# Howard County
## Public School System

# CONTINUITY OF LEARNING PLAN
# 2020

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# Continuity of Learning Plan

## HCPSS CONTINUITY OF LEARNING

The **vision** of the Howard County Public School System (HCPSS) Continuity of Learning Plan is to provide access to a safe and nurturing learning opportunity and well-rounded inclusive curriculum that meets students' needs during a period of extended school closure. Effective delivery of the Continuity of Learning Plan is underpinned through: a robust professional learning plan for all HCPSS staff, ensuring access to technology for staff and students, and consistent and informative communication with families. HCPSS continues its commitment to equity, inclusion, and diversity in alignment with its *Strategic Call to Action*.

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# OVERVIEW OF CONTINUITY OF LEARNING PLAN

The Howard County School System offers comprehensive educational programming for students to meet a wide variety of learner needs. However, HCPSS did not have a one-to-one device model for staff and students which presented numerous challenges for the development of an effective continuity of learning plan. HCPSS leadership had to address two concerns simultaneously: providing students in need with access to devices and providing staff the necessary professional learning to teach in a distance learning model. In order to build a comprehensive Continuity of Learning plan while simultaneously addressing training and technology needs, HCPSS designed a phased approach to distance learning.

## Phase 1: March 13, 2020 - March 29, 2020

HCPSS staff worked diligently to provide resources to families to support student learning at home during the initial closure period. These paper resources were provided on two different dates in order to bridge the gap to Phase 2. Resources can be reviewed on the website under 'Supporting Students at Home'.

> March 13, 2020: Paper "Supporting Students at Home" guides for each grade/grade band were sent home and posted online. Documents were provided in English, Spanish, Chinese, and Korean.

> March 26, 2020: Extended versions of "Supporting Students at Home" guides for each grade/grade band were posted online in English, Spanish, Chinese, and Korean. Paper copies of English and Spanish versions were available at meal distribution sites, to support families lacking access to technology at home.

The focus for students and families during Phase 1 was to:

- Remain healthy and adhere to the guidelines distributed by health professionals.
- Engage in the learning activities provided by the "Supporting Students at Home" guides.

During Phase 1, HCPSS staff constructed a comprehensive plan for Phases 2 and 3 of the plan and developed necessary professional learning to support teaching staff when they returned on March 30, 2020. Staff began building resources in Canvas, the learning management system, to support instructional staff with the transition to distance learning.

## Phase 2: March 30, 2020 - April 17, 2020

Phase 2 of the Continuity of Learning plan had two main purposes:

- Engaging staff in professional learning to successfully provide distance learning; and,
- Distributing devices to families in need.

A staggered professional development schedule allowed ample opportunity for needed training and support in preparation for students to begin remote learning. During this time, teachers also began connecting and engaging students and families via email.

The table in Appendix 1 outlines the essential professional learning and supports that were provided for instructional staff.

The focus for students and families during Phase 2 was to:

- Assess their technology needs and notify staff of technology and access gaps.
- Re-engage with teachers.
- Become familiar with the Canvas platform  being leveraged in Phase 3.
- Develop a daily home schedule to prepare for daily engagement in learning opportunities for each student in the household.

During Phase 2, HCPSS staff clarified expectations for digital learning and live check-ins, provided ongoing professional development, prepared instructional materials and assignments to be provided digitally, and began to provide families access to devices.

## Phase 3: Beginning April 14, 2020

During Phase 3, students begin distance learning. The staggered approach aligns with necessary training for staff at each level and provides time to ensure staff and students have technological resources and training to implement this phase. High school students had virtual orientation meetings and began distance learning on April 14, 2020. Middle school students had a video orientation during the week of April 14, 2020 and began distance learning on April 20, 2020. Elementary school families had virtual orientation meetings and began using Dreambox and Lexia Core5 during the week of April 20, 2020 and transitioned to full distance learning on April 27, 2020. The distance learning model consists of two main components: 1) weekly asynchronous learning tasks and 2) weekly virtual class check-ins via Google Meet.

## Student Expectations by Level

### High School Expectations

High school students are enrolled in seven courses of study. In the distance learning model, each week students engage in asynchronous learning activities and assignments using the Canvas learning management system and have one synchronous check-in using Google Meet for each class. Teachers are expected to post weekly activities and assignments by Monday at 9:00 a.m. The weekly assignments should take students 1.5-2 hours to complete and are due by Friday at 10:00 a.m. Teachers are required to ensure that all posted materials and external resources are ADA-compliant and accessible.

The weekly 45-minute Google Meet check-in for each class is designed to: 1) provide opportunities for teachers to connect "face-to-face" to continue building relationships with and and a sense of community among students; 2) provide follow-up support for instructional concepts in the weekly instructional plan; and 3) respond to student questions. Each teacher is also expected to post a weekly discussion board to provide a space for students to ask questions and receive additional learning support throughout the week.

Students receiving additional supports or related services during the year will receive services during times that do not conflict with class check-ins. More information is provided in the "Addressing Student Needs" section of this plan. Students receiving music sectionals will receive sectionals during times that do not conflict with class check-ins.

Sample teacher and student schedules are included in Appendix 2.

## Middle School Expectations

During the school year, middle schools run seven periods of instruction each day. Some related arts classes run on A-day/B-day schedules, so students may be taking as many as ten classes at one time. To balance the workload for students and staff during this school building closure, middle schools are using an A-week/B-week schedule for A-day/B-day classes, which begins on April 20. In the distance learning model, each week students engage in asynchronous learning activities and assignments using the Canvas learning management system and have one synchronous check-in using Google Meet for each class for that assigned week. Teachers are expected to post weekly activities and assignments by Monday at 9:00 a.m. The weekly assignments should take students 1.5-2 hours to complete and are due by Friday at 10:00 a.m. Teachers are required to ensure that all posted materials and external resources are ADA-compliant and accessible.

The weekly 45-minute Google Meet check-in for each class is designed to: 1) provide opportunities for teachers to connect "face-to-face" to continue building relationships with and a sense of community among students; 2) provide follow-up support for instructional concepts in the weekly instructional plan; and 3) respond to student questions. Each teacher is also expected to post a weekly discussion board to provide a space for students to ask questions and receive additional support throughout the week.

Students receiving additional supports or related services during the year will receive services during times that do not conflict with class check-ins. More information is provided in the "Addressing Student Needs" section of this plan.  Students receiving music sectionals and/or engaged in GT seminars will receive small group check-ins during times that do not conflict with class check-ins.

Sample teacher and student schedules are included in Appendix 2.

## Elementary School Expectations

**K-5**
In the distance learning model, students engage in asynchronous learning activities and assignments using the Canvas learning management system, engage daily in the eLearning programs Dreambox and

Lexia Core5, and have one synchronous check-in using Google Meet each week with their language arts and/or mathematics teacher. Each Monday by 9:15 a.m., teachers post learning tasks for the following: classroom teacher welcome; science, social studies, and health; related arts (physical education, art, music, technology, library media, band and orchestra); counseling; and, GT enrichment. By 9:15 a.m. on Tuesday - Thursday, teachers post a video and learning tasks with an instructional focus for one of the following areas: language arts, mathematics, and social-emotional learning. By 9:15 a.m. on Friday, teachers post a weekly closure video. Each grade-level team has been assigned specific days of the week to post each of the daily videos and learning tasks. Whole-group tasks for mathematics, language arts, science, social studies, and health are developed centrally and shared with teachers. Teachers may customize the lessons. Teachers are required to ensure that all posted materials and external resources are ADA-compliant and accessible. Depending on the grade-level, students will engage in 1.25-2 hours of work each day.

Each week, classroom teachers will have two designated time blocks in which they can schedule small group check-ins with students. Students will participate in one of the group check-ins each week. The focus for check-ins will alternate between English language arts (ELA) and/or content (science, social studies, health, related arts) and mathematics. On weeks in which the classroom teacher focuses on ELA and/or content areas, the live check-in may include the following: "circle time" activities (primary grades only), read alouds, question and answer time regarding weekly tasks, highlights of student work, progress on Lexia Core5, and/or celebrations. On weeks in which the mathematics teacher leads a mathematics-focused check-in, the live check-in may include discussing the following: student ideas or thoughts about the week's number routine, ideas about how to represent or solve the problem in the week's instructional task, other problems included with the instructional task including extension problems or activities, student progress on DreamBox, and/or other ideas about mathematics.

Students receiving additional supports or related services during the year will receive services during times that do not conflict with weekly class check-ins. More information is provided in the "Addressing Student Needs" section of this plan. Students receiving reading supports or English language instruction will also participate in one to five synchronous instruction sessions using Google Meet during times that do not conflict with class check-ins.

**Prekindergarten**
PreKindergarten students engage in asynchronous learning tasks using the Canvas learning management system, daily eLearning programs (i.e., Dreambox and Lexia Core5), and participate in one synchronous check-in using Google Meet each week with their teacher. Each Monday by 9:15 a.m., teachers post the weekly welcome and integrated content tasks. By 9:15 a.m. on Tuesday - Thursday, teachers post a video with an instructional focus on one of the following areas: language arts, mathematics, or social-emotional learning. By 9:15 a.m. on Friday, teachers post a weekly closure video. Daily integrated content tasks with suggested alternative adaptations are developed centrally and shared with teachers. Teachers may customize the lessons. Teachers are required to ensure that all posted materials and external resources are ADA-compliant and accessible. Students will engage in about 45-60 minutes of work each day.

Each week, classroom teachers will have up to three designated time blocks in which they schedule small group check-ins with students. Students will participate in one of the group check-ins each week. The focus of these check-ins may include the following: "circle time" activities, read alouds, question and answer time about weekly tasks, show and tell, question of the day, and celebrations. Additionally, families of prekindergarten students with an individualized continuity of learning plan may participate in 1-2 teacher-family-student coaching sessions as outlined in the plan.

