

Cedar Cliff Local School District
Remote Learning Plan

Introductory language about when remote learning will apply

A remote learning plan may be an as-needed component of the instructional program for unplanned occurrences such as quarantine of students or staff due to COVID or as a regular and standard component of the instructional program throughout the school year, for the entire district, for a particular building, for a particular school or for a particular group of students, either at parents' option or as required by the District.

The following remote learning plan will apply whenever remote learning is offered to some or all students during the 2020-2021 school year. As permitted under applicable state and federal guidelines, in-person instruction will be offered to all students. Remote learning will be offered for the entire district, for a particular building, for a particular school and/or for a particular group of students as an as-needed component of the instructional program due to unplanned occurrences, including when a student or students are prohibited from attending school in person for health reasons.

The Superintendent/designee shall have discretion to offer parents the option for remote learning throughout the school year, to require remote learning District-wide for the entire school year or any portion thereof, to require remote learning for all students in all subjects and grade levels or just some students, subjects and/or grade levels, and/or to require remote learning in combination with in-person learning.

All plans: In order to provide flexibility to respond to changing conditions, this plan may be amended from time to time as needed in the discretion of the Superintendent.

Criterion 1: A description of how student instructional needs will be determined and documented

Student instruction, whether remote or in person, shall be provided in accordance with teacher lesson plans and curriculum standards. Each classroom teacher shall develop written lesson plans for each course taught by that teacher that can be conveyed in person or remotely, as needed. Teachers shall make every effort to ensure that remote learning opportunities are equivalent to in-person instruction.

To inform lesson plans, teachers shall regularly assess individual student instructional needs, documenting the assessment in writing, and shall differentiate instruction as needed to take account of varying student instructional needs, including for special needs and gifted students. Teachers shall designate the order in which the lessons are to be provided to students in teacher's class and will update or replace such lessons as necessary throughout the school year based on the assessed instructional progress of students.

Criterion Two: The method to be used for determining competency, granting credit and promoting students to a higher grade level

The Cedar Cliff Local School District remote plan will involve both in-district staff utilization of programs as well as participation in a joint Greene County remote learning platform organized and conducted in conjunction with the Greene County Educational Service Center. Each of the school districts in Greene County collaborated and organized to review and procure vendor program(s) to address student needs and learning capabilities.

Whether in-house or through the Greene County program teachers shall be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person. The administration, with input from teachers, shall determine granting of credit and student progression to the next grade level.

If the student does not complete the lesson within the required time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided.

The administration, with input from teachers, shall develop additional guidelines as needed for student grading and assessment in a remote learning environment (e.g., adjusting the time frame for submission of an assignment or accounting for the requirements of a student's IEP).

The requirements for promotion of students to a higher grade level shall not be altered due to a remote learning environment for some or all of the year.

Criterion Three: The school's attendance requirements, including how the school will document participation in learning opportunities

Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g., requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by e-mail, text or phone).

Teachers will also be responsible for assigning and documenting student completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.

Criterion Four: A statement describing how student progress will be monitored

Teachers will be responsible for assessing and documenting student progress, whether students are physically in class or learning remotely.

Criterion Five: A description as to how equitable access to quality instruction will be ensured

When remote learning is being provided online, the District will facilitate access by students who do not have computers and/or Internet at home. Provision of access may include some or all of the following: teacher preparation and distribution of paper copies of lessons, distribution of Chromebooks, distribution of personal hot spots, provision of downloadable instruction. Building principals shall encourage teachers to use their best efforts to develop lesson plans that can also be conveyed remotely.

Regular classroom teachers shall work with special education teachers and intervention specialists to facilitate access to remote learning opportunities by special needs students.

Criterion Six: A description of the professional development activities that will be offered to teachers

The Cedar Cliff Local School District will offer professional development to assist teachers to develop effective lesson plans and teaching strategies for a remote learning environment, including, but not limited to, the following:

The Cedar Cliff Local School District amended the beginning of the school year and added an additional five days of professional development. During this time, the chosen on-line learning platform will be experienced by the classroom teachers to allow for lesson development and review.

The Cedar Cliff Local School District employed a remote/on-line coordinator in conjunction with the Greene County ESC program director. This new position in the district shall organize the following activities:

- Student and Parent Communication when remote instruction takes place
- Professional Development regarding the on-line platform
- Systematic oversight of “office hours” and tutoring for students experiencing difficulties while engaging in learning through the on-line platform.
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Additionally:

The Cedar Cliff Local School District has scheduled Professional Development days throughout the calendar year. During this time, virtual and on-line programming will be reviewed and examined for any deficiencies regarding student learning. Written materials with lists of available resources will also be provided to teachers.