Crestline Exempted Village Schools

Remote Learning Plan 2020-2021

The purpose of this plan is to mitigate the potential impact on learning in the event of a prolonged school closure due to a pandemic or calamity. The ultimate goal of the remote learning plan is to provide guidance, information and resources to ensure all students are provided opportunities for engagement with the content and skills necessary for continuity of learning. We will continue to be committed to serving our students and families with a focus on equity, access to technology and social-emotional support.

This document contains information on both the remote hybrid learning plan and fully remote learning plan.

Student Instruction

For Students with verified technology access, Teachers will use digital platforms that may be accessed via multiple types of electronic devices (i.e., cell phones, tablets, or computers). Platforms chosen will be ones that students are already generally familiar with, which may include:

- Email
- Websites and other browser-based activities
- Google Classroom Suite
- Remind 101
- Class Dojo
- Seesaw
- Flipgrid
- Edmentum
- STAR360
- Zoom for Education
- Short videos containing short mini-lessons and media clips

We will review data from each building to determine how many students/families are prepared remotely with their personal available technology or require school-provided technology.

Paper-based materials will be provided to those students who prefer this format. We will develop those using District resources and prepare a distribution model for providing resources allowing families to work from home.

Grading/Credits/Promotion

The remote learning plan will follow all board adopted policies and guidelines for grading, awarding credits and promotion.

Attendance Requirements

Attendance will be tracked and reported daily. Students will be expected to log-in and be engaged online at specified times during the day. Teachers will take attendance in the same manner as if students were in the classroom. On student remote learning days, the teacher will track attendance using various evidence of participation methods. Evidence of participation may include:

1. Daily Logins to Google Classroom, learning management system, or other online platform
2. Interactions with teacher
3. Assignment progress/completion

Remote Hybrid Learning Reporting Schedule - Level 3 - Red

Partial Onsite**; Partial In-Home

Monday	Tuesday	Wednesday	Thursday	Friday
Quad 1	Quad 2	No students in building	Quad 1	Quad 2
Quad 3	Quad 4		Quad 3	Quad 4

**Students attending onsite classes will follow the typical student schedule based on their grade level. "Quads" reflect designated areas of the school district. Students living in a specific "Quad" will attend two days per week as listed above.

Daily Remote Hybrid Schedule**

Middle School and High School Students

	Quad 2 and 4	Quad 1 and 3	Wed. will be reserved for staff office hours for student support, PD and team meetings. Students will complete assigned work.		Quad 2 and 4	Quad 1 and 3
Period	Monday	Tuesday		Period	Thursday	Friday
1	8-8:30	8-8:30		2	8-8:30	8-8:30
3	9-9:30	9-9:30		4	9-9:30	9-9:30
5	10-10:30	10-10:30		6	10-10:30	10-10:30
7	11-11:30	11-11:30		8	11-11:30	11-11:30

**This schedule reflects in-home, remote instructional time periods in which students should be engaged in the specific class period listed above.

Daily Remote Schedule - Pre-K and Elementary School Students**

	Quad 2 and 4	Quad 1 and 3			Quad 2 and 4	Quad 1 and 3
Class	Monday	Tuesday	Wed. will be reserved for staff office hours for student support, PD and team meetings. Students will complete assigned work. Additional art, music and Phys Ed will be assigned.	Class	Thursday	Friday
ELA	40 mins	40 mins		ELA	40 mins	40 mins
MATH	40 mins	40 mins		MATH	40 mins	40 mins
SCIENCE	20 mins			SCIENCE		20 mins
SOCIAL STUDIES		20 mins		SOCIAL STUDIES	20 mins	
ART		20 mins		ART	20 mins	20 mins
MUSIC		20 mins		MUSIC	20 mins	20 mins
PHYS ED		20 mins		PHYS ED	20 mins	20 mins

****The schedule represents the amount of time students should be engaged in specific classwork for the courses listed.

Remote Learning Schedule - In Home (Level 4 - Purple)

Monday	Tuesday	Wednesday	Thursday	Friday
All students are provided instruction via the remote learning model. Students are expected to log-into their courses and online coursework daily and complete assignments as prescribed by their individual teachers.				

