

North Harrison Community Schools
Kindergarten -6th Grade
Virtual Learning Plan
in response to COVID-19



The goal of this plan is to provide ongoing rich and robust state aligned instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. North Harrison Schools will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous and synchronous model.

GUIDING PRINCIPLES

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the Indiana State Standards and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.



ASYNCHRONOUS

Self-paced, own time, interacting intermittently with the teacher.



SYNCHRONOUS

Similar to on-campus learning; two-way, real-time instruction.

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Student's engagement within the day will reflect in their grades. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Our LMS at NHS is SeeSaw for PK-1 and Google Classroom for grades 2-6.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using our data from the enrollment form, NHS will reconfigure the campus staff to assign teachers as either virtual or on-campus instructors. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

I. INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

NHS teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all NHS teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at NHS are prepared to make this as seamless as possible.

Kindergarten - Grade 6			Notes
	Time	Monday-Friday	<p>Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students per classroom teacher.</p> <p>Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. School counselors will set up one-on-one or small group guidance classes to support social and emotional learning as needed.</p>
1	8:00-8:30	Student-Classroom Connection/Attendance (Google Meet - Synchronous)	
2	8:30-12:30	Self Paced Instruction- Asynchronous 1 hr Reading/Language Arts 1 hr Math 30 mins Special Class 30 mins Science/Social Studies	
3	12:30-1:00	Lunch	
4	1:00-2:30	Support Time- Synchronous and Asynchronous (Teacher scheduled small group/intervention/enrichment)	

The instructional materials provided through the Learning Management System (Google Classroom) will help to address students with disabilities and English Learners.

Teacher Hours: 8:00AM-3:20PM

Content for core subject areas will be provided through the Buzz system and supplemented by our school instructional resources.

Office hours will be available for one-on-one conferences during the day (when not teaching) and before and after school for parent and student assistance.

Attendance will be taken daily in Google Classroom, as determined through engagement.

Grading will be the same as on-campus learning and outlined in our Handbook and policy.

The Learning Management System (LMS) for grades K-1 is SeeSaw and Google Classroom for grades 2-6.

Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided during daily special class time.

Each class will include a **3E Model:** *engagement, elaboration, and evaluation.*

1. Engagement- bell ringer, video, etc..
2. Elaboration- extending the lesson with technology, or a written response, etc..
3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..

Students will frequently and consistently use the LMS (Google Classroom) provided. The expectation will be a full day of instruction via asynchronous and synchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-6.

Additional Support for Students with Learning Needs

For students with disabilities, NHS will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

II. MATERIAL DESIGN

Description: NHS staff will implement Buzz Resource System, and various other state-adopted instructional materials locally adopted by the schools will be used. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, NHS will leverage each resource in the following way:

Resource	Primary Use in Material Design
Buzz	For adopted grade levels and content areas, Buzz will serve as the primary instructional materials for virtual learning. NHS will leverage Buzz materials in the order of the provided scope and sequence of on-campus learning.
Other state-adopted instructional materials	NHS will leverage other adopted instructional materials such as Edmentum, Renaissance STAR, IXL, Envision Math, Wonders Reading, etc., to support and address student needs.

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Every four to five weeks progress reports will be provided through Harmony and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to

maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 2-6) or SeeSaw (PK-1). To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos may be uploaded into the LMS. Live teacher assistance may take place through Google Meets between the hours of 8:00 am-3:00 pm. Completion of assignments will be expected daily. Grades will be taken in accordance to the on-campus grading system and entered into Harmony promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

