



CONTINUITY OF LEARNING PLAN

SPRING 2020

Harford County Public Schools is committed to providing learning experiences for all students during the extended closure of our schools. This Continuity of Learning Plan is designed to support the school community to ensure continuing learning experiences at home. We acknowledge there is no replacement for face to face teaching. We believe that a level of instruction and learning can still occur in a distance learning format. Critical Content Maps have been created to assist teachers in the design of instruction during the COVID-19 closure. Knowing some families do not have online access, learning materials aligned to the Critical Content Maps have been created in a packet format and will be mailed to those homes.



OVERVIEW

DISTANCE LEARNING PLATFORMS AND COLLABORATION TOOLS

Distance Learning will be designed in one of two ways. HCPS' preferred delivery method is asynchronous learning. This means that the instructional content is designed so that the student will engage in the learning materials on his/her own and not in live interaction with the teacher. This allows the student to determine the place, pace, and path to their learning. This will be a benefit to the home with multiple students accessing instructional materials from their teachers. The second method could be virtual instruction. Virtual instruction (synchronous learning) means instruction provided directly, live and in interactive fashion by teachers and other HCPS staff to students via telephone or HCPS online platforms.

The following resources will support Distance Learning and faculty/student/family collaboration to ensure a quality learning experience when planning and delivering instruction remotely:

- HCPS email and Blackboard Connect5 are the most common communication tools used to contact and communicate with HCPS families, Prek-12.
- Current student email is open for grades 3 - 12.
- HCPS learning management system is *itslearning*. This is the primary distance learning platform. Students will access most of their instructional materials via *itslearning*.
- Teachers may use other Microsoft tools in lesson implementation with students and families.
- Microsoft TEAMS is a web conferencing tool that will allow staff to communicate with other staff and students in a face-to-face (synchronous) format.
- Individual phone calls will be utilized for families with no online access.

Definitions

Asynchronous learning (not live instruction) - Instructional content is designed so a student will engage in the materials on his/her own and not in live interaction with the teacher.

Synchronous learning (live virtual instruction) - instruction provided directly; live and in an interactive fashion.

REGISTRATION/WITHDRAWAL

Parents/Guardians looking to transfer their child into one of our schools during the closure should contact the COVID-19 email address (COVID19questions@hcps.org) to ask for guidance on how to do this. Parents/Guardians looking to register their child for PreK or Kindergarten should await further guidance that will be provided in the coming weeks.

Parents/Guardians who would like to withdraw their child from school or transfer their child between schools should contact their child's principal for information on this matter.



ROLES AND RESPONSIBILITIES

The success of the HCPS Distance Learning Plans relies on a partnership with our families in support of the continuity of learning for students. This plan is dependent on careful planning, appropriate student motivation and engagement, and strong parent and guardian support for this alternative mode of instruction.

Teacher and curriculum specialists, other Student Services instructional positions, support staff, and any other position not mentioned within this document will receive clear direction and communication from their immediate supervisor regarding their work.

DISTANCE LEARNING RESPONSIBILITIES

STUDENT RESPONSIBILITIES

- Dedicate time to learning
- Check daily for information on assignments
- Engage in all learning posted with academic honesty
- Submit all assignments as directed by the teacher(s)
- Attend to self-care by engaging in physical activity, conversation, appropriate routines, sleep, and play

PARENT/GUARDIAN RESPONSIBILITIES

- Provide an environment conducive to learning
- Engage in conversations on posted materials and assignments
- Support emotional balance by providing ample time for physical activity, conversation, appropriate routines, sleep and play

DISTANCE LEARNING RESPONSIBILITIES, CONT.

TEACHER RESPONSIBILITIES

General Educator

- Work the duty day as prescribed, including a daily virtual office hour block from 12:00 – 3:20 p.m.
- Respond to student and family communication
- Plan and deliver instruction using guidance provided by HCPS
- Utilize *itslearning* and other methods to plan and implement instruction/differentiation for students
- Participate in professional learning for efficient implementation of HCPS Continuity of Learning Plans
- Work as colleagues with content supervisor regarding critical content, pacing, and curriculum modifications
- Contact school administrator with any student concerns

