



HTH Distance Learning Plan

Latest Version April 5, 2020

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I. HTH Guiding Principles for Distance Learning

This framework for Distance Learning is guided by our design principles of *equity*, *personalization*, *authentic work* and *collaboration*. We ask all of our community to remember why we became educators: to support children and the communities they (and we) live in. We aspire to craft distance learning experiences that continue to encourage community, connectedness, personalization, academic growth, and equity. When Distance Learning is activated due to a community crisis requiring school closures, we must also be mindful of and responsive to the diverse challenges that our educators and families may be experiencing.

II. Timeline

Below is the timeline for the development and implementation of the HTH Distance Learning Plan during the Spring of 2020, in response to COVID-19 related school closures.

| Week | Status |
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| March 16-20 | <ul style="list-style-type: none"> ● First week of school closures ● Each teacher or teaching team offers optional continuous learning opportunities to all students. ● Formation of HTH Distance Learning Plan Action Group ● Feedback surveys sent to families and school staff to assess needs. |
| March 23-27 and March 30 - April 3 | <ul style="list-style-type: none"> ● Spring Break ● Each teacher or teaching team offers optional continuous learning opportunities to all students. ● HTH leadership continues meeting regularly ● Development of plan continues, with input from various stakeholders |
| April 6-10 | <ul style="list-style-type: none"> ● Distance Learning Planning Week |

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| | <ul style="list-style-type: none"> ● School staff meets virtually to collaboratively design and pilot distance learning plans. ● Each teacher or teaching team offers optional continuous learning opportunities to all students. ● HTH-owned devices are distributed to families in need. |
| April 13 - indefinitely | <ul style="list-style-type: none"> ● Distance Learning Begins ● School faculty launches distance learning. ● SPED students receive support from SPED team |

III. Equitable Access

Access to Technology

HTH will collect data from all families via Google Form and phone calls in order to identify families in need of Internet access and/or a keyboard-enabled device. Based on this data, individual HTH schools will distribute HTH-owned Chromebooks to families without a keyboard-enabled device in the household. Families will be asked to sign the [HTH Device Checkout Agreement](#) upon collecting the device. Families who need IT support with a HTH-owned device will be able to request IT support via a [Google Form](#). Families without Internet access will be connected to local service providers offering low-cost or free service.

Special Education Support

Individual Distance Learning Plans (IDLPs) will be created to ensure that all students with special needs receive services to the greatest extent possible while participating in distance learning. Case managers will conduct weekly check ins with each of their students and every two to three weeks the Individual Distance Learning Plans will be reviewed and updated as appropriate. Ed specialists and related service providers will work collaboratively with general education teachers to provide support and accommodations needed for each student to access the curriculum. IEPs and 504 Meetings will continue. They will be held remotely via Zoom or by phone.

IV. Distance Learning Platforms at HTH Schools

| Primary Distance Learning Platforms | |
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| Elementary Schools | <i>Primary Distance Learning Platform: Clever Video Conferencing Platform: Zoom</i> |
| Middle Schools | <i>Primary Distance Learning Platform: Google Classroom Video Conferencing Platform: Zoom</i> |
| High Schools | <i>Primary Distance Learning Platform: Google Classroom Video Conferencing Platform: Zoom</i> |

| Other Commonly-Used Distance Learning Tools |
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| Other tools used for online learning may include: SeeSaw, FlipGrid, ClassDojo, ST Math, RAZ Kids, Epic, BookFlix, Khan Academy, Prodigy, Educreations, NewsELA, Dreambox, etc. |

V. General Guidelines for Distance Learning

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| <p>Community & Connectedness</p> | <p>HTH educators will prioritize the HTH values of collaboration, personalization, community connectedness, and a deep respect for students and their developmental needs. Teachers and other support staff will create regular and daily routines within teams and grade levels for students to connect with staff and each other via online platforms. Teachers will also record attendance to the extent possible and inform administrators about absent or non-communicative students and families. School staff will continue to engage in collaborative design with colleagues.</p> |
| <p>Instructional Time (Students)</p> | <p>Elementary:</p> <ul style="list-style-type: none"> ● 1.5 - 2.5 hours daily, primarily asynchronous activities ● Weekly individual check-ins with teacher ● Additional individual and small group check-ins with ed specialists <p>Middle:</p> <ul style="list-style-type: none"> ● An average of 3 hours daily, primarily asynchronous activities. ● Weekly check ins with advisor ● Additional check ins for special populations <p>High:</p> <ul style="list-style-type: none"> ● 1-2 Hours daily of synchronous and asynchronous learning ● 2 Office Hours per week per teacher ● Additional individual and small group check ins with Academic coaches and Education Specialists ● Advisory check ins 1X per week |
| <p>Learning Experiences</p> | <p>Due to various challenges that families may face during mandated school closures, HTH teachers will prioritize asynchronous learning experiences, and primarily use whole-group synchronous experiences to connect with students and provide more personalized support. HTH schools will attempt to stagger times for synchronous learning/connection experiences, so that families with multiple HTH students who are sharing one device have equal access to these opportunities. In general, priority times for synchronous learning will be as follows:</p> <ul style="list-style-type: none"> ● Elementary Schools: 9:00 - 10:00am ● Middle Schools: 10:00 - 11:00am ● High Schools: Approx. 11:00am - 3:00 pm (See individual school schedules) |
| <p>Assessment</p> | <p>Teachers will continue to assess student learning, but with flexible practices to be responsive to the unique challenges posed by distance learning. School leaders may adjust grading practices as</p> |

