



SHELBY CITY SCHOOL DISTRICT

2020-21 REMOTE LEARNING PLAN

2020-21 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.
- Remote learning will be offered throughout the school year as a regular and standard component of the instructional program, for the entire district, for a particular building, for a particular school and/or for a particular group of students and will be offered to all parents as an option for their children.

Shelby City Definition of Remote Learning

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

For the purpose of this resource guide, remote learning means each student is experiencing a learning opportunity supported by a teacher or educator who is in a different location. Working in partnership with educational delivery partners, an educator might deliver instruction by using a device and checking in with students regularly. Remote learning also can include video or audio instruction delivered online or via television, video, telephone, or another method that relies on a computer or communications technology. It also may include the use of printed, paper-based materials that incorporate assignments that engage and seek feedback from students.

Remote learning plans should not necessarily replicate a traditional school day—especially with regard to the daily schedule and timetable. Remote learning opportunities can be deployed in a flexible manner. Ultimately, students should be positioned to independently extend their learning with direction and guidance from their teachers. Special considerations need to be made for Shelby’s most vulnerable students, including students with disabilities, students for whom electronic mediums might not be developmentally appropriate (for example, PreK and early grade students), students who are English learners, and students who might not have access to technology.

The Remote Learning Plan includes the following 6 sections:

- 1. How student instructional needs will be determined and documented.**
- 2. Determining competency, granting credit and promoting students to higher grade levels.**
- 3. Attendance requirements, including how the district will document participation in learning opportunities.**
- 4. How student progress will be monitored.**
- 5. How equitable access to quality instruction will be ensured.**
- 6. Description of the professional development activities that will be offered to teachers.**

SECTION ONE:

How student instructional needs will be determined and documented.

COMMENTS

Remote learning plan requires the district to consider two things – how instructional needs will be determined and how instructional needs will be documented.

Shelby City Schools Remote Learning Delivery Options:



Teacher-student interaction through online learning platform: This option, when available, enables Shelby staff to engage with students frequently and consistently throughout the learning day using an online learning platform or learning management system. Examples of online learning platforms include Google Classroom, Google Meet, Zoom, etc. Shelby staff can assign lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.

Online lessons for students to work on at home: This option allows Shelby staff to present students with lessons they can complete independently or with the help of an available family member or caregiver outside of an online learning platform.

Offline lessons and instructional packets for students: Remote learning plans can include thoughtful instructional packets (virtual or paper-based) and appropriate interdisciplinary, exploratory, hands-on activities. Screen time, if an option, should be balanced with learning that occurs offline and encourages student curiosity, discovery, and writing and journaling. The District will distribute instructional packets—perhaps with meal drop off and pick up at grab-and-go sites or through safe meeting sites. During this time Shelby staff should have some form of instructional communication loop with students and families.

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.

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.

SECTION TWO:

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.

Note: 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).

Note: 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.

Grades: K-4 Standards Based Grading-5-12 Letter Grades (like normal)

Online Platform: Edgenuity, Google classroom-Chromebooks/Zoom/or other determined by administration.

Missing Assignments-No missing assignments until the quarter ends.

Extra Reminders:

- Adhere to due dates
- Check google classroom every day
- Check email every day
- Be knowledgeable of teacher's office hours (when & how to reach teachers)
- Keep an open mind!

SECTION THREE

Attendance requirements, including how Shelby City will document participation in learning opportunities.

Shelby staff 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 email, text or phone).

Shelby staff 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.

SECTION FOUR

How student progress will be monitored.

Shelby staff 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.

SECTION FIVE

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, 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.

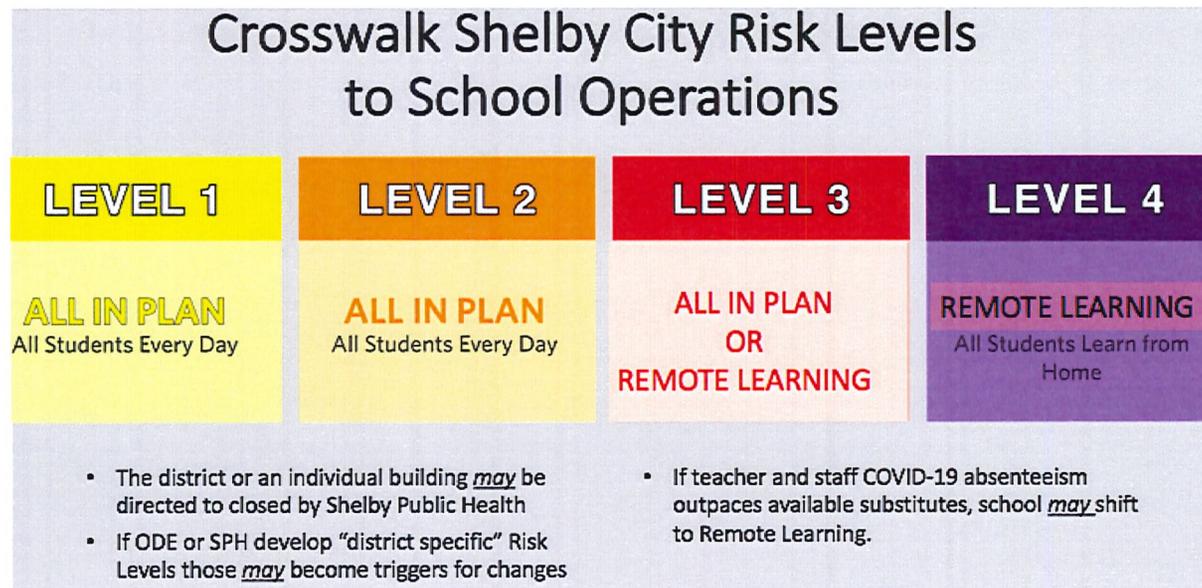
NOTE: Communication between the school and families is critical to providing access and opportunity to our students. Teachers will reach out to families to determine the most feasible mode of communication.

