



**FAIRVIEW PARK CITY  
SCHOOL DISTRICT**

**REMOTE LEARNING PLAN**

***Learn Differently - Care Deeply - Aspire to Excellence***

[www.fairviewparkschools.org](http://www.fairviewparkschools.org)

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## Introduction

This plan has been developed to comply with **OHIO HB 164, Section 16**, and is grounded in our district's **STRATEGIC PLAN for 2019-23**.

According to the Ohio Department of Education (July 2020), "**REMOTE LEARNING** occurs when the learning and educator, or source of information, are separated by time and/or distance and therefore, cannot meet in a traditional classroom setting." Remote learning can be in digital mode (via computer), in analog mode (using paper), teacher-led, or self-directed.

**Fairview's first and foremost choice for students is that they be able to learn all day, every day in classrooms. Physically together. In community with their peers and teachers. However, during the current public health crisis, we are committed to offering a high-quality remote learning option for families who elect this mode.**

In addition, **we are determined to pivot smoothly to remote and/or blended learning should the Ohio or Cuyahoga County Department of Health advise us that, due to prevailing public health conditions, a "flare-up," or an abundance of caution dictates school building closure.** To quote the Ohio Department of Education, "*Schools will need to have the capacity to operate in various modes at different times, sometimes, with minimum advance notice.*" We interpret "capacity to operate in various modes" to mean that, given fluctuating public health conditions and indicators, we can and will provide as needed for different configurations for different buildings and at different grade levels.

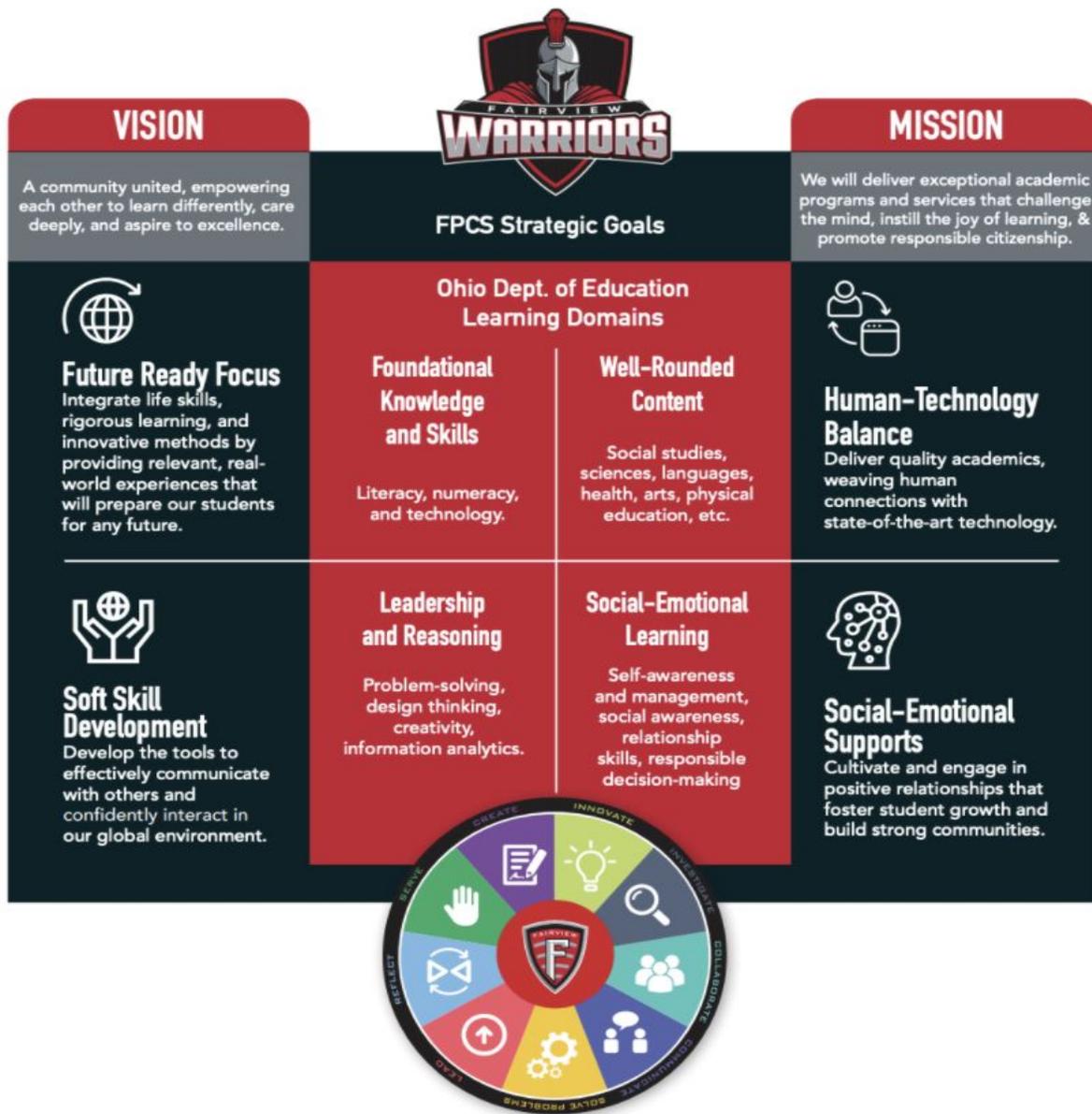
Also, if due to health-related conditions, individual students must be absent for a significant time period, a personalized and comprehensive remote or blended plan will be provided in order to sustain educational opportunities. Conversely, a student whose circumstances indicate starting with remote may need to transition back to hybrid or "all-in" mode. In either circumstance, we aim for seamless transitions within our "Community United."

