



**REMOTE LEARNING
STUDENT/PARENT GUIDE
2020-2021**

Houston County Remote Learning exists to provide families access to learning experiences during periods of school closure as we work together in **Building Excellence** and **Success Together** for all Houston County students. It is our goal that this platform of learning will fully serve the needs of our students and families in an off-campus format, just as our traditional programs do within our school buildings, allowing families quality support during these unprecedented times.

Houston County Schools is committed to providing rigorous, grade-level instruction for core academic classes in grades PK-12 based on the Tennessee State Academic Standards and the local curriculum guides. Houston County teachers will provide instruction and student support using the SchoolsPLP platform, with alternate formats of instruction provided as warranted to address specific family/student needs.

This guide is designed to support students and families during these periods of remote learning.

REMOTE INSTRUCTION

During times of school closure, the Houston County School District will provide rigorous, comprehensive remote instruction to all students enrolled in Houston County Schools. Students will have access to a virtual platform for online courses that will offer a variety of core academic, honors, elective, CTE, dual credit, and credit recovery courses based on the student’s grade level and course of study. Students without internet access will be provided alternate means of instruction via downloadable content, print packets, etc. as needed.

A username and password will be provided to each student and parent for login to any virtual platforms. Scope and sequence guides will be provided to ensure teachers, students, and school staff can effectively monitor the pacing and progress of all students.

Houston County Schools is committed to providing 7 hours of instructional opportunities per day although this does not mean students will be sitting in front of a computer for that extended period of time. Some learning opportunities will be “synchronous” (students engaged with a teacher all at the same time) while others will be “asynchronous” (students engage in learning any time that is convenient). The information below includes sample allocations of time for remote student learning:

PreK- Kindergarten	Minutes Allotted	Parameters of Remote Instruction (via online/flashdrive/paper packet); <u>approximately 1 hour “screen” time</u>
Early Literacy	90	<ul style="list-style-type: none"> • Blend of online synchronous new instruction and asynchronous content delivery • Embeds science/social studies • Includes at least 3 adult-led instructional activities for new skill (no more than 10 min. each) including Literacy Foundational Skills activity • Provides minimum of 2 read-alouds by adult (with vocabulary and questions provided, reading log provided) • Provides minimum of 2 hands-on activities (at least 1 free choice from teacher-created menu) • Includes 1 writing activity
Early Numeracy	60	<ul style="list-style-type: none"> • Includes at least 2 adult-led instructional activities for new concept (no more than 10 min. each) • Provides minimum of 2 hands-on activities (at least 1 free choice from teacher-created menu)
Social-Emotional	60	<ul style="list-style-type: none"> • Includes at least one daily interaction with school personnel to monitor emotional well-being (also used for attendance purposes) • Provides minimum of 2 free choice activities (at least 1 free choice from teacher-created menu of options)
Motor	60	<ul style="list-style-type: none"> • 1 structured physical activity • 1 free choice physical activity • Activity log provided
Personalized Learning	60	<ul style="list-style-type: none"> • Remediation/enrichment opportunity specific to individual student needs based on initial assessments and progress monitoring

1st-2nd	Minutes Allotted	Parameters of Remote Instruction (via online/flashdrive/paper packet); Approximately 2 hours "screen" time
Literacy	120	<ul style="list-style-type: none"> • Blend of online synchronous new instruction and asynchronous content delivery • Embeds science/social studies • Includes at least 3 adult-led instructional activities for new skill (no more than 15 min. each) including Literacy Foundational Skills activity • Provides minimum of 2 read-alouds by adult (with vocabulary and questions provided) • Includes independent reading block (reading log for read-alouds and independent reading) • Provides minimum of 2 hands-on activities (free choice from teacher-created menu) • Includes 2 writing activities
Numeracy	60	<ul style="list-style-type: none"> • Includes at least 2 adult-led instructional activities for new concept (no more than 15 min. each) • Provides minimum of 2 hands-on activities (at least 1 free choice from teacher-created menu) • Provides opportunity for independent practice/fluency activity
Physical Activity	60	<ul style="list-style-type: none"> • 1 structured physical activity • 1 free choice physical activity • Activity log provided
Specials	60	<ul style="list-style-type: none"> • Alternates between technology, library, art, and/or music activity
Social-Emotional	60	<ul style="list-style-type: none"> • Includes at least one daily interaction with school personnel to monitor emotional well-being (also used for attendance purposes) • Offers free choice activity from teacher-created menu of options • Incorporates SEL activity developed by guidance counselor
Personalized Learning	60	<ul style="list-style-type: none"> • Remediation/enrichment opportunity specific to individual student needs based on initial assessments and progress monitoring