Students with Disabilities

For students with disabilities, NHS special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Instructional Materials/ Assessment	Grade Level(s)	Is it state aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Buzz	K-6	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson.	Online, Instructional Tool
Edmentum Exact Path/Study Island	K-6	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Online, Instructional Tool
Renaissance STAR	K-5	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL (with scope and sequence aligned to Indiana Standards)	K-5, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
Envision Math Series	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for students with disabilities in each lesson.	Print and Online
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
Buzz	K-6	Yes	The product includes built-in supports for students with	The product includes built-in supports for ELs in each lesson.	Online, Instructional Tool

			disabilities in each lesson.		
Edmentum Exact Path/Study Island	K-6	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Online, Instructional Tool
Renaissance STAR	K-5	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL (with scope and sequence aligned to Indiana Standards)	K-5, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
Wonders Reading Series	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for students with disabilities in each lesson.	Print and Online
Epic	K-5	Yes	This product has multiple levels	Both English and Spanish	Online
SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
Buzz	K-6	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson.	Online, Instructional Tool
Scholastic News/Weekly Reader	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and SeeSaw	Online
SCIENCE INSTRUCTIONAL MATERIALS					
Buzz	K-5	Yes	The product includes built-in	The product includes built-in	Online, Instructional Tool

			supports for students with disabilities in each lesson.	supports for ELs in each lesson.	
Scholastic News/Weekly Reader	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and SeeSaw	Online

III. STUDENT PROGRESS

Student Access

Students will access assignments, including assessments, projects, and communication through the Learning Management System. SeeSaw is the selected LMS for grades PK-1, and Google Classroom is the LMS for grades 2-6. For synchronous teaching, the district will use Google Meets. Students are expected to complete assignments on a daily basis to receive credit for the day. Assignments are to be submitted daily, or by teacher due date, for completion and credit for enrolled courses.

DATA COLLECTION

North Harrison teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. Buzz will leverage the assessments that are included with this instructional tool. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative assessments will be developed in conjunction with district assessment schedules and appropriately-paced to correspond with our scope and sequence.

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student’s attendance into Harmony, based on the student’s attendance at the 8am Google Meet. Course completion is based on demonstration of academic proficiency with passing grades.

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
5. All assessments will guide instruction.

LESSON DESIGN

North Harrison Schools believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

NHS will create a modified **scope and sequence-based** on the intentional alignment of standards missed as a result of lost instructional time. **High priority/essential state standards** will be identified for each core subject area.

ACADEMIC INTERVENTIONS AND ENRICHMENTS

NHS will serve students in daily small group instruction to provide students with what they need. Assessments will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create an On-Site or Virtual Professional Learning team to support the campus staff and families of remote learners. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom and SeeSaw. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

IV. IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities.

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be invited to a virtual meeting to participate in a guided presentation of *What is a Chromebook and How do I get to Google Classroom?* Our goal is to conduct more training as Lunch and Learns each month to share resources and helpful information. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions.

Constant communication will flow between our staff and parents through Google Classroom, Seesaw, Harmony, personal contact from teachers via email, virtual platforms or voice calls. It is paramount that North Harrison students and families understand the expectations and importance of virtual learning.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

NH teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

PRINCIPALS AND OTHER ADMINISTRATORS

Principals and the Curriculum Coordinators will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data

RESOURCES TO MAXIMIZE REMOTE LEARNING

A. The following are resources provided by HISD to help teachers implement a more thoughtful remote learning opportunity.

- **Buzz Instructional Resources**
- **Edmentum- Exact Path/Study Island**
- **IXL**
- **STAR Renaissance**
- **Envision Math Textbooks**
- **Wonders Reading Textbooks**

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- **Google Classroom**
- **SeeSaw**
- **Google Suites**

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check SeeSaw and Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments must be completed and turned in each day for credit for the day.
- Attend live instruction appropriately dressed in accordance to the handbook dress code.
- Attend 8:00am morning check-in for attendance and daily schedule.

Parent/Learning Coach Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend training for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Contact Us/Who to Contact

For assistance regarding a course, assignment, or resource:

The relevant teacher

For assistance regarding a technology-related problem or issue:

The relevant teacher

For a personal, academic or social emotional concern:

Your school counselor

For other issues related to distance learning:

The principal or virtual coordinator