



EST. 1906

# GRANDVIEW HEIGHTS SCHOOLS

1587 West Third Ave., Columbus, OH 43212 – (614) 485-4015

## Remote Learning Plan 2020 - 2021

District Contact:	Dr. Jamie Lusher, Chief Academic Officer/Assistant Superintendent
District IRN:	044073

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.”*

***The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to [remotelearning@education.ohio.gov](mailto:remotelearning@education.ohio.gov).***

***NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at [remotelearning@education.ohio.gov](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://www.education.ohio.gov).***

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).

Consider how instruction will take place? (check all that apply)



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

### **OVERVIEW OF REMOTE LEARNING IN GRANDVIEW HEIGHTS SCHOOLS**

The Grandview Heights Schools staff and administration is committed to our mission of maximizing and personalizing every student's learning. As we consider the importance of every child's experience within our district, it is important to recognize the impact that online learning and distance instruction may have on their educational experience and overall academic performance. Essential outcomes for courses/grade levels have been identified and evidence of student learning determined in order to guide our remote learning plan for students.

The Grandview Heights Schools is planning for four potential scenarios for the 2020-2021 school year: (1) everyday school attendance with enhanced safety and sanitation protocols; (2) hybrid learning with partial in-school attendance, partial remote learning (both online and analog, synchronous and asynchronous learning) in order to increase social distancing; (3) all remote learning if the schools must be closed to regular student attendance; and (4) an Online Learning Academy option for families who elect 100% remote instruction when other options are available. This remote learning plan addresses the remote learning to be used in options (2), (3) and (4). The district will continually reassess learning modes based on evolving conditions, data based on the status of the pandemic, the Governor's COVID-19 color coded alert system, and recommendations and guidance from public health officials and the scientific community.

#### **Hybrid Learning**

Our hybrid model is unique to Grandview Heights Schools and we believe it has significant benefits for our students. Our hybrid model is an everyday AM/PM rotation by last name. Educationally we believe it is best in that we are able to see students every day when possible. The time with students provides greater educational consistency and academics. It will be more manageable for students to wear masks for a half-day than a full day, such as with an A/B full day schedule. Social distancing of three feet should be maintained as much as possible. Facial coverings/masks must be worn by everyone inside the buildings. Health check/temperature monitoring protocols must be put into place.

A maximum of 12 students are permitted in the classroom at one time, where able. At the HS level, schedules will be adjusted to ensure the minimum number of students -- while still allowing students access to the course(s) -- in the classroom at any given time. For any classroom over 12 students, we will utilize larger spaces (library, gym, etc.) to maximize distancing. Our AM/PM hybrid model would mitigate students congregating in classrooms or cafeteria when eating their lunch without masks. This is an additional benefit with regard to the safety of our students and staff.



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### ***Stevenson Elementary Hybrid Model***

Students in grades K-3 will report to school daily. (AM/PM rotation). Students will be divided into small groups of 10-12 by last name A through K and L through Z for their AM/PM assignment. Requests to switch from AM/PM are only permissible when it impacts family dynamics (i.e. students in the same home with different last names). Instruction will take place in classrooms and other designated areas throughout the building to accommodate each small group of students. Special Area teachers will provide blended learning opportunities for children on the opposite schedule of the hybrid model. All other school staff will be used to assist in instruction and to maintain the small groups of students and to maximize the learning in the classroom. Students and teachers will utilize the learning management systems Seesaw and Schoology for consistency in teaching, learning, and accessing resources. Grading practices/policies will continue as normal.

### ***Edison Intermediate and Larson Middle School and Grandview Heights High School Hybrid Model***

Students will be divided into small groups of 10-12 by last name A through K and L through Z for their AM/PM assignment. Requests to switch from AM/PM are only permissible when it impacts family dynamics (i.e. students in the same home with different last names). Students will attend class for half of the day then participate virtually the other half of the day.

Grading practices/policies will continue as normal. Educators will streamline curriculum to identify content and skills that are most important (primary standards, secondary standards), and then organize those standards and learning activities for face-to-face and remote learning. Educators will utilize instructional best practices for face-to-face learning in the classroom and in a remote environment to support learning (previewing content, practice, deeper thinking, innovation, creation, problem solving, blog discussion). Students and educators will utilize Schoology for consistency in teaching, learning, accessing resources, and one-stop area for students/ parents to see posted assignments. Students who are participating from home will have multiple ways of learning depending on the course, their (students) individual situations, etc. Many teachers will 'live stream' and record their lessons. Some courses will be 'live' more than others depending on the content area. Teachers will have the autonomy to structure the day, based on student need. Although the delivery/ activities will vary day-to-day, everyone will have the same goal -- half of the learning will occur outside of the classroom. With maximizing and personalizing at the forefront, this will look different for students depending on many variables.