SECTION SIX

Professional development activities will be offered to staff.

The District will continue to 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: *staff inservice, DLT, BLT, TBT meetings, grade level meetings, virtual zooms or in person meetings etc.*

Written materials with lists of available resources will also be provided to teachers. Additional professional development for remote learning may be offered during the course of the school year.



OPTION 2- STUDENTS AT HOME DAILY

INDIVIDUAL ONLINE LEARNING WITH SUPPORT USING EDGENUITY, GOOGLE CLASSROOM AND OTHER ONLINE SOFTWARE

Student and Parent/Caregiver Expectations and Additional Information	Staff Expectations
<p><u>Parents/Caregivers</u></p> <ul style="list-style-type: none">● Monitor student progress on coursework.● Developing a “school schedule” is recommended to keep routines in place for students while working from home.● Communicate questions and concerns immediately to staff.● Monitor and support student progress through an online curriculum with parent/caregiver access to the online platform and progress information. <p><u>Students</u></p> <ul style="list-style-type: none">● This option is different from what students experienced during remote learning last spring.● Students participating in this option will be using Google Classroom, an online curriculum and platform designed by an outside company that specializes in virtual learning.● It is recommended students follow a schedule to complete online learning, assignments, and assessments.● The online curriculum will meet the same standards as our Shelby City Schools curriculum, but it will not necessarily match the same pacing or activities that are delivered in school buildings.● Students will have access to courses in all core areas (English language arts, mathematics, sciences, and social studies)● Students will also have limited access to special area courses (K-6) and elective courses (7-12). Students in grades 7-12 may not have access to their full schedule as planned this past spring.● Communicate questions and concerns immediately to teachers.● Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with each other.● Students will earn grades for their work.● If state or local regulations require a school closure, students participating in this option will continue as scheduled, and will continue to use the online curriculum and platform for at least a full semester.● Students may continue to participate in after-school activities at their school building, including extra-curricular activities	<p><u>Teachers</u></p> <ul style="list-style-type: none">● Teachers will support students by assisting with using Google classroom, pacing, and providing feedback on assignments and assessments.● Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with each other.● Teachers will be available for office hours, One session will be available in the morning and one in the afternoon.● Teachers will grade work in a timely manner. <p><u>Technology Department</u></p> <ul style="list-style-type: none">● The district will provide a chromebook for grades 2-12 student to use at home;● The district will try to support families without wi-fi access by being able to use wifi in district designated hot spots.● The district will provide help desk assistance when technology issues occur. <p><u>Administration</u></p> <ul style="list-style-type: none">● Ensure each student has a device at home.● Monitor and assist teachers in the delivery of content for students.● Implement appropriate grading procedures and work from home guidelines for teachers.

