<u>Remote Learning Plan</u>

School District: US Grant JVSD
District IRN: 062802
Career Center IRN: 062810
Address: 718 West Plane St. Bethel, OH 45106
Superintendent: Mike Parry

Description of Learning Plan:

Rationale

Due to the uncertainties of the upcoming school year, our goal at Grant is to provide students a consistent, high-quality learning experience no matter where the learning needs to occur. We have created a plan that allows for individualization for each student to meet their needs when it comes to course content, pacing, and teacher support. This plan allows for a more rigorous, yet stable format for instruction that is much different than the online experience from this past spring. This plan allows for instruction to be maintained for any of the following scenarios:

- In-person attendance each day, all day

- Combination of in-person and remote learning on alternating days

- Self-selection to take academic courses all online at home

- Extended student absence due to exposure or illness

- Extended teacher absence due to exposure or illness

- Complete school closure

Curriculum

We will prioritize students' courses by enrolling them only in the courses required for high school graduation and/or college admissions requirements. Elective courses will be selectively offered on a student request only basis. Students will be issued accounts that will be critical to their learning experience:

- Schoology: Grant Career Center's learning management system that outlines the tasks, timeline, and requirements for the course as well as supplemental activities that students need to complete.

- Edgenuity: This platform will house the academic content for our math, English, science, and social studies courses. Students will complete assignments, access instructional videos, and take quizzes and tests through this software.

- Career-technical Learning Platforms: Depending on a student's program, students will receive accounts that provide online training to earn program-specific industry credentials.

Instruction

Instructional Needs Assessment: All students in 11th and 12th grade will complete an online reading and mathematics diagnostic through the I-Ready online platform. This will allow us to determine academic needs of incoming juniors as well as assessing any academic regression for seniors due to the spring shutdown.

Process:

- Students will move through their academic classes in the same group (approximately 20-22 students). This will limit student interaction to only the students in this group. These groups include students from their career-technical lab.

- Students in each group will travel together each period to an assigned teacher who will support and assist the student in their learning using the Edgenuity subject-area content.

- Students will attend their career-technical programs and receive hands-on learning through projects, tasks, and demonstrations. Students will work on competencies that allow them to earn program-specific industry-credentials.

  We will be using Edgenuity online content for our academic courses no matter if a student attends in-person or chooses to complete academics online. This allows for continuity and consistency if the student or teacher would need to be absent for an extended period of time as well as a school closure. In the event of an absence or school closure, students can continue with their coursework and seek help from their teacher virtually. There will be no need to do something "different" for our students if we have to close.

  Students may choose to do their academic coursework online at home, however, they must attend career-technical classes in person. In the event an extended student/teacher absence or school closure, our career-technical teachers will have the student focus on the content and skills needed for their industry credential through the career-technical online programs.

Condition on Online Academics at Home

If a student chooses to complete academics at home, our teachers will provide support to those students virtually on a limited basis. Online learning at home requires self-discipline, routine, and motivation. As we experienced in the spring, we found that not all students are successful with this model. Students who had difficulty in the spring

maintaining their engagement are encouraged to attend in-person so they can get the instructional benefit from our teachers.   In the event your student is not progressing through the curriculum or is not achieving mastery on the content, a conference will be scheduled with the student and their family to discuss options to get the student back on track.

Timeline

This plan will remain in effect for the entirety of 1st semester. We will be continually evaluating and assessing the effectiveness of the practices outlined above as well as the status of COVID-19 in our community to determine our plan for 2nd semester.

Determining Competency, Granting Credit and Promotion

Student competency and grading will be determined by the district grading and participation policy. Students using remote learning curriculum will receive the grade earned. Students logging in to remote learning will receive their participation credit for that class. Promotion will be determined by the home school, state and local district graduation requirements.

Classroom teachers will notify the guidance counselor and principal of any student in jeopardy of failing a 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. Modifications will be given as outlined in their IEP. Intervention specialists will track all students under IDEA and report any issues to the principal. The IEP team will provide specially designed instruction through these options: in-person instruction; virtual meetings; or a combination of both. PR-01s will document the practice decided by the IEP team for each student.

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:

Students' attendance will be monitored by reviewing progress through courses and participation logs in Edgenuity and Schoology. Mastery of content will be the primary condition of attendance. In some circumstances, students will be asked to attend online meetings, demonstrations, and help sessions if required by the teacher and course expectations. We are not requiring minimum login hours each day as we recognize the need for flexibility in making schedules for at home learning.

Monitoring Progress:

Teachers will monitor student progress through Edgenuity and Schoology. Students not showing adequate progress will be contacted by the teacher and appropriate interventions put into place. Grant Career Center uses Progress Book for student grading and embedded within the program is the ability to have individual notes added as well as parent alerts send for non-completion of assignments. Edgenuity also has this feature. If a student has a grade below a "C", the teacher will call/email and keep a running record of all contacts. Students who are not successful in the remote environment will be encouraged to return to in-person classroom support if possible.

Equitable Access:

Every student will be issued a laptop for home and school use at the start of the school year. As a district, we have purchased ten "hotspots" for students who have no internet access at home. All students will have access to all online software platforms.

Professional Development:

As part of our Edgenuity curriculum on-boarding process, all teachers will participate in three webinars. These will cover the basics of online coursework, how to manage learners in the online platform, as well as customizing the curriculum to address the varied learning levels of our students.

Through a grant with the PAST Foundation, we are integrating key academic content to support our career-technical competencies. Science, math, and English teachers will create content units for our career-technical students that meet selected competencies in the lab environment. These units will be blended in nature and available to students learning remotely.

A team of ten teachers is also participating in SREB Virtual Blending Learning workshops in order to effectively design and create their own online courses. In time, we want to create our own catalog of rigorous and engaging online learning courses that meet the unique needs of career-technical students.

Career-technical teachers will also have opportunities to participate in remote learning and testing platforms for ensuring students have the necessary content and skills to achieve their industry-recognized credentials. This training will vary by pathway.