Special Educator

- Deliver services to students as appropriate
- Utilize *itslearning* and other methods to plan and implement instruction/differentiation for students
- Participate in professional learning for efficient implementation of HCPS Continuity of Learning Plans
- Partner with general educators and related service providers to accommodate and provide learning supports
- Collaborate with parents/guardians and related service providers to develop an Individualized Distance Learning Plan for each student
- Communicate regularly with caseload students and parents/guardians to assess progress
- Contact school administrator with any student concerns

STUDENT SUPPORT SERVICES RESPONSIBILITIES

School Counselors

- Process registration of students for 2020-21 SY (MS/HS)
- Review student grades/evaluate those at-risk for not passing/graduating
- Provide TeleSupport (small group/individual counseling)
- Deliver core curriculum lessons (TeleSupport)
- Contact families of students on high-risk caseload
- Contact families or agencies in response to notifications from teachers who express concerns
- Provide resources to families through email/phone calls/website



DISTANCE LEARNING RESPONSIBILITIES, CONT.

SCHOOL ADMINISTRATOR RESPONSIBILITIES

Principal and Assistant Principal

- Support teachers, students, and families
- Continue to work on list of students who teachers are unable to reach
- Participate in central office workgroups as appropriate
- Communicate with and provide timely feedback to students, parents, and staff
- Promote the availability of resources to help build capacity of knowledge and skill in students and staff

CENTRAL OFFICE

- Develop and communicate plans for distance learning with all stakeholders
- Monitor distance learning initiatives and community with local school administration
- Share critical content and pacing guides for teachers
- Deliver professional learning to support teachers with distance learning
- Share the Distance Learning Plan for special education services
- Provide guidance on student registration
- Prepare and distribute of staff and priority student devices
- Provide support to teachers, parents regarding *itslearning* and other instructional technology tools

SPECIFIC RESPONSIBILITIES OF STUDENTS AND PARENTS/GUARDIANS RELATED TO LIVE VIRTUAL INSTRUCTION (SYNCHRONOUS LEARNING)

- Teachers/Providers may not conduct a Virtual Instruction session involving only a single student unless:
 - A parent/guardian is in the student's residence and is aware of the session; or
 - An HCPS staff person, in addition to the teacher/provider, listens to and/or views (as applicable) the session.
- Parents/Guardians and students must not record, duplicate or share/post any portion of a student's Virtual Instruction session.
- Parents/Guardians and students must not share passwords or provide access to HCPS online services to anyone.
- Prior to engaging in a Virtual Instruction session, students must be in a location where the background is appropriate i.e. a location that is quiet. Students should mute their microphone as necessary to avoid disturbing a Virtual Instruction session.
- The use of the video function in any Virtual Instruction Session is not mandatory. Parents/Guardians may opt out of the use of the video function by turning off that function.
- In some situations, a Teacher/Provider will request consent for specific services prior to working virtually with the student.
- Parents/Guardians should immediately report to the principal of the school in question any concern, etc.

SPECIFIC RESPONSIBILITIES OF HCPS TEACHERS/PROVIDERS RELATED TO LIVE VIRTUAL INSTRUCTION (SYNCHRONOUS LEARNING)

- Teachers/Providers may not conduct a Virtual Instruction session involving only a single student unless:
 - A parent/guardian is in the student's residence and is aware of the session; or
 - An HCPS staff person, in addition to the teacher, listens to and/or views (as applicable) the session.
- Teachers/Providers must not record, duplicate or share/post any portion of their Virtual Instruction sessions in any way.
- Teachers/Providers shall make available to their principals or supervisors (as applicable), Parents/Guardians and Students the schedule and purpose of Virtual Instruction sessions.
- Some teachers/providers will be required to request consent for certain types of services. Staff will be notified accordingly.
- Teachers/Providers dress/apparel for Virtual Instruction sessions shall be consistent with that which they would wear if in the physical classroom.
- Teachers/Providers when delivering Virtual Instruction sessions shall utilize a background that is conducive to learning.
- Teachers/Providers when delivering Virtual Instruction sessions may not require a student to utilize the video function of any device they are utilizing.
- Teachers/Providers are reminded that mandatory reporting of child abuse or neglect applies to Virtual Instruction. Other concerns that teachers/providers may have regarding Virtual Instruction sessions should be directed to the principal or supervisor, as applicable.
- Teachers/Providers should establish the current location of the student in the event that an emergency occurs requiring notification to another agency.

