



District Name:	Centerville City Schools
District Address:	111 Virginia Ave. Centerville, OH 45458
District Contact:	Dr. Thomas Henderson, Superintendent
District IRN:	043737

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

**Consider how instruction will take place? (check all that apply)**

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- Offline lessons and instructional packets for students

SECTION ONE		INSTRUCTIONAL NEEDS	
<b>Determining Instructional Needs</b>	Parent, teacher, and student survey results were analyzed to identify the strengths and challenges of different instructional models for the 2020-2021 school year. Centerville City Schools will be utilizing Centerville teachers and staff to support learning during our period of remote learning. By utilizing technology, and structured daily schedules, students will participate in similar sequencing to the student experience pre-COVID. Centerville City Schools utilizes the Ohio Learning Standards as the foundation for all learning experiences and will continue this practice during the period of remote learning. We plan to utilize the MAP Growth Assessment, assessments connected to our curricula, and locally developed measures to assess students' needs. WEPs and IEPs will be created or adapted to ensure services are aligned to student needs.		
<b>Documenting Instructional Needs</b>	We created Teacher Advisory Teams with representation from all levels and content areas to collaborate on student, teacher, and family expectations. The Teacher Advisory Teams met throughout the summer to review guidance, brainstorm, and plan for instruction. The expectations and plans will be shared with all stakeholders as the school year begins. Special Education Teachers and Related Services providers will continue to collaborate with the IEP teams to document instructional needs and services.		

SECTION TWO		DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL	
<b>Determine Competency, Granting Credit, Promoting Students</b>	All grading, competency, granting credit, and promoting students to a higher grade level will follow current board of education policy. Student academic competency will be monitored and assessed utilizing tools and assessments described above including vendor assessments, district-created assessments, and classroom assessments developed by our teachers.		



SECTION THREE		ATTENDANCE AND PARTICIPATION	
<b>Attendance and Participation Requirements</b>	<p>For students who are 100% remote: Teachers will complete daily attendance of students. Our standard pre-COVID practices for communication regarding attendance will be in place.</p> <p>At the PK-5 level the student’s attendance is to be entered the following morning. The student will be marked as present for the day of learning by responding to a daily prompt in Google Classroom, participating in a live Zoom session with their teacher, or submitting completed work.</p> <p>At the Middle and High School levels, teachers will continue to take attendance by class period through our student information system. Parents/guardians will receive communication each day, if their student is not present. Building principals will communicate with families to determine that attendance status for the student. A student’s attendance will be marked as present for the day of learning by responding to a daily question in Google Classroom, participating in a live Zoom session with their teacher, or submitting completed work.</p> <p>If we are in a Blended Learning Model teachers will complete daily attendance of students during the face to face school days and follow the remote attendance plan (above) for the remote learning days.</p>		

SECTION FOUR		PROGRESS MONITORING	
<b>Progress Monitoring</b>	<p>Student academic progress will be monitored using a balanced assessment plan that utilizes vendor assessments, district-created assessments, as well as individual classroom teacher assessments to monitor learning. These assessments will allow teachers to both inform their instruction and determine student mastery.</p>		

SECTION FIVE		EQUITABLE ACCESS	
<b>Equitable Access</b>	<p>Centerville City Schools is moving to being a one-to-one district with Chromebook devices. Due to a delay in our newest shipment, we have asked any student who is in need of a device to submit a request. Based on data collected from the spring and communication with families, the district has secured enough wireless hotspots to provide free internet access to any family in need. We are able to provide access to our teachers and our curriculum through the use of these technologies synchronously and asynchronously. The district has created in-person learning for a small population whose significant needs restrict their ability to engage effectively through technology. Schools will provide multiple opportunities for families to receive materials to support learning.</p>		



SECTION SIX	PROFESSIONAL LEARNING
<b>Professional Learning</b>	<p>We have pushed back the start of school for this year to allow for a week of professional development for teachers. We have designed professional learning sessions around best practices for remote teaching and learning, effective use of digital tools, importance of addressing the social-emotional needs of students, building community and relationships, and supporting collaboration between and among teachers. We will be providing a mix of live virtual sessions via Zoom and independent self-study to allow teachers to explore and gain expertise in their specific areas of need. Our model for remote and blended modes of learning provides time for teachers to participate in ongoing professional development.</p>

Additional information can be found on our district webpage  
[Elks Back to School in 2020-21](#)  
[Back to School FAQ](#)

*Approved by the Centerville City Schools Board of Education on August 17, 2020.*