As described in the overall mission of the Hendry County School District, the purpose of education is to prepare students to be productive and caring adults that contribute to our community. Within this context, we believe that technology is a tool for learning that expands our instructional repertoire and is a vehicle to maximize the capacity of all teachers and learners. **It is the vision of Hendry County Schools that students be engaged in a stimulating academic environment and a challenging curriculum that is student-centered and focused on inquiry-based learning.**

District Guidance for Distance Learning
Expectations for Time and Attendance
Expectations for the Teacher
Expectations of Parent and Student:
Curriculum
Technology Devices

Primary
Distance Learning for Primary Teachers

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Distance Learning for Secondary Teachers
Hendry Online Learning Academy (HOLA)

District Guidance for Distance Learning

Expectations for Time and Attendance

- *Instructional Hours:* Beginning August 24, 2020, all students engage daily in a minimum of five hours of allocated instructional time and a minimum of 45 minutes per course at the high school level. Specific details of how this is to be accomplished are outlined below.
- *Attendance***:** All teachers submit attendance on the SIS system (FOCUS) as usual; Attendance submitted daily or by period; if a student completes daily assignments and minimum participation requirements they will be counted as present. Attendance can be retroactively submitted for up to one day.
- Teachers follow the school's process for addressing students with attendance concerns.

Expectations for the Teacher

- Teachers must be aware of the very large percentage of students that will not be able to participate in synchronous learning environments due to internet connectivity issues. Even if provided with a hotspot, these hotspots are limited by their data allowance. Therefore, expecting to exist in a traditional instructional model of extended live lectures will not be successful.
- Work regular school hours from their assigned school building (if medically able)
- Complete the [Distance Learning Checklist](#) and submit to your immediate supervisor/administrator.
- Provide opportunities for live, interactive instruction via Google Meets, GoGuardian, etc., for large group, small group, and individual instruction.
- Attend staff meetings and professional developments at their school
- Follow Student Progression Plan
- Administer and upload required progress monitoring data as directed
- Provide tiered support as needed for any child failing to make adequate progress (i.e., small group and individual sessions)
- Provide regular communication with families
- Ensure that updated IEPs for SWD are followed (i.e., IEP teams reconvene immediately to develop Distance Learning Plans that guide instruction and services during online learning)
- Teacher maintains ongoing communication with ESE Specialist, including notification of concerns that may require convening of IEP team
- ESE teacher progress monitors students receiving Specially Designed Instruction bi-weekly to determine if students are making progress toward IEP goals and educational standards, maintains communication with IEP team, and documents adjusted instruction if needed
- Base ESOL instruction and interventions on progress monitoring assessments that document progress toward content mastery and language acquisition according to the WIDA screener

- Teacher maintains ongoing communication with ESOL Liaison, including notification of concerns that may require convening of ESOL Committee
- Online learners engage via video conferencing platforms with their teacher and peers through dedicated office hours or other instructional opportunities

Expectations of Parent and Student
- Students remain enrolled in their school and may return to their school building once it is determined safe to do so.
- Students are expected to be engaged in learning every day for a minimum of five hours during the regular school day, and a minimum of 45 minutes per course at secondary level (in addition to completing assigned homework)
- Students need access to the internet and a computer device (notify the school for support if needed)
- Students will be supervised and supported
- Parents of SWD, or ESOL students, or students with a 504 will participate in IEP meetings, or ESOL Committee meetings, or 504 meetings to develop a Distance Learning Plan that will guide instruction and services during remote learning

Note this disclaimer: HCSD will provide the teaching options noted above, but we may not be able to accommodate all students due to internet access (in which case school staff will work individually with students to provide options)

Curriculum
- Teachers instructing remote learners continue to collaborate with colleagues through Professional Learning Communities (PLCs) during collaborative planning times and strive to accomplish the same curriculum goals that a child would accomplish in the school building.
- All teachers will use Google Classroom to view daily expectations, post daily announcements and assignments (Learning Management System)
- Teachers may direct students to other platforms to access content
- To ensure continuity of instruction, students will be held to high expectations. This includes student engagement, attendance, course content, task completion, assignments, grading, and assessments. However, these high expectations must be surrounded by a degree of flexibility to be equitable and to help ensure student success.
- Teachers address learning needs that will accelerate learning (i.e., close the achievement gaps) by providing grade level content with scaffolds to support unlearned material

Technology Devices
- Utilize District One-to-One Digital Devices for ALL students beginning with devices that would have been taken out of inventory due to refresh program
- Supply hotspots to students with identified need

- Develop individualized plans and distribute equipment to meet varying technology needs based on access
- Schools will follow District's Chromebook/iPad Damage or Loss Procedures for damages to devices
-

Note this disclaimer: Hotspots have 10 gigabytes of 4G high speed internet access per month. After this initial 10gb of use the speed will drop to 2G. 2G internet speed **will not support continuous live instruction**, but will allow assignment completion and viewing of recorded lessons.