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| | needed. |
| Attendance | Attendance will be taken to ensure that students are engaged and receive educational support. Teachers will assess and address any issues with accessibility. |
| Staff Work Days | <p>HTH will be responsive to the diverse needs and challenges of HTH faculty while working from home.</p> <ul style="list-style-type: none"> ● Elementary: average 3 hours/day, flexible, 4 days/week, with one full day for personal planning ● Middle: average 3 hours/day, flexible, 4 days/week, with one full day for personal planning ● High: 2-3 hours per day direct student/faculty interaction; flexible planning time |
| Staff Collaboration Time | <ul style="list-style-type: none"> ● HTH staff will continue to meet to engage in collaborative design of learning experiences, reflect on experiences, share best practices, support students, and remain connected as a learning community. School directors will design meeting schedules that are responsive to the unique challenges posed by school closures. |
| Professional Learning | HTH staff will be provided with professional learning opportunities related to distance learning platforms and practices. Links to useful tutorials and other opportunities will be available on the HTH Distance Learning webpage, and school directors will support staff in accessing these opportunities. |

VI. Roles and Responsibilities

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| CMO + Senior Leadership Team | <ul style="list-style-type: none"> ● Stay informed of orders and guidelines from state, county, and district school officials. ● Develop the HTH Distance Learning Plan with feedback from various stakeholders ● Identify learning platforms that will be used across schools ● Ensure all students have equitable access to technology needed to participate ● Communicate HTH-wide plans and updated information with all staff and parents. ● Ensure effective implementation of Distance Learning plan and accountability to student learning. |
| School Directors | <ul style="list-style-type: none"> ● Design and facilitate staff experiences (virtual PD, meetings, etc.) that support collaborative design of distance learning experiences ● Support staff with distance learning technologies through professional learning opportunities ● Communicate school-specific plans to staff and families |

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| | <ul style="list-style-type: none"> ● Ensure all students receive necessary support ● Support staff, students, and families as needed |
| <p>Classroom Teachers</p> | <ul style="list-style-type: none"> ● Collaboratively design distance learning experiences and connection opportunities for students ● Explore and share effective distance teaching practices with colleagues ● Collaborate with SPED colleagues to support students with special learning needs ● Communicate with and provide timely feedback to students. ● Communicate with parents, as necessary ● Collect feedback from students and families, and adjust instruction as needed ● Inform administrators about absent or non-communicative students and families ● Be mindful of diverse needs and challenges of families and students ● Prioritize formative assessment practices ● Attend virtual collaboration meetings |
| <p>Ed Specialists and Related Service Providers</p> | <p><u>Education Specialists:</u></p> <ul style="list-style-type: none"> ● Check in weekly with families ● Individual Distance Learning Plans will be created and sent home to families. ● Schedule times for direct connections with students ● Collaborate with general education teachers to accommodate and modify instruction ● Attend breakout groups to support student learning for student with IEPs ● Deliver SAI in ways that support distance learning, which may include: <ul style="list-style-type: none"> ○ Video reading lessons ○ Zoom consultation ○ Google Drive editing and assignment support ○ Read alouds ○ Group project support and check-ins ○ Low-tech goal based assignments and practice lessons ○ Accommodations and modifications made to assignments given via the distance learning platform in collaboration with the gen ed teacher. <p><u>Related Services:</u></p> <ul style="list-style-type: none"> ● Teletherapy for SLP, OT and Counseling as appropriate ● SLP group services provided via Zoom or other platform with consent from all parents ● OT check ins with practice activities offered |

