HARDIN NORTHERN LOCAL SCHOOLS
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Practicing 'Polar Bear Guts, Resilience, Integrity, Tenacity' (GRIT) Every Day

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Hardin Northern Remote Learning Plan

Below are the necessary components of a Distance Learning Plan in accordance with House Bill 164 Section 16.

1. **Personalization:** provide a short description of how this model meets the instructional needs of students and how this will be documented.

Meeting the Instructional Needs:

- Teachers will provide instruction through a variety of strategies that promote differentiation by allowing students to choose/emphasize the approach they find most effective.
- Weekly instructional strategies will include:
  - Live Zoom sessions (minimum 1 per week during regular scheduled class time)
  - Recordings of live Zoom sessions
  - Pre-recorded lessons
  - Online access to educational programs such as Khan Academy, Newsela, Ever-Fi, NGPF, etc.
  - Parent consultation
  - Regular office hours to address parent/student questions
  - Additional resources which will be hosted on Google Classroom.

Documentation:

- Attendance will be kept for live sessions
- Teachers will document parent communication in a Google document shared with the Administration
- Teachers will document missing assignments in a Google document shared with the Administration
- Student use of instructional videos and other educational programs will be monitored through student assignments and projects

2. **Student Assessment:** Outline how student progress and mastery of content standards will be assessed. Include a description of how students will demonstrate competency in the material, granting of credit, and promotion of student to the next grade level.

- Student Assessment Overview:
  - At the beginning of the school academic year students will complete a variety of grade level assessments determined by teachers to help assess each student's current level of achievement. These baseline diagnostic assessments will assist in differentiating each student's instructional need and will continue to guide curriculum development so that students' progress can be monitored and reported accurately throughout the course of the academic year.
  - Teachers will deliver assignments weekly that align with each individual student's need.
- Daily Assessment Policy:
  - Students are expected to submit assessments in a timely manner that aligns with the district assignment expectation policy
  - Late Work Policy: Students may submit late assignments for the assigned week. However, all late assignments must be submitted by the Sunday night at 11:59 p.m. of each prior week. Furthermore, all late work submitted will be receive 50 percent deduction from graded score.
  - Test and Quiz assessments: Online summative assessments will need to be completed as scheduled by the teacher. If a student is unable to complete the online assessment at the designated time they will need to contact their teacher and schedule a different assessment time prior to the test. However, all assessments need to be completed according to the guidelines set forth in the student handbook. (Unless other arrangements have been agreed upon by teacher and student) Additionally, students will be required to use the video feature on live zoom testing sessions and student chromebooks will be monitored using the Goguardian platform.
  - Late Work Policy Reporting/Communication: Students that have three consecutive missing assignments in a given week will be contacted by Administration/Guidance Counselor.
- Honor Code: All assignments, projects, and assessments will be the original work of the student.
- **Cheating/Academic Honesty/Academic Integrity**

  Presenting someone else's work as one's own in order to obtain a grade or credit is considered to be cheating. This includes, but is not limited to, copying others assignments, quiz or test answers, and plagiarism. Teachers should report all incidents of cheating to the principal. Students who violate this policy will receive zero credit for assignments or work involved. Repeated offenses will result in further disciplinary action.

- Mastery of Content: Each teacher will assess mastery of content based upon completion of state standards for their subject area.
- Student Demonstration of Competency: Each student will complete assignments and assessments that were constructed based upon state standards in that given subject area.
- **Granting of Credit**:
  I. **Junior High Promotion Requirements:** For seventh grade students to be promoted to the eighth grade and eighth grade students to be promoted to the ninth grade, they must have passed [year average D=(65%) or better] the previous year three of the five core courses of English, mathematics, reading, science, and social studies. Approved summer school course work may be used to correct deficiencies.
  II. II. **High School Graduation Requires Twenty-one Credits** The Hardin Northern Board of Education adopted the policy for graduation to be a requirement of 21 credits. Students need to keep this policy in mind as they finalize their course schedules. To be classified as a Sophomore, a student must earn 5 credits, a Junior 10 credits, and a Senior 15 credits.

Approved summer school course work may be used to correct deficiencies. More detailed information on required courses and graduation requirements is available in the course scheduling booklet, a copy of which each student receives during course scheduling each year

3. **Attendance:** Include here how the school will document student participation in learning opportunities.

HN Online Attendance Policy: Students are required to attend all zoom sessions as scheduled. There will be a one percent deduction for each week a zoom is missed. (e.g., If there are two zoom meetings in one week, each zoom meeting will count as a half percent.) This deduction will be reflected in the final quarter grade.