Students receiving related services during the year will participate in synchronous instructional sessions during times that do not conflict with weekly class check-ins or coaching sessions. More information is provided in the "Addressing Student Needs" section of this plan.

Sample teacher and student schedules are included in Appendix 2.

## Addressing Student Needs

The HCPSS Continuity of Learning plan carefully considers the access and learning needs of our various learners as detailed below.

### Students in Special Education

A countywide plan for special education services was not developed because a generic plan would not serve the unique needs of each child. Therefore, every child receiving special education services must have their own individualized continuity of learning plan.

The Maryland State Department of Education (MSDE) provided each local school system with guidance to address complex questions related to applying the guidance provided by the United States Department of Education (USDE). Specifically, the guidance provided by USDE's Office of Special Education and Rehabilitative Services includes a section stating that "If an LEA (local education agency) continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE (Free and Appropriate Public Education)." Additionally, the guidance states that schools must ensure that "to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP (Individualized Education Program) developed under IDEA (Individuals with Disabilities Education Act), or a plan developed under Section 504."

The HCPSS Special Education Department has communicated with families of students who receive special education services, providing important timeframes and assurance that school-based staff will continue to work alongside families to best meet the needs of their child. Frequent updates pertaining to requirements and procedures are being provided to parent community group leaders on a regular basis.

HCPSS is aligned with federal and state guidance to collaborate with all families in order to reach an agreement for delivering instructional and related services to the greatest extent possible. Parents are being offered several options to collaborate with staff on how best to support their child and will engage in virtual conferences and/or IEP team meetings as necessary.

The following services and supports are being provided:

### *Early Intervention Services*

<u>Infant and Toddlers</u>
Families who receive services via an Individualized Family Service Plan (IFSP) co-develop the individualized COL plan with their primary service providers.  Families prioritize outcomes, service frequency, duration and mode and work with providers to schedule virtual coaching sessions geared toward building parent capacity for addressing the needs of each child.

<u>Early Intervention Services Ages 3-5 (IEP)</u>
Pre-kindergarten students receive a comprehensive service delivery approach that includes opportunities for small group sessions, if appropriate, as well as indirect services through a consultative model as noted in the individualized COL plan/IEP.  Consultative "indirect" services include a combination of any of the following based on individual student needs: (1) student access to individualized, virtual or daily assigned activities, (2) teacher-family-student check-ins using a virtual coaching model, (3) individualized activities posted for students to access and engage in with a flexible schedule, and (4) co-planned lessons/intervention/activities with general educator to facilitate access to general education curriculum.

### *School-based Services*

<u>Elementary</u>
Elementary students engage in recorded lessons from the general educator. Accommodations and modifications can be addressed in these lessons. Students  have virtual check in sessions with both the general and special educator to receive support. Additionally, the special educator may provide direct individualized services or pre-recorded lessons as noted in the individualized COL plan/IEP multiple times per week.

<u>Secondary (Middle & High)</u>
Secondary students complete weekly assignments that are accommodated and/or modified according to the COL plan/IEP.  They have one virtual check in per class weekly with the general educator and/or special educator according to COL plan/IEP. For students in specialized programs or intervention, services are provided weekly during live sessions with the special educator. Special educators can provide additional live or online support to students and parents to address individualized needs as needed. To address COL plan/IEP transition goals and activities including career and community experiences, weekly lessons and activities are provided by transition teachers.

*Countywide Services*

Related service providers and support teachers are preparing customized and individualized weekly learning plans based on goals and objectives listed on the COL plan/IEP for students. Targeted weekly office hours are being provided to students in 30-minute group sessions. Students attend the office hour sessions based on goals, objectives, and grades. The model allows for students to receive direct support from providers and to complete activities at the student's pace. Teachers of the Deaf/Hard of Hearing and Teachers of the Blind/Visually Impaired meet virtually with students to support instruction.

Service and support will remain individualized and flexible for all children and students to the maximum extent possible. There may be additional consultative "indirect" services as well as virtual live coaching and small group sessions for students with extensive needs.

## Students with Section 504 Plans

The United States Department of Education (USDE) and Office for Rehabilitative Services issued guidance indicating that if a school district provides educational opportunities during a school closure to the general student population, the school must ensure that students with disabilities also have equal access to the same opportunities. Schools must ensure that to the greatest extent possible, each student with a disability be provided with the plan developed under Section 504.

The HCPSS Program Innovation and Student Well-Being Department has communicated with families of students who have a Section 504 plan. Parents were notified of the requirement to ensure equal access for students with disabilities to remote learning and that school-based staff would be in contact about this requirement by providing an individual Continuity of Learning plan for their child (COL).

For each student with a Section 504 plan, we are developing an individual COL plan that identifies how HCPSS will ensure students are provided with equal access to remote learning to the greatest extent possible given these circumstances based on each student's Section 504 plan. Staff communicated with families about the individual COL. Families were provided with options to ask questions, provide input and better understand how access to remote learning will be provided during this school closure, including engaging in virtual conferences and/or 504 meetings as necessary.

The following services and supports are being provided:

*School-based Services*

Elementary
Elementary students engage in recorded lessons from classroom teachers. Accommodations to ensure access to these lessons are provided based on individual COL plans. Students participate with their peers in virtual check in sessions, which are facilitated by their classroom teacher to

receive support.  Related services to ensure access to remote learning are also provided to students based on their individual needs and as outlined in individual COL plans.

<u>Secondary (Middle & High)</u>
Secondary students complete weekly online assignments that are accommodated according to individual COL plans. Students participate with their peers in virtual check in sessions, which are facilitated by their teachers to receive support.  Related services to ensure access to remote learning are also provided to students based on their individual needs and as outlined in individual COL plans.

## English Learner Students

HCPSS put several supports in place in order to provide continuity of learning to English learners and make communications accessible to families. All system messages to families and community members, and Phase 1 and 2 "Supporting Students at Home" guides were translated into Spanish, Chinese, and Korean. To gather accurate data about technology needs, liaisons contacted families and were available at food distribution centers to assist with the technology surveys.

As HCPSS moved to Phase 3 of the Continuity of Learning plan, all educators  received training to ensure that they understood expectations for supporting English learners (EL) by reviewing EL plans including student accommodations adapted for distance learning.  The following weekly supports were designed for English learners:

<u>Elementary</u>:  English learners at WIDA English proficiency level 1 and 2 who receive EL specific English-only language development during the school year will engage in a weekly small-group, virtual instruction live Google Meet session with the ESOL teacher. The ESOL teacher will support class check-ins with English learners at all proficiency levels and will collaboratively plan with grade level teams to ensure that English learners are receiving necessary EL supports in order to continue to develop language skills.

<u>Secondary (Middle & High):</u>  English learners who receive EL-specific English-only instruction through an English Language Development course will have weekly learning assignments and check-ins with their ESOL teachers. English learners who receive ELD instruction through mixed classes with English-only support will have differentiated weekly learning assignments with targeted language supports and co-facilitated class check-ins with an ESOL teacher.  ELA classes will continue to address MCCRS Speaking and Listening standards to ensure that language development continues to be a focus in Phase 3.

## Students with Academic Needs

The HCPSS Continuity of Learning plan strives to address a variety of student learning needs. HCPSS recognizes that there cannot be a "one size fits all" approach to address learning gaps and academic needs, so a variety of approaches were employed to support students in Phase 3. Particular attention was given to students who were engaged in interventions to address reading difficulties and/or mathematics challenges.

### *Reading Supports*

Elementary:  HCPSS purchased Lexia Core5 to provide individualized learning paths for students to engage in reading activities based on their current level of readiness. Students who receive small group intervention and/or pull-outs during the school year will engage in a live small group instruction via Google Meet with a reading specialist and/or Special Educators each week. The Reading Specialist will collaboratively plan with grade-level teams to ensure that students are receiving necessary reading supports.

Secondary (Middle & High): Students who are enrolled in a scheduled period for reading interventions (seminar) for comprehension or decoding will have weekly check-ins and learning assignments with their reading seminar teacher. ELA teachers, special educators, and ESOL teachers will continue to consider reading needs of their learners as they plan instruction in this distance learning model. Teachers are also using weekly discussion boards and small group check-ins to provide opportunities for additional support beyond the live check-in.

### *Mathematics Supports*

Elementary:  HCPSS expanded access to Dreambox to provide individualized learning paths for students to engage in mathematics activities based on their current level of readiness. Students in Title I schools who receive small group intervention and/or pull-outs during the school year will engage in live small-group instruction via Google Meet with a Title I interventionist each week. The Title I interventionist may support class check-ins and will collaboratively plan with grade-level teams to ensure that students are receiving necessary mathematics support.

Secondary (Middle & High): Students who are enrolled in a scheduled period for mathematics interventions (seminar) will have weekly check-ins and learning assignments with their mathematics seminar teacher. Mathematics teachers, special educators, and ESOL teachers will continue to consider learning needs as they plan for first instruction in this distance learning model. Teachers are also using weekly discussion boards and small group check-ins to provide opportunities for additional support beyond the live check-in.

## Students engaged in gifted and talented programming

The HCPSS Continuity of Learning plan strives to meet the academic needs of a variety of learners. Students engaged in gifted and talented (GT) programming will receive the following supports during Phase 3:

Elementary: GT teachers will continue to provide check-ins for fourth and fifth grade GT mathematics classes. GT teachers are also designing weekly extension activities for each grade level to provide challenge and enrichment for students.

Middle: Students enrolled in GT classes will receive weekly instructional tasks and participate in virtual check-ins for the designated classes. GT resource teachers are teachers of record for grade 6 GT research classes. Students enrolled in this class will receive weekly assignments and engage in a live check-in each week during their designated class period. GT resource teachers will also continue to run a variety of seminars. These seminars will be scheduled once a week either between 9:30-11:45 a.m. or 12:00-1:00 p.m. to avoid conflicts with class check-ins.

