



## SLSD Remote Learning Model Overview

The Southern Lehigh School District (SLSD) Remote Learning Model will be facilitated by SLSD teachers. Students choosing to participate in the SLSD Remote Learning Model will be required to participate in all live daily engagement activities and complete all assignments.

K-3 Instruction	4-6 Instruction	7-8 Instruction	9-12 Instruction
<ul style="list-style-type: none"> <li>- Instruction will combine synchronous (live daily engagement) and asynchronous (self-directed instruction /assignments) learning.</li> <li>- Asynchronous learning days will be scheduled periodically throughout the school year.</li> <li>- Daily instructional time, including synchronous learning, asynchronous learning, independent practice will average to <b>at least 5 hours daily</b>.</li> <li>- Students would be required to participate in both synchronous and asynchronous learning.</li> <li>- Synchronous learning activities will be scheduled daily.</li> <li>- Daily instruction in Literacy and Mathematics will be provided.</li> <li>- Weekly instruction in Science and/or Social Studies will be provided.</li> <li>- Weekly, asynchronous instruction in PE/Health, Art, Music, and Library will be provided.</li> <li>- Students may be assigned additional independent practice (homework).</li> <li>- Grades will be collected from assessments, student work, quizzes, projects and demonstration of understanding during live engagement.</li> <li>- Attendance will be taken daily.</li> <li>- Interventions may be provided through asynchronous or synchronous learning activities based on need.</li> <li>- English Language Development (ELD) will be</li> </ul>	<ul style="list-style-type: none"> <li>- Instruction will combine synchronous (live daily engagement) and asynchronous (self-directed instruction /assignments) learning.</li> <li>- Asynchronous learning days will be scheduled periodically throughout the school year.</li> <li>- Daily instructional time, including synchronous learning, asynchronous learning, independent practice will average to <b>at least 5 hours daily</b>.</li> <li>- Students would be required to participate in both synchronous and asynchronous learning.</li> <li>- Synchronous learning activities will be scheduled daily.</li> <li>- Daily instruction in core content areas (Literacy, Mathematics, Science, Social Studies) will be provided.</li> <li>- Weekly, asynchronous instruction in STEM, PE/Health, Art, and Music and will be provided.</li> <li>- Weekly, asynchronous Library activities will be provided.</li> <li>- The majority of direct instruction will be provided through recorded and archived lessons with live daily engagement focusing upon concept development, guided practice, breakout groups, guided reading, guided math, collaborative work, etc.</li> <li>- Students may be assigned additional independent practice (homework).</li> <li>- Grades will be collected from assessments, student</li> </ul>	<ul style="list-style-type: none"> <li>- Instruction will combine synchronous (live daily engagement) and asynchronous (self-directed instruction /assignments) learning.</li> <li>- Asynchronous learning days will be scheduled periodically throughout the school year.</li> <li>- Daily instructional time, including synchronous learning, asynchronous learning, and independent practice will average to <b>at least 5.5 hours daily</b>.</li> <li>- Students would be required to participate in both synchronous and asynchronous learning.</li> <li>- Synchronous learning activities will be scheduled daily.</li> <li>- Daily instruction in core content areas (Literacy, Mathematics, Science, Social Studies) will be provided based on student schedules.</li> <li>- Instruction in World Languages, STEM, Art, PE, Health, Music, and FCS based on student schedules.</li> <li>- Weekly Social Emotional Learning (SEL), Sustained Silent Reading (SSR) will be incorporated into student schedules</li> <li>- Students may be assigned additional independent practice (homework).</li> <li>- Attendance/participation will be taken in each course daily.</li> <li>- Grading practices will follow the individual course's syllabus.</li> <li>- Some courses may utilize</li> </ul>	<ul style="list-style-type: none"> <li>- Instruction will combine synchronous (live daily engagement) and asynchronous (self-directed instruction /assignments) learning.</li> <li>- Asynchronous learning days will be scheduled periodically throughout the school year.</li> <li>- Daily instructional time, including synchronous learning, asynchronous learning, and independent practice will average to <b>at least 5.5 hours daily</b>.</li> <li>- Students would be required to participate in both synchronous and asynchronous learning.</li> <li>- Synchronous learning activities will be scheduled daily.</li> <li>- All courses will be offered in the remote learning environment and will follow the students' schedules.</li> <li>- The schedule will follow the Odd / Even Block of synchronous classes per week.</li> <li>- Advisory Period will occur daily and is required.</li> <li>- Students may be assigned additional independent practice (homework).</li> <li>- Attendance will be taken in each course daily, including during the advisory period.</li> <li>- Grading practices will follow the individual course's syllabus.</li> <li>- Some courses may utilize only asynchronous learning due to the nature of the course and specific course content.</li> </ul>