Shelby City Schools Remote Learning Staff Expectations

- Shelby teachers and staff will report to the building during remote learning, unless directed otherwise.
 - Daily work hours:
 - Shelby High School: 7:30 a.m. to 2:30 p.m.
 - Shelby Middle School: 7:30 a.m. to 2:30 p.m.
 - Preschool and elementary buildings: 8:30 a.m. to 3:30 p.m.
 - These are the times that all staff will be available to communicate with families/students if they have questions or need clarification. These times are established so that families know when you are available to respond.
 - Communication with families outside of school hours should be limited to responding to immediate concerns or emergencies. Otherwise, families will be expected to receive a response to a question or concern during school hours the following day. Please refrain from sending families messages after 5:00 p.m. or before 7:00 a.m. out of respect for families' personal time and teachers' personal time.
- Each teacher should utilize Google Classroom for posting and providing assignments.
 - Each teacher should plan to organize and provide a weekly schedule of assignments by day for four days (e.g., Monday, Tuesday, Wednesday, Thursday). Friday may be utilized as a work day or to provide intervention if needed (no new assignments should be given).
 - Assignments for the week should be posted by 30 minutes after the school start time on Monday morning (8:00 a.m. at SHS and SMS; 9:00 a.m. at PS and elementaries). Videos may be uploaded by 8:00/9:00 a.m. on each day of assignment.
 - All work should be accessible online and able to be completed and submitted online. No paper copies shall be provided.
 - Students should have one week to complete all assignments for the week (all work for the previous school week is due the following Monday).
 - After the week of assignments is completed, teachers should remove the assignments from Google Classroom so that there is a clear delineation for the next round of assignments.
 - The teacher shall grade the assignment in the same manner as other assignments. If the student does not complete the lesson, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided.
 - Teachers should provide weekly feedback on student progress via graded assignments posted to GradeBook (SMS/SHS) or via Google Classroom, email, or Dojo (PS/elementaries). Grades will be due by 3:30 p.m. on Friday following the Monday of turn-in.
- Each teacher shall provide prerecorded or live video lessons that will also be recorded and posted daily (a minimum of 4/week).
- Each teacher will provide live instruction via Google Meet at least once per week. An attempt should be made to connect with each child in a live session at least once a week.
- At Shelby Middle School, students in grades 7 & 8 will receive elective coursework and assignments (specials) in the same manner

as general classroom teachers.

- At Shelby Middle School, students in grades 5 & 6 will receive elective coursework and assignments (specials) as follows:
 - Gym: 1 lesson per week
 - Computers: 1 lesson per week
 - Guidance/ DARE: 1 lesson per week
 - Music: 1 lesson per week
 - Art: 1 lesson per week
- At Auburn and Dowds, specials will be provided by day for all grades in the case of remote learning:
 - Monday: PE
 - Tuesday: Art or Music
 - Wednesday: Library
 - Thursday: Guidance
 - Specials teachers will be expected to provide videos for all classes at each grade level on their assigned days.
- Title I teachers and intervention specialists should provide direct intervention to students via scheduled live virtual sessions or in person each week, as established with families.

Daily responsibilities for teachers and staff:

- Plan current and future lessons.
- Communicate with families and students.
 - If a student is not completing work, additional contact will need to be made by the teacher, school counselor, or building principal via Google, email, Dojo, phone, or other communication tool.
 - Document all contact or attempts to make contact made with families.
- Check and respond to email/messages throughout the day.
- Participate in professional development as assigned by the building principal.
- Participate in TBT, BLT, and other essential meetings assigned by the building principal.
- Grade and provide feedback for student work every week.
- Create assessments.
- Communicate with families of students with disabilities and those receiving Title I services.
 - Conduct and participate in ETR/IEP meetings virtually (or in person, if requested by families).
- Other duties as assigned by building or district administration.

Shelby City Schools Remote Learning Family/Student Expectations

- All students will be provided with a Chromebook from the district to access remote learning assignments and assessments. This device should be treated as school property and handled with care.
- Student attendance and truancy will be based on completion of work during remote learning.
 - Students will be accountable for logging into Google Classroom and completing work assignments on a daily basis.
- Students will be expected to complete work on a weekly basis.
 - Work will be assigned on Monday and all work will be due by the following Monday at 8:00 a.m. at SHS/SMS and 9:00 a.m. at PS/elementaries, unless otherwise specified by your teacher.
 - Any work not completed in this timeframe will receive an incomplete or failing grade.
 - Work may not be completed or turned in for credit beyond the week/day it is due.
 - No new assignments will be provided on Fridays. This will be a work/intervention day for students.
- Teachers will provide video resources for each day of assignments.
 - Videos will not be available until after 8:00 a.m. at SHS/SMS and 9:00 a.m. at PS/elementaries on the assignment day.
 - Students should not expect to work ahead of schedule, as all resources will not be available until the day assigned.
- Families are expected to be responsive to teachers when there is communication regarding student progress.
 - Teachers will be available during school hours:
 - SHS/SMS: 7:30 a.m.-2:30 p.m.
 - Little Whippets PS/Auburn/Dowds: 8:30 a.m.-3:30 p.m.
 - Any messages sent outside of school hours will be returned during school hours the following day.
- Families may schedule live Google Meet sessions with teachers for intervention or assistance at mutually agreeable times, preferably during school hours.
 - Please email the teacher directly or communicate via Classroom Dojo (PS/elementaries) to establish a time for this.
- Teachers will provide a schedule of live instruction times; students are expected to log into Google Classroom to view the live instruction at scheduled times.
 - In the instance that students are unable to attend live instruction, it may be provided as a recording in Google Classroom.
 - Students with disabilities and students who receive Title I services will establish times with teachers to receive these intervention services.
- Teachers will provide feedback each week via graded assignments and communication.