Optimally--public health officials for our county, state, nation, and world will sound the "all clear" for a safe return to normalcy. When that can happen, we will be ready to do so with the least possible amount of disruption.

According to the Ohio Department of Education's "RESET AND RESTART Education" (July 2020), schools and districts are expected ***"To ensure each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education. This means the commitment to Ohio's Learning Standards and the four learning domains described in Ohio's strategic plan for education, "Each Child, Our Future," must continue to be strong. These domains include foundational knowledge and skills, well-rounded content, leadership and reasoning skills and social-emotional learning."***

In concert with the Ohio Department of Education's Strategic Plan--"***Each Child, Our Future***"--the 4 major goals of **Fairview's Strategic Plan** include:

1. **Future Ready Focus** - Integrate life skills, rigorous learning, and innovative methods by providing relevant, real-world experiences that will prepare our students for any future.
2. **Soft Skill Development** - Develop the tools to effectively communicate with others and confidently interact in our global environment.
3. **Human-Technology Balance** - Deliver quality academics, weaving human connections with state-of-the-art technology.
4. **Social-Emotional Supports** - Cultivate and engage in positive relationships that foster student growth and build strong communities.



This infographic captures the interface of ***Each Child, Our Future*** with Fairview’s Strategic Plan:

Note that each of our district goals originates in and fulfills one of the 4 Ohio domains. Implemented, the goals work in concert to fulfill the ODE’s charge to **challenge, prepare, and empower** every and all of our students.

The Ohio Department of Education states ***"remote learning means each student is experiencing a learning opportunity supported by a teacher or educator who is in a different location."***

ODE elaborates that remote learning:

- Does not necessarily replicate a traditional school day
- Can be deployed in a flexible manner
- Includes an array of learning on and offline
- Empowers students to extend their learning independently

Whether in classroom or remote mode, our district takes to heart the Ohio Department of Education's position that we need to ***"focus on making learning joyful and engaging in a personalized way."*** We affirm that ***"Student success and personalized learning go together in both traditional and online education environments."***

The district will communicate this plan and updates, as well as information on its current implementation status, through regular channels which include its website, weekly superintendent Update, and principals' messages.

## **Parent Role and Support**

In remote learning mode, parents and teachers partner to support learners. Parents serve as "learning coaches" for their children. This is a major commitment of their time and energy. Essential supports include academic assistance, motivation and encouragement, and assurance of daily attendance. Communication with teacher(s) is also vital and, when an Individual Education Plan is in place, Intervention Specialist(s). For K-5, a parent can anticipate a time commitment for supervision and assistance for 4-6 hours per day. For 6-12, 1-3 hours per day can be essential for student focus and success. A variety of supports are available for parents including access to platforms, lesson guides, videos, occasions to connect with other parents, consultation with school/district staff, and miscellaneous academic and parenting resource banks.