4. **Progress:** Include answers to the following questions; How will student progress be monitored? How will this monitoring of progress be reported to administration, parents, etc.? When will the student be considered truant?

Monitoring Overview:

- Teachers will submit weekly assignments at the beginning of each week utilizing Google Classroom. Google Classroom will be the central online informational and Instructional platform district wide.
- Teachers will update grading on Progress Book weekly.
- Teachers will mark assignments not turned in (on time?) as "Missing" in Progress Book in order to send an alert to both students and parents.

Administration Reporting:

- Teachers will send missing attendance/assignment referral to the administration that provides updated information regarding missing work and online truancy. Additionally, administration will utilize Progress Book to review weekly updated assessments.

Parent Monitoring and Communication:

- Parents will be able to monitor their child's progress by logging into Progress Book to review their student's progress. Additionally, parents will also have the ability to monitor Google Classroom where the majority of student assignments will be included.
- At Risk Student/Optional Parent Communication: Parents will have opportunity to sign-up for additional online weekly assignment posting information. These weekly assignments will be sent out for each class weekly by the teachers.
- Students that appear to be falling behind will be contacted by teachers via email and telephone. Three missing assignments will result in teacher referral to administration for additional follow up parent contact.

5. **Equitable Access to High Quality Instruction:** Consider the following questions; How will the needs of IEP students be met? What teachers will be assigned to teach the content…grade bands and content licensure? How will the technology needs of students be met (educational platforms, hardware – e.g. chromebooks, internet connectivity, etc.)?

- IEP Students
  - IEP Students will be expected to meet with the Intervention Specialist via live zoom weekly to simulate traditional classroom study hall for additional intervention and remediation as needed.
  - Intervention specialists will be required to meet minutes specified in each individual student IEP.
- Teaching Modifications
  - Special Education Specialists will communicate IEP modifications and accommodations with general education teachers.
  - Teachers will follow IEP modifications in the creation and/or assessment of assignments and tests.
  - Special Education Specialists will collaborate with families through weekly phone conferences/emails.
  - Special Education Specialist will provide weekly office hours for student and parent communication opportunities.
  - Special Education Staff and General Teaching Staff will follow national and state guidance on the procedures and delivery of services for students with IEP's.

- Technology Needs:
    - Students will be 1 to1 utilizing chromebooks distributed by the school district.
    - Students are familiar with Google Classroom and will be instructed to use Google Classroom as their primary online instructional platform.
    - School district will utilize distribution of hot spots for those students struggling with internet connectivity.
    - If a student is having technology issue, students are responsible for contacting teacher and technology coordinator as soon as possible so that issue can be resolved in a timely manner.

6. **Professional Development:** Outline a plan to provide professional development to teacher and support staff. Include programs, presenters, dates, etc. for the delivery of high quality instruction.

Online Platforms for Professional Development:

- Google Classroom: Presenter: Date of Professional Development:
    - Google Classroom will be the primary online instructional platform.
        - Posting Instructional Materials
        - Posting Online Assessments, Discussion Forums, Higher Extended Thinking Questions, Homework, etc.
        - Posting Pre-Recorded Lessons
        - Posting Recorded Live Zoom Sessions
        - Graded Assignments - For Student and Parent Monitoring
- Zoom: Presenter: Date of Professional Development:
    - Zoom Video Conferencing will be the primary video platform:
        - Live Online Zoom Instructional Lessons
        - Pre-recorded Lessons
        - Break-out Room Instructional Strategies
        - 1to1 (Teacher and Student) Remediation and Intervention
        - Weekly Teacher Office Hours - Students will have the opportunity for additional remediation, questions, and teacher related responses. Additionally, teachers can utilize office hour time to check-in on students mental health status from a distance learning perspective
        - Online Student Socialization Opportunity
- Progress Book: Presenter: Date of Professional Development:
    - Progress Book will be the primary grade assessment platform:
        - Students will be able to take responsibility for their own learning by monitor their weekly progress
        - Parents will also be able to check in on student achievement and upcoming assignments by utilizing the features of progress book.
        - Teachers will update grades weekly to ensure that students, parents, and administrators are kept up to date with each individual students' progress.
- Class Dojo/Remind: Presenter: Date of Professional Development:
    - Class Dojo/Remind will be an additional option for parents and students to receive weekly text communications about upcoming assignments so that the students are able to learn efficient time management skills.