



Fairborn City Schools Remote Learning Plan 2020-2021

Overview

Ohio House Bill 164 of the 133rd Assembly authorizes each qualifying public school district to provide instruction using a remote learning model for the 2020-2021 school year. In alignment with the requirements outlined in House Bill 164, Fairborn City Schools has developed the following Remote Learning Plan and submitted it to the Ohio Department of Education. The Ohio Department of Education is required to post all submitted plans so that they are publicly available on their website.

In planning for the 2020-2021 school year Fairborn City Schools seeks to:

- Provide the option of traditional in classroom learning and a virtual, fully online option for students
- Provide in-person instruction for all students as much as possible
- Create a remote plan that may be deployed at any time to shift between delivery models
- Provide technology devices for all K-12 students
- Establish procedures for use of facilities, transportation, child nutrition, student activities as outlined in the Fairborn City Schools Reset & Restart Plan
- Continue to follow guidance by ODH, ODE, OHSAA, Local Health Department

The Remote Learning Plan addresses the following areas:

- Instruction
- Fixed Schedules
- Grading
- Attendance
- Progress Monitoring
- Equitable Access
- Professional Development
- Online Learning Materials
- Clear Expectations
- School and Community Communication Plan

Instruction

Description of how instructional needs will be determined and documented

All students should continue their normal courses as they would in the traditional setting. Schools will work with our staff and families to determine the best way to engage in remote learning while maintaining the trajectory of learning that was occurring in person. Instruction will vary from class to class, and teachers will determine the most appropriate remote learning experiences to meet students' needs in each subject while maintaining their curriculum standards. This means that while most materials will be delivered through digital platforms, some may be delivered in paper format.

Any paper assignments that have been completed should be kept by students and families until the school is able to collect them safely. Teachers will make every effort to ensure that students are provided with comparable learning opportunities, whether instruction occurs remotely or in person.

The teacher will clearly explain the requirements for all learning activities and assignments. Regular education classroom teachers will work with special education teachers and intervention specialists on lesson planning for special needs students. Teachers will differentiate instruction as needed to take account of varying student instructional needs, including for special needs, EL, and gifted students. The schools will maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn. We will support the whole child through our SEL curriculum and supports, as well as provide flexible learning options and adjustments along the way. Instruction may take place through:

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

The remote plan

- Flexible curriculum as needed
- Provide instructional resources and materials through remote means with Google Classroom and Google Meets
- Minutes shown in building schedules represent direct instruction, practice time, return for intervention, small group, etc. While whole class may not be viable all the time, instruction and planned activity is expected for the school day.
- Communicate frequently with your students and, as needed, with parents.
 - At least one phone call is a required communication method for each teacher to reach students and parents.
 - Teachers will also use at least one other communication method for reaching families, and will document all efforts.
Options include: Class Tag (connects to Google Classroom), Google Meet, Google Voice, Emails, Home visits (safely distanced), Dojo, etc.
 - *Realize that person-to-person communication by phone is better than a text/typed message.* A lot can be “read into” a short text message that was not intended.
- Take attendance based on students' participation in live activities and online lessons
- Provide timely feedback to support your students' learning

- Provide supplementary learning activities for students who may benefit from additional practice or extension activities
- Check in with students on their well-being and classwork during 1 to 1 meetings and small groups
- Set office hours to connect with students and parents to support their learning remotely
 - Communicate a Communication Plan for Success with parents.
 - Emails, calls, or messages made outside of the school day may be answered the next school day.
 - After school hours, teachers may not always respond to emails, Dojo messages, phone calls, or be online.
- CoTeaching or Teacher Teams to present lessons and collaborate with technology
- Specialists will build time in the Homeroom teacher's schedule and do their own Google Classroom
- Special Education teachers will build time in the Homeroom teacher's schedule or do their own Google Classroom to meet IEP minutes
- Tutors will build in time in the Homeroom teacher's schedule or do their own Google Classroom to implement support instruction
- Whole, small, and individualized instruction
- Differentiate through assigned activities, during whole and small group lessons, or 1 to 1 meetings.
- Early Release Fridays: Students will be assigned remote learning work equivalent to the early release times for their building. Each building will document what this will look like at their level for accountability purposes. We will clearly communicate this expectation as part of our weekly instruction requirement for learning for the entire year.

Fixed schedules

Courses have established schedules for teacher-led instruction.

Students will follow the same schedule as the traditional school setting. Students should treat these days as days of school as well. Families will face challenges at home, and teachers will present flexible learning opportunities to be sensitive to those challenges, but a regular schedule will allow students to remain engaged in learning.