# Fairview Implementation: ODE's Prescribed Elements

## **Determining and documenting students' instructional needs:**

We understand that circumstances and resultant needs may change as the school year proceeds. Families who choose remote or bricks and mortar learning are asked to commit for a minimum of one quarter/grading period. However, we recognize that emergencies may arise and circumstances change. Therefore, we will work to accommodate individual and family needs. Therefore, a family's commitment to remote learning will be reconsidered/renewed each at the beginning of each new quarter.

As we reset and restart school, each remote student--along with peers learning in bricks and mortar mode--will be assessed to determine their placement on the learning continuum for Reading and for Mathematics. To accomplish this, we will administer NWEA MAP Achievement and Progress assessments as universal screeners. NWEA, currently our partner, has created accommodations to support remote testing. In addition, we will utilize NWEA FLUENCY as an additional universal screener for Literacy, grades K-3. NWEA MAP results inform aligned, adaptive tools we use to develop and implement personalized paths for intervention and enrichment: NWEA ACCELERATOR for Math 3-8 and EDMENTUM EXACT PATH for Reading, Language, and Math 6-8.

Using these tools, student progress can be tracked as the year ensues. Information can be stored and accessed in PowerSchool/Progress Matters.

As with our bricks and mortar (in school) classes, we will promote rigorous, relevant **Project-Based Learning**. Per the Strategic Plan, Strategy 2, we will "*Challenge students to explore and showcase their personal interests in ways that are cross-disciplinary and require multiple skill sets, knowledge and innovation.*"

In consideration of Social-Emotional needs, we will utilize PANORAMA EDUCATION's research-backed programming to measure, track, understand, and build SEL for both students and adults.

**Determining competency, granting credit, and promoting students to a higher grade level:**

- Our district takes a data-informed approach to continuous and personalized learning.
- Each course or grade level subject is built on "progressions" and "bundles" of Ohio Learning Standards in each academic content area and/or combinations of academic content areas. We track the students' progress toward mastery of grade level Standards. We are prepared to assess, using both criterion and norm referenced instruments, and to remediate or accelerate, depending on individual student needs and can grant credit/promotion as individuals demonstrate competency/mastery of course/grade level content.
- Remote students will receive feedback and, when indicated, grades in the learning platform used for their age and stage. Grades will be posted in PowerSchool at least quarterly.
- At a minimum, each remote student will lead a quarterly virtual conference with their parent(s) and teacher(s) to review achievement, progress, and goals.

**Attendance requirements and documentation procedures:**

- The district will maintain up-to-date, accurate contact information for students and families in our PowerSchool Student Information System (SIS).
- The Family/Community Engagement Coordinator will complete outreach to ensure that digital access/internet connectivity is in place and follow up with families to ascertain needs for training on remote learning platforms, assistance with school/home communications, plus nutrition and other supports such as well-being/mental health.

- In ongoing efforts to keep students present, engaged, and supported in learning, **students in remote mode will have daily schedules (See Appendix) that approximate their typical bricks and mortar (in school) activities.** Regular engagement will occur through a combination of **synchronous (online and real-time) and asynchronous (online or offline, independent)** activities.
- Students in remote mode will be expected to **virtually attend and participate in daily synchronous meetings** during time frames and for durations scheduled according to their ages and developmental stages. Teachers will arrange and conduct a variety of synchronous meetings. When feasible and appropriate, students in remote and students in bricks/mortar (in school) modes may participate in simultaneous experiences. Possibilities for these synchronous experiences include:
  - Teacher-centric presentations, demonstrations, “lectures”
  - Teacher-led or student-led presentations or discussions (for instance, Socratic Seminars)
  - Teacher-led or student-driven interactive sessions, usually small group

While in remote mode, it is feasible and may be desirable to occasionally and purposefully augment online instruction with face-to-face opportunities, such as a hands-on Science or Innovation Lab experience. It is possible, for instance, that during autumn/spring months, a Science class might meet at a MetroPark location. It is also possible that a small number of students might convene with a staff member at a district building or Fairview Branch of the Cuyahoga County Public Library for a study session or project collaboration. Staff members may also arrange 1:1 consultations. **Such experiences will be strictly voluntary for remote students and managed so that appropriate health precautions are taken.**

During the scheduled synchronous lesson(s), student’s virtual presence and participation will be noted and recorded by their teachers and reported to the building attendance officer as well as monitored by the principal or designee.