SAMPLE DAY

Sample Teacher Day	Sample Student Day
8:00 a.m. – 10:00 a.m. Professional Learning Time	8:00 a.m. – 10:00 a.m. Independent Completion of Weekly Learning Experiences
10:00 a.m. – 12:00 p.m. Duty-free Lunch and Planning Time	11:00 a.m. – 1:00 p.m. Student Access to Meal Sites
12:00 p.m. – 3:20 p.m. Instructional Office Hours <i>Provide Instructional Support to Students in the Completion of Asynchronous Learning (including the Weekly Learning Experiences)</i>	12:00 p.m. – 3:00 p.m. Engagement in Weekly Learning Experiences with Teacher Support through Instructional Office Hours

ATTENDANCE

It is the expectation that students are engaged in learning every day.

Throughout the COVID-19 closure much of the instruction will be asynchronous (not live), so HCPS staff will not take daily attendance for students.

Beginning on March 30, 2020, HCPS began contacting students to establish a virtual relationship, to answer any questions they may have, and to check in on their well-being. Teachers are maintaining a Student Engagement Log to track student contact. HCPS is actively seeking students who teachers have not been able to contact.



ACCOUNTABILITY

GRADING AND REPORTING

ELEMENTARY

Third quarter report cards will be available on Home Access Center (HAC) on April 24 at 5:00 p.m.

A fourth quarter report card will not be issued. In lieu of grades, elementary schools will be utilizing a parent-teacher conference format for the fourth quarter, similar to how teachers report student progress each year during the first quarter. This virtual parent-teacher conference structure will provide an opportunity for teachers to reflect on student progress of work submitted during the fourth quarter.

Specific guidelines for the parent-teacher conference are being finalized. These details will be shared once they have been shared with representatives from the various stakeholder groups.

SECONDARY

Third quarter report cards will be available on Home Access Center (HAC) on April 24 at 5:00 p.m.

Teachers will have three grade options for assigning fourth quarter grades for the 2019-2020 school year that includes:

- **Pass** - Students should be assigned a Pass grade if there is “evidence” of work completed from either the online activities guided by the classroom teacher or from the packets distributed to those who cannot access online activities.
- **Fail** - Students should be assigned a Fail grade if teachers have been successful in getting through to the student/parents and there is no evidence of work and no extraordinary circumstances communicated on behalf of the family.
- **Incomplete** - Students should be assigned an Incomplete grade if we have not been able to communicate with the student/parent or if they communicate extraordinary circumstances that would preclude them from completing work.

For fourth quarter reporting, an update will be made to HAC on May 8 with one grade reported as Pass, Fail, or Incomplete, based on the evidence of work completed to that point.

Final grades for secondary schools will be comprised of the average grades for the first three quarters, and a pass/fail grade will be given for the fourth quarter based on work completed during this time. Students and parents/guardians are encouraged to [use this tool](#) to calculate final projected grades.

EQUITY

Harford County Public Schools believes every student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff. As the school system moves to a distance learning environment, we will:

- Align every program, practice, decision, or action to provide educational equity.
- Provide all students and their families with a differentiated approach to access resources so all students achieve personalized success.
- Provide all students the opportunity to attain academic and personal success that respects the diversity of our students and staff.

HCPS conducted several surveys of parents/guardians to ascertain the availability of devices in the home. Data from these surveys influenced the plan for delivery of Learning Packets for students with limited to no online access to instructional materials.

HCPS created twelve internal work teams to address system concerns as part of the COVID-19 response. It was determined to create a work group that would focus on HCPS responses and plans through an equity lens. Additionally, there is an equity workgroup team member on all other work groups to maintain that focus across the system.

It is important to support teachers in the design of distance learning plans to ensure that instruction is engaging and reaches all learners. Professional learning resources are being researched, developed, and posted for teachers' access.

STUDENTS WITH DISABILITIES

During the COVID-19 school closure, students who receive accommodations through a 504 Plan will be supported by their general education teacher(s). Consultation in the delivery of accommodations that are needed to support each student's access to instruction through Distance Learning will be provided to parents, as needed, by teachers and school counselors. 504 Plans will be reviewed and updated, as appropriate, when schools resume normal operations.

