



South-Western City School District Remote Learning Plan

For VLA, Remote 2.0, and Blended Learning Environments

South-Western City School District



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Remote Learning Plan

Overview



Remote Learning

- Remote learning will be offered when school 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

- Remote learning will be offered for the entire district, a particular building, a particular school and/or 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

Section 1

Instructional Needs



Remote Learning Plan

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 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.



Remote Learning Plan

How student instructional needs will be determined and documented

- 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 2

Determine Competency, Granting Credit, and Promoting Students to a Higher Grade Level



Remote Learning Plan

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).

Section 3

Attendance and Participation



Remote Learning Plan

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 email, text or phone).
- 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.

Section 4

Progress Monitoring



Remote Learning Plan

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.

Section 5

Equitable Access



Remote Learning

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 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.



Remote Learning Plan

Equitable Access to Resources

During times of remote learning, the District will provide access to resources for students who do not have computers and/or Internet services at home. Provision of access may include some or all of the following:

- Chromebooks
- Personal Hotspots
- Offline Resources
- Paper Copies of Learning Tasks



Remote Learning Plan

Equitable Access to Instruction

During times of remote learning, teachers will provide equitable access to instruction using the principles of universal design.

Teachers will provide multiple means of:

- Engagement
- Modalities (visual, auditory, written etc.)
- Multiple paths to demonstrate mastery
- Student goal setting, managing information, and progress monitoring



Remote Learning Plan

Equity in the Remote Classroom

- Students must see themselves, their present lives, and their aspirations in the curriculum and in the classroom.
- The identities, lived experiences, intellectual legacies, and cultural ways of knowing the global majority belong in the classroom.
- Students are whole persons regardless of gender, sexuality, ability, class, race, ethnicity, and family background.



Remote Learning Plan

Teaching and Learning Resources

- VLA
- Digital Textbooks
- Destiny and Collections
- District e-books
- iReady
- Curation of free educational resources
- Peardeck, Screencastify, Classkick, EdPuzzle
- Math and Literacy Coaches
- Technology Liaison
- Southwest Public Library Partnership

Section 6

Professional Learning



Remote Learning Plan

Professional Development 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: The SWCSD Summer Academy opportunities are robust and have been well attended. Topics include introduction to district technology tools, curating and using online resources with intention, designing virtual classroom/instruction, SEL, equity/diversity/inclusion, and many others.
- Professional development sessions will be offered on the afternoons of August 24 and August 26. The focus is on the pedagogy of online instruction using district technology tools. The facilitators are primarily SWCSD classroom teachers who have “walked the walk.”



Remote Learning Plan

Professional Development offered to Teachers

- Remote learning webinars and books are the basis for ongoing professional development, offered in single events and on a deeper dive across weeks.
- Written materials with lists of available resources will also be provided to teachers. Additional professional development courses for remote learning may be offered during the course of the school year.



Remote Learning Plan

Leader Role for Remote Learning

District Leaders:

- Establish guidelines for remote learning
- Support teachers and to provide instructional materials and resources
- Offer professional development for all district staff
- Review remote learning resources
- Identify and take action to address needs

Building Leaders:

- Clear and consistent communication with teachers and families
- Remove barriers to equity
- Provide contact information and respond in a timely manner
- Tend to the well-being of students, families, and staff
- Identify and take action to address needs



Remote Learning Plan Teacher Role

Teachers will:

- Use Google Classroom as their primary learning management system
- Provide weekly schedule of learning tasks and due dates
- Provide daily live interaction with individuals or groups of students
- Set office hours to connect with students and families
- Provide access to teacher recorded instruction
- Communicate with families in a timely manner
- Participate in professional learning and attending virtual learning sessions intended to support remote learning



Remote Learning Plan

Family Role

Families will:

- Assure that a device and internet access are available
- Creating a consistent time each day dedicated to student learning
- Establish a safe and quiet learning space with supplies at hand
- Review teacher provided weekly schedule of learning tasks and due dates
- Monitor student progress through and access up to date district information Infinite Campus
- Participate in office hours/communication with teacher(s)
- Encourage student to have healthy sleep, exercise and eating habits