Students will also be expected to participate with and complete and submit asynchronous assignments/activities.

**Per Ohio Department of Education (ODE) policy as of July 2020, attendance will be determined by 3 factors: Active presence, participation, and productivity.** Students will need to login to platforms/applications, participate in virtual meetings with teachers and classmates, and complete their assignments.

- Teachers will record and track all 3 attendance elements and report presence/participation/productivity hours to the building attendance officer.
- Teachers will assign each project/assignment a reasonable number of hours that a student would be expected to work to complete that task and record this number of hours for each assignment.
- The building attendance officer will track and report presence/participation/productivity hours to ODE.
- Building principals will monitor all elements of daily attendance.
- Absences may be excused in cases of documented medical circumstances and temporarily for technical outages if the outages are reported to school officials within 2 school days.

## **MONITORING STUDENT PROGRESS**

Teachers will monitor students' academic progress, first and foremost, on a daily basis using formative instructional practices. "Checkpoints" will be built into lesson designs, and student requests for and receipt of teacher feedback will be recorded in our learning platforms--Seesaw, Summit and/or Google for Education. Second, for grades K-12, NWEA MAP assessments will be administered in Fall, Winter, and Spring. Third, for grades 3-12, Ohio's [Performance Level Descriptors](#) will be employed to track students' progress.

[Ohio's Writing Rubrics](#)

Fourth, in grades 6-12, the [Cognitive Skills Rubric](#) will also be employed.

Mastery learning K-12 is an established district practice and will remain in effect remotely. “Do-overs” are permitted; in fact, reflection is required and reiteration encouraged. We “fail forward.” [Formative Instructional Practice](#) is our norm.

As with bricks and mortar (in school) classes, grades in progress will continue to be reported daily via our platforms and at least quarterly in PowerSchool. On a daily basis, activity and status is visible via our platforms.

At a minimum, each remote student will lead a quarterly virtual conference with their parent(s) and teacher(s) to review achievement, progress, and goals. If public health conditions indicate that face-to-face meetings can occur under controlled circumstances, intermittent in-person conferences can be scheduled.

## **EQUITY**

FPCS district is uniquely positioned to provide equitable remote access for all students. We provide necessary hardware and software for students. Our Family & Community Engagement Coordinator works with local Internet providers to insure that all students’ homes have broadband capacity, regardless of families’ ability to shoulder the costs.

## **SPECIAL EDUCATION**

Our Intervention Specialists will work in concert with teachers to differentiate and scaffold appropriately, in a consistent effort to create the least restrictive environment remote mode will allow.

Note that, while in most cases, face-to-face options are preferable for Special Education students, Individual Education Plan(IEP) teams will collaboratively develop best case scenarios and--as with bricks and mortar--continue to play the advocacy key role in implementation of those plans, coordinating and delivering services.

## **GIFTED**

We will continue to support our students with a gifted identification with appropriately differentiated curriculum, delivered by teachers with appropriate qualifications. The coordinator of gifted services will oversee identification protocols, teachers' ongoing professional learning, and development of Written Education Plans (WEPS) for those identified students.

For those students with a gifted identification who are selecting the remote learning option:

- Students with a gifted identification who are served in a reading or math cluster group in grades 2, 3, 4, and 5 at Gilles-Sweet Elementary will work with their classroom teacher or the assigned remote learning teacher for their grade level.
- Students with a gifted identification who are served in a self-contained reading or math class in 4th or 5th grade will work with the gifted intervention specialist for that specific subject. They will work with their classroom teacher or the assigned remote learning teacher for other subjects.
- Students with a gifted identification at the middle/high school who are served in AP and advanced courses will work with their assigned AP and advanced teachers.
- All efforts will be made to keep students working with their assigned teachers, however, depending on various circumstances we may need to rely on support, communication, and resources from other qualified teachers.

