and thorn can be useful. For example, rose is a highlight, bud is something you are looking forward to, and thorn is a frustration.

5. Take an active role in helping your children process and own their learning
   a. Naturally this is easier said than done. At home, we have our own "homework" happening as well as having a child or children at home working too.

6. Establish times for quiet and reflection
   a. In times of school closures the following Zen adage might be helpful. You should meditate 20 minutes a day unless you are busy, then you should meditate 60 minutes a day.

7. Encourage physical activity and/or exercise
   a. Engaging in family exercise may allow a chance to connect differently

8. Remain mindful of your child's stress or worry

9. Monitor how much time your child is spending online

10. Keep your children social, but set rules around their social media interactions

CIS PERSONNEL ROLES AND RESPONSIBILITIES

CIS TEAM ROLES and RESPONSIBILITIES REGARDING HLP

Role	Responsibilities
School Leadership	- Launch CIS Home Learning Program - Support faculty and students/families shifting to an online learning environment - Help teachers implement HLP and ensure high-quality learning experience for all students - Monitor and celebrate teaching and learning
Core Teachers	- Collaborate with other members of grade level teams or departments to design distance learning experiences for the students - Communicate frequently and as needed with students and parents - Provide timely feedback to support student learning - Design and deliver class content - Communicate student concerns with admin, counselors, and/or Learning Support as needed
Specialist Teachers	- Collectively develop a bank of activities and projects for each grade level. - Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences. - Support grade-level teachers to provide ongoing support to students and families.

Learning Support	- Communicate regularly with subject or classroom teachers who teach the students on your caseload - Help subject or classroom teachers differentiate lessons and activities for the students on your caseload - Provide supplementary learning activities for students on their caseload who may benefit from additional practice
Counselors	- Serve as liaison for communication with students/families in crisis - Maintain, deliver, and/or share social-emotional lessons and provide support - Host office hours for students to access counseling services virtually
Librarians	- Collaborate with colleagues to find resources for high-quality distance learning experiences and research - Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences - Maintain and update online library site for obtaining resources - Be available for teachers and students as needed for support
Tech Support	- Continually monitor the needs of teachers, students, and parents and troubleshoot challenges as needed - Be available in person or remotely to provide on-demand tech support
IB Coordinator	- Communicate frequently and as needed with IB teachers - Set up and facilitate weekly IB collaborative meeting
Instruction & Curriculum Support	- Collaborate with colleagues to find resources for high-quality distance learning experiences and research - Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences - Establish and facilitate weekly grade level collaborative meetings and/or support team leaders

# CIS STUDENT ROLES, RESPONSIBILITIES and HINTS for SUCCESS

Student Roles, Responsibilities and Hints for Success
● Establish daily routines for engaging in the learning experience ● Identify a comfortable, quiet space in your home where you can work effectively and successfully ● Regularly monitor online platforms (SeeSaw, Google Classrooms, Plus Portals, email, etc.) to check for announcements and feedback from your teachers ● Do your best to meet timelines, commitments, and due dates ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support ● Comply with CIS's Acceptable Use Policy, including expectations for online etiquette ● Proactively seek out and communicate with other adults at CIS as different needs arise (see below)

THINGS TO KEEP IN MIND AS YOU'RE ENGAGING IN ONLINE LEARNING

Purpose: Just like in school, make sure you understand the **purpose** of different online interactions.
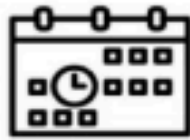
Time: stick to normal routines and remember that your teachers are available during regular school hours.

Location: Make sure you're in an appropriate "public" learning space (e.g., living room, kitchen, etc.) with appropriate surroundings and access to materials.

Visibility: Remember, your interactions with your teachers and classmates are considered public interactions. Please make sure that you are dressed appropriately and be ready to participate via microphone and video conferencing as required.

Synchronous

Students learn at the same time.

Communication happens in real time.

Possibly more engaging and effective.

Allows for instant feedback and clarification.

Examples
Video conferencing, live chat, live streamed videos.

Asynchronous

Students learn at different times.

Communication is not live.

Possibly more convenient and flexible.

Allows students to work at their own pace.

Examples
Email, screencasts, Flipgrid videos, blog posts/comments.

edublogs

QUESTIONS and CONTACTS

For questions about...	Contact
A course assignment, tasks or feedback	Corresponding teacher
A technology-related problem or issue	Designated Divisional Tech Support Person (See Below)
Checking out items from the school	Associate Principal or Principal Home Learning Loan Agreement Form
A personal or social-emotional concern	Counselor
Other issues related to learning or questions you might have	Coordinator, Assistant Principal or Principal

Area	Contact Details
Leadership	- Early Childhood Principal - Aleksa Moss (Aleksa.Moss@cis.ky) - Early Childhood Coordinator - Anna Haydon (Anna.Haydon@cis.ky) - Elementary Principal - Martin Thomas (Martin.Thomas@cis.ky) - Elementary Assistant Principal - Adrienne Waller (Adrienne.Waller@cis.ky) - Elementary Assistant Principal - Angela Hernandez (Angela.Hernandez@cis.ky) - Middle School - Lee Hodin (Lee.Hodin@cis.ky) - Middle School Assistant Principal - Allie Hustead (Allie.Hustead@cis.ky) - High School Principal - Claire McQuillan (Claire.McQuillan@cis.ky) - High School Assistant Principal - Kynan Warren (Kynan.Warren@cis.ky) - Director - Jim Urquhart (Jim.Urquhart@cis.ky)
Counseling	- K-2 ES Counselor - Allie DiMauro (Allie.Dimauro@cis.ky) 3-5 ES Counselor - Jessica Dean (Jessica.Dean@cis.ky) - MS Counselor - Andie Urquhart (Andie.Urquhart@cis.ky) - HS Counselor - Kim Stetz (Kimberly.Stetz@cis.ky - HS Counselor - Julie Pankratz (Julie.Pankratz@cis.ky)
Technology Support	- Early Childhood - Aleksa Moss (Aleksa.Moss@cis.ky) - Elementary (K-2 iPads) - Carol Neeland (Carol.Neeland@cis.ky) - Elementary (Gr 3-5 Chromebooks) - Luke Grimmett (Luke.Grimmett@cis.ky) - Middle School - Lee Hodin (Lee.Hodin@cis.ky) - High School - Claire McQuillan (Claire.McQuillan@cis.ky)

LINKS TO ACTIVATE IN EACH DIVISION'S (PHASE'S) HOME LEARNING GUIDE

- **Early Childhood**
- **Elementary School**
- **Middle School**
- **High School**