

1. How students' needs will be determined and documented.

Administrator, Coaches/Department Heads will guide teachers to manage and monitor student learning and plan appropriate instruction. Student's instruction adjustments will be made using formative assessments. If a need is presented the teacher will elevate the need to the principal. The principal will assign the student to the appropriate staff. Teachers will determine next steps for student learning using a variety of data.

A survey will be used when a student enrolls in Remote Learning to determine any students mental health needs. The District staff will follow up with those student individual needs and identify mechanisms to support these students. Also while teachers are monitoring attendance and instructional materials with students they will assess the needs of the students.

2. Methods for determining competency, granting credit and promoting students.

Student work completed will be graded. Teachers will enter assignments into Progress Book (Grade Book) to track student engagement.

- Teachers will provide student feedback on their progress.
- Feedback will include information on completion, correctness, and progress to the goal of the class.
- Grading will focus on the content of learning all students will have the opportunity to redo, make up or try again to complete programs during their remote learning.

Board policy will be followed for grades and promoting students.

3. Attendance requirements, including how the district will document participation in learning opportunities.

Teachers and staff will have daily office hours in order to monitor weekly progress checks on students. Staff will document weekly participation by students and family. Remote schools can focus on who is staying engaged and who needs support rather than just marking down who is present. Teachers will monitor if the student is engaged, is the instructional packets complete, has the student attended live classes, google classroom, etc.

Teachers will document student participation in the plan and will make regular contact with every student. Participation data will be used to identify students in need of additional support. Students not participating in the plan will be referred to the Attendance Team. The attendance team with the parent will develop a plan for the student. Counselors, social workers, special education and intervention team will also

track student participation. Teachers will share participation data with Attendance Team and principal for report and monitoring. Additional support agencies may be sought. Attendance will follow district Board Policy.

4. How student progress will be monitored.

Teachers will provide feedback to student's parents during their regular two-way communication with student/parent. This can be done through a phone call, a virtual meeting, or email as an example. Feedback from the teacher may include differentiated work as needed to support the student, as well as examples to support student learning. Teachers may also use instructional lessons, enrichment work or remedial work within the online platform.

5. How equitable access to quality instruction will be provided.

The goal of Steubenville City Schools remote learning plan is to provide direction, information, and resources to ensure all students have opportunities for continued learning. Students will have a chrome book assigned to them that allows them to work from home. The district will also assist the family that may not have Wi-Fi connectivity. This will be done by expanding our broad band and provide hot spots to students.

The district will evaluate digital resources as needed to ensure they are compliant with district systems.

Instruction will take place by:

- Teacher-student interaction through Google Classroom Platform
- Online lessons for students to work on at home
- Offline lessons and instructional packets for students

The method will be determined by the needs of the student.

6. Description of the professional development activities to be offered to teachers.

Professional learning for PK-12 staff is intended to support to address the learning loss, meeting the social emotional, health, and academic need of remote learning.

The Professional Learning will take place prior to the beginning of the school year and during the school year. Each teacher will develop with the help develop their own professional learning plan. This plan will increase their capacity to deliver developmental opportunities. Standard-base instruction remotely.