

# **INTRODUCTION**

**to**

## **Sheffield-Sheffield Lake City Schools**

### **Remote Learning Plan**

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

The following remote learning plan will apply whenever remote learning is offered to some or all students during the 2020-2021 school year, as indicated below.

- Remote learning will be offered when closure is required by the state or federal government or health officials and/or as determined by the Superintendent or designee.
- 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.
- 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.

### **CRITERION ONE: 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 students are provided with comparable learning opportunities, whether instruction occurs remotely or in person.

Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and intervention specialists on design of lesson planning for special needs students.

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. Regular assessment will include an initial formative/diagnostic assessment establishing a student's readiness

to perform grade level or course learning standards. After the formative/diagnostic assessments occur, a plan including progress monitoring shall be developed in accordance with district expectations to address any gaps in knowledge and skills which may prevent the student from being successful. Students in grade K-8 will utilize the state approved vendor assessment Star-Renaissance as a diagnostic three times per year. High School teachers will utilize high quality subject specific formative assessments.

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**

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.

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). Students must access all their online tools through Classlink so the district can track student time spent online. Teachers will be expected to mark attendance weekly on a 5 hour basis for grades 6-12 and all Related Arts teachers, and on a 20 hour basis for K-5 grade teachers.

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. Grades should be updated weekly in PowerSchool and parents must be notified as soon as a student's grade is a D or below.

## **CRITERION FOUR: A statement describing how student progress will be monitored**

Teachers will be responsible for assessing, documenting and communicating student progress, whether students are physically in class or learning remotely. Progress towards learning will be communicated through feedback/grades on assignments, conferences, midterm reports, and report cards. PowerSchool is the primary way for parents to access student grades.

## **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 or iPads, distribution of personal internet hotspots, and provision of downloadable instruction. Building principals shall encourage teachers to use their best efforts to develop lesson plans that can also be conveyed remotely.

Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and intervention specialists to facilitate access to remote learning opportunities by special needs students.

Communication between the school and families is critical to providing access and opportunity to our students. Teachers will reach out to families to determine the most feasible mode of communication.

## **CRITERION SIX: A description of the professional development activities that will be offered to teachers**

In preparation to handle the unique challenges of the 2020-2021 school year, SSLCS required all teachers to complete self-paced modules at the end of the 2019-2020 school year. The modules focused on skills pertaining to distance learning, Google Classroom, video recordings, online live teaching and student engagement. Professional development has continued throughout the summer as select teachers have participated in an Instructional Resource Team (IRT). These members have been and will continue to be trained on a variety of topics so they can return to grade-levels/departments to train colleagues. Additionally, the district has adapted the teacher work calendar to include 9 days of professional development/workshop time prior to the first day of school with students. Teachers will be trained based on the results of a self-assessment, an assessment that focuses on foundational teaching skills necessary during hybrid or remote teaching. Lastly,

teachers will be assisted in developing effective lesson plans and using effective teaching strategies for a remote learning environment through, but not limited to, the following:

- Instructional Resource Team, Grade Level/Departmental and Scheduled Professional Development Meetings
- Standards alignment, Universal Design for Learning and Curriculum Mapping work

Written/digital materials with lists of available resources will also be provided to teachers.