High: Students enrolled in GT and AP classes will receive weekly instructional tasks and participate in virtual check-ins for the designated classes. In addition, GT Resource teachers are teachers of record for the GT Intern/Mentor classes and for GT Research. Students enrolled in these classes will also receive weekly assignments and engage in a live check-in each week during their designated class period.

## Students Experiencing Homelessness

The HCPSS Continuity of Learning plan strives to connect all students to instruction including the most vulnerable populations. Pupil Personnel Workers (PPWs) case manage all students experiencing homelessness. Each family experiencing homelessness has been contacted by PPWs to ascertain needs and make connections to food and other resources. PPWs have also worked to ensure devices are provided to families, by picking up and delivering devices directly to families, or coordinating delivery to families from meal distribution sites.

The Office of Pupil Personnel Services and Title I have scheduled weekly check-in meetings during the time of closure to continuously collaborate and meet the needs of homeless families. HCPSS staff has developed an electronic system for completing paperwork for new homeless enrollments and tracking address changes. The Homeless Advisory Committee has relocated spring meetings to take place on online platforms. The Homeless Liaison has also provided ongoing professional development for PPWs and College & Career-Ready Mentors, who work one-to-one high school students. The Continuing Professional Development (CPD) course "The Educational Impact of Homelessness" has been converted to an online format so that HCPSS educators can access the course.

## Students without access to devices and/or Internet

The HCPSS Continuity of Learning plan strives to connect all students to online instruction. As of mid-April, HCPSS has distributed over 13,000 devices to students to ensure they can participate in distance learning. Information about the Comcast Internet Essentials program, which offers an inexpensive internet alternative,  has been shared with families receiving devices . Hot Spots have been ordered and will be provided to families as needed, when they are available.  Paper and pencil materials have also been available and new resources will continue to be created and shared with students as needed.

# ROLES AND RESPONSIBILITIES OF HCPSS STAFF

The HCPSS is organized to promote equity, efficiency, and ensure academic excellence for all students. The school system is structured into Divisions as follows:

- Executive Division
- Division of Administration
- Division of Operations
- Division of Human Resources and Professional Development
- Division of Academics
- Division of School Management and Instructional Leadership

The HCPSS Divisions have come together to support the Continuity of Learning plan. The organization structure for the HCPSS can be found on the website.

## Executive Division

The Executive Division monitors system-wide progress on the 15 desired outcomes of the *Strategic Call To Action*, supports data-informed decision-making that focuses on closing opportunity gaps, and ensures accuracy and transparency in state reporting. The Division encompasses technology, assessment and reporting, research and program evaluation, data literacy and coaching, data privacy, grant management, policy, records management, and legal services. This Division also serves as a liaison to the Board of Education, providing regular updates and responding to daily inquiries.

The **Department of Technology** is providing staff and students with access to working technology devices that are less than five years old and can connect to instructional resources posted online. This team updated systems such as attendance and grading to reflect COVID-19 planning. The HCPSS Technology Office has distributed over 12,000 devices to students to ensure they can access online instruction. Further information about device deployment is provided in the following section.

The **Office of Assessment and Reporting** liaisons with the Maryland State Department of Education to update HCPSS leadership on accountability requirements. The Assessment Office is working with schools to navigate updated graduation requirements and respond to MSDE data requests. In addition, the Assessment Office staff are overseeing Advanced Placement testing, including coordination of at-home testing with high school staff, parents, and students. The **Office of Grant Support Services** is identifying new funding opportunities to support at-home learning, food services, professional development, and other aspects impacted by school closings. The Grant Office is working with grant managers for existing grant performance and reports, new grant applications, and collaborations with community resources. The **Office of Policy** is working to identify places where the Continuity of Learning plan is not aligned with established HCPSS Board policy and coordinating the temporary suspension and/or modification of pertinent policies and procedures. The **Office of Strategy and Data Privacy** is coordinating with curriculum offices and information technology offices to ensure that the HCPSS digital Continuity of

Learning plan maximizes access and equity while protecting the data privacy of students and families. The **Office of Research and Program Evaluation** is supporting the collection of information on staff technology needs for remote work, as well as reviewing the outcomes for the HCPSS Continuity of Learning plan. The **Office of Data Literacy and Coaching** is supporting school staff in monitoring student engagement throughout distance learning and is working closely with the Office of Data Warehouse and Reporting to develop user-friendly data to support student engagement and well-being throughout distance learning. Executive Division staff collaborates with the Division of Academics to lead and facilitate virtual training of school staff in preparation for engaging with students and families in distance learning.

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## Division of Administration

The Division of Administration supports the district's work by increasing parent and community engagement, ensuring the school system's budget and spending align with the 15 desired outcomes in the Strategic Call to Action, and leveraging resources to support students and families in every school community. The Division functions consist of Budget, Finance, Communications, Community and Workforce Engagement, Community Partnerships, and Print Services.

The **Chief Administrative Officer** has served in a day-to-day coordinating role since March 23, 2020 by managing the workflow related to the HCPSS Continuity of Learning plan, and convening daily meetings with senior leadership to coordinate community and staff communication, device distribution, delivery and surveying, and other needs during this time. This coordination involves constant internal collaboration and communication to avoid redundancies and timely decision making. The CAO also reviews all internal and external communications for consistency of message so all system staff hear the same internal messaging and the community hears information in alignment with the Superintendent's direction.

The **Office of Communication, Community and Workforce Engagement** coordinates messages to send to the HCPSS community by collaborating with staff in all six divisions to maintain connection with staff, students and families during the closure and to share with them factual information during a time when there is a lot of confusion and uncertainty. During the first three weeks following the closure, the office sent daily staff and community updates to address the rapidly changing situation. Staff responds to daily inquiries emailed from staff and community members regarding all aspects of school closure and continuity of learning, providing answers and directing stakeholders to resources as appropriate.

This office manages the infrastructure for all HCPSS communications including websites, social media, the staff communication site, text alerts, mobile application, and emergency notifications. The **Continuity of Learning website** outlines the three phases of the full plan, and provides resources including weekly schedules for each level, downloadable scheduling templates, tips and suggestions for parents and students as they transitioned to learning at home, and answers to frequently asked questions. The **Frequently Asked Questions/HCPSS Help site** is continuously updated with information organized by topics to provide accurate, timely information.

Communications staff also works closely with the HCPSS Office of International Student and Family Services and community partners to provide translated information for students who are English language learners. Translated documents are added to the Continuity of Learning webpages and provided to staff liaisons to personally support families.

The **Community Partnerships Office** is working in collaboration with other offices to provide students with basic needs (including access to meals, school supplies, and technology) during the extended school closure, so students can successfully participate in distance learning. As the liaison to the system's educational foundation, the Bright Minds Foundation, the Partnerships Office is assisting with the roll-out and promotion of new fundraising initiatives while facilitating a cross-discipline committee of educators regarding use of the funds raised. The **Bright Minds Foundation** launched an Access to Learning Fund to raise money for critical education access supports for HCPSS students during the extended coronavirus school closure. As of April 22, 2020, the Foundation has raised $27,000 from 125 donors. The supports have included hotspots for internet connectivity, assistive technology for special education students and school supplies for home use.

**Print Services** has supported the Continuity of Learning plan by printing various items for use by students and parents including COL guides and packets for families that were available for pick-up at the food distribution sites, Chromebook device agreement forms and quick start guides. Print Services also provided signs and posters related to the meal distribution and Chromebook distribution sites. Print Services staff assisted with packaging and distribution of Chromebooks and school supplies, and worked at meal and technology distribution sites. To date, over 200,000 items have been printed during the closure.

The **Budget Office** has instituted stricter fiscal management and monitoring measures to generate budgetary savings to support continuity of learning related expenses. These measures have ensured that HCPSS has instituted distance learning, including purchasing nearly 20,000 new Chromebooks, without requiring the use of the HCPSS fund balance or additional funds from the County. The Budget Office is also monitoring and working with MSDE on potential federal and state reimbursement sources. A special cost center to track COVID-19 expenditures has been established to ensure expenditures are tracked accurately and can be submitted for reimbursement.

The **Accounting Office** is focused on maintaining continuity of service for financial operations. Staff provide support to process and print checks and disseminate vendor checks. Staff are working with departments to receive and process payments electronically, maintaining continuity of payments to vendors. The office is also working on financial reporting requirements for federal and state grants.

The **Payroll Office** is focused on maintaining continuity of service of payroll operations including ensuring all full-time employees receive regular earnings each pay period. Through consistent outreach during this closure, all HCPSS employees have now opted to receive direct deposits. Some business processes have been instituted to receive payroll information electronically so hourly staff are paid timely. The office has implemented procedures in alignment with the federal Family First Act.

## Division of Operations

The Division of Operations provides quality services that promote equity for all stakeholders while enhancing the learning environment and maximizing academic achievement. The services of this Division are delivered through the following areas: school construction and planning, purchasing and logistics center, community use of facilities, grounds maintenance, custodial services, facilities and building maintenance, student transportation, utilities and energy management, risk management, food services and emergency operations and security.

The **Office of Safety and Security** provides overall coordination of emergency response and recovery efforts, which includes:
- Liaising with the Howard County Office of Emergency Management and Maryland Emergency Management Agency
- Ensuring continuity of operations
- Providing building access for staff
- Ensuring security for technology device and food distribution
- Planning and recovery management for reopening schools at a future date.

The **Office of Purchasing** along with the Logistics Center provides support in picking up laptops, delivering materials, packing computers and procurement support by contracting with new suppliers or existing suppliers for the acquisition of needed supplies and materials. It also maintains continuity of essential purchasing operations during school closures by utilizing the secure Workday online purchasing system or current credit card program and providing contract management support as needed.

The **Custodial Department** provides cleaning services for the HCPSS buildings. Following the closure of schools, the teams worked to sanitize all schools and offices in accordance with guidelines provided by the Howard County Health Department (HCHD) and MSDE. HCPSS operations staff from custodial, grounds and building maintenance teams cleaned and disinfected all 77 schools along with the administrative buildings that are operated and maintained by the school system. The cleaning protocols to perform routine cleaning and disinfecting, required several days in each building to ensure that all surfaces that could be touched by students and staff in every classroom, hallway, bathroom and office were cleaned and disinfected using HCHD-approved materials, EPA approved disinfectants and procedures.