- Maintain relationships for SEL, progress monitoring, parent-teacher communication, technology issues, and overall student/family well-being/monitoring.
- Students will follow their Google Classroom schedules. A teacher's schedule will be clear and outlined for parents and students during school hours
 - Planning time, breaks, office hours, and independent work will be part of the schedule
- Google classroom, Google Meet, Calendar, and other tools in the Google suite will be the focus for instructional tools.

Grading

Method for determining competency, granting credit and promoting students

Fairborn City Schools has a standard grading procedure, as well as additional notations that indicate work in progress or incomplete work. Grades indicate the extent to which the student has acquired and demonstrated the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas when determining a grade and will inform the students at the beginning of the course. Regular check-ins with students, in small and large groups, will be established to provide ongoing feedback and progress monitoring the child's learning process.

Teachers will use the same grading procedures as the traditional school setting. Students will receive feedback on assignments through the use of Google classroom, email, or Progressbook. All grades will be recorded and posted to Progressbook. Our traditional grading scale will be used to assign grades to student work. Teachers will provide differentiated feedback that is specific and actionable to promote growth and learning based upon student needs.

If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

The method to be used for determining competency, granting credit and promoting students to higher grade levels.

- Standard GPA calculations will be used as outlined in board policy and the handbooks for determining any awards, National Honor Society, class ranking, athletic eligibility, etc.
- A minimum of one grade per week per subject, with a variety of methods to collect that grade for 3-12 grades. PK-2 will monitor and communicate progress as in the traditional classroom setting whenever possible.
- Prioritize essential learning so that students can meet the necessary standards and continue to grow in their learning
- Grades will be impacted by absences
- Will continue to follow standard grading practices and procedures as outlined in board policy and handbooks.
- We will continue to publish grades on progressbook on a regular basis

Attendance

The school's attendance requirements, including how the school will document participation in learning opportunities.

The keys to ensuring students are present, engaged and supported in learning include maintaining frequent contact with students and families, connecting students to appropriate resources, encouraging student participation and offering enriching, interesting and engaging learning opportunities.

During remote learning, student attendance will be tracked by daily attendance recorded in GradeBook.

The classroom teacher will be monitoring attendance and engagement daily through virtual participation, assignment completion, and daily communication through Google meets, email,

texts, phone calls or other formats that enable teachers to engage with students.

Attendance during remote learning takes into account the school's attendance requirements, including how the school will document participation in learning opportunities.

- Attendance for a student will be monitored and collected at the student level, classroom level, and/or content area teacher level
- Teachers will also track phone calls, emails, and attempts to find out if a student is attending or having trouble. This will be on a building/district daily log for teachers to note communication efforts with parents. (Consider the time documenting this as replacing duty time.)

Progress Monitoring

A statement describing how student progress will be monitored.

In good faith effort, teachers will progress monitor weekly through check-ins, virtual assessments, and observations to support continued learning outside of school and determine how best to issue grades and provide feedback to students during remote learning.

Teachers will use formative and summative assessments to progress monitor students' mastery of the learning standards. Students receiving special education services will work with intervention specialists to progress monitor their specific learning goals.

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 includes an initial formative/diagnostic (pre) 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.

If the student receives special education services, each student's IEP, 504 or EL plan will be followed to the maximum extent possible. Students will receive the necessary services, modifications and accommodations. If remote learning occurs, students will likely receive some or all services online, such as tele-therapy for Speech, Occupational and Physical Therapy. If changes need to be made to the plan due to logistics, a meeting will be held to make the necessary changes. Meetings held through the Special Education Department can occur via Google Meet. All evaluation, initial, and annual review timelines will be maintained as required by law.

- For students of concern, School Psychologists will help determine methods for Progress Monitoring in order to collect important data online. (Easy CBM, MobyMax, Dibels, etc.)
- Surveys, hands up, other ways to gather information on understanding and needs

Equitable Access

A description as to how equitable access to quality instruction will be ensured.

Fairborn City Schools seeks to ensure that all students have equitable access to technology. Wifi hotspots are located at Fairborn Library, School parking lots, Fairborn Board of Education. Curriculum will be accessible on the student's Google Classroom, and Clever technology applications.