## PROFESSIONAL DEVELOPMENT

First, district teachers on remote assignment will be selected to work with remote students based on these qualifications and expectations:

The Remote Learning Teacher:

- Is a culturally-competent, patient, empathetic, and reflective practitioner committed to making education accessible to all students and fostering positive academic outcomes
- Empowers students as agents of their own teaching and learning, orienting them to and supporting their competency with technologies and online learning practices
- Ensures each student's full participation, learning, growth, and achievement through the cultivation of meaningfully relevant conversations, activities, and engagements
- Sets a structure around continuous assessment and progress monitoring and provides timely, constructive feedback
- Plans and adjusts lessons effectively with others, (partnering with students, parents, and other educators) while providing scope and space for online activities and remote participation
- Adjusts remote lessons plans to meet the different needs of students
- Builds student morale in this new and uncharted territory/modality
- Uses multiple online and social media platforms so they can be flexible with which ones work best for their students
- Communicates with and builds meaningful relationships with families from different racial, cultural, linguistic, ability, and class backgrounds
- Integrates arts, culture, and creativity in their lessons
- Requests help when they need it, knowing that they are not alone, while also logging questions, best practices, and other insights that come up in the process of remote teaching

Expectations include:

- When circumstances permit, daily attendance during established school hours at one of the district buildings (although if necessary, physical distance can be provided)
- Participation in specific district-provided professional learning and continuous collaboration with the building Counselor, Principal, and Director of Teaching and Learning as well as other teachers working in remote and in-person modes
- Establishment of a well-planned, prudently scheduled school day with everyday routines that balance synchronous and asynchronous activities
- Demonstration of knowledge and application of [Universal Design for Learning \(UDL\)](#); incorporation of multiple means of engagement, representation, and action/expression
- Facilitation of Mindfulness
- Provision of regular check-ins and the giving of space for students to talk about how they are feeling and how they are adjusting to the change; create a safe environment to express feelings and thoughts
- Extension of support to parents, beginning with but not limited to frequent communication via phone (or if necessary, "Ring Central") and virtual meetings (using Google Meet or Zoom) in addition to messaging through email and platforms (such as Seesaw or Summit).

Second, professional learning opportunities will include:

- Ongoing coaching and technical consulting for our main platforms, Seesaw and Summit Learning
- Power-user training for NWEA MAP, Fluency, Accelerator, and/or EDMENTUM Exact Path
- Comprehensive on-demand coursework for engaging/sustaining students in remote learning
  - [Basic course](#) (John Spencer)
  - [Master course](#) (AJ Juliani)

### **Instructional platforms, materials, resources for remote learning:**

Our district has had 1 student: 1 device technology since 2006. Whether in classroom or remote mode, we practice "blended learning," which is broadly defined as a mix of face-to-face and online. In remote learning, the face-to-face becomes virtual.

Non-digital resources will be provided as needed or requested, such as workbooks, teacher-created packets, handouts, and library books. We have tech “power tools” for teaching and learning, including but not limited to:

- Platform PK-5: Seesaw
- Platform 6-12: Summit Learning
- Platform/Communication tools, PK-12: Google Suite for Education (Google productivity tools, Google Classroom/Meet for communications); Telephone/“RingCentral”

**Assessment:**

- NWEA MAP, K-12--including MAP SKILLS, MAP FLUENCY and MAP ACCELERATOR
- Intervention and Enrichment: EXACT PATH, Study Island, Reading Eggs.

## Curriculum Considerations

- Online learning materials/tools will be selected based on criteria including but not limited to 1) alignment with Ohio Learning Standards and the district’s Strategic Plan, 2) compliance with FERPA and COPPA, 3) compatibility with the district's network/hardware/software. Teachers are discouraged from deploying free materials not licensed by the district or vetted through the grade level or content area teacher group.
- Fairview students will follow a course of study that parallels what would be provided for them in bricks and mortar school, with adaptations for the online environment and virtual communications.
- Fairview teachers will work with our students. We have access to resources, tools, and materials necessary to provide robust remote

learning. However, we will not contract with an outside agency to provide teachers to design or deliver instruction.