### **Online Learning Academy**

The Grandview Heights Schools understands that there are students and families who may need a fully online option for the 2020-2021 school year. Online learning is defined as a combination of synchronous and asynchronous learning experiences. For some families, the Online Learning Academy might be a good option to consider if they have concerns about their ability to attend school in a hybrid or traditional model. Our district



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has formed a partnership with Florida Virtual School (FLVS) to offer a fully online option for any student. Students remain enrolled in Grandview Heights Schools and Grandview Heights teachers will the program. The FLVS curriculum is aligned to Ohio's Learning Standards. Students will continue to receive specialized programming, including special education and gifted services. All grades are reflected on transcripts as Grandview Heights School District grades and all weighting of courses is consistent with district weighting requirements.

FLVS has been in existence since 1997 as the first fully online K-12 school. FLVS is fully accredited nationally and internationally by the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement (SACS CASI), the Northwest Accreditation Commission (NWAC), and the North Central Association of Colleges and Schools Commission on Accreditation and School Improvement (NCA CASI). For more information about course offerings and accreditation please visit FLVS online at <https://www.flvsglobal.net/>.

### **Distance Learning**

In the event school is closed to students, the district will implement a distance learning option that features synchronous (live) and asynchronous (guided and self-paced) instruction and learning opportunities for students K-12. The learning opportunities will be structured and flexible for students. It is important to honor the developmental appropriateness of exposure to learning and time on task as we provide learning opportunities for students. A distance learning experience cannot replicate a traditional classroom; however, the environment can be anchored in a blend of synchronous and asynchronous learning to support the whole child. We will have classroom environments that are equipped with live streaming technologies to support the personalization of learning for our students. For example, advanced placement classrooms will have the capacity to live stream for students, as these courses cannot be replicated or outsourced through online curriculum providers.

Contact hours and seat time for students are not intended and should not be equivalent to the regular school day (approximately 6 hours). Teachers will consider the most essential content and learning outcomes that students need from their grade level and/or course. Teachers create performance tasks, exposures and/or activities that provide students with opportunities to access content, practice, and apply.

### ***Stevenson Elementary - K-3***

Our goal is to provide a schedule that allows for synchronous learning in various size groups and in small amounts of time to honor the developmental need for our students to move and take breaks from the screen. Asynchronous learning will support direct instruction and allow for flexibility in a family's schedule. We recognize digital learning for our youngest learners requires adult support even during synchronous learning. Students will participate in daily synchronous learning on a set schedule, supplemented by asynchronous and blended activities.



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### ***EILMS and Grandview Heights High School - 4-12***

Based on survey results and student/staff feedback, a daily, structured schedule is important. The daily schedule will consist of thirty-minute classes, with four minutes between each class, from 8:30 a.m. -1:30 p.m. The schedule will follow the traditional schedule (periods 1-8, lunch, etc.), which gives students breaks for lunch and study hall. From the time period between 1:30 p.m. to 3:00 p.m. teachers will be available for office hours to meet with individual students or parents. The afternoon will be used for office hours, small groups, creative learning, fun/social/club interactions with students, etc. The 30-minute periods will be used for live learning, project-based learning, small groups, synchronous and asynchronous learning. Contact hours and seat time may not be equivalent to the regular school day. The amount of work students are responsible for may be reduced in a completely remote situation. However, the exact amount of work will differ by subject (courses tied to ACT, AP courses, honors courses, etc.) and will vary based on the situation (i.e., time of year, middle or end of a quarter/semester, expected length of remote learning, etc.).

Grandview Heights Schools administered a survey to students, parents, and staff in May of 2020. Those results were analyzed and used to guide our distance learning progression. The district has shared and will update learning schedules, communication protocols and guidance, grading guidelines, parent and student education on online learning practices and tools, and distance learning shared responsibilities for staff, students and parents/caregivers.

### **Communication**

Grandview Heights Schools has clearly communicated its plans to students, parents, faculty and staff in an effort to facilitate cohesion as the community transitions into the school year. As plans are evaluated and reevaluated, the district will continue to communicate with students, parents, staff and families. As we strive to create traditional, hybrid, and remote learning experiences, it is important to anchor our work in the fundamental beliefs of our district:

- How students learn is as important as what they learn.
- Personalized learning is the key to unlocking potential.
- Our students deserve the opportunity to pursue their dreams.
- All students can and will thrive.

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
Determining Instructional Needs	How will <b>instructional needs</b> be <b>determined</b> ?