3rd-5th	Minutes Allotted	Parameters of Remote Instruction (via online/flashdrive/paper packet); Approximately 2 hours "screen" time
ELA	90	<ul style="list-style-type: none"> • Blend of online synchronous new instruction and asynchronous content delivery • Includes at least 2 adult-led instructional activities for new skill (no more than 20 min. each) • Provides 1 read-aloud by adult (with vocabulary and questions provided) • Includes independent reading block (reading log for read-alouds and independent reading) • Provides minimum of 2 hands-on activities (free choice from teacher-created menu) • Includes 1 writing activity
Math	60	<ul style="list-style-type: none"> • Includes at least 1 adult-led instructional activity for new concept (no more than 20 min.) • Provides minimum of 1 hands-on activity • Provides opportunity for independent practice/fluency activity
Science	30	<ul style="list-style-type: none"> • Content presentation • Application activity
Social Studies	30	<ul style="list-style-type: none"> • Content presentation • Application activity
Specials	60	<ul style="list-style-type: none"> • Alternates between technology, library, art, and/or music activity
Physical Activity	60	<ul style="list-style-type: none"> • 1 structured physical activity • 1 free choice physical activity • Activity log provided
Social-Emotional	60	<ul style="list-style-type: none"> • Includes at least one daily interaction with school personnel to monitor emotional well-being (also used for attendance purposes) • Offers free choice activity from teacher-created menu of options • Incorporates SEL activity developed by guidance counselor
Personalized Learning	30	<ul style="list-style-type: none"> • Remediation/enrichment opportunity specific to individual student needs

6th-8th	Minutes Allotted	Parameters of Remote Instruction (via online/flashdrive/paper packet); <u>Approximately</u> 3 hours "screen" time
ELA	90	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • silent sustained reading period (reading log provided) • activity used to establish daily attendance
Math	90	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • activity used to establish daily attendance
Science	60	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • activity used to establish daily attendance
Social Studies	60	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • activity used to establish daily attendance
Social-Emotional	30	<ul style="list-style-type: none"> • Includes at least one daily interaction with school personnel to monitor emotional well-being (also used for attendance purposes) • Offers free choice activity from teacher-created menu of options
Related Arts	30	<ul style="list-style-type: none"> • Alternates between technology, library, art, and/or music activity
Physical Activity	30	<ul style="list-style-type: none"> • 1 free choice physical activity (activity log provided)
Personalized Learning	30	<ul style="list-style-type: none"> • Remediation/enrichment opportunity specific to individual student needs

9th-12th	Minutes Allotted	Parameters of Remote Instruction (via online/flashdrive/paper packet); <u>Approximately</u> 4 hours “screen” time
1. block	90	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • activity used to establish daily attendance
2. block	90	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • activity used to establish daily attendance
3. block	90	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • activity used to establish daily attendance
4. block	90	Blend of: <ul style="list-style-type: none"> • online synchronous new instruction and asynchronous content delivery • guided and independent practice opportunities • assignment for grading/feedback purposes • activity used to establish daily attendance
Physical Activity	30	<ul style="list-style-type: none"> • Free choice from menu of options (activity log provided)
Personalized Learning	30	<ul style="list-style-type: none"> • Includes at least one daily interaction with school personnel to monitor emotional well-being (also used for attendance purposes) • Addresses social-emotional, transition, and/or remediation needs

STUDENTS WITH SPECIAL NEEDS

Remote learning opportunities will be made available to all Houston County students during periods of school closure. Eligible students with disabilities and English Language Learners will be provided appropriate academic support as agreed upon in the student’s Individualized Education Program (IEP), 504 plan, or Individual Learning Plan (ILP), including any necessary instructional and testing accommodations. Classroom teachers who are trained and aware of the accommodations needed for the students will work with special educators to monitor the progress and needs of all students with disabilities during periods of school closure.

