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.

HARFORD COUNTY
PUBLIC SCHOOLS

Last modified 5/14/2020

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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.

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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.

On May 18, 2020, HCPS will begin using an online process for k-12 registration. Key guidance on the HCPS Online Registration Portal may be **accessed here**.

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

CALENDARS

The COVID-19 school closure has impacted the school calendar. Updated school calendars may be accessed on **www.hcps.org**.

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COVID-19 ONLINE RESOURCES LOG

To help ensure that HCPS is providing equitable access to instructional materials for all students during the school closure, the COVID-19 Online Resource Log database was created. Teachers and staff use this database to answer the question: Can Access Online Resource? by choosing YES; NO; or DO NOT KNOW for every student. As a result of this initiative, HCPS determined the number of students who have access to the Internet and exact count of students needing printed copies of the latest Recommended Learning Experiences and any other instructional materials.

DEVICE DISTRIBUTION

The Office of Technology and Information Services, the Office of Student Support Services, and the Office of Educational Services collaborated and coordinated the safe distribution of devices to targeted groups.

- HCPS began initial device deployment to employees essential in maintaining a continuity of operations such as payroll and accounts payable.
- HCPS targeted teachers, lead secretaries, and counseling secretaries for the first phase of devices to be distributed to HCPS employees. Instructional staff were surveyed to determine a need for device and hotspot for internet connectivity.
- HCPS has a limited number of devices available to deploy for student use. Targeted groups for student devices included seniors taking AP courses and exams, IB programs, ELL students, seniors needing credit to graduate and special needs cases (i.e. Student in hospital)

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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
- See **Parents Guide to At-Home Learning** for additional support resources and scheduling suggestions.

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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 2020-2021 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

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PARAPROFESSIONAL RESPONSIBILITIES

- Support school-based staff with record keeping related to the Individualized Distance Learning Plans, development of Continuity of Learning experiences, implementing small group instruction, and check-in sessions for students
- Participate in synchronous (live) sessions along with teachers, as requested
- Complete online professional learning modules
- Work under the supervision of a general educator, special educator, or school administrator to provide support to students

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

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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.

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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.

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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** *Provide Instructional Support to Students in the Completion of Asynchronous Learning (including the Weekly Learning Experiences)*	**12:00 p.m. – 3:00 p.m.** **Engagement in Weekly Learning Experiences with Teacher Support through Instructional Office Hours**

Specific guidance for general educators and special educators is posted the **HCPS Curriculum and Instruction SharePoint site** and the **HCPS Special Education SharePoint site**.

Designation of the Professional Learning Time – 8:00 a.m. - 10:00 a.m.

- Monday, Wednesday, Friday are available for School-based professional learning and initiatives.
- Tuesday and Thursday are available for Centrally Directed professional learning, to include content department meetings.
- Resources to support professional learning for teachers and staff are posted to the **PD SharePoint site.**

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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. Although daily student attendance will not be taken in traditional ways, teachers and school administrators will monitor student engagement and participation. This will be tracked in a number of ways, including:

- Assignment completion
- Students attending synchronous (live) sessions or virtual "office hours"
- Email or phone calls with Students/Parents/Guardians
- Requests for paper packets for students who do not have ability to engage online

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.

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GRADING AND REPORTING

ELEMENTARY

Extended third quarter grading timeline:

- April 3: Teachers required to update grades. Parents view projected grades in Home Access Center (HAC).
- April 9: Third quarter is extended by two weeks.
- April 14: Fourth quarter begins.
- April 24: Final third quarter grades posted to TAC/HAC.

Teachers worked with families and students in a flexible and deliberate manner helping students to earn a fair grade based on the work of each individual student. Students unable to submit any work during this time period earned the third quarter grade(s) they had as of March 13.

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

Extended third quarter grading timeline:

- April 3: Teachers required to update grades. Parents view projected grades in Home Access Center (HAC).
- April 9: Third quarter is extended by two weeks.
- April 14: Fourth quarter begins.
- April 24: Final third quarter grades posted to TAC/HAC.

Teachers worked with families and students in a flexible and deliberate manner helping students to earn a fair grade based on the work of each individual student. Students unable to submit any work during this time period earned the third quarter grade(s) they had as of March 13.

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.

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- 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.

For more information on final grade for students in grades 6-12, **click here**.

COVID-19 STUDENT ENGAGEMENT LOG

The COVID-19 Student Engagement Log database was created to allow teachers and staff to capture essential information related to their conversation with parents/students after schools were closed due to COVID-19. Teachers and staff use this database to answer the question: Spoke with Student/Parent?. Teachers and staff include a comment about their engagement/conversation with parents/students in the Notes section of the database. With the help of this tool, principals, teachers, and staff know how many students/parents have been reached or not reached and take appropriate action.

