



## 2020-2021 South Range Local School District Remote Learning Plan

*To address the current situations that may arise during the 2020-2021 school year, the South Range Local Schools will utilize a remote learning opportunity. Due to the present pandemic the school system could be required to transition to a remote learning framework throughout the school year. The South Range Local Schools will also offer remote learning options for families that feel that a return to school is not in the best interest for their child. The goal of the remote learning option is to provide a consistent and aligned educational option which may be delivered via electronics or paper pencil. The district will review the appropriateness for each grade to ensure students have a balance between screen time and paper pencil.*

*The South Range Local Schools defines remote learning as an educational delivery model outside of the traditional classroom. Remote instruction can be synchronous and asynchronous throughout the time a student is a remote learner. The district will utilize Google Classroom as a common eLearning Platform.*

*During the 2020-2021 school year, students will have the following two options for remote learning:*

*K-12 is synchronous in alignment to the curriculum being taught in the classrooms while being supported by a South Range educator. Students will be assigned a schedule to follow during the school day while participating in remote learning. This is for students who are face to face and the building transitions to remote learning due to closure.*

*Students in Grades K-4 may choose a synchronous remote program that will be supported by a South Range Teacher through Google Classroom with additional support of an eLearning program.*

*Students in Grades 5-12 may choose an asynchronous self-paced curriculum. The district will provide South Range educator to monitor and support the students through this program.*

### Remote Learning Expectations

Students are required to:

- Work and complete assignments posted in Google Classroom or through the eLearning Platform.
- Complete assignments according to the posted due date.
- Participate in classroom lessons and activities as assigned through Google Classroom or the eLearning Platform.
- Seek help from the assigned remote learning teacher immediately if assistance is required.
- Immediately contact the assigned teacher and school if there is a technology or medical issue prohibiting completion of work.
- Abide by school rules regarding the use of technology.
- Athletes and extracurricular participants will adhere to the same requirements as traditional face-to-face learners.

### Remote and/or Classroom Educator Expectations

Teachers are required to:

- Provide daily instruction consistent with a school schedule taking into account reasonable screen time.
- Carefully calibrate workloads and adjust accordingly to the learning needs of students.



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- Develop lessons that accommodate a student's 504, IEP or intervention plan.
- Connect with students and provide virtual instruction either synchronously or asynchronously.
- Maintain contact with students and families via email, phone, video conferencing and/or other distance learning tools.
- Document and log all communication.
- Follow up with students weekly either individually or small group.
- Maintain regular communication with families via email, phone, video or other mode of communication during the school day.
- Grade assignments, provide feedback on student learning, reteach or provide intervention and document student grades in ProgressBook.
- Check district email or Google Messenger throughout the school day to ensure students' needs are addressed.
- Differentiate instruction based on student levels and learning needs.
- Follow up weekly with the building administration and counselor(s) regarding both student attendance and academic performance concerns.

### **Remote and/or Classroom Educator Professional Development Expectations**

Staff will:

- Participate in staff meetings and building level video messages.
- Seek out professional learning (e.g., learning new technologies with in-district resources and expertise) from peers, ESC and/or virtual learning opportunities.
- Participate in planned district level professional development offered throughout the school year.
- Participate in planned Google Classroom, eLearning and instructional professional development options.

### **Equitable Access to Quality Instruction**

- Special education staff and related service providers will schedule and provide specially designed instruction and related services remotely at scheduled times, consistent with student IEPs.
- Services will be scheduled around student needs and meet IEP, ETR, 504 and WEP requirements.
- Staff will participate in virtual IEP, ETR, 504 and WEP meetings and document such meetings for purposes of agreed upon information in the PR-01.
- Document services provided and share with families (progress reports will be sent to families).
- Special education staff should schedule time to collaborate virtually with related service providers (OT, PT, SLP, etc.).