Student skills in English Language Arts (ELA) and Mathematics will be tracked through the benchmarking and universal screening platforms three times per year to identify skill deficits. Students requiring additional academic interventions to address reading, math, or writing skill deficits will be provided daily personalized learning opportunities specific to their needs based on these assessments and with ongoing progress monitoring provided to guide instructional planning.

REMOTE EXPECTATIONS

What we expect from our students:

In order to stay on track and make progress during periods of remote learning, students must commit to the following:

- Learn to use all digital tools
- Have a quiet workspace free of distractions
- Participate in classes daily as identified in weekly schedule
- Complete activities and work as assigned
- Stay in contact with school staff through assigned communication platforms
- Always give forth best effort and follow all school rules for online class behavior

What we expect from our family/learning partners:

In order to stay on track and make progress during periods of remote learning, families/learning partners must commit to the following:

- Communicate to school staff about any technology barriers to online/virtual learning
- Become familiar with the digital tools that your child may use
- Provide your child with a workspace that is free of distractions
- Set up a daily schedule for your family that allows for completion of activities and schoolwork as assigned
- Embed recommended hands on learning activities that support their learning into your child's daily schedule
- Respond to communication from school personnel within 1 business day
- Reach out to school personnel if your child is having difficulty with their work and you are unable to assist them
- Communicate any concerns pertaining to IEPs, 504 plans, or ILPs with the school administrator

What to expect from your child's teacher:

In order to support your student in staying on track and making progress during periods of remote learning, teachers/school personnel commit to the following:

- School staff will provide two (2) weeks of remote instruction at a time, with all instruction made available via online access, downloadable content, and/or paper packets based on student need.
- Remote content may include:
 - Lesson objective stated and referenced throughout activity
 - Activities and materials leveled to address a range of student needs
 - Clearly labeled content/materials
 - A combination of individual and group activities
 - Use of virtual manipulatives or items commonly found in homes

- Modeling of thinking strategies for students
 - Logs for any required documentation of learning activities not completed virtually or resulting in a work product (i.e. reading log, physical activity log etc.)
 - Procedures for turning in completed work
 - Criterion for daily attendance/participation status
 - Checks for mastery
 - Opportunities for specific daily feedback
- Special education staff will assist in the planning and delivery of core content for students on their caseload.
 - Instructional staff will communicate with each student via SchoolsPLP messaging center, phone, Skyward, Desire to Learn (D2L), Google Classroom and/or other preferred methods.
 - School staff will provide families with “office hours” in which they are available via phone or internet to address any learning concerns. In-person support will be available in the school building on a case-by-case basis, adhering to district health and safety protocols and subject to staff availability.
 - School personnel will make, at a minimum, one (1) daily communication with each student. This may be accomplished via telephone or a virtual platform (e.g., Google Meet, Zoom, SchoolsPLP, Dojo, Remind, etc.), assignment of homework, or assignment of activity log, etc.
 - Instructional staff will post grades weekly in Skyward; parents may access grades via the Parent Portal. Progress reports and report cards will be issued as scheduled for the 2020-2021 school year (refer to the HCSD Calendar).
 - Instructional staff will respond to all emails from the student/parent within one (1) business day.

Grading

Grades will be issued to students based on the district grading scale.

Reports of progress will be provided to students in accordance with district timelines. Students may use Skyward to access grades/progress at any time and may request a physical report card/progress report be printed if desired.

Remote Attendance

Houston County Schools is committed to student achievement, with a vital part of student achievement being satisfactory school attendance. Students are expected to attend and participate in their remote learning opportunities as fully as they would attend and participate in a traditional classroom course. Participating in remote learning consistently and maintaining high levels of completion on assigned activities will be considered acceptable student attendance.