The **Offices of School Facilities** continues to perform critical and essential services necessary for the upkeep and maintenance of our buildings. Grounds staff are performing mowing operations and field maintenance as required, and  addressing reported emergencies on school grounds. Maintenance staff continues to perform preventive maintenance that is required to ensure that HCPSS are in compliance with local and state codes, and to prepare schools for the eventual return of students and staff.

The **Office of Pupil Transportation** issued guidelines provided by the Howard County Health Department (HCHD) and MSDE to contracted school bus companies to clean and disinfect over 550 school buses. The

Transportation Office also collaborated with the Purchasing, Budget, Finance and Legal Counsel offices to draft a transportation services contract amendment which was approved by the Board of Education. Staff continues to prepare school bus routes that reflect the boundary line adjustments for the 2020/21 school year and are designing strategies to provide updated information to parents and schools as new walk areas are finalized. Staff are also exploring distant delivery models for Code of Maryland Regulations school bus driver training as well as strategies to perform mandated school bus inspections.

The **Office of Food and Nutrition Services** mobilized quickly to be able to offer meal solutions to all children under 18 years of age. When meal service started during the initial closure, there were nine meal distribution sites. At the time of this report, meal service is occurring at 14 sites throughout Howard County, and 377,360 meals have been served. Participants receive a Grab-N-Go snack, lunch and dinner for that day, as well as a Grab-N-Go breakfast for the following day. Friday distributions at school-based locations also included meals to sustain children through the weekend. Participants are encouraged to bring a bag to carry home meals each day. Food and Nutrition Services staff follow local health department COVID-19 guidelines and all food safety requirements.

## Division of Human Resources and Professional Development

The Division of Human Resources and Professional Development provides the essential services necessary to deliver on Howard County Public School System's educational mission. The role of the Division is to create and maintain an environment that recruits, retains, develops, and supports a diverse community of highly qualified teachers, administrators, support, and administrative personnel.

The **Office of Human Resources** is working and adapting to ensure a high level of stakeholder satisfaction as HCPSS has transitioned away from face-to-face relationships to relying on video conferencing, email, eFax and electronic filing systems.  Among other initiatives, the office has implemented new COVID-19 related leave categories, held virtual interviews and job fairs and revamped retirement procedures.

The **Offices of Diversity, Equity, and Inclusion; Leadership Development; and Teacher and Paraprofessional Development** are adapting their year-long initiatives as well as offering expanded professional learning opportunities in response to and in support of staff needs, as well as affording opportunities for certificated staff to earn continuing professional development credit.

The **Office of Diversity, Equity and Inclusion** will offer additional sessions for all staff.  All staff will be able to participate in any of the five C.A.R.E.S sessions titled Caring for Self, Attending to Relationships, Responding to Differences, Envisioning a New Way, and Solidarity of Belonging.

The **Office of Leadership Development** has modified and continued existing programs. Several  Central Office Leaders Cohort professional learning experiences have been developed as virtual sessions, with topics including Microaggressions, Virtual Work Habits and Practices, and two sessions targeted to

central office leaders and new leaders.  Finally, a Leading Through Crisis session has been created and is being offered to school based and central office leaders.

The **Office of Teacher and Paraprofessional Development** has expanded professional learning and continued existing programs. Teachers who have not completed  Framework in Action I or Framework in Action II, a required part of teacher induction in HCPSS, will engage in a newly created online learning experience  that will include resources and reflection questions. In addition to supporting new teachers through our adapted process for the 2019-2020 school year, these resources will be used for all teachers in a full evaluation cycle. Teachers and Paraprofessionals can also select from six new, one-credit, fully online professional learning experiences running from May 11th-June 22nd on topics including: Self Care; Upping Your Distance Learning Game; The New Normal: Growing Through Challenge and Change; Dignity Primer, based on the work of Donna Hicks; and the Teacher Leadership Standards.  All certificated staff can select from any one of over fifty continuing professional learning courses that have recently been adapted to wholly online digital learning formats.

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## Division of Academics

The Division of Academics' purpose is to ensure that each and every child graduates or receives a certificate of completion and is ready for lifelong success and pursuit of their dreams. The Division of Academics designs programs, professional learning, and curriculum that works to ensure that every student receives a high quality education through access to individualized instruction, challenges, supports and opportunities. Division staff provide support to school staff, students, and families so that all students experience authentic learning experiences, including equitable opportunities to earn college credit or industry certification, to prepare students for future careers and life.

The Division of Academics is organized into three departments:
- Department of Curriculum, Instruction, and Assessment
- Department of Program Innovation and Student Well-Being
- Department of Special Education

The **Department of Curriculum, Instruction and Assessment (CIA)** is responsible for providing curriculum, materials of instruction, and professional learning support to schools, students, and families to ensure high quality learning occurs for all students each day. CIA staff led a cross-divisional team to build the plan for Phases 2 and 3 of the Continuity of Learning plan and conducted focus groups to gather input to enhance the distance learning model. The CIA team created the teacher and student schedules, designed the professional learning plan and delivered a series of concurrent "live" virtual trainings with 30-250 attendees per session, built the Canvas course that contained the asynchronous professional learning and all staff resources related to the Continuity of Learning plan, collaborated with MSDE and other LEA content leaders to discuss and align Continuity of Learning plans, provided guidance for content prioritization and weekly learning activities, facilitated weekly countywide course-based collaborative planning sessions, and provided ongoing support for instructional staff and administrators.

The **Department of Program Innovation and Student Well-Being** is responsible for improving partnerships with students, families and community members, to develop educational pathways and social emotional supports to help students formulate and achieve their education and career goals and become valued community members. The Program Innovation and Student Well-Being team adapted the work of student services to a digital platform, engaged with students and families who had not been responsive to HCPSS outreach and with families experiencing homelessness, supported staff to work with students with 504 plans, and developed new resources for Career and Technical Education and dual enrollment. Translated documents and interpreting services continue to be provided to many families. Department leadership have provided professional learning to student services staff members and teachers. The Department established virtual processes to report child abuse, support students to continue to prevent suicide, and manage potential threats.

The **Department of Special Education** is responsible for ensuring students with disabilities, birth to age 21, receive high quality services delivered in a consistent and collaborative manner within their homes, community, and school settings that will improve outcomes. Ensuring a Free and Appropriate Public Education in a digital learning environment has been a priority. The Department of Special Education designed flexible learning opportunities aligned with educational services provided to all students in general education. Parents/guardians engage in the development of individualized COL plans for early intervention and special education, including related services. A plethora of guidance documents, tools, and other resources have been created to support staff working with students with IFSPs and IEPs.

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## Division of School Management and Instructional Leadership

The Division of School Management and Instructional Leadership provides the essential services necessary to deliver the HCPSS educational mission at the school level. The role of the Division is to directly coordinate the supervision, leadership development, and evaluation of school-based administrators; address school stakeholder concerns; and monitor the provision of quality instruction in schools.

The **Division of School Management and Instructional Leadership** has been leading the transition from a brick and mortar education model to the HCPSS digital learning platform utilized for Continuity of Learning. This work has required transitioning system policies, processes, and educational practices. Collaborative teams, including executive leaders across divisions, have been tasked to proactively analyze research, best practices, and data to determine the best ways to support these transitions. Strategic teams have focused on topics including, but not limited to, the Continuity of Learning plan, attendance, substitutes, discipline, budget, governance, communication, food services and deployment, technology deployment, school improvement, recruiting and hiring, promotion, staff evaluations, and professional and workforce development.

The Division of School Management and Instructional Leadership **Community Superintendents and Performance Directors** have been very intentional in their work with administrators to be sure all families are receiving consistent messaging. They have created templates to ensure administrators can clearly and consistently share messages with their communities. SMIL Community Superintendents and Performance Directors have held weekly check-ins with area principals and assistant principals to ensure support, respond to needs, support problem-solving, and identify and implement best practices. Customized professional learning is being held virtually through bi-weekly meetings for all administrators to enhance their expertise in running faculty meetings, ensuring school improvement, managing staff and supporting the distance learning model.

All **school-based administrators** are recalibrating how they lead to better support distance learning. A primary focus has been on helping stakeholders understand the privacy guidelines that support learning in a virtual space and the logistical complexity of multiple family members working and learning from home, while potentially sharing devices. Communicating clear, explicit and supportive information to students, staff, and families has been an ongoing priority and continually responsive process. Administrators work closely with staff to implement professional development and ensure it is responsive to staff needs under the Continuity of Learning plan.

**Teachers** continue to collaboratively plan and implement instruction and respond to student and family needs in the digital learning environment. They have transitioned all of their team meetings/planning, school and initiative teams/committees, and student activities, where possible, to virtual experiences. Aligned with the HCPSS Continuity of Learning plan, teachers continue to enhance their skills and expertise in developing age-appropriate and content-specific digital resources to enhance teaching and learning in their classes. Teachers engage in customized support that is provided virtually by school-based and central office colleagues. Teachers also continue to engage in required systemic professional learning experiences in diversity, equity, and inclusion; induction; evaluation; and leadership development.

**Paraprofessional staff** are being phased into the Continuity of Learning plan as HCPSS is able to extend the availability of technology. The paraprofessionals working with students in special education are supporting teachers with record keeping related to the individualized COL plans, small group instruction, and check-in sessions for students.