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	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Instructional Sequencing</li> <li>• Aligned Instruction to Learning Standards</li> <li>• Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>• Created a plan for IEP and students with disabilities</li> <li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
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### Address Determining Instructional Needs Here:

- Grandview Heights Schools will continue to adhere to our prioritized standards for each grade level and course aligned to the Ohio Learning Standards.
- Student engagement and personalized learning will continue to be a focus in hybrid, distance learning and online academy settings.
- Grandview Heights Schools will continue to assess student learning through formative approaches conducted by our teachers as well as formal assessment to determine gaps and differentiate learning experiences.
- Educators will use formative instructional practices across all education settings, including setting clear learning targets, providing effective feedback, collecting evidence of student learning, and empowering student ownership of learning.
- Each IEP in the district will be examined and updated (as needed) to make sure students are receiving their special education and related services.
- Student services will address the needs of students on Written Education Plans, English Language Learners and other students with unique learning needs.
- All mental-health and well-being services will be available to all Grandview Heights students regardless of what model they are participating in. Services include access to school counselors, school nurses, school psychologists, prevention clinicians (Syntero), referral services for mental health specialists, community-based educational programs and supports, school counselor facilitated groups, and advisory groups.

<b>Documenting Instructional Needs</b>	How will <b>instructional needs</b> be <b>documented</b> ?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Clear instructional plans have been created</li> <li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
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### Address Documenting Instructional Needs Here:

- Instructional plans and schedules for the Grandview Heights hybrid model and distance learning model, both of which contain significant aspects of remote learning, have been shared with the community and staff.
- The plans are intended to be developmentally appropriate based on grade level and take into account well-being and support for both students and staff.
- The students in the Online Academy will also have the assistance of the software that provides real time feedback and adjusts learning activities based on need. Instructional delivery will be supported by Grandview Heights teachers who will be assigned to the online academy full-time. These teachers will be working with cohorts of students in order to monitor and support student learning.



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- Our MTSS (Multi-Tiered System of Supports) Team will support students on a tier 1 (whole school) and individualized level by working closely with students, families, and teachers to ensure student learning and social-emotional needs are being met regardless of situation and location.

Attach any Additional Documentation or Notes (if necessary): [Remote Learning Philosophy & Implementation Guide](#)

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<b>Address Determining Competency Here:</b> <ul style="list-style-type: none"> <li>• As we strive to create traditional, hybrid, distance and online learning experiences, it is important to anchor our work in the fundamental beliefs of our district:               <ul style="list-style-type: none"> <li>• How students learn is as important as what they learn.</li> <li>• Personalized learning is the key to unlocking potential.</li> <li>• Our students deserve the opportunity to pursue their dreams.</li> <li>• All students can and will thrive.</li> </ul> </li> <li>• In hybrid, distance and online learning environments, teachers will consider the most essential content and learning outcomes that students need from their grade level and/or course. Teachers will create performance tasks, exposures and/or activities that provide students with opportunities to access content, practice, and apply.</li> <li>• Grading practices will be consistent across all instructional models, will focus on evidence of learning, and will follow district policy.</li> <li>• Ongoing professional learning will be provided around best practice in assessment during remote learning.</li> </ul>	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
<b>Address Granting Credit Here:</b> <ul style="list-style-type: none"> <li>• Students will continue to receive progress reports, grades, GPAs and course credits in all instruction models.</li> <li>• In the distance learning mode, evidence of student learning will be gathered weekly and reported bi-weekly to</li> </ul>	



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students and families in progress book or Schoology (completion, progress, E/A/P/RS, mastery, etc.).	
<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
<p>Address Promoting Students to a Higher Grade Level Here:</p> <ul style="list-style-type: none"> <li>Progress reports, grades, GPA and course credits will all be granted in our plans and students will continue to be promoted or placed in the next grade level according to district policy.</li> </ul>	
Attach any Additional Documentation or Notes (if necessary):	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> <li>Grandview Heights Schools will follow state law and guidance from the Ohio Department of Education regarding attendance requirements for remote learning modes.</li> <li>Attendance will be taken during synchronous engagements. The “evidence of participation” approach will be utilized for asynchronous situations.</li> <li>We will also consider that we are all still in the midst of a global pandemic. We will take an inquiry and support based approach to determining attendance, knowing that every child has a different lived experience.</li> <li>Staff and families will be informed of attendance expectations for remote instruction models. Attendance requirements include: <ul style="list-style-type: none"> <li>Maintaining and updating contact information for students/parents.</li> <li>Tracking excused and unexcused absences.</li> <li>Tracking and reporting attendance in hour increments at the student level, regardless of the mode of learning, consistent with ODE guidance.</li> <li>Monitoring daily absences of students and staff for trends.</li> <li>Ensuring that attendance practices do not penalize students who contract or are quarantined due to COVID-19.</li> <li>For the Online Academy and asynchronous educational activities, allowing flexibility for students with</li> </ul> </li> </ul>	



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varied schedules throughout the week.

- Recording circumstances where there is no evidence of attendance, engagement or participation, convening meetings to address those situations and addressing truancy concerns.

