

Remote Learning Plan

2020-21



Strongsville City Schools

District Name (IRN): Strongsville City Schools (044842)

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Guiding Principles. The goal of remote learning is to ensure learning continues at times when the school district must implement its *Blended Learning* or *Remote Learning 2.0* framework for student learning based on COVID risk levels or other precipitating conditions. Remote learning engages students through a variety of learning opportunities, which can be delivered through (1) teacher-student interaction through online learning platforms, (2) online lessons for students to work on at home, and/or (3) offline lessons and instructional materials for students. Technology is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore, engage and extend learning beyond the traditional classroom.



INSTRUCTIONAL NEEDS

How will student instructional needs be DETERMINED and DOCUMENTED?

- 1) Curriculum maps and pacing guides are in place for all content areas and grade levels in the district.
- 2) Teacher-Based Teams (TBTs) have worked to complete a gap analysis based on curriculum implementation from March 2020 - May 2020. Based on this gap analysis and required curriculum for the current grade-level/course, essential learning standards have been identified and paced to provide a focus for instruction for the 2020-21 school year.
- 3) Statewide assessment systems (e.g., KRA, SLOs), local diagnostic assessments (e.g., AIMSweb, Lexia), and TBT/teacher developed assessments will be implemented to gain baseline data on student prerequisite schools, skills/abilities in relation to national norms, as well knowledge and skills in relation to state learning standards.
- 4) An individualized [Remote Learning Plan](#) will be developed in collaboration with a child's parent(s) for every child with an Individualized Education Plan (IEP). The purpose of the plan is to clearly communicate to all parties how the student will be supported during any remote learning setting. In the event a child has intensive or unique services that are challenging in a remote setting, the team will document in the Remote Learning Plan how the challenges will be addressed.
- 5) If not specifically stated, the instructional needs of student groups inclusive of students receiving Gifted, English Language, or Title-I services will be determined and documented in the same manner as stated above.
- 6) Expectations for determining and documenting the instructional needs for our students in *Remote Learning 2.0* will be communicated with teachers and parents.



COMPETENCY, CREDIT, AND PROMOTION

What methods will be used to determine COMPETENCY, GRANTING CREDIT, and PROMOTING STUDENTS TO A HIGHER GRADE during remote learning?

- 1) All teachers, PreK - 12, will utilize Google Classroom as the main platform for remote learning, assignment posting, assignment collection and assignment feedback.
- 2) The assigning and grading of student work, as well as the administration and grading of local assessments will be commensurate with pre-pandemic practices, as well as aligned with Board policy.
- 3) The grading scale, grading system, and reporting of student progress will also remain consistent with pre-pandemic practices, as well as dictated through Board policy.
- 4) Middle School and High School students taking courses for credit will need to earn a D (70%) or better for their semester grade to earn credit for the semester.
- 5) At the High School, students will be promoted to a higher grade if they have earned the required credits to move to the next higher grade. PreK-6 students will be promoted to a higher grade for the following school year based on the student's grades, evidence of student learning, and/or the professional judgement of the teacher and administration.
- 6) The methods for determining competency, granting credit, and promoting students to a higher grade in *Remote Learning 2.0* will be communicated with teachers and parents.



ATTENDANCE AND PARTICIPATION

What are ATTENDANCE REQUIREMENTS for remote learning? How will we document STUDENT PARTICIPATION in remote learning opportunities?

- 1) Attendance requirements and the requisite minimum hours of instruction in R.C. 3313.48 must still be satisfied.
- 2) Attendance and student participation in **teacher-led remote learning (i.e., synchronous instruction)** will be tracked in a manner that is equivalent to the hours a student would be considered in attendance for in-person schooling. Meaning, if the student is present for teacher-led remote learning, s/he will receive credit for the attendance hours s/he would have received if attending the class in person.
- 3) Attendance and student participation in **self-directed remote learning (i.e. asynchronous instruction)** will be documented based on evidence of student participation. Evidence of participation may entail the following:
 - a) Student logins to learning management systems (i.e., Google Classroom);
 - b) Student access and engagement with recorded “live” instructional videos;
 - c) Student interactions with the teacher to acknowledge attendance, such as through messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and/or
 - d) Student assignment completion by which teachers determine the number of hours an assignment should take for a typical student to document student gauge each student’s attendance. Meaning, if a class does not meet live on a daily basis, teachers may wish to assign work in which its completion is equivalent to the amount of time spent in asynchronous instruction for the school week.
- 4) To track absences, any circumstance for which an absence would be reported for in person schooling should be submitted by the parent and recorded based on past practice. However, the Board will review its attendance policy to determine the possible expansion of reasons for excusable absences due to the unique circumstances surrounding remote learning. Regardless of policy changes, if there is no evidence that a student participated or engaged in any way in a remote learning activity, and no other approved excuse applies, the student should be marked as absent for the hours for the commensurate class period.
- 5) Attendance reporting and recording procedures will be considerate of students who can only complete a majority of their remote work during the evening or over the weekend.
- 6) Attendance, truancy and absenteeism policies will be updated to align with are remote learning plans, yet will still adhere to all attendance and truancy processes and requirements found in Ohio’s attendance laws.
- 7) The requirements for attendance and documenting student participation in *Remote Learning 2.0* will be communicated with teachers and parents.



PROGRESS MONITORING

<p>How will we PROGRESS MONITOR students in remote learning?</p>	<ol style="list-style-type: none">1) Student progress will be monitored through formative instructional practices, as well as formative/summative assessments.2) Purchased vendor assessments, such as IOWA, CogAT, AIMSweb, and Lexia will be utilized to look at student progress related to assessed skills based on local and national norms.3) Common assessments for all grade-levels will be implemented in accordance to the established assessment schedule.4) The reporting of students grades will occur every trimester (PreK-5) and quarter (Grs. 6-12). Student/Parent access to student grades is also accessible online at any time.5) In addition to the methodology described above, students with disabilities will have progress monitored with regard to IEP goals and objectives as detailed in the developed <i>Remote Learning Plan</i>.6) The methods for monitoring progress in <i>Remote Learning 2.0</i> will be communicated with teachers and parents.
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EQUITABLE ACCESS

<p>What is our plan to ensure EQUITABLE ACCESS to quality instruction through remote learning?</p>	<ol style="list-style-type: none">1) In grades K - 12, all students will have a school issued Chromebook.2) A purchased software application will allow the district to customize their Chromebook screen to afford immediate access to educational technology and resources that are applicable to that grade level.3) A parent survey was completed to assess parent access to internet services in the home.4) Alternative means for completing/submitting work may be afforded to students that do not have or have weak internet service at home, or that do not have the ability to print instructional materials.5) The methods for ensuring equitable access in <i>Remote Learning 2.0</i> will be communicated with teachers and parents.
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PROFESSIONAL LEARNING

What PROFESSIONAL DEVELOPMENT activities will be offered to teachers to ensure remote learning is successful?

- 1) Professional development has been provided on instructional software to facilitate remote learning (e.g., FlipGrid, EdPuzzle, Pear Deck), Google Classroom, as well as effective instructional practices for in person, blended, and/or remote learning structures.
- 2) Ongoing professional development will occur with regard to curriculum map enhancement, essential standard selection, and instructional planning for remote learning.
- 3) District/Building administration and teacher leaders will continue to collaborate to identify and implement necessary and ongoing professional learning experiences.
- 4) An asynchronous professional development library has been developed to support the professional growth needs of staff, as well as parents in their support of remote learning at home.
- 5) The professional development activities to support a successful *Remote Learning 2.0* experience will be communicated with teachers and parents.