HCPSS **students** have been transitioning to the distance learning model and gaining an understanding of the expectations, processes, and norms of the Continuity of Learning model. Staff have prioritized connecting with students, helping them connect with one another, and engaging them in activities and processes that promote student well-being. Through student check-ins, students are helping co-create and normalize a responsive and supportive learning community where student voice is valued and cultivated. Students are increasing their knowledge of and helping staff create academic and behavioral expectations aligned with system policy, research-based and collaboratively-defined best practices for a digital environment. Daily, staff work with students to normalize practices and clearly and explicitly support students, staff, and family needs. Initial areas of focus have included resource deployment,

organizational structures, academic and behavioral policy, and tools necessary for success in a virtual environment.

**Families** have been working with school staff to use age-appropriate tools to get organized for digital learning. Parents/guardians have been increasing their knowledge of instructional and time management best practices. Primary focus areas have included creating a day-to-day schedule, as well as a week at a glance, and managing the processing of systemic and local messaging. Parents/guardians have provided feedback that has enhanced HCPSS processes, responses, and supports. The feedback has helped staff institutionalize a process where consistent communication flows from central office staff to school-based administrators to teachers to all other HCPSS staff, students, families and the larger school communities.

Central office and school-based staff are working with students and families to identify best practices and tools for successful implementation of Continuity of Learning as all stakeholders balance academic learning and personal well-being in response to changing and challenging circumstances.

# TECHNOLOGY NEEDS

## Assessing Technology Needs

The HCPSS Continuity of Learning plan engages students in teacher-supported and teacher-directed distance learning. HCPSS' top priority is ensuring equitable access to devices for all 59,000 students.

**Students/Families**: Families were asked to evaluate their capability to access instructional materials online against a set of minimum criteria provided by the district. The criteria included the following:

- Access to a working technology device that is less than five years old and that can:
    - Connect to the Internet
    - Log into the HCPSS LMS and Google Suite
    - Play streaming media

The parents/guardians of all HCPSS students were asked to complete a technology needs survey to report whether they needed additional devices to meet the above criteria. The survey could be completed online, over the phone by talking to a HCPSS staff member, or in person at a meal distribution site. 57,928 responses from the nearly 59,000 HCPSS students were recorded. The initial results indicated that 2,535 students requested both a device and internet access, 10,933 students requested a device only, and 210 students requested internet access only.

All HCPSS students in grades Pre-K–12 who requested a device are eligible to borrow one. Families who wish to change their previous requests can update their student's technology inventory to request a device or to arrange for a device to be picked up if they no longer need it.

**Staff**: HCPSS staff were directed to request a device by emailing their principal/supervisor with the staff member's name, school, position, and home address. Information Technology will then ship devices to staff home addresses via FedEx.

It is anticipated that staff and student device needs will increase and requests will continue to be handled by the Information Technology team.

## Device Roll-Out

The initial device rollout took place at high school buildings and focused on providing access to high school students. 2,283 devices were delivered to families during the face-to-face deployment. However those plans were modified to better enforce social distancing and safeguard the health of staff, students, and families. HCPSS developed a plan to pack and ship all technology devices through FedEx directly to the students who need to borrow them. To date, 9,622 devices have been packaged and shipped to HCPSS students.

**Students/Families**: Families have access to supporting documentation to help them connect their student's device to their home network. Students who forget their username or password can use the Account Self Service documentation to independently retrieve their account credentials. Families that need additional support are directed to email their child's principal.

In the event that a device is damaged or broken, students/parents should email their school principal and/or the elementary technology teacher to attempt to resolve the issue. If it is determined that a repair is needed, school staff will engage HCPSS support technicians to manage the repair. If a repair cannot be done remotely, a new device will be sent to the student with a FedEx return label for the broken device to be sent back.

**Staff**: Staff who have technology concerns are instructed to contact the HCPSS Technology Support to describe the problem, or have a Library Media Specialist enter a Web Help Desk ticket, which will engage support technicians. After triaging the issue, a Chromebook swap may be offered if it is determined that the device needs to be repaired. Staff may request mail delivery, or swap devices in person at the HCPSS Logistics Center.

Staff who no longer need a device should email Technology Support. A return ticket will be created in the Web Help Desk software and Information Technology staff will arrange for a FedEx or in-person return.

Additional information on technology deployment can be found online: [Student and Staff Technology Devices](). The site is updated regularly.

# MONITORING STUDENT ENGAGEMENT

## Grading and Reporting - Quarter 3

Elementary: Grades will be assessed based on work completed prior to school closure on March 13, 2020.

Teachers will use the following process:

- Quarter 3 grades will be based on work assigned on or before March 13, 2020.
- Teachers will continue to grade work that has been received. IEP and 504 plans must be honored.
- Quarter 3 grading will continue through April 24, allowing students to submit quarter 3 assignments that had not been submitted by March 13.
- Quarter 3 grades will be entered the week of April 27.

Middle: The majority of quarter 3 grades will be based on work done prior to March 13, 2020. However, for students in middle school, especially those in high school credit courses, it is also important to allow students the opportunity to improve their grades.  To accommodate this, the grading window will remain open through April 24, 2020. Students deserve the benefit of the doubt in this time of crisis. With this in mind, the following guidance is provided:

 For students in middle schools:

- Quarter 3 grades will be based on work assigned on or before March 13, 2020 and through the additional opportunities listed below.
- Quarter 3 grading will continue through April 24, allowing students to complete and submit quarter 3 assignments that had not been submitted by March 13.
- Students may also complete and submit additional assignments administered by, and at the discretion of, their teachers between April 14-24 to improve their quarter 3 grade.
- Work assigned between April 14-24 must honor students' IEPs or 504 Plans.
- No new assignment submissions will negatively impact the grade earned by March 13.
- Grades will be entered the week of April 27.
- Grade changes may be made within 45 days.

High:  The majority of quarter 3 grades will be based on work done prior to March 13, 2020. However, for students in high school credit-bearing classes, it is also important to allow students the opportunity to improve their grades. To accommodate this, the grading window will remain open through April 24, 2020. Students deserve the benefit of the doubt in this time of crisis. With this in mind, the following guidance is provided:

For students in high schools:

- Quarter 3 grades will be based on work assigned on or before March 13, 2020 and through the additional opportunities listed below.
- Quarter 3 grading will continue through April 24, allowing students to submit quarter 3 assignments that had not been submitted by March 13.
- Students may also complete and submit additional assignments administered by, and at the discretion of, their teacher between April 14-24 to improve their quarter 3 grade.
- Work assigned between April 14-24 must honor students' IEPs or 504 Plans.
- No new assignment submissions will negatively impact the grade earned by March 13.
- Grades will be entered the week of April 27.
- Grade changes may be made within 45 days.

## Grading and Reporting - Quarter 4

Elementary: During quarter 4, there will be two potential grades - pass (P) or incomplete (I). If a student participates in 50% or more of the assignments in Dreambox and Lexia Core5, they will receive a pass in mathematics and language arts. Other courses will be graded by Canvas participation.  If a student does not participate, they will receive an incomplete. If the missing work is completed by September 15, 2020, it will convert to a pass. Otherwise it automatically will become a Non-Applicable (N/A).

Middle: During quarter 4, there will be two potential grades - pass (P) or incomplete (I). If a student participates in a class by completing 50% or more of the posted assignments, they will receive a pass. Completion will be defined as evidence of work on all components/sections of an assignment. A pass will be calculated as an A for the quarter 4 grade. Otherwise, a student will receive an incomplete. If the missing work is completed by September 15, 2020, it will convert to a pass.  Otherwise it automatically will become an N/A and not calculated into final grade. (These students will have the final grade calculated based on quarters 1-3.)

High: During quarter 4, there will be two potential grades - pass (P) or incomplete (I).  If a student participates by completing 50% or more of the posted assignments, they will receive a pass. Completion will be defined as evidence of work on all components/sections of an assignment. A pass will be calculated as an A for the quarter 4 grade. Otherwise, they will receive an incomplete. If the missing work is completed by September 15, 2020, it will convert to a pass. Otherwise it automatically will become an N/A and not be calculated into final grade and GPA. These students will have GPA and final grade calculated based on quarters 1-3 and mid-term.  At this time, there will not be a final exam provided to students if students and staff do not return to the school buildings.  The final grade calculation will be reconfigured and final course grades will be calculated without a final exam grade. **Seniors** will complete courses as of May 20, 2020.

## Recovery of Learning

The Department of Curriculum, Instruction, and Assessment is developing course-based paper and pencil assignments for students who are unable to complete assignments in Quarter 4. These materials will be printed and mailed to students to complete by September 15, 2020.

The Department of Curriculum, Instruction, and Assessment has developed a plan for prioritization of content standards for each course.  These plans were cross-referenced with guidance provided by MSDE to ensure alignment. Classroom teachers are following these prioritization plans as they collaboratively design weekly learning activities and assignments. Curriculum staff will also examine course sequences to provide teachers with guidance for addressing learning gaps and prerequisite skills that were not addressed during this extended school closure for next school year.

Staff is currently exploring models for summer experiences designed to 1) support students who were not able to meet quarter 4 learning expectations, 2) support rising juniors and seniors who are not on track for on-time graduation, 3) support students receiving special education or 504 services working to meet assigned goals, 4) support secondary students seeking opportunities to deepen knowledge of content, and 5) support all students in an effort to mitigate the learning gaps created by this pandemic. More information will be available once it becomes clear 1) if schools will remain closed through the rest of the academic year, 2) if school buildings will be accessible during summer months, and 3) if additional funding becomes available to offer these programs.

## Attendance

Elementary School Level: Elementary school students are expected to participate in three different measurable types of Continuity of Learning activities every week: virtual check-ins, work in Dreambox, and work in Lexia Core5. Students should also engage in activities posted in Canvas. Each of the following activities will earn students a point (1 pt):
- Participates in virtual check-in with teacher through hcpss.me
- Engages in Dreambox
- Engages in Lexia Core5

Every student who earns at least one point during the week (participates in one of the above three activities), will be marked "Present" for the entire week. Any student who does not earn at least one point during the week (participates in none of the above activities), will be marked "Absent" for the entire week.