Students who receive special education and related services will receive services in accordance with an Individualized Distance Learning Plan (IDL) developed in collaboration with the parent/guardian of the child. The IDL outlines the agreed upon supports, accommodations, consultation, and services, including related services and therapies, that will be provided to each child to allow for continued access to instruction and instructional materials provided through Distance Learning. When schools resume normal operations, IEP teams will consider the impact of the school closure on each child. If there is evidence of a decline in student's skills and/or a lack of progress, an IEP team meeting will be scheduled to review/revise the IEP and determine whether compensatory services are needed.



ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) will continue to receive academic support from their ELL teachers. This support will be individualized to meet the needs of the student and based upon the WIDA assessment data that has been recorded, previous classroom performance, and teacher input. ELL teachers will continue to provide academic support to students in each content area.

Additionally, ELL teachers will provide support with the student's English proficiency in the areas of reading, writing, listening, and speaking by providing suggested learning activities for the EL students according to appropriate learning bands.

ELL teachers will plan and work with the content teachers so that online lessons and paper learning activities are designed for student success. ELL teachers will be available to support students and families each day, when school is in session, during their office hours (12:00-3:20 p.m.) either by phone or email.

GIFTED AND TALENTED STUDENTS

HCPS will continue to provide services to students who work with a gifted and talented specialist at the elementary level. Gifted and Talented (GT) Specialists are collaborating with their co-teachers to develop personalized asynchronous content for the students they serve. Additionally, students who work in smaller groups with a GT Specialist may have opportunities for virtual meetings via Microsoft Teams with their GT Specialist for additional projects and support.

SUPPORTING STUDENTS EXPERIENCING HOMELESSNESS

HCPS Pupil Personnel Workers are making extra efforts to ensure food delivery to homeless students living in shelters and are making contacts to ensure these students are receiving instructional packets if necessary.



PROFESSIONAL DEVELOPMENT

Teachers may request support from the Content Supervisors, Instructional Technology, and Professional Development Offices at any time during the day. These offices are available daily to support teachers as they develop and implement the Weekly Assignments, explore and use *itslearning* and teams, and other questions related to the continuity of learning.

To build capacity in knowledge and skill relative to distance learning, teachers engage in the following professional learning offerings:

APRIL 7 - 10

- Review Critical Content Maps as shared by content offices
- Complete phone calls/student data collection on access to online instructional materials
- Complete grading and reporting requirements
- Begin to plan asynchronous Weekly Assignments using the Critical Content Maps
- Complete the required Designing Asynchronous Instruction Module located on the **PD SharePoint Site**

APRIL 13 - 17

- Complete the required *itslearning* Module located on the **PD SharePoint Site**
- Complete the required Supporting Students Mental Health Module located on the **PD SharePoint Site**

APRIL 20 - 24

- Select appropriate self-care module/resources to meet individual needs located on the **PD SharePoint Site**
- Select appropriate professional learning module/resources to meet individual instructional needs located on the **PD SharePoint Site**

APRIL 30 - ongoing

- Select appropriate professional learning module/resources to meet individual instructional needs located on the **PD SharePoint Site** (recommended modules noted below)
 - **Next Steps in Asynchronous Learning Module**
 - **Embedding Web 2.0 Tools Into *itslearning***
 - **Engage in Self-Care Practices to Support Transition to Distance Learning**



RESOURCES FOR STUDENTS

TECHNOLOGY

Wi-fi hotspots are available at the following locations:

- North Harford High School
- All Harford County Public Libraries parking lots

For assistance accessing HCPS online tools and instructional resources, email User.Support@hcps.org.

MATERIALS

Teachers are providing instructional materials and support for students who have access to technology and the internet. A limited number of printed instructional materials are provided by mail to those families who have indicated that they have limited or no access to the internet and/or a computer. We will continue to provide printed materials as long as it is safe to do so in the upcoming weeks.

COMMUNICATIONS

Teachers will utilize electronic tools such as email and the itslearning platform to communicate with students and families. Phone calls will be used, as well.

Teachers are providing virtual office hours to students and families from 12:00 - 3:20 p.m. every day, to provide instructional support and related services, as well as enrichment and remediation opportunities.

PARENTS GUIDE TO AT-HOME LEARNING

Harford County Public Schools is striving to provide as many resources as possible to assist students and families with at-home learning. Click here to access our [Parents Guide to At-Home Learning](#).