

Clyde-Green Springs Remote Learning Plan



District Name:	Clyde-Green Springs Schools
District Address	106 South Main St. Clyde, Ohio 43410
District Contact:	Joseph Letterhos
District IRN:	045302

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.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school’s attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers... The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remoteteaching@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remoteteaching@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans website](#). Districts are encouraged to refer to this important information when planning attendance policies for remote 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
-------------	---------------------

Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
--------------------------	--

Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
--	--

Address Determining Instructional Needs Here:

District teachers have identified the Power Standards their instruction will focus on during remote learning. These standards sit as the core of our instruction and will provide our students a solid foundation to build off of. District teachers also conducted a gap analysis prior to the start of the school year which has allowed us to identify potential gaps in learning/instruction due to COVID-19. Identifying these potential gaps will serve our instructors well as they prepare digital asynchronous and digital synchronous learning opportunities for our students during remote learning. Our students with disabilities will continue to receive the appropriate instruction as documented and agreed upon on the individual students IEP. Additionally, students with disabilities will have access to support services that will offer them more opportunities to reduce the learning gap which might have occurred during the COVID-19. Our plan is to continue providing services to bring our students with disabilities in the remote setting using traditional and non-traditional metho. Our gifted population will be required to engage in separate instructional meeting time with their teacher of record for grades 6-12 while our 3-5 gifted population will receive services from our Gifted Instructor. These meetings will allow our students an opportunity to challenge themselves and grow outside of their remote learning classroom setting. The work assigned to these students may or may not be directly related to the content they are learning about in class.

Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
--	--

Address Determining Instructional Needs Here:

District teachers have identified the Power Standards their instruction will focus on during remote learning. These standards sit as the core of our instruction and will provide our students a solid foundation to build off of. District teachers also conducted a gap analysis prior to the start of the school year which has allowed us to identify potential gaps in learning/instruction due to COVID-19. Identifying these potential gaps will serve our instructors well as they prepare digital asynchronous and digital synchronous learning opportunities for our students during remote learning. Our students with disabilities will continue to receive the appropriate instruction as documented and agreed upon on the individual students IEP. Additionally, students with disabilities will have access to support services that will offer them more opportunities to reduce the learning gap which might have occurred during the COVID-19. Our plan is to continue providing services to bring our students with disabilities in the remote setting using traditional and non-traditional metho. Our gifted population will be required to engage in separate instructional meeting time with their teacher of record for grades 6-12 while our 3-5 gifted population will receive services from our Gifted Instructor. These meetings will allow our students an opportunity to challenge themselves and grow outside of their remote learning classroom setting. The work assigned to these students may or may not be directly related to the content they are learning about in class.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders
--	---

Address Documenting Instructional Needs Here:

The district's teachers are required to use Progress Book and Google Classroom in coordination with their traditional curriculum mapping and pacing guides to establish clear and effective learning plans. While remote learning may take us out of the classroom our expectations will not change when it comes to planning and practice. Each grade level and content area will be required to create a list of instructional resources they intend to use during remote leaning. This list will be shared with students, parents, IT, and the administration. We are also requiring our teachers to create (in teams/grade level/content areas)tutorial videos for students and parents so when questions arise they can simply access these resources for assistance. These videos will be linked to our district webpage and emailed to both students and teachers across our district. Finally, on Sunday of each week our K-12 teachers will post their weekly lessons and plans for their students. Included in these plans will be the objective, resources needed, homework, lesson meeting time and expected duration.