# SPARTANS

## SOUTHERN LEHIGH

<p>provided based on level of need.</p> <ul style="list-style-type: none"> <li>- Title III services will be provided based on need.</li> <li>- Special education and gifted education services will be based on IEP or GIEP team discussions.</li> <li>-The overall time dedicated to instruction in core content areas (Literacy, Mathematics, Science, and Social Studies) will be broken down into these 4 components:</li> </ul> <p><b>(1) Recorded Asynchronous Instruction:</b> The majority of direct instruction pushed out through SeeSaw will be provided through recorded and archived lessons and district approved online resources that can be monitored for both attendance and engagement.</p> <p><b>(2) Live student engagement:</b> Daily engagement will be accomplished through Zoom and may include reteaching, guided practice, breakout groups, guided reading, guided math, collaborative work, interactive read alouds, kid writing, etc. Breakout groups may include live instruction and guided practice from the classroom teacher or other staff members.</p> <p><b>(3) Independent work:</b> Time outside of live engagement and recorded sessions for practice and skill development.</p> <p><b>(4) Student conferencing, office hours and small group sessions</b> -Opportunities will be available for small groups and individual sessions as needed for reteaching, clarifying assignments and individual questions.</p>	<p>work, quizzes, projects and demonstration of understanding during live engagement.</p> <ul style="list-style-type: none"> <li>- Attendance will be taken daily.</li> <li>- Interventions may be provided through asynchronous or synchronous learning activities based on need.</li> <li>- English Language Development (ELD) will be provided based on level of need.</li> <li>- Services such as Title I and Title III will be provided based on need.</li> <li>- Special education and gifted education services will be based on IEP or GIEP team discussions.</li> <li>- The overall time dedicated to instruction in core content areas (Literacy, Mathematics, Science, and Social Studies) will be broken down into these 3 components:</li> </ul> <p><b>(1) Recorded Asynchronous Instruction:</b> The majority of direct instruction will be provided through recorded and archived lessons.</p> <p><b>(2) Live student engagement:</b> Daily engagement will be accomplished through Zoom, Google classroom, or other learning management system and may include reteaching, guided practice, breakout groups, guided reading, guided math, collaborative work, interactive read alouds, kid writing, etc. Breakout groups may include live instruction, engagement, and/or practice from the classroom teacher or staff member.</p> <p><b>(3) Independent work:</b> Time outside of live engagement and recorded sessions for practice and skill development.</p>	<p>only asynchronous learning due to the nature of the course and specific course content.</p> <ul style="list-style-type: none"> <li>- Number of assignments per week will be determined by the teacher in order to appropriately address the course curriculum as well as adhere to the SLHS Departmental Marking Period Guidelines.</li> <li>- Interventions may be provided through asynchronous or synchronous learning activities based on need.</li> <li>- English Language Development (ELD) will be provided based on level of need.</li> <li>- Services such as Title I and Title III will be provided based on need.</li> <li>- Special education and gifted education services will be based on IEP or GIEP team discussions..</li> </ul>	<ul style="list-style-type: none"> <li>- Number of assignments per week will be determined by the teacher in order to appropriately address the course curriculum as well as adhere to the SLHS Departmental Marking Period Guidelines.</li> <li>- The rigor and learning activities will be based on course levels (i.e. Applied, College Preparatory, Honors, Advanced Placement).</li> <li>- English Language Development (ELD) will be provided based on level of need.</li> <li>- Title III services will be provided based on need.</li> <li>- Special education and gifted education services will be based on IEP or GIEP team discussions..</li> </ul>
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