### Participation Requirements

How will your school district document **student participation** in remote learning opportunities?

Possible/Optional item(s) to consider:

- Created a plan for documenting student participation in remote learning
- Communicated the plan with families and other stakeholders

### Address Student Participation Requirements Here:

- Distance Learning will include a set daily structure with multiple opportunities each day with live teacher interaction and instruction.
- Attendance will be taken during synchronous engagements. The “evidence of participation” approach will be utilized for asynchronous situations.
- Evidence of participation shall be determined consistent with ODE guidance, including:
  - Daily logins to learning management systems.
  - Daily interactions with the teacher to acknowledge attendance (such as messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students).
  - Assignment completion for asynchronous learning. Teachers will determine the number of hours they expect an assignment to take for a typical student and gauge a student’s attendance based on assignments completed.
- We will also consider that we are all still in the midst of a global pandemic. We will take an inquiry and support based approach to determining participation, knowing that every child has a different lived experience.
- Absences will continue to be tracked in remote settings. Excused absences will continue to be granted, and will be more flexible in light of student/family health circumstances. Flexibility will be given for excused absences due to internet outages or other technological issues.
- Teachers will establish clear expectations to guide students as they engage in remote 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.

Attach any Additional Documentation or Notes (if necessary): [Example of Internal Attendance Procedures](#)

## SECTION FOUR

## PROGRESS MONITORING

Resource Link(s):

[Exceptional and At-Risk Youth](#)



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<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
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<p><b>Address Monitoring Student Progress Here:</b></p> <ul style="list-style-type: none"> <li>Formative assessment of student understanding during in person hybrid days and during distance learning will help serve as a measure of student progress during remote learning.</li> <li>Students in the Online Academy will have progress monitored in the software platform, by teachers.</li> <li>In the distance learning mode, evidence of student learning will be gathered weekly and reported bi-weekly to students and families in progress book or Schoology (completion, progress, E/A/P/RS, mastery, etc.).</li> <li>We will continue to monitor progress with students using approved assessment tools.</li> </ul>
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Attach any Additional Documentation or Notes (if necessary):

<b>SECTION FIVE</b>	<b>EQUITABLE ACCESS</b>
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<b>Resource Link(s):</b>	<p><a href="#">Technology Needs</a>  <a href="#">Data Use: Gathering Stakeholder Input</a></p>
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<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Parent/Student surveys have been reviewed</li> <li>Technology Plan has been created to ensure equitable access</li> </ul>
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<p><b>Address Equitable Access to Quality Instruction Here:</b></p> <ul style="list-style-type: none"> <li>Data points from student, family, and staff surveys were analyzed to help us create our remote learning models.</li> <li>Our technology plan ensures equitable access to digital resources and we will use continuing outreach opportunities to learn more about the student and/or family's digital access, including internet connectivity and technology devices to ensure successful digital remote learning experiences.</li> <li>All students in grades K-12 receive district-owned devices to use as tools to personalize their learning experience and support their success. New devices will be issued in August to all students scheduled for replacement devices.</li> <li>We will use time and staff in a way that promotes equity of access to quality instruction, and we will reflect and adapt those resources, as needed, to the ever-changing circumstances of this pandemic.</li> <li>The Online Academy is an accessible program for students with disabilities.</li> </ul>
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Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a> <a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>

Address Professional Learning/Development Here:

- The Staff and Leadership Team has created and will provide targeted professional development addressing:
  - Hybrid and distance learning;
  - Preparation and collaboration around safety protocols for students and staff;
  - Opportunities for grade level teams and departments to plan synchronous and asynchronous learning with and for students
  - Opportunities for our health professionals in collaboration with principals to answer staff questions regarding any and all “What if’s”.
- Maximizing and personalizing learning occurs when we remain rooted in evidence-based best practice while pushing the limits of teaching and learning. Our continued success can only be attributed to the Grandview Heights Schools teaching staff who intentionally create and innovate within the classroom. In order to remain intentional during this time of remote learning, staff professional development will:
  - Provide clear guidelines and best practices to create a more consistent student experience K-12.
  - Expand staff professional networking and opportunities for collaboration across the district and state.
    - Leverage the power of district collaboration: Staff Schoology course, grade-level and department Google Meets, and works sessions with 21st Century Learning Coaches
    - Leverage the power of state collaboration: ConnectingEd coaching, Ohio Blended Collaborative, and Teach and Learn Together
  - Allow staff to explore the innovative and purposeful ideas of fellow Grandview Heights Schools teachers.
- The district designed and facilitated a Schoology class that supports Grandview Heights Schools teachers participating in the [ISTE Summer Learning Academy](#) (July 13-31).

Attach any Additional Documentation or Notes (if necessary): [Professional Learning Scope &](#)



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[Sequence 2020-21](#)