Schools shall seek and receive daily visual, verbal, and/or written verification of student participation in remote instructional activities. Attendance will be verified through the following:

- School Personnel phone contact with the student, parent, or guardian
- Completion of virtual instruction attendance activity
- Student work completion submitted per agreed upon methods
- Other formats initiated through the school system

Absences will only be excused as per HCBOE policy 6.200. Students/parents will have three (3) school days to submit the necessary documentation to the building administrator in order to excuse the absence; these may be submitted via email. Parents may submit notes to excuse up to three (3) absences per semester.

During periods of remote learning, if a student has three (3) consecutive days of unexcused absences from participation in remote learning the following steps will be followed:

1. At the time a student is identified as being non-compliant with school attendance expectations, the course instructor will contact the parent/guardian by phone.
2. If the student continues to be non-compliant by not participating in instructional days, the building administrator will develop a plan to address and remediate attendance issues and make up missed assignments. The building administrator will meet in person (if possible) or remotely with the student and parent to review the plan for remediation.
3. If a student/family does not meet with the building administrator or if the student continues to be non-compliant with attendance, he/she will be considered as not in attendance (unexcused absence) and will be subject to the attendance guidelines and policies of the Houston County Board of Education.

More than 5 full-day unexcused absences will result in a student being referred for truancy action. A student who is considered truant will be referred to the district's tiered intervention process for attendance. Parents and students who do not improve attendance will progress through the tiers of attendance intervention, including personal or remote meetings with district staff, meetings with truancy council, and eventually petitions filed in juvenile court. Chronic unexcused absences could also result in the Tennessee Department of Safety revoking a student's privilege to hold a driver's license.

Behavior

Code of Conduct

Students participating in remote learning are subject to the *Houston County School District Student Handbook* and all rules contained therein. Use of the internet and/or assigned devices must be in accordance with the *HCSD Electronic Device Handbook and Agreement*.

Academic Integrity

Academic integrity is fundamental to a successful remote learning experience and ultimate student mastery. For learners, this means that the student, without unauthorized help of any kind, completes all academic work consistent with the following:

- The student completes each assignment independently.
- The student does not practice plagiarism in any form.
- The student does not allow other individuals to copy work.
- The student does not misuse content from the internet.

Plagiarism is defined as copying or using ideas or words from another individual and presenting those ideas or words as the student's without properly citing the source. Cheating is defined as submitting work that is not

completed by the student. Note that collaboration with another individual on any assignment must be pre-approved by the teacher.

Specific examples of plagiarism that will not be tolerated include, but are not limited to:

- Copying, paraphrasing or summarizing another person’s work without citing that source.
- Using material, including photographs, from the internet or any other source and representing them as your own, even if you have changed some of the words.
- Having someone else write the assignment or rephrase any portion of that assignment.

Violations of academic integrity will be addressed in accordance with the following guidelines:

Violation Number:	Intervention:
Violation #1	The teacher notifies the student, parent, and building administrator that a student has violated the Academic Integrity Policy. The student must complete an alternate assignment for credit.
Violation #2	The teacher will notify the building administrator of the second violation. The student will receive a zero on all assignments submitted in violation of the policy. The building administrator will contact the student and parent, notifying them of a mandatory conference either face to face or remotely with the building administrator.
Violation #3	The teacher will notify the building administrator of the third violation. The administrator will send an official notification to the student and the parent, with the infraction addressed at the building administrator’s discretion.

Cyberbullying/Bullying

Every student has the right to an educational environment that is free from intimidation, harassment, harm, or threat by another student.

Bullying and/or cyber-bullying is prohibited during school, via school equipment, at school-sponsored events, or by any electronic act that results in the disruption of the orderly operation of the school or educational environment, regardless of whether the electronic act originated on school property or with school equipment.

Remote Student Etiquette

It is important to note the words we use are choices. Respect the power of those decisions and choose words with care. Email and other communications should always be professional and respectful.

State Assessments

Required assessments, to include TCAP, ACT, EOC, etc. will be administered in accordance with state guidelines; district personnel will ensure families are aware of assessment dates. Students may be required to come to the school to complete assessments in accordance with state testing administration guidelines. Students who do not participate in the state assessment on the day it is scheduled will be provided an opportunity to make up the test, with results used in the calculation of final grades in accordance with state and local grading policy.