NOTE: This attendance policy overrides current Board policy as relating to student attendance for the current school year. Excessive absences and chronic absenteeism will be handled by the district attendance officers in partnership with the Mid Ohio Education Service Center to ensure attendance interventions are provided to families.

Bulldog Academy

Bulldog Academy is a fully online, fully remote learning option for any student who prefers an in-home learning environment. Students remain Crestline Exempted Village School District students but will receive their instruction using the curriculum provided by Northwest Ohio Virtual Academy.

Bulldog Academy Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All students are provided instruction via the NOVA online curriculum. Students are expected to log-into their online coursework daily and complete assignments as outlined in the NOVA coursework learning plan.				

Progress Monitoring

Assessment of learning gaps is essential upon the return to school. Through the use of academic screening tools , we will identify which children will need the most intensive intervention. It will be important to respond with focused attention on high-quality assessment types that are designed to help teachers understand each student's learning needs upon a return to school after the Spring 2020 pandemic closure.

Assessment strategies that address individual learning needs will differ from summative assessments. These assessments will be focused on fewer learning targets, explicitly linked to curriculum, and aligned to quickly provide feedback. Identification of these learning targets will start with an evaluation of the curriculum topics and standards that have endurance, leverage and readiness. These findings will help guide the kinds of focused assessment practices that will be most useful in identifying where each student might be struggling due to the impact of COVID-19.

Student progress will be monitored and communicated to necessary stakeholders throughout the period of remote learning using Progressbook, Google Classroom, learning management system and direct communication.

In order to monitor where students are and where they need to go, teachers will design learning experiences which address the following:

- Use technology effectively for diagnosis of what students need to learn.
- Share scoring rubrics and success criteria up front with students.
- Attend to teacher clarity when in order to correct, encourage, and to give instant feedback; Understanding that we cannot immediately evaluate progress as we do the physical classroom.
- Build multiple and varied formative evaluation opportunities into the tasks.

Equitable Access

Planning for remote learning will be designed to respect the needs of all students and staff. The focus will be on implementing remote learning that attends to the diversity of our school community to ensure that all students have access to equitable educational opportunities. Other tenets of the plan for equitable access include:

- Meticulously documenting the best efforts possible being made under the remote learning plan with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.

- Structuring active student engagement with learning that is age-appropriate.

- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.

- Practicing consistent communication with students, families, and staff to understand how the health emergency and remote learning is impacting them.

- Ensuring barriers to technology access are removed for all students, including flexibility in scheduling of online instruction and timelines for completion of tasks.

- Provide remote access to social/emotional support, therapeutic counseling, and other therapies necessary for the growth and development students.

Professional Development

Professional development for staff will prioritize teacher needs in the following areas:

1. Pedagogy in the remote learning environment; and
2. Skills needed to utilize digital tools for effective pedagogy.

Teachers will be trained to view technology as the means and starting point, not the core, of teaching. Training will focus on guiding teacher thinking and planning on making decisions as students are learning, creating opportunities for students to think aloud, providing alternate strategies and helping them work with others to collectively advance learning. It is then necessary to formatively evaluate the impact of the instructional experiences in this environment.

- Optimize the social interaction aspects to ensure that students are able to learn with each other and their peers, rather than be lectured
- Check for understanding and intently listen to the feedback from the students about their learning, since the usual classroom cues will be missing
- Make sure there is a balance between content knowledge and deep thinking about the content.

Resources

The links below reflect a variety of digital resources designed to help with the planning and implementation of meaningful remote learning opportunities.

- **Ohio Dept. of Education Remote Learning Attendance Guidance**

- **Google for Education Teacher Center**

- **Ohio Management Council**

- **Ohio Math Restart Plan**

- **Ohio Reading Restart Plan**

- **Ohio Writing Restart Plan**

- **INFOhio**
  - ages 3-5
  - grades K-5
  - grades 6-8
  - grades 9-12
  - educator tools
  - professional learning
  - professional databases
  - school library services
  - Search

- **Ohio Ed Techs**

- **Ohio Center for Autism and Low Incidence** (OCALI)

- **PBS Learning at Home**
  - PBS LearningMedia
  - PreK-12 Resources for Emergency Closings