Middle School Level: Middle school students are expected to participate in two different types of Continuity of Learning activities every week: virtual check-ins with teachers and completion of weekly assignments, due the Friday of each week. Middle school students have check-ins for seven (7) periods and are expected to complete seven (7) check-ins and seven (7) assignments each week.

Teachers will mark students present in period attendance on the date the period is held when students report to the check-in through Canvas.

- Monday - Period 4(A/B)
- Tuesday - Period 1(A/B) and Period 5(A/B)
- Wednesday - Period 2(A/B) and Period 6(A/B)
- Thursday - Period 3(A/B) and Period 7(A/B)
- Friday - Assignment submitted in each class or, for students who receive extended time accommodation, a note sent by the student to their teacher(s) indicating that the work is "in progress."

On Friday, teachers will enter period attendance if the assignment is submitted. Middle school teachers will enter period attendance for check-ins each day in Synergy.

For attendance record keeping, a student will earn 1 point for attendance at a check-in and 1 point for each assignment submitted.  A student can earn up to 14 points per week (7 check-ins and 7 assignments).

At the end of each week, a secretary will review attendance for students. Students will be marked present in daily attendance for the week if the student participated in 50% or more of virtual check-ins and/or submitted the current week's assignments in each class (earning 7 or more of the 14 points possible). If a student has participated in some check-ins and/or turned in some assignments, but earned "Present" in fewer than 50% of class periods and/or the assignments, they will not be marked present for the whole week, but will be marked present in Synergy for any days that they were present. Students who do not submit any assignments nor participate in any virtual check-ins will be marked absent for the entire week.

High School Level: High school students are expected to participate in two different types of Continuity of Learning activities every week: virtual check-ins with teachers and completion of weekly assignments, due the Friday of each week. High school students have check-ins for seven (7) periods and are expected to complete seven (7) check-ins and seven (7) assignments each week.

Teachers will mark students present in period attendance on the date the period is held when students report to the check-in through Canvas.

- Monday - Period 4A
- Tuesday - Period 1 and Period 4B
- Wednesday - Period 2 and Period 5
- Thursday - Period 3 and Period 6
- Friday - Assignment submitted in all classes or, for students who receive extended time accommodation, a note sent by the student to their teacher(s) indicating that the work is "in progress".

On Friday, teachers will enter attendance if the assignment is submitted. Teachers in HS will enter the attendance each day in Synergy.

For attendance record keeping, a student will earn 1 point for attendance at a check-in and 1 point for each assignment submitted.  A student can earn up to 14 points per week (7 check-ins and 7 assignments).

At the end of each week, a secretary will review attendance for students. Students will be marked present in daily attendance for the week if the student participated in 50% or more of virtual check-ins and/or submitted the current week's assignments in each class (earning 7 or more of the 14 points possible). If a student has participated in some check-ins and/or turned in some assignments, but earned "Present" in fewer than 50% of class periods and/or the assignments, they will not be marked present for the whole week, but will be marked present in Synergy for any days that they were present. Students who do not submit any assignments nor participate in any virtual check-ins will be marked absent for the entire week.

Students who have work release or Dual Enrollment courses will need to participate in 50% of class periods and assignments they are enrolled in at HCPSS to be marked "Present" for the week. There will be no denial of credit during quarter 4.

**Monitoring Engagement**
School staff with all-school access will be able to monitor a dashboard that will provide information on students who have not logged in to any HCPSS applications throughout the week. Student Support Teams (SSTs) should review that list weekly and assign SST members to contact those families, documenting all attempts.

**Plans for Encouraging Engagement**
- If a student has not logged in or turned in any work by Friday, teachers make one attempt to contact the parent by the next week:
    - One attempt should be a phone call and voicemail.
    - If a teacher needs to leave a voicemail, follow-up with an e-mail.
- Student Support Teams
    - The Student Support Team designates the most appropriate team member to make an attempt at contacting the family.
        - Be sure to try all #s on emergency contact form in Synergy and/or email addresses on record.
        - Teams should add a line to their Student Referral Form specific to attendance and area for notes and be sure to add students to their electronic tracking form.
- Staff members that the school principal designates will send the updated Care and Concern attendance letter
- Referral to PPW for a preliminary residency investigation to find out if there is another way to connect with the family.
    - PPWs are able to see if there is a sibling and check with the other school if they are accessing learning and access other search tools such as Accurint, MD Judiciary case search.
- Staff may send a mailing with school as the return address to see if it is returned.

# EVALUATION PLAN FOR CONTINUITY OF LEARNING

As HCPSS has transitioned to a distance learning model, school system leaders are using data to assess effectiveness of the approach and to make any necessary adjustments to support teaching and learning. HCPSS has developed an evaluation plan for Continuity of Learning during this extended closure of school buildings, which considers pre-implementation, implementation, progress monitoring, and final evaluation.

**Phase 1: March 13, 2020 - March 29, 2020**
**Overarching goal**: Support students' well-being and continued learning at home while Central Office staff plan for Phase 2 of Continuity of Learning.

| Outcome(s) | Measured as | Actual Data |
|---|---|---|
| **Supporting students at home:** By 3/16, staff will make materials available and accessible to students and families to continue learning at home. <br>• Materials will be available by elementary grade, secondary grade band, and related arts grade band. <br>• Materials are grade and age-appropriate. <br>• Resources are available for families to support uses of the materials at home. <br>• Resources for families to support well-being at home were provided. | a. Percent of students for whom hard copies of resources for home learning were made. <br>b. Availability of resources posted online for online access <br>c. Resources available in multiple languages <br>d. Resources to support well-being | 3/13: "Supporting Students at Home" guides for each grade/grade band were made for 100% of students to bring home and posted online. Documents were provided in English, Spanish, Chinese, and Korean. <br><br>3/26: Extended versions of "Supporting Students at Home" guides for each grade/grade band were posted online in English, Spanish, Chinese, and Korean. Paper copies of English and Spanish versions were available at meal distribution sites. ([link](#)) |
| **Supporting students at home:** Central Office staff will develop learning materials to support learning at home that is accessible to 100% of students and families. | a. Percent of students for whom hardcopies are made available. <br>b. Materials are available in the 4 main languages spoken by HCPSS families. | a. Hard copies were made for 30% of the student population and were available at food distribution sites. <br>b. Expanded versions of Phase 2 materials were posted on the website for download in English, Spanish, Chinese, and Korean. https://www.hcpss.org/health/coronavirus/continuity-learning/#resources |

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|---|---|---|
| **Student well-being:** HCPSS will meet students' basic needs. | a. Number of meals served<br>b. Central Office staff collaborates with community partners to support student and family needs | a. By 3/27, an average of 6,372 meals per day were served over 9 days since 3/17, totalling 57,348 meals. Meals were available at 9 school and community sites.<br>b. The Community Partnerships office works with Bright Minds Foundation, the system's educational foundation, on the roll-out and ongoing promotion of the Access to Learning Fund; and facilitates the use of the funds across the system to provide resources to students while learning at home. HCPSS also works with many community organizations to support student and family needs. |
| **Phase 2 planning:** By 3/29, Central Office staff will have developed and shared a comprehensive plan for Phases 2 & 3 of COL with staff and the public. | a. COL plan is developed and available to the public<br>b. Training materials for teaching staff are developed<br>c. Technology requirements to engage in distance learning are made clear to staff and students | a. HCPSS Central Office shared phased COL plan with public on 3/25<br>b. HCPSS Central Office staff developed virtual training materials for all school levels by 3/26<br>c. Technology requirements and details were posted here |
| **Phase 2 planning:** By 3/29, Central Office staff will share student device distribution information with the public. | a. Student device distribution information is communicated to the public<br>b. Gathering of data on student device needs begins | a. HCPSS Central Office shared student device distribution information throughout Phase 1 (e.g., 3/20, 3/26 updates).<br>b. On 3/25, the Office of Technology deployed the student technology request form. |
| **Phase 2 planning:** By 3/25, Central Office staff will gather feedback for potential distance learning plans from key stakeholders. | Central Office staff meetings with key stakeholder groups in planning for distance planning. | 3/18: Central Office staff met with HCEA & HCAA union leaders to review potential COL schedules.<br>3/20: Central Office staff conducted a focus group with school administrators and teachers to inform the COL plan.<br>3/23: Central Office staff met with the Student Member of the Board to get the student perspective of the COL plan. |
| **Phase 2 planning:** By 3/29, 100% of school administrators will have been trained on COL expectations for staff. | Percent of school administrators trained | Central Office staff facilitated 4 virtual meeting sessions with 100% of school administrators over from 3/26 to 3/27. |

**Phase 2: March 30 - April 13**
**Overarching goal**: Continue supporting student and staff well-being while Central Office staff prepare school staff and students to engage in Continuity of Learning.

| Outcome(s) | Measured as | Actual Data |
|---|---|---|
| **Prepare school staff to engage in COL:** 100% of instructional staff will be trained on all aspects of the COL plan, including scheduling, tasks, digital tools, and supporting students with special needs by 4/17. | a. Percent of schools engaged in virtual trainings facilitated by Central Office staff <br> b. Topics covered in the virtual trainings | a. From 3/30 through 4/2, HCPSS had 34 unique presenters, 40 unique facilitators, and 28 unique recorders across multiple Central Office divisions simultaneously engaging school teams in the vision for Continuity of Learning and providing common messaging in 199 virtual meetings for staff from all 77 HCPSS school buildings. <br> b. From 4/3 through 4/17, Central Office staff facilitated over 300 virtual meetings, some of which were simultaneous sessions, to address topics including the use of Google Meet, Canvas basics, COL daily/weekly schedule, content-specific digital learning tools (e.g., Lexia Core5, Dreambox), and collaborative planning for "like" courses. <br> c. As of 4/22: 3,992 instructional staff completed Canvas modules to support the learning needs of students with IEP, 504, and English Learner plans. <br> d. As of 4/22: 5,349 staff completed Canvas modules on digital integration of tools. <br> e. Central Office staff developed Canvas modules for staff to engage in asynchronously on topics related to digital tools and online safety practices. |
| **Prepare students to engage in COL (devices):** 100% of students will have access to a device to engage in distance learning by the end of their first instructional week. | a. Number of devices deployed to high school students out of those who requested one by 4/20. <br> b. Number of devices deployed to middle school students out of those who requested one by 4/27. <br> c. Number of devices deployed to elementary | a. The Technology Department deployed 3,369 devices to HS students who requested a device by 4/20. <br> b. As of 4/22, The Technology Department deployed 3,232 devices to MS students who requested a device. <br> c. As of 4/22, The Technology Department deployed 7,591 devices to ES students who requested a |

