

# Sussex Academy Remote Learning Plan SY 2019-2020



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In response to COVID-19, Sussex Academy transitioned to remote Learning effective March 16, 2020. On March 12, 2020 students participated in a technology accessibility survey that was pushed out to all students' Sussex Academy email account. Every student was also required to take home with them, their school issued chrome book and charger. On Friday March 13, 2020 school staff followed up with families of students whom either noted internet accessibility issues or did not respond to the survey, to ensure the capability for all students to work from home. Additionally, March 13, 2020 was already designate a professional day, in which teachers were introduced to the content within this plan. Teachers were given a day of planning and technology tutorials on Monday, March 16, 2020 and students were remotely learning in accordance to this plan effective Tuesday, March 17, 2020. The contents of this plan will detail the following components:

- Remote Learning Implementation Model
- Educator Expectations
- Student Expectations
- Support Systems for Special Education Students

## Remote Learning Implementation Model

### Overview

Using our 1-to-1 instructional model, Sussex Academy has been able to make a seamless transition to remote learning. Although it is impossible to replicate the face -to- face learning experience from home, our remote learning plan fulfills our philosophical priorities during this mandated period of school closure:

- Provide a continuity of learning;
- Provide a sense of normalcy to our students' daily schedules during this unprecedented time in history;
- Provide students with their right to a free and appropriate public education;
- Provide students with as many grade level prerequisites for future learning

### Components of Sussex Academy's Remote Learning Plan

- Self-Paced Online Learning Modules via Schoology
- Online Class Sessions via Zoom
- Homeroom Social/Emotional Check-ins
- Office Hours and Study Work Groups
- Online Exploratory Classes via Zoom (Grades 6-8)

### Self-Paced Online Learning Modules via Schoology

At the beginning of the week (no later than 8am on Monday mornings) teachers will post on Schoology class pages, learning modules for A (Monday) and B (Tuesday) day classes. Students will work independently to complete online modules by team specific due dates. Students have the ability to contact teachers for assistance via email and office hours while they are working on assigned learning modules.

### Online Class Sessions via Zoom

Students will attend virtual classes via zoom on Wednesdays (A Day) and Thursdays (B Day). In virtual classes teachers will review new material and address student questions from learning modules assigned in previous days. Students are expected to be in attendance for all zoom sessions, but in the event of a student missing class, classes are recorded and uploaded to Schoology for students to review. Students will follow a class schedule that will remain consistent week to week.

### Homeroom Social/Emotional Check-ins

Each week students will be given the opportunity to meet with their homeroom teacher, who will serve as a case manager to ensure students are staying informed, on track, and are emotionally well. School counselors will be alerted to check-in on any students referred to by the homeroom teacher.

### Office Hours and Study Work Groups

On Fridays, teachers will hold office hours and set-up study groups to assist students in learning. Fridays may also be used for teachers to schedule make-up assessments, presentations, or small group discussions.

### Online Exploratory Classes via Zoom (Grades 6-8)

Grades 6-8 will meet weekly via Zoom on Fridays with their fourth marking period Exploratory classes.

The table below gives summary of the weekly schedule by grade:

