

HCCS Digital Learning Plan

I. Guiding Principles: Supporting Student Learning and Holistic Needs

HCCS will continue to focus on the holistic needs of the educational community:

- **The safety and well-being of students, families, and staff has been and must continue to be our top priority as an educational community.**
 - Physical health, safety, and nutrition
 - HCCS is following the 10 people limit and the guidelines on physical distancing in the building.
 - HCCS continues to disinfect the building every day.
 - HCCS continues to serve our students breakfast and lunch Monday-Friday from 10:00am – 11:30am. The staff serving meals wear protective equipment (gloves, masks, and hairnets). Parents drive-up to the building and a staff member provides the meal in a “drive-thru” style.
 - Individual staff members who are considered “high-risk” or experiencing any cold or flu-like symptoms are not allowed to be part of the meal service.
 - Social-emotional and mental health needs
 - Physical education teacher will provide each student with a weekly physical activity log and activity via ClassDojo (appropriate for each grade-level). These activities will follow CDC guidelines.
 - School Social Worker, School Adjustment Counselor, and School Counselor are contacting students and parents as part of the social-emotional learning plan which includes individual counseling sessions, connecting to outside mental health agencies, and supporting families with needed services.
 - Providing students with structured break activities to break-up screen time and engage in their physical environment (drawing activities, pet pictures, etc.)
 - School nurse is available for basic health guidelines and assisting parents with medication distribution.
- **This crisis disproportionately affects our most vulnerable students in terms of their physical and mental health, as well as academically. Equity needs to be a top consideration in local planning efforts, especially as HCCS makes plans to manage an extended closure.**
 - Students with Disabilities & English Learners
 - Academic services are being provided by Resource Room, Inclusion, and English Language Learner teachers through ClassDojo.
 - Specialized services (such as Speech/Language Therapy, Occupational Therapy, etc.) will be provided to students in accordance with IEPs.
 - For parents who lack internet access/device, a Zoom call-in number is provided to directly connect teachers with individual students for specialized support.
 - MTSS teachers are supporting General Education teachers by gathering UDL materials and resources that are accessible for all students (including students with Disabilities and English Learners). For example, videos that provide differing strategies for solving a particular type of math problem.
 - Annual IEP meetings are held via conference call to meet timelines.

- **Maintaining connections between school staff and students is paramount, particularly for the most vulnerable members of our school communities.**
 - Administrator meetings (via Microsoft Teams)
 - Weekly Pillar meeting
 - Three Academic Team meetings per week
 - Weekly Technology meeting
 - Participation in DESE, DPH, MCPSA, and Governor’s Conference Calls and Webinars
 - Board meetings continue on schedule (via Zoom)
 - Weekly SABIS meeting with Director (via phone conference)
 - Meeting with Teachers (via Microsoft Teams)
 - Grade-Level meetings are conducted weekly
 - Faculty meeting held as needed
 - Individual meetings with AQCs as needed
 - Individual technology meetings with IT as needed
 - Meeting with Students/Parents
 - Mail communication
 - Connect Ed telephone calls
 - All-school ClassDojo announcements
 - Teacher communication with students via ClassDojo with regular lessons and content support
 - Individual parent/teacher connections as needed
 - Individual technology meetings with IT as needed
 - School telephone line monitored and dedicated to parents with no/limited internet access

HCCS is adopting a remote learning model:

- **Nothing can replace the in-person schooling experience, and we should not expect that remote learning can replicate the traditional school day.**
- **At the same time, with school closures now extended HCCS has an obligation to engage students in meaningful and productive learning opportunities through an appropriately structured educational program.**
- **Remote learning is not synonymous with online learning. Remote learning can take place in a multitude of ways,** including by helping students engage with resources in their everyday lives and in the natural world around them. Remote learning also provides unique opportunities to further engage students in the arts or interdisciplinary work. Finally, we must be conscious of the effects of increased screen time and seek balance between learning through technology and remote learning that happens offline to support students’ curiosity and understanding.