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|---|---|---|
| | school students out of those who requested one by 4/27. | device.<br><br>Future data will be disaggregated by student group. |
| **Prepare students to engage in COL (student contact):** 100% of students will be aware of the COL plan. | a. Number of vulnerable student groups who are targeted for personal contact<br>b. Planning for supporting the learning of students with disabilities begins | a. By 4/13, PPWs and liaisons reached out to students who are homeless, qualify for ESOL services, in foster care<br>b. By 4/13, development of individual COL (ICOL) plans began for 100% of the students with disabilities (IEP, IFSP, 504) |
| **Student well-being:** HCPSS will expand meal site locations to continue responding to student needs. | a. Number of meal sites<br>b. Number of meals served | By 4/13, an average of 11,157 meals were served per day since 3/17, totalling 267,772 meals. Meals were available at 13 school and community sites, an expansion of 4 additional meal sites since 3/27. |
| **Staff well-being:** Central Office staff will share resources to support staff well-being and supervisors will check in weekly with staff. | a. Supervisors' check-in frequency with staff to support staff needs<br>b. Change in percent of staff absences this year compared to last year from mid-March through June | a. Throughout this period: Superintendent sends email updates at least weekly that focus on staff well-being.<br>b. Staff absence data will be available in the future. |

**Phase 3: April 13 and ongoing**
**Overarching goal**: Central Office staff continue supporting staff and student well-being while school staff and students access and engage in COL.

| Outcome(s) | Measured as | Actual Data |
|---|---|---|
| **Prepare school staff and students to engage in COL:** HCPSS Leadership will have established procedures for grading and attendance to ensure equity for students in response to COL environment. | a. Changes/adaptations to existing HCPSS grading policies to account for COL environment<br>b. Changes/adaptations to existing attendance procedures to account for COL environment | a. 4/16: HCPSS Board of Education moves that in the event of an extended school closure beyond April 27 that the recommended grading policies to support the Continuity of Learning plan supersede the existing policies of 8010, 8020, and 9070 for the remainder of the 2019-2020 school year. View report outlining COL grading policies here.<br>b. By 4/25: Memo on finalized attendance procedures shared with schools. |
| **Students access COL:** Passive engagement: At least 95% of students will log into HCPSS applications at least once. | Percent of students who have logged into any HCPSS applications at least once since 4/14. | Week of 4/13: at least 95% of high school students had logged into any HCPSS application at least once.<br>Week of 4/21: at least 95% of high school students, at least 95% of middle school students, and close to 92% of elementary school students had logged into any HCPSS application at least once. Note that this week is ongoing, and not all elementary grades have begun their distance learning check-in yet.<br><br>Future data: Disaggregated by student group |
| **Students engage in COL:** Active engagement: At least 95% of students will engage in at least one online learning activity. | a. Percent of secondary school students have completed at least one Canvas activity<br>b. Percent of elementary school students who have logged into Lexia Core5 or Dreambox | Data not yet available - Canvas activity data will be available by 4/27. |
| **Students engage in COL:** | Percent of students with disabilities who have an ICOL plan | Data available 5/1 |

| | | |
|---|---|---|
| 100% of students with disabilities will have an individual COL (ICOL) plan by 5/1. | | |
| **Students and staff engage in COL:** Synchronous engagement: 95% of students will check into live virtual meetings with at least one teacher. | Percent student participation in teacher-led check-in meetings (attendance) | Data not yet available |
| **Student well-being:** 100% of teachers will monitor student attendance. | Percent of schools with monitoring tool for teachers to record student attendance. | By 4/25, attendance procedures will be shared with schools. |
| **Student well-being:** 100% of School-based Student Support Teams (SSTs) will meet weekly and monitor student engagement in COL. | Percent of schools with SST tracking forms/minutes completed | Data not yet available |
| **Student well-being:** HCPSS will continue to provide meals to students at meal site locations. | a. Number of meal sites<br>b. Number of meals served | As of 4/21, an average of 11,493 meals were served per day since 3/17, totalling 356,272 meals. Meals were available at 14 school and community sites, an expansion of 1 additional meal site since 4/13. |
| **Staff well-being:** Central Office staff will share resources to support staff well-being and supervisors will check in weekly with staff. | a. Supervisors' check-in frequency with staff to support staff needs<br>b. Change in percent of staff absences this year compared to last year from mid-March through June | a. Throughout this period: Superintendent sends email updates at least weekly that focus on staff well-being.<br>b. Staff absence data will be available in the future. |

**Phase 4: SY2020-21 End-of-Year**
**Overarching goal**: Students demonstrate growth and meet/exceed learning standards.

| Outcome(s) | Measured as | Actual Data |
|---|---|---|
| **Students demonstrate growth:** Students will meet expected growth on assessments at equitable rates across academic/instructional levels. | a. Current Grades 1 through 7: Winter to Fall MAP growth in reading and math for students who took both assessments<br>b. Current Grades 9 through 10: SY2020 to SY2021 PSAT scale score growth<br>c. Current Grades 4 through 7 students: SGP on PARCC | Data will be available in late fall/early winter of 2021; Will disaggregate by academic/instructional level |
| **Students meet/exceed learning standards:** Students will meet learning standards in each subject area at equitable rates across academic/instructional levels. | a. Percent of students who pass course requirements at the close of SY2020<br>b. Percent of students who meet grade level Dreambox learning objectives<br>c. Percent of students who meet grade level expectations based on Lexia Core5 learning objectives<br>d. Change in percent of students meeting end-of-year PARCC targets in SY2021 compared to SY2019 by student group. | Will disaggregate by academic/instructional level and student group. |
| **Student attendance** At least 95% of students will attend based on requirements | Recorded attendance | Will disaggregate by academic/instructional level and student group. |

# APPENDICES

Websites referenced throughout this document are listed in this appendix.

**HCPSS Coronavirus and Continuity of Learning Websites**
Coronavirus Updates Page - https://www.hcpss.org/coronavirus/
Continuity of Learning Page - https://www.hcpss.org/continuity-learning/
Continuity of Learning Schedules:
       HS - https://www.hcpss.org/continuity-learning/hs/
       MS - https://www.hcpss.org/continuity-learning/ms/
       ES - https://www.hcpss.org/continuity-learning/es/
Continuity of Learning Special Education - https://www.hcpss.org/continuity-learning/special-education/
Supporting Language Needs - https://news.hcpss.org/news-posts/2020/04/supporting-language-needs/
Student and Staff Technology Devices - https://www.hcpss.org/coronavirus/devices/
Learning Enrichment Resources (with translations) -
https://www.hcpss.org/continuity-learning/learning-enrichment/
Frequently Asked Questions/HCPSS Help site - https://help.hcpss.org/

**HCPSS News Posts**
HCPSS Continuity or Learning Overview and Timeline -
https://news.hcpss.org/news-posts/2020/03/update-march-26-2020/
Planning for Continuity of Learning -
https://news.hcpss.org/news-posts/2020/03/planning-for-continuity-of-learning/
HCPSS School Closure Daily Update: March 25, 2020
https://news.hcpss.org/news-posts/2020/03/update-march-25-2020/

**BoardDocs**
Grading and Reporting Information -
https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BNQJYL4F6651/$file/04%2016%202020%20C
OVID%2019%20Grading%20and%20Reporting%20Implications%20in%20Policies%208010%208020%20a
nd%209070%20BR.pdf

**Bright Minds Foundation** (BMF)
BMF - https://brightmindsfoundation.org/
Access to Learning Fund - https://brightmindsfoundation.org/access-to-learning-fund/

# Appendix 1: Instructional Staff Professional Learning & Supports

The table in below outlines the essential professional learning and supports that were provided for instructional staff:

| Name of Professional Learning | Description of Experience | Audience & Date(s) |
|---|---|---|
| Training for Trainers | Trainers for synchronous professional learning sessions engaged in a series of training meetings and shadowing experiences during the administrator trainings to ensure consistency in messaging. | Central Office staff: March 23-27 |
| Administrator Virtual Training | This required synchronous "live" session provided administrators with an overview of the distance learning plan, professional learning plan for the next few weeks, and available supports for staff. | HS administrators: March 26 MS administrators: March 26 ES administrators: March 27 |
| Virtual Training 1 (Overview) | This required synchronous "live" session provided an overview of the distance learning plan, professional learning plan for the next few weeks, and available supports for staff. Central Office staff provided sessions for each school team. | HS staff: March 31 MS staff: April 1 ES staff: April 2 |
| Virtual Training 2 (Content-based) | This required synchronous "live" session provided a content and/or grade-level focus for the distance learning plan. Curriculum staff provided guidance on prioritization of content, expectations for weekly assignments and virtual check-ins with students, and supporting student IEP, 504, and EL plans. | HS staff: April 2 MS staff: April 3 ES staff: April 6 |
| Digital Integration of Tools for Teaching | This required asynchronous Canvas module provided specific information on copyright, accessibility, inclusion, and privacy (CAIP). While staff had previously been required to complete this module, staff were required to retake this training and consider how this now applies to a distance learning model. | All staff: March 30-April 3 |
| Supporting Students IEP, 504, and EL Plans | This required asynchronous Canvas module provided specific information on | All staff: April 3-April 8 |