### **Students with Special Needs**

- IEP/ETR meetings continue to take place as scheduled in a virtual setting.
- Intervention specialists will provide small group and one-on-one work sessions with students to ensure progress in both curriculum and IEP goals.
- Student Services Director will hold whole staff and 1:1 meeting with intervention specialists to continue the on-going discussion of planning and supporting students remotely.
- Student Service Staff will monitor progress of students and works with families to ensure success while in a remote setting.

### **Reading Intervention, EL Staff Expectations**



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- Continue with maintaining documentation and data regarding student progress.
- Provide EL services to remote learners.
- Provide reading intervention for identified individuals

### **Intervention Assistance Team (IAT)**

- Follow district processes and procedures as they are aligned to the IAT process.
- Communicate with intervention specialists any concerns.
- Notify Counselors and/or Administration of any emotional concerns.

### **Digital Access and Electronic Equitable Access**

- Digital access will be assessed and made possible for students as appropriate. Online instruction and teletherapy will be delivered via Google Classroom, and teletherapy. Family engagement and resources that are not electronic are delivered in paper/pencil form.
- A Chromebook will be available for students that require one.
- Hotspots will be available for families that require one.
- South Range Local School will ensure students academics are not disrupted due to technological difficulties.

### **Determining Competency, Granting Credit, Assessments and Promoting Students**

Remote educators will provide clear expectations of learning, task completion, assignment dates, assessments, and grading. Student progress will be monitored daily/weekly to ensure students are progressing through assigned work and to ensure student need are addressed.

- Learning competencies will be aligned to the Ohio Learning Standards and South Range Curriculum. Students will be informed of the expectations for each standard and what constitutes competency.
- Student competency will be evaluated through grading of assigned activities, projects, and assessments.
- Credit and promotion will follow the South Range Local Schools academic policies.

### **Remote Learning Attendance**

Remote learning attendance will be taken daily/weekly based on grade level, synchronous or asynchronous learning. Attendance will be evaluated through completion of assigned learning activities, participation in Google Meets and/or progress through assigned program. Attendance will be documented daily/weekly. Student attendance will continue to be maintained through the district EMIS program. Student attendance reports will be provided to the building secretaries weekly. In case of a district closure, students will be assumed present unless the teacher of record communicates otherwise. At this time the administration, counselors and/or superintendent will address the concern and document accordingly in EMIS.

Attendance will be in alignment with the District Policy. The policy includes accommodating student needs in the event of a disruption in use of technology due to loss of WIFI, technical difficulties, computer/device malfunction for either the remote learner, educator or eLearning platform. Accommodations will be considered due to the above-mentioned interruptions.

Parent/guardian must immediately contact the school for assistance to ensure the technical difficulties may be addressed.



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### Communication

- Remote learning environments require communication between administration and teachers.
- Administration and teachers must communicate regularly using email, Google Apps, or other technology tools.
- Staff will provide regular communications with students and families (e.g., newsletters, electronic email or Remind App, etc.)
- Teachers will immediately communicate with administration and/or counselor when student concerns arise.

### Parent Questions

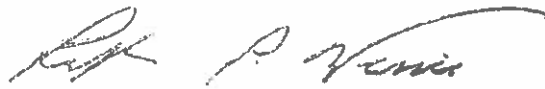
At South Range, we value partnership with our families. If parents or students have any questions, please reach out to the child's teacher or therapist directly. If further attention is needed, please reach out to the following individuals for assistance:

- [BCarlson@southrange.org](mailto:BCarlson@southrange.org) (Superintendent)
- [SMatos@southrange.org](mailto:SMatos@southrange.org) (Elementary Principal)
- [DSzolek@southrange.org](mailto:DSzolek@southrange.org) (Middle School Principal)
- [SRohan@southrange.org](mailto:SRohan@southrange.org) (High School Principal)
- [SLewis@southrange.org](mailto:SLewis@southrange.org) (Student Services and Curriculum)

South Range Education Association

South Range BOE President

  
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Date: 8-18-2020

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