It is important to ensure that opportunities for learning exist for all students. We strive to ensure that there is equity of access to learning opportunities so that the opportunity and achievement gaps continue to close. All learners will have access to technology in a one-to-one computing environment. The district has worked towards the goal of equitable access through:

- 1:1 Chromebook devices are assigned on loan to each student to take home
- All students are able to access instructional materials from their device by using Clever and/or Google Classroom
- Building wifi signals have been extended to cover parts of the community
- FCS has been working with the city of Fairborn to help with access to the internet within downtown
- Training documents/videos on Google suite have been created for parent and student
- If internet is needed the Central office will work with families to find solutions.

In doing this, we hope to only have to give paper copies to students who absolutely need them due to 504/IEP accommodations. Gifted students will work closely with their teachers and teachers/administrators will communicate with the gifted coordinator as needed.

- Teachers and Intervention Specialists will be required to plan with each other in inclusion classes to make sure all students are reached so specialized instruction is met for those who need it.
- The schools and families will continue to communicate with families via Google Hangouts, email, phone class, Twitter and district Facebook, etc.

Professional Development

A description of the professional development activities that will be offered to teachers.

Professional Development was offered in the spring with staff completing 9 PD activities, half of which were in the area of technology. Fairborn City Schools teachers will participate in 7 hours of PD by Aug. 31 that focuses on Google tools, Google Classroom and Virtual learning. Teachers have the option of Google Bootcamp PD and becoming Google Certified Teachers. Many FCS teachers are now Google Certified Teachers in Fairborn City Schools. Throughout the 20-21 school years teachers will have access to on-demand PD in 46 areas, including technology and virtual learning, through the SimpleK12 PD platform. Additional PD offerings will be made available depending on the needs identified by the staff to enhance content knowledge & delivery, virtual learning, social emotional needs of students, student engagement, assessment, and communication.

Online learning materials

Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.

Teachers and students have access to several online learning materials to help guide instruction and progress monitoring. Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.

Some examples include (this list is not all inclusive):

- Direct instruction of materials by the teacher using live virtual lessons and presentations
- Recordings of direct instruction posted to Google classroom
- Flipped classroom techniques
- Google Meet Video conferencing
 - Small groups in Meet breakout rooms
 - Discussions/Q & A
- Class polling with Google forms
- Shared interactive online documents (padlet, flipgrid, google doc)
- Google classroom comments to provide feedback from peers and teachers
- Formative assessment (Eduastic, quizlet, kahoot, MobyMax)
- Guided practice (MobyMax, ALEKS, Readworks, Newsela)
- Online textbook resources
- Online Textbooks
- Other online resource
- Google Classroom and G-Suite Features
- [Benchmark Advance](#)
- [Readworks.org](#)
- [Scholastic](#)
- [EdPuzzle](#)
- [Eduastic](#)
- [PBS Learning at Home](#)
- Clever
- [Nearpod](#)
- [Kahoot](#)
- [Mystery Science](#)
- [ODE additional online resources](#)
- Moby Max
- Star Reading and Star Math assessments
- Envision Math & Science
- Pearson Social Studies

Clear expectations

Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.

During the entire period of closure, classwork will be required and counted for a class grade. Due dates will be assigned to help students plan their work and to keep steady progress toward learning goals. While teachers will be more flexible with this work than they would with traditional classroom work, they will still require students to complete the work in a timely

manner to receive a grade. Student communication with teachers is essential to ensuring that this work is understood and completed.

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- PBIS team will establish guidelines and expectations for online learning
- Student conduct code will apply to online learning
- Students will follow their Google Classroom schedules and participate in all areas of remote learning
- Teachers should be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students

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School and Community Communication Plan

The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.

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Fairborn Primary teachers will communicate through various modalities of communication including:

- Messaging through applications such as Remind or Dojo, and phone calls.
- Use of email, All-call, social media platforms, and traditional mail
- Google GSuite
- District announcements
- Virtual Meets
- YouTube Live or pre-recorded videos
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Communication at this time is more important than ever before. It is crucial that students and families check email accounts for communication from the school. Teachers will attempt to reach students by telephone if needed. Parents will need to make sure information is up to date in One View to ensure teachers have the most current email and phone number.

Each building and teacher will communicate the specific learning activities and other important information unique to them. The district leadership team will maintain social media accounts and the district website to aid communication. Automated phone calls (TEC calls) will be used for general information communication.

Teachers may be reached through email, Google classroom, and Google voice. Teacher email addresses can be found in Progressbook and on our school website (www.fairborn.k12.oh.us). Students can message teachers directly through Google classroom. Some teachers may also have a Google voice set up. Teachers will communicate that Google voice phone number if available.