

Columbus Grove Local Remote Learning Plan



District Name:	Columbus Grove Local School District
District Address:	201 West Cross Street
District Contact:	Nick Verhoff, Superintendent
District IRN:	049312

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.”*

SECTION ONE	INSTRUCTIONAL NEEDS
<p>Address Determining Instructional Needs Here:</p> <p>Student instruction, whether remote or in person, shall be provided in accordance with teacher lesson plans and curriculum standards. Each classroom teacher shall develop lesson plans for each course taught by that teacher that can be conveyed in person or remotely, as needed. Teachers shall make every effort to ensure that students are provided with comparable learning opportunities, whether instruction occurs remotely or in person.</p> <p>Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and intervention specialists on design of lesson planning for special needs students.</p> <p>Teachers shall designate the order in which the lessons are to be provided to students in teacher’s class and will update or replace such lessons as necessary throughout the school year based on the assessed instructional progress of students.</p> <p>Beginning September 14, 2020, students in grades 7-12 will begin a hybrid learning model. This hybrid model will contain the following components:</p>	

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- Students with the last name beginning A-L will attend school in person on Monday, Wednesday and every other Friday (Red).
- Students with the last name beginning M-Z will attend school in person on Tuesday, Thursday, and every other Friday (Gray).
- When not at school for in person instruction, all students will receive their instruction in a virtual manner. Attendance will be taken for students both in-person and those who are virtually learning each school day.
- Students on and IEP or 504 will still have the opportunity to attend school in person every day in order to better meet their learning goals. Intervention Specialists will meet with parents of these students to determine the best learning model for each student.

A schedule of this hybrid model for grades 7-12 is attached to this document.

Address Documenting Instructional Needs Here:

To inform lesson plans, teachers shall regularly assess individual student instructional needs, documenting the assessment in writing, and shall differentiate instruction as needed to take account of varying student instructional needs, including for special needs and gifted students. Regular assessment will include an initial formative/diagnostic assessment establishing a student's readiness to perform grade level or course learning standards. After the formative/diagnostic assessments occur, a plan including progress monitoring shall be developed in accordance with district expectations to address any gaps in knowledge and skills which may prevent the student from being successful.

Teachers shall designate the order in which the lessons are to be provided to students in teacher's class and will update or replace such lessons as necessary throughout the school year based on the assessed instructional progress of students.

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO

DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

Address Determining Competency Here:

Teachers shall be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person. The administration, with input from teachers, shall determine granting of credit and student progression to the next grade level. If the student does not complete the lesson within

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the required time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided.

The administration, with input from teachers, shall develop additional guidelines as needed for student grading and assessment in a remote learning environment (e.g., adjusting the time frame for submission of an assignment or accounting for the requirements of a student's IEP).

Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Developed and communicated a plan for granting credit (grading and assessments)
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Address Granting Credit Here:

Classroom and course assessments and grading will be conducted through Google Classroom, if remote learning is required. Students will be given clear deadlines for when assignments/projects are due. State Academic Content Standards for each grade level/course will continued to be taught in the event the district transitions to remote learning.

Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:

If the district transitions to remote learning, students will be assessed over the same content standards as if they were physically attending school. The district will continue to follow Policy 5410 to address any circumstances that involve grade acceleration. Modifications will be made in order to meet the criteria of this policy.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE ATTENDANCE AND PARTICIPATION

Address Attendance Requirements Here:

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Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g., requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by e-mail, text or phone). These measures will be documented by teachers and attendance issues will be reported to building administration for mediation, if necessary.

Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a plan for documenting student participation in remote learning• Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:

Teachers will also be responsible for assigning and documenting student completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR PROGRESS MONITORING

Address Monitoring Student Progress Here:

Teachers will be responsible for assessing, documenting and communicating student progress, whether students are physically in class or learning remotely. Progress towards learning will be communicated through feedback/grades on assignments, conferences, midterm reports, and report cards.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE EQUITABLE ACCESS

Address Equitable Access to Quality Instruction Here:

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When remote learning is being provided online, the District will facilitate access by students who do not have computers and/or Internet at home. Provision of access may include some or all of the following: teacher preparation and distribution of paper copies of lessons, distribution of Chromebooks, distribution of personal hot spots, and provision of downloadable instruction. Building principals shall encourage teachers to use their best efforts to develop lesson plans that can also be conveyed remotely.

Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and intervention specialists to facilitate access to remote learning opportunities by special needs students.

Communication between the school and families is critical to providing access and opportunity to our students. Teachers will reach out to families to determine the most feasible mode of communication.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX

PROFESSIONAL LEARNING

Address Professional Learning/Development Here:

The District will offer professional development to assist teachers to develop effective lesson plans and teaching strategies for a remote learning environment, including, but not limited to professional development on the teacher workday and periodically throughout the school year.

Written materials with lists of available resources will also be provided to teachers. Additional professional development for remote learning may be offered during the course of the school year.

Attach any Additional Documentation or Notes (if necessary):

Columbus Grove Schools

September/October Hybrid School Calendar Red and Gray Days (Grades 7-12)

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sept. 11

No School - Grades 7-12 only

Oct. 23

End of First Quarter

Oct. 26

No School - Quarter Break

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

*Students with the last name beginning A-L will attend school on RED days.

*Students with the last name beginning M-Z will attend school on GRAY days.

* On "off" days, students will receive their instruction virtually.

This hybrid schedule will be re-evaluated at the end of the first quarter.