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>The district policy for assessing competency will not be impacted by remote learning. Our teachers will be required to continue to use formative assessment as their primary method to drive instruction, this data will be collected during digital synchronous instruction. However, embedded into our curriculum K-12 are resources which will allow our teachers to deliver formative assessments in a digital asynchronous method as well. Data coming from these assessments will help drive our teachers' instruction both for the whole group and individual. Summative assessment while more complex in nature will still be our primary method to determine competency over the content taught. K-5 grading will be viewed as completed or not completed, P/F if you will. Grades 6-12 will continue to use the more traditional letter grade proces. While we realize challenges may arise with our transition to remote learning our district believes it is absolutely essential that we continue assessing our students, both formative and summative. Our commitment to student growth will continue to guide our decision making process during remote learning, establishing efficient and positive lines of communication with students and parents is a must if we are to meet our goals. Progress Book will be updated on a weekly basis reflecting the current grade students have earned.</p>	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>K-5 students will earn credit using the P/F system. Requirements for P or F have been established and focus on 2 areas: attending Google Meets and completion of work assigned. Our 6-12 students will continue to use the traditional A-F grading policy to establish credit. We recognize neither plan is without its challenges, yet we believe consistency will enable our students the opportunity for continued learning and growth. Weekly communication with students and parents is a non-negotiable for our teachers and must be documented during remote learning time. When students find themselves in danger of failing it is the obligation and requirement of their teacher to reach out to the administration and counseling services to inquire about issues they may be having which are prohibiting them from completing the work assigned or attending classes. We are committed to working with individual students and families during this time, therefore individualized plans may be established which better suit the needs of each student in our district.</p>	

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here: Our district will utilize our established grading policy as our means to determine student promotion within our district.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<p>Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>The district has decided to implement a weekly attendance policy instead of a daily policy. Each Friday teachers will update and forward their attendance for the week. For remote learning purposes for a student to be considered present that student must have attended the Google Meet sessions for the week. This information will be compiled by each building secretary on Monday allowing them to update the master attendance forms. Each digital synchronous class along with each digital asynchronous lesson will have the approximate time attached to it for a reference point. The hours reported by teachers will be forwarded to secretaries in hours. An example would be: Joe Smith 3 / 4 hours of attended instruction for the week. 2 / 2 hours of completed work the week, with a total of 5 / 6 hours for the week.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Address Student Participation Requirements Here:</p> <p>Teachers will be required to track attendance in their Google Meet sessions. We are also asking our teachers to track the total number of Google Meet hours they schedule each week. Using these two data points we will effectively and efficiently track the participation coming from our students. In addition to these two data points we will also ask our</p>	

teachers to track and enter into Progress Book the number of digital asynchronous assignments students have completed. Both tracking programs will be updated on a weekly basis and shared with our administration and parents.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
--------------	---------------------

Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Our district recognizes the unique learning needs of each student. Therefore we will continue to work with each student and family in developing progress monitoring plans that are individualized in nature. While some assessing must be done to establish credit and competency there are still times assessing can be used to address gaps in learning. Having resources available to our students to address these needs is non-negotiable for our district. While most progress monitoring can be done using our formative assessments we have also made a strong commitment to students who face significant learning challenges. Using platforms such as ALEKS and Exact Path to address these needs will allow us to track dips in learning and address them as quickly as possible. The data collected from these monitoring systems will be communicated with parents, counselors, and administration. Additional resources may be implemented on an individualized basis.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <p>Our district will conduct a survey inquiring about connectivity options to ensure equity across our district. We are a 1:1 district with most of our curriculum coming in the form of online resources. Therefore it is essential our students have access to reliable connectivity to ensure effective instruction and assessment can take place for all students. When/if a need arises our technology department will be available to address those needs. We have also established a Help Center for students/parents to help address any issues they encounter during this time. Finally, each student will receive a Chromebook for them to work from during this time. The Chromebook will have a single sign on option for them to access all of the embedded content and resources they will need for their classes during this time.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here: The district recognizes the need for increased professional development for all staff members. Our plan offers each staff member access to previously made tutorial videos on how to properly access and use the required resources they will need to deliver instruction and assessments. These tutorial videos were created after we reviewed data which came back to us in the form of a staff survey delivered at the end of the previous school year. As more issues arise we will continue to add to the tutorial library as a way to offer more support to our teachers during this time.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	