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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.

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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 (IDLP) developed in collaboration with the parent/guardian of the child. The IDLP 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.

Detailed guidance is provided to special educators and related service providers through internal communications. Parents/Guardians are encouraged to reach out to special educators working with their student with specific questions and requests. Other questions or concerns may be sent to the COVID-19 email address (**COVID19questions@hcps.org**). Emails will be directed to the appropriate office for response.

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.

Questions or concerns may be sent to the COVID-19 email address (**COVID19questions@hcps.org**). Emails will be directed to the appropriate office for response.

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STUDENTS WITH ACADEMIC NEEDS

Teachers can address students' instructional needs through the lessons and assignments provided in their online instruction. Students and families will be able to communicate with teachers to receive additional assistance and support to complete instructional materials during a teacher's virtual "office hours." Specialists within the school will support students by co-planning with teachers, meeting with small groups of students, monitoring student performance on Continuity of Learning instructional materials. Paraprofessionals will support students as directed in the Special Education Support Guidance for Paraprofessionals.

McKinney-Vento

Pupil Personnel Workers and assigned school counselors are holding check-ins with identified students/families. During these check-ins, staff is discussing any additional needs the students and family may have so that HCPS can access and direct needed resources. Questions or concerns may be sent to the COVID-19 email address (**COVID19questions@hcps.org**). Emails will be directed to the appropriate office for response.

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.

Questions or concerns may be sent to the COVID-19 email address (**COVID19questions@hcps.org**). Emails will be directed to the appropriate office for response.

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.

Questions or concerns may be sent to the COVID-19 email address (**COVID19questions@hcps.org**). Emails will be directed to the appropriate office for response.

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Teachers have a dedicated time, 8:00am – 10:00am, within the Teacher's Duty Day for professional learning. An alternating schedule is in place for school-based and centrally directed professional learning activities.

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, HCPS has curated professional learning resources on the PD SharePoint site. **Click here** to access a virtual tour of this site.

Teachers and administrators will 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**

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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**

The Office of Professional Development is collaborating with other HCPS Offices to design and market summer offerings for teachers and administrators in Digital Teaching and Learning and Components of Distance Learning to support recovery and reentry periods following the 2019-2020 school year and moving forward for the 2020-2021 school year.

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Directions for Elementary Technology Access

Directions for Secondary Technology Access

Comcast is offering free internet to low income families. For more information, **click here.**

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.

Families may access Out-of-School Curriculum Materials by **clicking here.**

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.

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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**.

SHARING INFORMATION ABOUT COVID-19 WITH CHILDREN

- **Child Mind Institute: How to Talk to Kids About the Coronavirus**
- **American School Counselor Association**
- **National Association of School Psychologists: Talking to Children About Coronavirus**

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RECOVERY AND PLANNING FOR RESTART

HCPS is actively working on a recovery strategy to support academic learning, social emotional health, and student safety when student return to school.

DIGITAL LEARNING SURVEY

In order to assess the extent to which all HCPS stakeholders perceive digital learning and the impact of COVID-19 on instruction, Harford County Public Schools (HCPS) conducted a digital learning and COVID-19 survey in April 2020, which included participation of all HCPS stakeholders (parents, guardians, students, instructional staff (e.g., teacher, special educator), non-instructional staff (e.g., nurse, secretary, bus driver), school administrators (e.g., principal, assistant principal), central office staff, central office administrator) and community members.

All stakeholders and survey respondents were also asked to opine on multiple factors including but not limited to: access to tools and technology, technology infrastructure and devices for students and staff, social and emotional needs, academic needs, concerns about digital learning, and communication, which, when analyzed, reveal the perspectives of stakeholders about digital learning.

The goal was to gather more information about digital learning and COVID-19 and to look at how HCPS can increase its digital learning capacity going into the next school year. The survey also aims to collect perspectives from parents/guardians, students, staff members, and administrators regarding how well-supported they feel since the district's schools.

Stakeholders provided valuable data that will help inform future decisions on digital learning

Participation in the survey was voluntary and not mandatory.

The following broad definition of digital learning was provided to all survey respondents:

- Definition of Digital Learning:
  "Any instructional practice that effectively uses digital technology to strengthen a student's learning experience; it includes a focus on the following instructional characteristics: personalized learning; advancement based on mastery of content and competency in application; anywhere and anytime learning; student-centered instruction; digital content; assessments that are integrated into learning activities; and project-based learning activities."

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