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| <p>School Psychologists and DMCC Providers</p> | <ul style="list-style-type: none"> ● Office hours offered ● Consult with case managers and gen ed teachers ● Review of record assessments ● Weekly wellness check ins with students with counseling services ● Counseling (based on determination made by the parents and the therapist during the week of April 6th) |
| <p>Site Managers</p> | <ul style="list-style-type: none"> ● Respond to emails and phone calls to the school. ● Process New Student Registration. ● Process Existing Student Registration. ● Assist in ordering low cost supplies for staff. ● Process the mail for the site. |
| <p>IT Team</p> | <ul style="list-style-type: none"> ● Develop and implement a plan for safe distribution of HTH-owned devices to families in need ● Develop and/or update the HTH Device Checkout Agreement ● Keep track of devices on loan to HTH families ● Respond to family requests for IT support via Google Form. ● Support staff with distance learning technologies ● Explore and share possible technology tools to enhance distance learning practices ● Communicate with Chief Technology Officer and School Directors as needed |
| <p>Deans</p> | <ul style="list-style-type: none"> ● Takes lead on identifying families who have unique needs and problem-solves with staff and community to help meet needs ● Build a student check in document for the staff so all staff have a central space for keeping notes after check ins with students ● Identify students who need a unique connection that isn't met with our current plan ● Create a mindfulness component option for the weekly student plan ● Create a physical activity component for the weekly student plan ● Create advisory activity options for each week ● Responds to student behavior challenges ● In collaboration with aftercare staff (if appropriate), design community connections activities such as spirit weeks |
| <p>Aftercare</p> | <p>Possible responsibilities could include:</p> <ul style="list-style-type: none"> ● Build a Flipgrid or other site that allows students to have connections with weekly activities/challenges ● Create online challenges for students to do through sites like Duolingo, code combat or other online learning apps ● Build activities that students can do at home and create care packages ● Send (by snail mail) the activities to the students who want them ● Make contacts through empathy interviews with students and families in the aftercare program to understand their current |

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| | <p>situation and what needs they have</p> <ul style="list-style-type: none"> ● In collaboration with Dean (if appropriate), design community connections activities such as spirit weeks |
| <p>Athletics Director</p> | <ul style="list-style-type: none"> ● Office Hours Offered Weekly ● Zoom check Ins with SALTeam ● Zoom Check ins with coaches: <ul style="list-style-type: none"> ○ Weekly emails and updates. ○ Continue community building providing a safe space for our athletes. ○ Share ways to move and train and hold each other accountable. ● Continue to send our newsletters sharing at home athletic skill building tips, ideas, goals ● Include ways to stay active and healthy ● All campuses prepare for Fall and Winter <ul style="list-style-type: none"> ○ Census reports ○ Schedules(league, non-league) ○ Physicals ○ Update Clearance Paperwork ○ Update Athletic handbooks ○ Inventory ○ Website Updates ● Encourage everyday movement, including motivational info from athletes, coaches, etc. |
| <p>College Advisors</p> | <ul style="list-style-type: none"> ● Process student files for college applications. ● Support school advocacy with colleges, College Board and other external bodies to ensure campus closure and its effects are understood. ● Support seniors as they transition to college ● Support juniors as they prepare for college applications ● Zoom conference meetings with juniors & seniors |
| <p>Students</p> | <ul style="list-style-type: none"> ● Dedicate appropriate time to learning, as guided by your teacher/s ● Check distance learning platforms (Clever, Google Classroom) for information on courses, assignments, resources daily. ● Attend, when possible, synchronous engagements offered by each teacher/s. ● Communicate any needs, questions or concerns with teachers or staff of HTH ● Engage in all learning posted with academic honesty. ● Submit all assignments in accordance with provided timeline and/or due dates. ● Abide by the HTH Responsible Use Guidelines for Distance Learning [English, Spanish] and the HTH Student Handbook ● Consider ways to support peers with distance learning. ● Be sure to take care of your social and emotional balance by keeping healthy habits like exercise, rest, and eating healthfully. |

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| Parents | <ul style="list-style-type: none"> ● Provide an environment conducive to learning ● Monitor student learning at home, and engage in conversations about learning activities ● Encourage attendance, as much as possible, to the regular synchronous engagements offered by teacher/s. ● Communicate needs to school staff, as needed ● Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play. |
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VII. Additional Supports for Families

| Content | Local & Online Resources | HTH Contacts for Troubleshooting |
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| Distance Learning Support | The HTH Distance Learning Page contains various resources for families and teachers. | <ul style="list-style-type: none"> ● Your child's teachers ● School administration (director, dean) ● IT support [insert link when ready] |
| WIFI & Internet Access | Click here for up-to-date information from San Diego County Office of Education (SDCOE). | Please reach out to your school director or complete the IT Support Request Form if you need support. |
| Device Access | HTH will provide keyboard-enabled devices (Chromebooks) to families in need, based on data from Family Tech Survey. | Daren Sefcik <i>Chief Technology Director</i> dsefcik@hightechhigh.org |
| Nutrition Providers | Click here for up-to-date information from San Diego County Office of Education (SDCOE). | Amanda Thomas <i>Food and Nutrition Services Manager</i> athomas@hightechhigh.org |
| Special Education Services | See above for details. | Amy Briggs <i>Director of Special Education</i> abriggs@hightechhigh.org *please also see your site website to contact someone directly at your school who works with your child |