

## **Clinton Public Schools Temporary Remote Learning Plan**

On July 27, 2020, the Connecticut State Department of Education released its first addendum to its “Adapt, Advance, Achieve” reopening document. Addendum 1: Temporarily Opting into Voluntary Remote Learning Due to COVID-19 provided guidance to districts that outlined the expectation that school districts must develop a plan to provide temporary remote learning opportunities to parents and students voluntarily opting into remote learning programming. The directive was that this plan must be provided in addition to the district provision of in-person instruction to other students in either a hybrid or full in-person model.

In recognizing the challenge to local districts to provide educational experiences in two modes with existing resources, the state indicated that the voluntary family choice is a unique option and that there may be some limitations that apply. Regardless, districts are charged to make every effort to provide a comprehensive remote learning experience, while also making parents aware of any limitations that apply.

The district explored various options to ensure that the temporary remote learning plan included the following key elements for students who will participate:

- Grade level curriculum experiences and skill development in core areas
- Related Arts/Elective experiences that would be similar to in-person opportunities
- Consistency in delivery and clear expectations
- Connections to Clinton Public Schools teachers to the greatest extent possible
- Synchronous and asynchronous components
- Capacity of students to engage and for parents to supervise and support student attendance and engagement

In addition, the plan required the ability to accommodate increasing and decreasing numbers of students choosing the model while the district operated in an in-person model. Therefore, the established model needed to meet the following considerations:

- Maintain flexibility for changing circumstances in district models
- Allow for new enrollments or withdrawals based upon students and parents decisions
- Allow for staffing models that ensured synchronous learning as a component
- Be financially feasible
- Provide for a realistic and smooth transition to the full remote model in alignment with district decision-making for all schools

### **Alternative Choices and Obligations of Parents and Students**

The State Department of Education has delineated clear expectations that under Connecticut law, parents have a legal obligation to engage in public school education unless the child is receiving

equivalent instruction elsewhere, such as through a private school or through homeschooling. Parents who may be choosing these alternative options should notify the school office of their intent, and the student will be withdrawn from the Clinton Public Schools.

## **Elementary Grades K-5**

### **Overview**

- In grades K-5, a classroom teacher will be designated as the teacher of the Temporary Remote Learners.
- Students whose parents have selected this option will be placed together as a classroom cohort of students.
- The assigned classroom teacher will be the teacher of record for these students as long as they remain in the Temporary Remote Learning Model.
- The students and teacher will follow the established school learning schedule for Remote Learning that includes a schedule of both synchronous and asynchronous instruction.
- Students will also receive specials through a remote learning platform in the same model as the students in the in-person setting.
- Students will receive Chromebooks to utilize for remote learning and technology support will be provided for those devices
- Other curriculum materials for learning will be provided by the school in the same manner as students who attend in-person classes
- Students in Temporary Remote Learning are Clinton Public School students and are required to abide by all school rules as it relates to student behavior and attendance
- Daily attendance will be tracked for students through synchronous meetings

### **Transitioning from Temporary Remote Learning into an In-Person Model**

- Parents must notify the school principal in writing of a desire to transition back to an in-person model
- The established transition time is 5 days in order to properly place the student into an in-person classroom
- Students will be placed into a new cohort classroom of in-person students and will be assigned to a new teacher at the grade level as determined by the school administration
- If the district is in a hybrid model, the cohort determination (Mon-Tues or Thurs-Fri) will be made by the school to best accommodate the existing cohort size balances.
- Placements will be made by the school and will be based on class sizes, cohort characteristics, and student service needs.

### **Transitioning from In-Person to Temporary Remote Learning Model**

- Parents must notify the school principal in writing of a desire to transition to the Temporary Remote Learning Model

- The established transition time is 5 days in order to properly place the student into the remote learning classroom
- Students will be assigned to a new classroom cohort and teacher who is responsible for remote learning

## **Secondary Grades 6-12**

### **Overview**

- In grades 6-8 students will be enrolled in core classes, world language, and related arts through Odysseyware
- In grades 9-12 students will be enrolled in core classes, World Language, PE/Health, and electives through Odysseyware.
- Students will be assigned a certified CPS teacher of record for each course in which they are enrolled
- Students will utilize the Odysseyware program to engage in the curriculum units and work through the content, assignments, and assessments.
- Students will be provided a daily schedule with synchronous times and suggested asynchronous work schedules
- Students will receive approximately 3 hours per day of synchronous contact time with assigned teachers
- Teacher support will include guidance for pacing within the program, mandatory and optional Google Meets, email communications, review of progress, answering questions, and providing clarification, suggesting additional instructional resources, or providing direct instruction for a student struggling with a particular concept.
- Teachers will not be expected to teach the content of the program, but will provide support to the student to enhance development and understanding of concepts learned in the online curriculum modules.
- Teachers will set up the grading criteria for the course, unblock tests and quizzes and review student performance on assessments.
- Teachers will provide comments for each progress report and assign grades for each marking period. Students will earn Morgan School credit for all high school level courses completed through Odysseyware.
- Teachers and guidance counselors will monitor student progress and communicate with students and parents as needed.
- Students will receive Chromebooks for use during remote learning. Technology support will be provided for those devices and for navigating within the Odysseyware system.
- Students in Temporary Remote Learning are Clinton Public School students and are required to abide by all school rules as it relates to student behavior and attendance
- Daily attendance will be tracked for students.

### **Transitioning from Temporary Remote Learning into an In-Person Model**

- Parents must notify the school principal in writing of a desire to transition back to an in-person model.
- The established transition time is 5 days in order to properly place the student into a cohort on a team or to create the high school student schedule and to allow for transition of grades from Odysseyware.
- Student in-person schedules will be made by the school and will be dependent upon course availability and student credit need as applicable.
- Grades from Odysseyware will be merged with any grades earned through in-person learning to determine quarter or semester grades.
- If the district is in a hybrid model, the cohort determination (Mon-Tues or Thurs-Fri) will be made by the school to best accommodate the existing cohort size balances.

### **Transitioning from In-Person to Temporary Remote Learning Model**

- Parents must notify the school principal in writing of a desire to transition to the Temporary Remote Learning Model.
- The established transition time is 5 days in order to properly place the student into the appropriate classes in Odysseyware.
- Grades from in-person classes will be merged with any grades earned in the Odysseyware program to determine quarter or semester grades.
- Students will be assigned to a teacher who is responsible for remote learning in each subject area.