Primary

Distance Learning for Primary Teachers

Teachers at the elementary level must be aware of the very large percentage of students that will not be able to participate in synchronous learning environments due to internet connectivity issues. Even if provided with a hotspot, these hotspots are limited by their data allowance. Therefore, expecting to exist in a traditional instructional model of extended live lectures will not be successful.   Also, be aware of the necessary parental support structures that need to be in place for younger students to be successful. Attempting to fit a traditional instructional model into a distance learning environment will not be successful. Parents, students, and families should not be penalized for work obligations, socioeconomic status, or internet access. Attendance may be retroactively submitted for the prior day if assignments and participation requirements are completed.

Teachers will:
- Provide continuity of instruction through concurrent teaching so each grade level group of students can progress together.
- Utilize digital textbooks.
- Make all lessons accessible in digital format.
- Build Google Classroom course content organized by Topic Modules that are easy to follow.
- Utilize a variety of communication systems - Remind, email, Classroom messages, Goguardian.
- Provide recorded lessons/demonstrations in Google Classroom (ex: Grade level teams have one teacher record a lesson for each subject area. Teach like the students are there, ask questions and provide wait time, encourage students to press pause and complete small activities before continuing, etc.).
- Have dedicated office hours and other opportunities for you to connect with your students.

- Encourage and create opportunities for group work and collaboration (provide Meet links for groups, check in on their sessions, have support staff assist).
- Provide additional digital resources available at all levels (Consolidated list of District Resources).
- Monitor work with GoGuardian.
- Teachers continue to provide and document necessary interventions to support student success.
- Teachers continue to work in collaborative teams (e.g., PLC and departments) to establish continuity of education.
- Support staff work with teachers to connect with disengaged students.

Consider including the following in student coursework:

- A variety of learning modalities; "See and hear" content or opportunities to learn new and practice/retrieve "learned" content
- Encourage and create opportunities for movement, exploration, and creation
- Interaction with content and tools
- Connection with current and future technology
- Collaboration and teamwork (instruction and practice)
- Creativity and imagination, including robotics and the ARTS
- Critical thinking and problem-solving
- Standards-based curriculum built to allow student mastery of content
- Accelerate the learning of all students

Secondary

Distance Learning for Secondary Teachers

Teachers at the secondary level must be aware of the very large percentage of students that will not be able to participate in synchronous learning environments due to internet connectivity issues. Even if provided with a hotspot, these hotspots are limited by their data allowance. Therefore, expecting to exist in a traditional instructional model of extended live lectures will not be successful. However, due to the autonomy of children in this age group, students should be expected to participate in lesson completion during your allocated class time with the option of direct contact with you when needed. Teachers will:

- Provide daily lessons made available in Google Classroom
- Have daily check-in discussion board in Google Classroom
- Make all material digitally available in Google Classroom
- Have clearly outlined expectations related to participation and assignment completion

- Provide opportunities for live instruction and make those recordings available in Google Classroom
- Have attendance flexibility as long as there is daily coursework completion and the alternate daily participation requirements are met
- Have dedicated office hours and other opportunities for you to connect with your students.
- Encourage and create opportunities for group work and collaboration (provide Meet links for groups, check in on their sessions, have support staff assist).
- Provide additional digital resources available at all levels (Consolidated list of District Resources available in Tech Classroom).
- Monitor work with GoGuardian.
- Teachers continue to provide and document necessary interventions to support student success.
- Teachers continue to work in collaborative teams (e.g., PLC and departments) to establish continuity of education.
- Support staff work with teachers to connect with disengaged students.

Consider including the following in student coursework:

- A variety of learning modalities; "See and hear" content or opportunities to learn new and practice/retrieve "learned" content
- Encourage and create opportunities for movement, exploration, and creation
- Interaction with content and tools
- Connection with current and future technology
- Collaboration and teamwork (instruction and practice)
- Creativity and imagination, including robotics and the ARTS
- Critical thinking and problem-solving
- Standards-based curriculum built to allow student mastery of content
- Accelerate the learning of all students

Hendry Online Learning Academy (HOLA)

HOLA is the District's in-house virtual school option for secondary students. This is the recommended choice for parents and students who would choose *Virtual School - Option 3.* This choice will be facilitated by dedicated distance learning online instructors at the secondary level. These teachers will follow the same expectations as other instructors and will utilize Edmentum curriculum to support students who choose this virtual learning model.