II. HCCS Remote Learning Plan

- This Remote Learning Plan was developed following an assessment of HCCS’s capacity and resources to support a remote learning model.
 - 95% of students have at least one parent connected to ClassDojo
 - HCCS provided a map of free Xfinity Wi-fi Hotspots available in the community
 - HCCS has allocated seventy devices to be loaned to parents who lack a device in order to connect them and their student(s) to ClassDojo and online learning
 - Every teacher has a dedicated iPad for their instructional use
 - HCCS has been using IXL, Lexia, Readworks.com, and Prodigy.org throughout the school year
- HCCS has designed this remote learning model to best meet the needs of our students and community. HCCS understands that these needs may change over the course of this extended closure.

Remote Learning Plan:

- HCCS will support students to engage in meaningful and productive learning for approximately half the length of a regular school day. We expect this learning to take place via a combination of educator-directed learning and student self-directed learning.**
 - Teachers will be posting assignments and educator-directed learning videos as per the following schedule (at minimum)

Grade Level	Subject	ClassDojo Posts	Educator-directed learning (educator instructional video)
K-4	English & Math	Daily assignments per subject	1 video/week per subject
K-4	Science & Social Studies	Two assignments/week per subject	1 video/week per subject
5-8	English	Two assignments/week	1 video/week
5-8	Math	Daily assignments	1 video/week
5-8	Science	Three assignments/week	1 video/week
5-8	Social Studies	Two assignments/week	1 video/week
K-8	Spanish	Two assignments/week	1 video/week
K-8	Physical Education	<ul style="list-style-type: none"> One activity log/week One physical activity video/week 	
K-6	Computers	One activity/week	1 video/week

K-2	Music	<ul style="list-style-type: none"> • One activity/week • One musical video/week 	
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- **HCCS will be following the recommendations of DESE that schools focus on reinforcing skills already taught this school year and apply and deepen these skills and consider equity of access and support for all students.**
- **HCCS recognizes that the individual student experience will vary** depending on student age, individual and family needs, access and capacity for remote learning (including access to technology and internet), and the ongoing health of students, families, and staff.

Definition and scope of remote learning:

- **Remote learning can encompass a wide variety of learning opportunities.** While technology can be a supportive tool, HCCS has also considered ways that student learning can continue offline.
- **HCCS will be employing multiple remote learning tools.** These tools are used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and their teacher, and provide feedback on student work. HCCS will ensure all online learning platforms meet confidentiality and student privacy standards.

List of remote learning tools being employed by HCCS:

- **Teacher-directed videos and assignments posted on ClassDojo**
- **Audio conference calls**
- **1:1 phone or video calls**
- **Email (sending work packets to parents; training parents and students to navigate online learning tools)**
- **Work packets provided in electronic and printed hard-copy**
- **Projects**
- **Reading lists**
- **Online learning platforms (ClassDojo, IXL, Lexia, Readworks.com, and Prodigy.org, Generation Genius, Mystery Science, Liberty Kids, GetEpic.com, Quizlet, Spelling City, Kahoot!)**

Components of the remote learning schedule:

- HCCS is following the DESE recommend routine and structure for remote learning, recognizing the need for flexibility for individual students within them. HCCS has used these four priorities for creating the remote learning structure and routine :
 1. **Opportunity to connect with one or more educators multiple times per week.** For students who are at higher risk of learning loss, such as students with

disabilities or English learners, HCCS is ensuring educators provide additional opportunities for connection.

2. **Access to multiple hours per day of academic content directed by educators**, which should focus on reinforcing skills already taught this school year and applying and deepening those skills.
 3. **Time each day for physical activity** based on recommendations from educators.
 4. **Additional daily time for enrichment activities such as the arts** (dance, media arts, music, theater, and visual arts).
- HCCS has created a ClassDojo posting schedule for teachers to maintain daily/regular contact with students (see schedule above). This schedule ensures these four priorities are being met.
 - HCCS requires teachers to provide feedback to any activities submitted via ClassDojo or parent requests for 1:1 phone conferences within 24 hours.

Feedback on student work and grading:

- **To the extent practicable, teachers will provide feedback on student work completed at home.** Because HCCS serves elementary and middle school students all courses are non-credit bearing, so work will not be considered for credit.
- HCCS SABIS® Student Life Organization will incorporate incentives to keep students motivated to continue their learning.
- In this decision, HCCS has considered whether students have had equitable access to learning opportunities during this closure, keeping in mind the variety of technology, health, disability, and language challenges that could occur.