

# South Point Local Schools

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## Remote Learning Plan

### Introduction

South Point Local Schools plan to open the 2020-2021 School Year by giving students and families a choice of different options. Depending on the Level of Emergency our county is in, students may choose to return to school 5 days a week in-person, a hybrid model of 2 days a week in person and 3 days a week remote learning or they may choose to start school 100% remotely should they not feel comfortable due to Covid-19. There may also be mandatory closings due to the coronavirus that require all South Point students to work remotely. South Point Local Schools plan to provide Chrome books for grades 3-12 and will use Google classroom/Apex Learning/Calvert Learning to manage instruction depending on the grade level. The district will use high quality instructional packets with Google Classroom/Calvert Learning lessons where applicable to provide instruction for K-2. Chrome books will be made available to students who choose to learn remotely. Internet hotspots will be made available at South Point HS/MS, South Point Elementary, South Point Board of Education, and Burlington Elementary for those who do not have reliable internet service. Jump drives may also be used to transfer student assignments back and forth between home and school. The following plan will outline the details of how remote learning will work in the South Point Local School District.

\*\*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.

## **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.

Determining the instructional needs of students will begin with a screening process. Once completed, areas of strength and areas in need of improvement will be identified and the instructional plan developed. South Point Local Schools plan to provide chrome books to grades 3-12 and will make available options for K-2 students on an as needed basis for remote learning. Students will be expected to meet the daily hour requirements set forth by South Point Local Schools and the Ohio Department of Education.

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. Student screening will occur using state diagnostic assessments, STAR Reading and STAR Math and other regular assessments that 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 the 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. For remote learning purposes student work will be submitted to teachers through Google Classroom/Calvert Learning for Elementary or for HS/MS Google Classroom/APEX Learning and in some cases via email or jump drive/learning packet delivery. 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 asynchronous communication between students and teacher at the beginning of each class/class period by e-mail, text or phone). Students will be required to meet a minimum daily/weekly hour requirement set forth by South Point Local Schools and the Ohio Department of Education. Hour determinations for offline assignments will be determined by the classroom teachers and calculated accordingly. High School/Middle School students will be required to complete 5.84 hours of school work per day either by logging on or completing offline assignments. Elementary students will be required to complete 5.75 hours of school work per day.

Parents and students will be required to sign a remote learning agreement and must follow all the guidelines set forth. Students must also sign and return the district acceptable use policy.

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, 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, interim reports, and report cards. Remote Learners will be reassessed at the end of each 9 week grading period and instruction will be adjusted accordingly.

## **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 Chrome books, distribution of hot spots, and provision of downloadable instruction or jump drives. 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.

South Point Local Schools will also make every effort to address student social emotional needs and make available any resources necessary. School counselors plan to develop a Google Doc that will be posted and available for students to fill out as a referral form for counseling services. Google Classroom and/or Zoom meetings will be set up to meet with students learning remotely. Outside counseling services will be made available in a similar manner. School guidance counselors will also have virtual office hours from 9-11 am each day.

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

The 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: *South Point Staff Training Provided by Technology Coordinator, Online Google Training, Google/Other Application Virtual Training, APEX and Calvert Learning training and Outside training provided by SST/ESC personnel.*

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.

## **Parent/Guardian Obligations**

- ❖ Agree to commit to Remote Learning for at least the first 9 week period.
- ❖ Ensure that their student follow the guidelines of the SPLSD Acceptable Use Policy.
- ❖ Ensure student meets the minimum daily attendance requirement 5.84 hours for HS/MS and 5.75 hours for Elementary.
- ❖ Communicate concerns or technology problems immediately to South Point Local Schools.
- ❖ Monitor student progress and communicate with teachers regularly.
- ❖ Monitor student online activity to ensure internet safety, encourage respectful language and behavior, stick to appropriate topics of discussion, use and send only appropriate video transmissions, wear school appropriate clothing when attending virtual meetings, ensure academic integrity at all times (no cheating or plagiarism).
- ❖ Provide additional coaching and support for students through the learning process.
- ❖ Establish routines, schedule, and expectations for students.
- ❖ Establish a good place to learn within the home free of distractions.
- ❖ Begin and end the day by checking in on student work.
- ❖ If paper learning packets/assignments are involved ensure completion and submission.
- ❖ Communicate to students that their remote learning work will be submitted and graded as if they were in the regular school setting and failure to complete or submit will result in a poor grade and possible retention.
- ❖ Encourage a time for physical fitness/exercise during the day.
- ❖ Communicate to the school any social emotional needs that may need addressed with student.
- ❖ Take digital recess in order for students to get away from the screen occasionally throughout the day.
- ❖ Create a support network using tech savvy siblings, family members, or neighbors.

## **Student Expectations**

- ❖ Create a quiet space and dedicated time for learning
- ❖ Follow all the guidelines of the South Point Local Schools Acceptable Use Policy
- ❖ Use respectful language and behavior, stick to appropriate topics of discussion, use/send only appropriate video transmissions, wear school appropriate clothing when attending virtual meetings, and ensure academic integrity (no cheating or plagiarism)
- ❖ Meet minimum daily attendance requirement 5.84 hours per day for high school/middle school students and 5.75 hours per day for elementary students
- ❖ Seek help when needed from school staff
- ❖ Notify school/teacher immediately if technical difficulties arise
- ❖ Demonstrate learning by completing all work assignments both online and offline
- ❖ Sign in to classrooms daily- keep connected
- ❖ Communicate with your teacher and examine feedback
- ❖ Communicate any social emotional needs that you have to school staff
- ❖ Be patient with yourselves and your teachers-we are all learning together