



# South Central Local Schools

## Updated Learning Model Details



Revised 11/23/2020

Dear South Central Students & Parents/Guardians:

As we navigate the continued COVID-19 pandemic in our school system and Huron County, there have been countless meetings and discussions with other school leaders, the Huron County Public Health (HCPH) Commissioner and others to help make appropriate decisions for South Central Local Schools in terms of how to best provide a safe, and productive, learning environment for our 750 students and 125 staff members. HCPH provides weekly data updates, by zip codes within Huron County, to aide school leaders in making decisions about their respective school systems. Each school, based on their respective zip code COVID-19 activity, will make the best decision for their own district, meaning that each school district might have a different learning model throughout this pandemic.

South Central Local Schools is fortunate that our COVID-19 positive cases *within the school system* are among the **lowest** in the county, for both staff and students. As mentioned before, this is a testament to the continued symptoms self-checks by our staff and students, and the persistent mask wearing, appropriate social distancing and sanitization procedures. The apparent spread of the virus in our system, as well as in the county, is more so within the community and not within the school system. Therefore, I strive to provide the best, and safest, learning system by attempting to keep our students on campus and learning face-to-face from their teachers.

However, as we all know, the positive cases do continue to rise. Therefore, the leadership team, with the input from staff and support of the Board of Education, has developed this revised learning model for our district. It is a hierarchical system, wherein we attempt to remain at Phase A, but will more than likely progress through the Phases, and quite possibly ending at Phase E. (These Phases will be described in this mailing.) I will attempt to provide timely notification if, and when, the school system's learning system has to change.

One point of clarification: you will notice that the Phases do encourage PK-6 students to remain on campus as long as possible, whether 4 days per week or a blended model, while the 7-12 students will more quickly migrate to a blended or remote learning system. The rationale behind this decision is because I know our parents, especially of our PK-6 students, have more obstacles when it comes to remote learning—parent work schedules, time that is expected to be devoted in the evenings to “teach” their children, and a potential lack of knowledge of the content in order to

effectively “teach” their children...to name a few. Therefore, if we can safely keep our PK-6 students on campus, in some sort of learning fashion, I truly believe this is the best educational opportunity for these youngsters to be academically successful. Students in 7-12, by their nature and age, are more apt to be independent learners; I believe an independent learning system, with routine connections with teachers, will still allow them to be academically successful as well.

This document provides the following details that should prove beneficial to students, parents and staff if, and when, we change learning systems: (1) Phases of Learning Systems, (2) Parent – Student – Teacher Expectations, (3) Attendance Expectations, and (4) Grading Expectations. Mr. Richards, Mrs. McKee, Mr. Hellickson, and Mr. Lauber will also communicate building/department-specific expectations that align with those included here.

Should specific grade bands return to a blended model, students will follow the following rationale to determine which days on-campus instruction will occur:

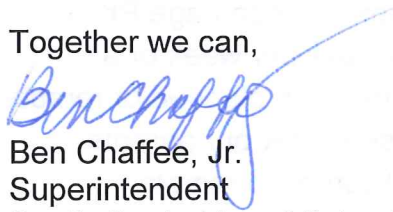
- Monday & Tuesday → students/families with last name A-K.
- Wednesday & Thursday → students/families with last name L-Z.
- Families with multiple last names will follow the cohort of the **oldest child’s** last name. *This might change, for certain families, in terms of what “rotation” a family was on at the beginning of the school year.*

In the blended model approach, please know that another change has been made to maximize learning. Teachers will provide instruction each of the four on-campus days; when students are on remote days, they will be expected to follow their principal’s directions on how to receive instruction. Fridays will still be considered a “student day” and teachers will be assigning enrichment activities.

Off-campus students (EHOVE, LEAP, CCP) will follow the expectations of their respective campus. For example, if South Central High School students are in full remote, but EHOVE Career Center remains open for on-campus instruction, then our EHOVE students will still be expected to attend EHOVE Career Center. Transportation will be provided with the current bus route.

In closing, thank you for everything each of you continue to do every day for your children, our students and our school community. We are a tough family, a close family, a caring family, and a family that wants the best for each of our students every day! If anyone has questions, please contact your child’s building principal or myself. These are challenging and uncertain times, but our school system remains vigilant in ensuring the safest and most educationally productive learning environment for the success of all our students.

Together we can,



Ben Chaffee, Jr.  
Superintendent

South Central Local Schools



## Phases of Instruction Learning Model:

Grade Level	Model	PreK-4	5-6	7-8	9-12	
Phase A	On-Campus	■	■	■	■	<b>Phase A:</b> all students on campus
	Blended					
	Full Remote					
Phase B	On-Campus	■	■			<b>Phase B:</b> PK-6 on campus & 7-12 blended
	Blended			■	■	
	Full Remote					
Phase C	On-Campus	■	■			<b>Phase C:</b> PK-6 on campus & 7-12 remote
	Blended					
	Full Remote			■	■	
Phase D	On-Campus					<b>Phase D:</b> PK-6 blended & 7-12 remote
	Blended	■	■			
	Full Remote			■	■	
Phase E	On-Campus					<b>Phase E:</b> PK-12 remote
	Blended					
	Full Remote	■	■	■	■	

**Low-Incidence Special Education Units** (Mrs. Hall, Mr. Strayer, & Mr. Little) students will remain On-Campus for learning in Phases A, B, C, and D.

