

Southern Hills JVSD Remote Learning Plan

School: Southern Hills Joint Vocational School District (Southern Hills Career and Technology Center)

IRN #050799 District

IRN#050807 Career Center

9193 Hamer Rd.

Georgetown, OH 45121

Description

Southern Hills CTC plans to open largely as it operated prior to the spring school-building closure period – all students in the classroom and labs, all day, and five days a week.

In the event our school district is closed for three or more days, we will provide remote learning for students having internet capabilities. For those students that can drive, we will allow them to use an internet hub in the parking lot of our school or any of our partner associate schools. If a child cannot drive to the school and is unable to access quality internet connectivity, he/she will receive a mailed packet of work. If it is a prolonged closure, we will design work to be delivered in three week increments. Students will return work packets or school personnel - following all health and safety guidelines will pick them up.

Our staff will be required to work five days a week unless closed by the health department and/or state. We will have staff here to help all students via web, email, online chat, phone or any other means possible. All of our courses have fixed schedules. During the closure, the student can remote into the classroom and or call the teachers during their classroom scheduled time.

All of our online materials are aligned to state and local standards and classroom/lab objectives. Our teachers will establish clear expectations to guide and engage students. These will be delivered the first week of school in their school packet.

The remote learning information will be distributed via the school website, Facebook, mailed to students and through our Thrillshare emergency phone call system. We will also place articles in the local newspaper.

Determining Competency, Granting Credit and Promotion

Student competency and grading will be determined by the district grading and participation policy. Students using remote learning and/or packets will receive the grade earned. Students logging in to remote learning will receive their participation credit for that class. When packets are returned, those students will receive their

participation grade determined by the amount of work they have completed. Promotion will be determined by the home school, state and local district graduation requirements.

Classroom teachers will notify our Student Services office of any student in jeopardy of failing course. The guidance department will monitor those specific students on progress during the closure. This is the same practice followed under normal operating conditions.

All IEP students will have direct access to both their classroom teachers and our intervention specialists. Intervention specialists will track all students under IDEA and report any issues to the principal.

All students can request additional time on all assignments. They simply must notify the teacher via email and set up a new time frame for work to be submitted.

Attendance Requirements

Student's attendance will be monitored daily with those that can do remote learning. Otherwise, attendance will be monitored through those returning packets and the amount of work completed. Students failing to do work will not be counted present. (See attached Board Policy)

Progress Monitoring

Teachers will do progress monitoring through typical classroom charting, Progress Book and IEP Anywhere. SHCTC uses Progress Book for student grading, and embedded within the program is the ability to have individual notes added. Any student needing help can contact the school (via phone, email or school webpage) and speak with a teacher. Each of these mediums will be checked routinely throughout every school day.

If a student has a grade below a "B", the teacher will call/email and keep a running record of all contacts. If any student needs help, the teacher will all take necessary steps to help the student.

Equitable Access

All students have access to all classroom lessons. The same work will be assigned regardless of if it is through an online platform or if it is paper-pencil. The district will maintain, on the front page of our website, a link for students to see what work is required from each teacher/instructor.

Professional Development

We will have teachers review the following website <https://www.weareteachers.com/free-online-learning-resources/> . This website gives

many options for platforms and resources for online learning. We will also be doing a Microsoft 365 Teams professional development program for all teachers on August 19, 2020. Microsoft 365 will be used as a regular part of the classroom from the beginning of the school year in the traditional setting, and in all classes. This will make the transition to a blended or fully virtual setting a much smoother transition for those students participating online. Should the district be forced to resort to less than 100% student attendance or fully online education, weekly professional development will occur in house to assist the staff with the ever-changing world of educating students in an untraditional manner.

Tracking Remote Attendance for the 2020-2021 School Year

Consistent with the Remote Learning Plan submitted to the Ohio Department of Education, the District will provide a variety of instruction models, including both teacher-led remote learning and self-directed remote learning.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data. () Teachers are encouraged to verify meaningful attendance in a method selected by the teacher, such as an ungraded quiz at the close of a lesson, a survey or poll questions (unrelated to the lesson and unpredictable) at the end of the lesson, or asking students questions at random throughout a session.

In addition to the reasons listed at the beginning of this policy, absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with () written [END OF OPTION] notice from a parent/guardian:

- A. (x) temporary internet outage for individual students or households;
- B. (x) unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led remote learning lesson;
- C. (x) computer/device malfunction;
- D. (x) malfunction of a District-owned device for which the District is providing technical assistance, repair, or replacement.

Attendance in self-directed remote learning (asynchronous) shall be tracked by evidence of participation, which may include, but is not limited to:

- A. **daily logins to learning management systems;**
- B. **daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and**
- C. **assignment completion.**

The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. A teacher () may () should adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge. [DRAFTING NOTE: If a teacher knows that a regular education student or special education student took "significantly" longer (i.e., more than a de minimis additional amount of time) than the "typical" amount of time to complete an assignment, the student should be given additional attendance "credit." The administration will need to determine how it intends to verify the amount of time the student or parent reports it took the child to complete the assignment from the time a "typical" student would be expected to take to complete the assignment.]