- There will be an emphasis on key Standards and core courses.
- Some electives depend on resources unavailable without in-school labs or the Innovation Center. For these specialty electives, we will develop adaptations or substitutions. Other electives--such as Art and Music--will continue for families who want this enhancement.
- Personalized, project-based learning and performance assessments will be the core of student experiences. Students will be asked not only to consume or interpret information but also to construct meaning, reflect on their experiences, and to develop a portfolio of work products.
- When students phase into (or under some circumstances, out of) remote mode, their grade-level and/or content teachers will provide orientation and support. At some levels, another staff member may act as an instructional coach to manage logistics, coordinate communications among student/teacher(s)/parent(s), and assist with learning challenges.
- No K-12 student should spend a full school day online. Specific schedules will be developed (See Appendix) and attendance will be taken. While advisable amounts of "screen time" and reasonable periods of sustained attention vary with students' ages and stages, every student's day should include intermittent breaks for relaxation, exercise, and social interaction.

# SAMPLE DAILY SCHEDULES

## Daily Remote Schedule Kindergarten, Parkview Early Education Center

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45 AM 15 mins	<b>Morning meeting</b> featuring Principal, Counselor, other Helpers and Guests Pledge, announcements, recognitions				
8:45-9:15 AM 30 mins	<b>Circle Time:</b> Attendance, SEL and relationship building, Social Studies/Science				
9:15 AM-9:30 AM 15 mins	<b>Brain break, stretch time, and transition</b>				
9:30 AM-11:00 AM 90 mins	<b>Reading and Foundations</b> Group direct instruction, Guided Reading with small groups or Rotation Stations in Seesaw				
11:00 AM-11:30AM 30 mins	<b>Recess - unplug!</b>				
11:30 AM-12:00 PM 30 mins	<b>PE</b>	<b>Library</b>	<b>PE</b>	<b>Music</b>	<b>Library</b>
12:00 PM-1:00PM 60 mins	<b>Lunch - unplug!</b>				
1:00 PM-1:45 PM 45 mins	<b>Math</b> Regroup, Attendance, Group direct instruction, Guided Math with small groups or Rotation Stations in Seesaw				
1:45PM-2:00PM 15 mins	<b>Brain break, stretch time, and transition</b>				
2:00 PM-2:30 PM 30 mins	<b>Writing</b> Group direct instruction, guided practice				
2:30 PM-2:45 PM 15 mins	Reflections, Instructions, closing, farewell				
2:45 PM-3:30 PM 45 mins	Scheduled small groups for intervention, enrichment, or PBL; 1:1's with student and parents; assessment and prep				

## Daily Remote Schedule Grades 1-5, Gilles-Sweet Elementary

Time	Description
8:00-8:45 a.m. 45 minutes	Wake Up! Eat breakfast, brush teeth, make bed, get dressed, and check Seesaw messages.
8:45-9:15 30 minutes	<p style="text-align: center;"><b>Morning Class Meeting:</b> Whole group, morning and class announcements, focus for the day, and School Counselor check-ins .</p> <p style="text-align: center;"><i>Purpose of Class Meetings: Set the tone for respectful learning; Establish a climate of trust; Motivate students to feel significant; Create empathy and encourage collaboration; Support social, emotional and academic learning.</i></p>
9:15-10:30 75 minutes	<b>Morning Learning Session I:</b> Teacher directed small group Google Meet instruction (synchronous) and independent (asynchronous) learning.
10:30-10:45 15 minutes	<b>Brain Break and Snack Time</b>
10:45-12 p.m. 75 minutes	<b>Morning Learning Session II:</b> Teacher directed small group Google Meet instruction (synchronous) and independent (asynchronous) learning.
12:00-1:00 p.m. 60 minutes	<b>Lunch and Recess Break</b>
1:00-2:00 p.m. 60 minutes	<b>Afternoon Learning Session I:</b> Teacher directed small group Google Meet instruction (synchronous) and independent (asynchronous) learning.
2:00-2:15 p.m. 15 minutes	<b>Brain Break</b>
2:15-2:45 p.m. 30 minutes	<b>Afternoon Learning Session II:</b> Related Arts classes (Music, Library, Art and Physical Education), PRIDE House and/or independent (asynchronous) learning.
2:45-3:15 30 min.	<p style="text-align: center;"><b>Afternoon Class Meeting:</b> Whole class community, Great Work Today! Shout outs, reminders, and student to student connection time.</p>

Specials classes may be scheduled at different times for each grade level within the Learning Session Blocks.  
Students will receive a class-specific schedules from their teacher at the beginning of the year.

