

Central Local Schools – Remote Learning Plan

Section One

How will instructional needs be determined?

Remote learning will be provided by Central Local teachers. All students will remain on originally assigned teachers' class roster which is aligned to individual student needs, i.e., those students on an individualized instructional plan such as an IEP 504, WAP, WEP will have a properly licensed teacher delivering their instruction.

Individualized learning plans will continue to be followed. Modifications and accommodations will be set into place which are aligned with individual student needs. Remote learning will continue to offer read-aloud options, talk-to-text capabilities, individualized attention, modifications to assignments or curriculum, and enrichment activities as outlined in the individual learning plan. Speech and other related services will be provided remotely as well.

Instruction will be aligned to learning standards. Online resources, vendor assessments, and student work samples will be used to provide gap analysis across subject areas. Parent-teacher conferences, RTI meetings, ETR and IEP meetings will continue as usual, but in a remote format.

Teachers will be required to complete clear instructional plans. Google Classroom will be utilized as the remote learning platform for posting instructional videos and content, assignments, assessments, and student work. Teachers, students, parents, and administrators will have access to Google Classroom.

Section Two

What method(s) will be used to determine competency for remote learning?

Several factors will be monitored regularly to determine competency: quality of student work samples and grades, progress monitoring data, gap analysis data, survey data, and daily feedback from stakeholders.

What method(s) will be used for granting credit for remote learning?

Students in grade 6 - 12 will receive letter grades for submitted work following the established 12 point grading scale. Students with passing scores, ie. 60% or higher, will receive credit for the course.

Students in grades 3-5 will receive letter grades based on achieving certain levels of achievement.

Students in grades K-2 teachers will utilize standards based grade cards to determine mastery.

What method(s) will be used for promoting students to a higher grade level with remote learning?

In grades 9 - 12, students must receive a passing grade of 60% or higher to receive credit for the course which will enable them to advance to the higher level.

Students in grades 6 - 8 need to receive an average yearly score of 60% or higher in each course to be promoted to the next grade level. Students must have a 60% or higher in at least two of the four core academic courses to be promoted without parental consultation and evaluation of student needs. Parents are contacted at each midterm point if a student is at risk of failing for the quarter and a parent-teacher conference is held at the semester if the student is at risk of failing for the year.

Students in grades 3-5 will receive letter grades based on achieving certain levels of achievement.

Students in grades K-2 teachers will utilize standards based grade cards to determine mastery.

Section Three

What are your school district's attendance requirements for remote learning?

Student completion of work, evidence of communication with teachers, and evidence of online activity

How will your school district document student participation in remote learning opportunities?

Online activity is logged and monitored. Student work completion is entered in Powerschool and monitored. Evidence of communication between teachers and students and teachers and families is logged.

Section Four

How will your school district monitor student progress with remote learning?

Online resources, vendor assessments, and student work samples will be used for progress monitoring and gap analysis across subject areas. Several factors will be monitored regularly to determine student understanding of concepts and competency: quality of student work samples and grades, assessment results, diagnostic testing results, survey data, and daily feedback from stakeholders.

Section Five

What is your school district's plan to ensure equitable access to quality instruction through remote learning?

Survey data including feedback from all stakeholders was used to establish procedures and protocols for our remote learning structure.

First and foremost, remote learning will be provided by our properly licensed Central Local teachers. All students who choose the remote option will have the choice to use their own computer or to use a school owned computer. All teachers will provide live streamed and recorded lessons. Recordings ensure equitable access to all lessons. Students in primary grades will have the ability to view live streamed and recorded lessons to support instructional needs. Students unable to obtain internet access for remote learning will be invited to work onsite with access to our public internet service.

Section Six

What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?

Teachers will receive professional development prior to the start of school as well as additional support throughout the year in Google Classroom, Google Apps, and available online resources.

Teachers will have ample opportunities to practice remote learning before mastery is achieved.