	<b>6<sup>th</sup> grade (Phoenix)</b>	<b>7<sup>th</sup> grade (Everest)</b>	<b>8<sup>th</sup> grade (Fusion)</b>	<b>HS Team</b>
Assignment Due Dates	M-T assignment due Tuesday @ midnight  Zoom assignment due Sunday @ midnight	M-T assignment due Tuesday @ 8:00 pm  Zoom assignment due Sunday @ 8:00 pm	M-T assignment due Wednesday @ 8:00 am  Zoom assignment due Sunday @ midnight	A Day (M) assignment due Wednesday @ 8:00 am B Day (T) assignment due Thursday @ 8:00 am Zoom assignment due Monday @ 8:00 am
Friday Office Hours	10:00-12:00	8:00-10:00	9:00-10:00 Costa/Lough 10:00-11:00 Hvorecny/Bowe 1:00-2:00 Hugues	
Homeroom Check-in	Thursday 11:30	Thursday 9:00	<i>Already has system set up:</i> Lough is Team Liaison (does mental health and status check in with students beginning of each Zoom class and shares with team)	Wednesday 12:15
Zoom Schedule	<b>Wednesday</b> 8:30 Period 1 9:30 Period 2 10:30 Period 3  <b>Thursday</b> 9:30 Period 4 10:30 Period 5	<b>Wednesday</b> 8:30 Period 1 9:30 Period 2 10:30 Period 3  <b>Thursday</b> 9:30 Period 4 10:30 Period 5	<b>Wednesday</b> <b>A day classes</b> 8:30 Pd 1 9:30 Pd 2  <b>Thursday</b> <b>B day classes</b> 8:30 Pd 3 9:30 Pd 4 10:30 Pd 5	<b>Wednesday</b> <b>A day classes</b> 8:30-12  <b>Thursday</b> <b>B day classes</b> 8:30-12
Zoom Link Communication	Schoology - Events	Schoology - Updates	Schoology - Events	Schoology - Events or Updates
Friday Exploratory Times	9:00	10:00	11:00	N/A

*Note: High school teacher office hours vary and are communicated through class Schoology pages.*

## Educator Expectations

Educator expectations are role specific, but generally follow similar guidelines:

- Facilitate and Monitor Student Learning
  - Create and post weekly online learning modules to Schoology
  - Hold weekly virtual online classes
  - Make themselves available throughout the week for student assistance
  - Keep the lines of communication healthy between home and school
  - Maintain student grades and provide timely feedback
- Continue to follow the school-wide PLC calendar
  - Attend virtual department meetings
  - Attend virtual faculty meetings
  - Attend virtual IEP & 504 meetings
  - Attend virtual teacher leader meetings (if applicable)

- Attend virtual committee meetings
- Engage in Professional Learning
  - Staff should continually work towards the goals as outlined in their personal professional development plan

## Teacher Days

Since Governor Carney’s initial announcement of mandated school closure, teachers have not missed any work days as designated in the original school calendar. As a result, the teachers will not need to make up any days to fulfill the 188 days as outlined in their employment agreement and there will be no adjustments to the initial 2019 – 2020 school calendar as submitted.

## Student Expectations

To fulfill the philosophical priorities as identified at the beginning of this plan, the remote learning expectations for students include the following:

- Completion of all weekly online modules assigned on Schoology
- Attendance and engagement at weekly class zoom sessions
- Adhere to the Sussex Academy Student Code of Conduct during remote learning experiences
- Completion of summative assessments as assigned

## Student Hours

Since Governor Carney’s initial announcement of mandated school closure, Sussex Academy students have not missed any school days as outlined in the original school calendar. March 16, 2020 was converted from a student day to a professional development day and March 27, 2020 was converted from a professional development day to a remote learning day. As a result, the students will not be required to make up any days to fulfill the required hours as outlined in Title 14 of Delaware Code and there will be no adjustments to the initial 2019-2020 school calendar as submitted.

## 4<sup>th</sup> Marking Period and Final Course Grades

- Courses for the 4<sup>th</sup> marking period will be graded by pass/fail
- 4<sup>th</sup> marking period grades will be configured by three categories
  - $\frac{1}{3}$  Zoom attendance
  - $\frac{1}{3}$  Work completion
  - $\frac{1}{3}$  Summative assessments

- A final grade of 80% and above will constitute passing for the 4<sup>th</sup> marking period
- Final course grades will be determined by the average of the first three marking period grades
- A failing grade for the 4<sup>th</sup> marking period will adversely affect a final course grade
  - A failing grade will be averaged in as a 64% for the 4<sup>th</sup> marking period
- There will be no penalty imposed for any work submitted after due dates

## Support Systems for Special Education Students

Students with disabilities have been assigned a case manager (special education teachers and paraprofessionals) to help provide related services during remote learning. Case managers will engage in additional zoom sessions, beyond regularly scheduled classes, to provide the appropriate level of accommodations necessary to reach each student's individual needs. Case manager will also work with general educators to modify assignments as needed. Additionally, the coordinator of special services will continue to conduct IEP and 504 meetings virtually while actively maintaining related paperwork.