**School Transportation** will be provided, with current bus routes, for Phases A, B, C, and D.

**FREE Breakfast & Lunch** will be available for students on remote learning days. Families interested in receiving FREE breakfast & lunch should contact their school's office. Pick-up locations throughout the district may be identified, based on the overall requests.

## Parent Expectations:

The list of expectations below outlines the overall guideline for parents but is subject to change at the discretion of the South Central Local School Administration.

1. Report your child's absence as normal if they are unable to participate and/or complete assigned work due to illness.
2. Make-up work is at the discretion of the teacher and in accordance with the South Central handbooks.
3. Recommend that you establish a daily routine for class attendance and work completion.
4. Recommend that you establish a consistent area in the home for your child to be engaged in learning free from as many distractions as possible.
5. Communicate daily with your child to ensure that they are attending class and remaining current on all assignments.
6. Stay engaged in your child's learning with tools that include but are not limited to ProgressBook, Google Classroom, email, phone, and other teacher communicated methods.
7. Ensure that your child has access to a device that can connect to Google Classroom/other as assigned by the teacher.
8. Maintain open lines of communication with your child's teachers through Google Classroom/other, phone calls, and emails to ensure clear expectations between teachers, students, and parents.
9. Discuss with your child that all videos that are posted are for educational instruction and should not be used for any other purpose.

## Student Expectations:

The list of expectations below outlines the overall guideline for students but is subject to change at the discretion of the South Central Local School Administration.

1. The student handbook applies for all learning environments.
2. Complete/submit all assignments as outlined by the teacher.
3. Daily period attendance as identified by the teacher.
4. School appropriate attire for all online meetings and/or submitted video assignments.
5. Respond to emails or other communications from the teacher daily.
6. Maintain access to a device with a reliable internet connection.
7. Initiate contact with a teacher if questions arise.
8. Complete only your own work unless outlined by the teacher.
9. Utilize videos for educational purposes only as they are the property of South Central Local Schools.
10. Students are expected to work "remotely" when home on scheduled remote days, quarantine days, and even absent days (when capable).



## **Teacher Expectations:**

The list of expectations below outlines the overall guidelines for teachers but is subject to change at the discretion of the South Central Local School Administration.

1. Quality lessons/assessments aligned to the Ohio Department of Education's standards.
2. Maintain up-to-date Google Classroom/other, and have it available for lesson delivery, submission of assignments/assessments, and communication.
3. Provide a login period, office hours, and/or attendance linked assignments tied to instruction for each class period.
4. Maintain awareness of students' needs and ensure that there are open lines of communications to support students and families.
5. Provide timely and meaningful feedback to students via communicated methods.
6. ProgressBook should be updated regularly to help facilitate current student progress and achievement.

## **Attendance Requirements:**

Students are expected to attend classes following the guidelines as outlined by the teachers. This may vary by grade level. Students who fail to meet these expectations will be marked absent for days linked to delivered instruction and/or assignments.

## **Grading:**

It is the expectation of South Central Local Schools that each student will adhere to the policies and expectations concerning all academic requirements, grading, and assessment procedures. Although we may be in a virtual setting, the expectation of student achievement will remain unchanged.

## **Chromebook/iPad/Laptop Device Expectations:**

Students in remote learning will be expected to have access to a reliable device and reliable internet connectivity in order to maximize uninterrupted learning. Families with challenges in providing a reliable device and/or reliable internet connectivity should contact their child's principal; the school has options for these families, including loaning devices and providing hot spots for internet connectivity.

## **PK-6 Remote Learning Style:**

If, and when, PK-6 transition to a remote learning style, student expectations are:

- Pre-School – on-line instruction with Mrs. Medrano similar to the start of the school year
- Grades K-6 – modified daily schedule, with required on-line meetings with teachers. The daily schedule will be communicated to students and parents by Mr. Richards or Mrs. McKee.

## **7-8 Remote Learning Style:**

If, and when, grades 7-8 transition to a remote learning style, student expectations are:

- Grades 7-8 – modified daily schedule, with required on-line meetings with teachers. Students will have time in the day for intervention and individual teacher assistance. The daily schedule will be communicated to students and parents by Mrs. McKee.

## **9-12 Remote Learning Style:**

If, and when, grades 9-12 transition to a remote learning style, student expectations are:

- Grades 9-12 – modified daily schedule, as determined by each teacher. Some teachers will require students to attend on-line class meetings at regularly-scheduled times (for example, 3<sup>rd</sup> period); other teachers will require students to access Google Classroom for instructional assignments, videos, etc. Students will be able to connect with teachers throughout the day via email or Google Classroom for instructional assistance.