| | how to support IEP, 504, and EL plans as required by law.  The module included specific examples of providing accommodations using an online platform, delivery of services and support, as well as who to contact for assistance if needed. | |
|---|---|---|
| Countywide Content Breakout Planning Sessions | These required synchronous "live" sessions provided opportunities for teachers to collaboratively plan with teachers of "like courses" (e.g. English 9 team, Algebra I team, etc.).  Teams reviewed prioritization expectations and collaboratively designed weekly learning activities and assignments.  This PLC model is designed to provide greater consistency of learning activities across the district. | HS teachers: April 2, April 6, and Fridays during Phase 3 MS teachers: April 3, April 15, and Fridays during Phase 3 ES Related Arts, GT, ESOL teachers: April 7, April 8, April 17 and Tuesdays during phase 3 |
| Dreambox Training | This required asynchronous Canvas module provided grade level teachers with necessary training to launch elearning experiences with the Dreambox program.  Staff posted office hours that afternoon to provide live support and follow-up. | ES grade level teachers and GT teachers: April 7 |
| Lexia Core5 Training | This required asynchronous Canvas module provided grade level teachers with necessary training to launch elearning experiences with the Lexia Core5 program.  Staff posted office hours that afternoon to provide live support and follow-up. | ES grade level teachers: April 8 |
| Elementary Continuity of Learning | These required asynchronous Canvas modules provided elementary teachers with necessary training to prepare and implement continuity of learning, including developing accessible videos, building pages in Canvas, and leading Google Meet live check-ins.  Staff posted office hours that afternoon to provide live support and follow-up. | All ES teachers: April 14 & April 15 |
| Social Emotional | This required asynchronous Canvas | ES grade level teachers: April 16 |

| Learning (SEL) | module provided grade level teachers with necessary training to create weekly SEL videos for students to access. Staff posted office hours that afternoon to provide live support and follow-up. | |
|---|---|---|
| Elementary Mathematics and Language Arts | This required asynchronous Canvas module provided grade level teachers with necessary training to create weekly mathematics and language arts lessons for students to access. Staff posted office hours that afternoon to provide live support and follow-up. | ES grade level teachers and GT teachers: April 17 |
| Google Meet Safety Updates | This required asynchronous Canvas page provided all educators with necessary information to set up Google Meet check-ins in order to minimize safety threats as well as procedures for addressing inappropriate behavior during Google Meet sessions. | All staff: April 8-April 15 |
| Creating Virtual Small Group Instruction | This required asynchronous Canvas page provided special educators, reading specialists, ESOL teachers, music sectionals teachers, and MS GT resource teachers with necessary information to set up Google Meet small group instruction in order to provide necessary supports. | Special Educators, Reading Specialists, ESOL teachers, music sectional teachers, MS GT resource teachers: April 15-17 |
| Digital Tools & Other Supports | Additional asynchronous Canvas modules and tutorials were provided in Canvas based on teacher-identified needs. These resources are available as just-in-time support as educators plan for distance learning. Resources include, but are not limited to the following: importing content from Canvas commons, making accessible videos, using approved digital tools, using G-suite, etc. | All staff (as needed): April 8-17 |
| Office Hours | Division of Academics staff provided additional synchronous "live" drop in sessions to provide ongoing support to staff as they plan for distance learning. | All staff (as needed): April 7-17, multiple offerings each week in Phase 3 |

# Appendix 2: Sample Schedules

## High School Teacher and Student Schedules

**Teacher of Record Weekly Schedule**

| Teacher of Record | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Morning (8:00-11:30) | Publish Canvas pages, videos,, and assignments for the week by 9:00 a.m.<br><br>**9:45-11:30 PIP time for school based PL/staff meetings** | **Period 1 Google Meet** (Check-in & support) 8:00-8:45 OR 9:00-9:45<br><br>9:45-11:30 Planning | **Period 2 Google Meet** (Check-in & support) 8:00-8:45 OR 9:00-9:45<br><br>9:45-11:30 Planning | **Period 3 Google Meet** (Check-in & support) 8:00-8:45 OR 9:00-9:45<br><br>9:45-11:30 Planning | **8:00-9:15 Course-specific countywide Google Meet collaborative planning time**<br><br>Assignments submitted by 10:00 a.m.<br><br>Review student work |
| 11:30-12:00 | Duty free lunch | | | | |
| Afternoon (12:00-2:45) | 12:00-1:00 Planning<br><br>**Period 4A Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | 12:00-1:00 Planning<br><br>**Period 4B Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | 12:00-1:00 Planning<br><br>**Period 5 Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | 12:00-1:00 Planning<br><br>**Period 6 Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | Finalize plans for next week to be posted on Monday |

Note: Principals may schedule ITL meetings during designated ITL duty period.
Note: Teachers will select one of the two meeting times for each period's Google Meet Check-ins each week and will publish their check-in schedule by April 14.

**Weekly Student Schedule**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Morning: Access weekly learning tasks in Canvas<br><br>Afternoon: Period 4A Check-in | Morning: Period 1 Check-in<br><br>Afternoon: Period 4B Check-in | Morning: Period 2 Check-in<br><br>Afternoon: Period 5 Check-in | Morning: Period 3 Check-in<br><br>Afternoon: Period 6 Check-in | Submit assignments in Canvas |

Note: In between scheduled check-ins, students may receive IEP services and engage in sectionals.

## Middle School Teacher and Student Schedules

**Teacher of Record Weekly Schedule**

| Teacher of Record | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Morning (8:00-11:30) | Publish Canvas pages, videos (if applicable), and assignments for the week by 9:00 a.m.<br><br>**9:45-11:30 PIP time for school based PL/staff meetings** | **Period 1 Google Meet** (Check-in & support) 8:00-8:45 OR 9:00-9:45<br><br>9:45-11:30 Planning | **Period 2 Google Meet** (Check-in & support) 8:00-8:45 OR 9:00-9:45<br><br>9:45-11:30 Planning | **Period 3 Google Meet** (Check-in & support) 8:00-8:45 OR 9:00-9:45<br><br>9:45-11:30 Planning | **8:00-9:15 Course-specific countywide Google Meet collaborative planning time**<br><br>Assignments submitted by 10:00 a.m.<br><br>Review student work |
| 11:30-12:00 | Duty free lunch | | | | |
| Afternoon (12:00-2:45) | 12:00-1:00 Planning<br><br>**Period 4 Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | 12:00-1:00 Planning<br><br>**Period 5 Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | 12:00-1:00 Planning<br><br>**Period 6 Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | 12:00-1:00 Planning<br><br>**Period 7 Google Meet** (Check-in & support) 1:00-1:45 OR 2:00-2:45 | Finalize plans for next week to be posted on Monday |

Note: A-day/B-day classes will alternate weeks, starting the week of April 20.
Note: Teachers will select one of the two meeting times for each period's Google Meet Check-ins each week and will publish their check-in schedule by April 14.

**Weekly Student Schedule**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Morning: Access weekly learning tasks in Canvas<br><br>Afternoon: Period 4 Check-in | Morning: Period 1 Check-in<br><br>Afternoon: Period 5 Check-in | Morning: Period 2 Check-in<br><br>Afternoon: Period 6 Check-in | Morning: Period 3 Check-in<br><br>Afternoon: Period 7 Check-in | Submit assignments in Canvas |

Note: In between scheduled check-ins, students may receive IEP services, engage in sectionals, and/or engage in GT seminars.

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## Elementary School Teacher and Student Schedules

**Sample Elementary Teacher Weekly Schedule**

| Sample Grade Level Teacher | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Morning 9:00-12:00** | **Post/Publish by 9:15** Whole Group: Welcome **AND** *resources, learning tasks, & daily schedule*<br><br>**9:00-12:00** Teacher Planning | **Post/Publish by 9:15** Whole Group: **Language Arts**<br><br>**9:00-12:00** Teacher Planning | **Post/Publish by 9:15** Whole Group: SEL<br><br>**9:00-10:45** Teacher Planning<br><br>**10:45 -12:00 Collaborative team planning time w/ Special Ed, ESOL, Reading Specialists** | **Post/Publish by 9:15** Whole Group: **Mathematics**<br><br>**9:00-12:00** Teacher Planning | **Post/Publish by 9:15** Whole Group: Closure<br><br>**9:30-12:00 Flexibly schedule Student/Small Group Google Meet Check-ins** |
| 12:00-12:30 | Duty free lunch | | | | |
| **Afternoon 12:30-3:45** | **12:30-1:45** PK-5 PIP time for school based PL/staff meeting<br><br>**1:45-3:45** PreK-5: Teacher Planning | **12:30-3:45** Teacher Planning | **12:30-3:45 Flexibly schedule Student/Small Group Google Meet Check-ins** | **12:30-3:45** Teacher Planning | **12:30 - 3:45** Check student progress (Dreambox, Lexia Core5) Teacher Preparation for next week's lessons<br> - Canvas pages<br> - Weekly schedule<br> - Recordings<br>Report to SST any student who has not engaged this week. |

Note: Grade level teachers follow schedules similar to the sample above.  Collaborative planning and student check-in times are different for each grade level to reduce conflicts for students who may be sharing devices with other family members.

**Student Schedule**

| **Elementary Daily Activities** |
| --- |
| ❏ Watch daily Teacher Video, which will include math, ELA, or social-emotional learning and complete associated learning tasks, about 30 minutes daily <br> ❏ eLearning online - DreamBox Learning® (math), five or more lessons per week, about 20 minutes daily <br> ❏ eLearning online - Lexia® Core5® (reading), five or more lessons per week, about 20 minutes daily <br> ❏ Content Learning Tasks - *science, social studies, or health,* about *20 minutes daily* <br> ❏ Related Arts Learning Tasks - *Technology, PE, Art, Music, or Media,* about *30 minutes daily, a different one each day* <br> ❏ Virtual Check-in with Teacher & Classmates 20 minutes, once a week <br> ❏ There will be time allotted each week for interventions, related services, and English language instruction based on student needs. |