## Daily Remote Schedule Grades 6-8, Lewis F. Mayer Middle School

Time	Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:30 a.m.	1	<b>ALL STUDENTS</b> SYNCHRONOUS ALL PERIODS	<b>SCARLET GROUP</b> SYNCHRONOUS ALL PERIODS  Gray Group logs in and works independently.	<b>GRAY GROUP</b> SYNCHRONOUS ALL PERIODS  Scarlet Grop logs in and works independently.	<b>SCARLET GROUP</b> SYNCHRONOUS ALL PERIODS  Gray Group logs in and works independently.	<b>GRAY GROUP</b> SYNCHRONOUS ALL PERIODS  Scarlet Grop logs in and works independently.
8:35-9:10 a.m.	2					
9:15-9:50 a.m.	3					
9:55-10:30 a.m.	4					
10:35- 11:10 a.m.	5					
11:15-11:50 a.m.	6					
11:50-1:15 p.m.	Lunch	Mid-day Break: Lunch, bi-weekly mentoring, other scheduled appointments				
1:15-1:50 p.m.	7					
1:55-2:30 p.m.	8					
2:35-3:10 p.m.	9					

All instruction will be teacher-led (synchronous) on Mondays. Teachers will split their class rosters into "Scarlet" and "Gray" groups. Students assigned to the Scarlet groups will participate in teacher-led (synchronous) instruction on Tuesdays and Thursdays and self-directed (asynchronous) learning on Wednesdays and Fridays. Students assigned to Gray groups will participate in teacher-led (synchronous) instruction on Wednesdays and Fridays and self-directed (asynchronous) learning on Tuesdays and Thursdays. Assignment to Scarlet or Gray groups may vary, at teacher's discretion. Attendance is expected and will be taken/recorded daily.

## Daily Remote Schedule Grades 9-12, Fairview High School

Time	Class Period	Monday	Tuesday	Wednesday	Thursday	Friday	
7:45-8:30 a.m.	1	<b>ALL STUDENTS</b> SYNCHRONOUS ALL PERIODS	<b>SCARLET GROUP</b> SYNCHRONOUS ALL PERIODS	<b>GRAY GROUP</b> SYNCHRONOUS ALL PERIODS	<b>SCARLET GROUP</b> SYNCHRONOUS ALL PERIODS	<b>GRAY GROUP</b> SYNCHRONOUS ALL PERIODS	
8:35-9:10 a.m.	2		Gray Group logs in and works independently.	Scarlet Grop logs in and works independently.	Gray Group logs in and works independently.	Scarlet Grop logs in and works independently.	
9:15-9:50 a.m.	3		Mid-day Break: Lunch, bi-weekly mentoring, other scheduled appointments				
9:55-10:30 a.m.	4						
10:35- 11:50 a.m.	Lunch	Mid-day Break: Lunch, bi-weekly mentoring, other scheduled appointments					
11:55-12:30 p.m.	5						
12:35-1:10 p.m.	6						
1:15-1:50 p.m.	7						
1:55-2:30 p.m.	8						
2:35-3:10 p.m.	9						

All instruction will be teacher-led (synchronous) on Mondays. Teachers will split their class rosters into "Scarlet" and "Gray" groups. Students assigned to the Scarlet groups will participate in teacher-led (synchronous) instruction on Tuesdays and Thursdays and self-directed (asynchronous) learning on Wednesdays and Fridays. Students assigned to Gray groups will participate in teacher-led (synchronous) instruction on Wednesdays and Fridays and self-directed (asynchronous) learning on Tuesdays and Thursdays. Assignment to Scarlet or Gray groups may vary, at teacher's discretion. Attendance is expected and will be taken/recorded daily.