



Remote Learning Plan

July 23, 2020

Coshocton City Schools, in partnership with families and community, will empower individuals to become literate, respectful, responsible, and independent life-long learners in an ever-changing global society.

Rationale and Goal for Remote Learning

The passage of HB164 provides a flexible pathway to ensure that students continue to learn even if schools need to close. This plan is developed to ensure that Coshocton City Schools meets the requirements provided in HB164 with remote learning. It also ensures that the district is prepared to engage our students in a virtual environment when face to face instruction is not available or practical for students.

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.

Use of Remote Learning

Coshocton City School District will be providing access to remote learning for the 2020-2021 school year due to COVID-19. This could include needed closures due to the number of staff and/or students being quarantined due to COVID-19 or directives from the Health Department or Governor to close due to COVID-19 related circumstances. In addition, remote learning may be employed for other pandemic issues or calamities that may arise such as inclement weather.

CCS will provide remote learning for any student who does not attend face to face instruction in our buildings for a variety of reasons.

Remote learning students will receive instruction via online teacher-student interactions, online learning platforms, online lessons that may be downloaded for offline work, and/or provided paper copies of online content all while receiving instructional support from a licensed teacher.

Google Classroom will be the primary learning management tool for curriculum, assessment and feedback for the students. Instructors may incorporate other online tools and textbooks as appropriate to best meet student instructional needs.

Teachers will provide clear expectations via Google Classroom to help guide students as they engage in remote learning. The expectations will include timelines and flexible options for students when necessary.

Student Diagnostics

Star Early Literacy, Star Reading and Star Math are diagnostic assessments that will be utilized to determine gaps in learning due to COVID-19 school closure.

Classroom teachers will utilize formative, summative and diagnostic assessment reports in the development of lessons as well as interventions for students.

Instructional Needs Addressed

Students will receive core instruction in ELA, Math, Science and Social Studies as well as related arts.

The district performed a gap analysis for ELA, Math, Science and Social Studies at the end of the last school year in order to identify any instructional gaps that may need addressed.

The district is analyzing and adjusting curriculum maps to ensure all instruction is aligned to Learning Standards and addressing any identified instructional gaps.

Students who are showing lack of progress will be provided intervention from the content area teachers as well as intervention specialists.

Students who are identified as Gifted will have a Written Education Plan (WEP).

The district will also provide an online platform to help allow for students to receive supplemental instructional practice and support at their own pace.

Credit and Competency

Student grades will be assigned based on evaluation of their performance on assignments, assessments and projects.

Assignments posted on Google Classroom as well as paper copies will be identified with due date and timely submission will be required.

Students who fail to complete lessons will be addressed on an individual basis as not meeting attendance requirements and referred for attendance intervention.

Students will be provided expectations and guidelines for performance that are consistent with the district grading policy.

Special Education Remote Learning Details

Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may change over time.

Instruction will vary based on the services listed on the IEP. Here's how Intervention Specialists will work to ensure services are provided to students.

Service	Collaboration	Planning	Instruction
Co-Taught classes in Reading, Writing, English, or Math	Collaborating with general education teachers and related service providers	Ensuring classroom assignments are appropriate for students. Potentially replacing some assignments or activities with assignments or activities related to meeting students' IEP goals	Providing accommodations and modifications. Creating assignments aligned to student's IEP goals, if needed.
Academic Support or Resource	Collaborating with related service providers as necessary	Creating assignments or activities related to students' IEP goals. Planning for students who do not have Internet access or may not be able to access any live instruction.	Ensuring accommodations and modifications are provided. Creating assignments aligned to students' IEP goals.
Self-contained or Pull-out classes	Collaborating with general education teachers and related service providers	Planning activities related to students' IEP goals and course content aligned to the suggested minutes for the students' grade levels. Planning for students who do not have Internet access or may not be able to access any live instruction.	Ensuring accommodations and modifications are provided. Creating assignments aligned to students' IEP goals.

Equitable Access

All students will have access to curriculum and materials necessary for instruction at home or school.

Hot spots will be available on school property as well as other locations in the county for internet access.

Paper copies of lessons will be provided for those who do not have access to the internet due to location and unable to utilize the hot spots.

Some assignments can be downloaded onto a device for work offline for students without internet access.

Students will be provided a chromebook through the district's 1:1 initiative in grades 3-12 and on an as needed basis for grades PK-2.

Controls will be embedded and monitored to limit access and protect students from inappropriate sites. Monitoring software is also incorporated to ensure adherence to district policies and guidelines.

Progress Monitoring

Progress will be communicated via Google Classroom and Progress book.

Student progress is measured by the classroom teacher through Google Classroom, online platform, and/or paper copy formative and summative assessments.

Attendance/Participation

Student attendance will be based on engagement, completion of lessons posted to google classroom and/or participation during Zoom/Teacher interactions.

Students who fail to complete their lessons or participate in Zoom/Teacher interaction will be identified as being absent and possibly be referred to the building's Absence Intervention Team.

Professional Development

CCS has been utilizing google apps such as Google Classroom, docs, forms and slides for the last two years. Continuous training will be provided for staff members to improve their utilization of all the available resources in Google Classroom and enhance remote learning.

Training will be available for certified and classified staff.

Training will also be provided on additional online platforms including online textbooks.

Continual needs will be assessed using Google Surveys to provide the foundation for instruction for staff in needed areas related to remote learning.