



Hubbard Exempted Village School District

2020-2021 Remote Learning Plan



Introduction

The safety and well-being of our students and staff is always a top priority for the Hubbard School District. Teachers and the Administrative team have been engaged in on-going meetings to discuss and revise plans for learning at home during the 2020-2021 school year. We have every confidence in our educational team and how they are supporting our students and their families. Plans are in place at each of our school buildings in case there is an emergency or critical incident that impacts the operations of our buildings. This includes a plan to leverage remote learning to continue the educational process for our students. This Remote Learning Plan reviews adaptations to teaching practices that might be necessary to support our students' well-being and learning over a time period they cannot physically be in our classrooms.

District Vision for Remote Learning

One of the hardest parts of trying to work through these circumstances in education is that they truly are uncharted waters. We are the first to ever have to make these decisions about how to best continue providing high quality education to all students, whether in the physical school building or while learning remotely. We don't have the same types of reference tools, research studies or professional development experiences to pull from that we often use when making decisions for instructional practices. Instead we have the guidance provided by the Ohio Department of Education, as well as the state and federal government. Our District Leadership Team has had numerous meetings to review and discuss how our district can meet these guidelines for the 2020-2021 school year.

As we have stated before, at the core of every decision we are making, we need to keep the safety and well-being of our students and staff members at the forefront. We must do everything within our power to support and stay connected with our students and their families. State Superintendent Paolo DeMaria spoke on April 2, 2020, about how important this connection is for the families.

Power of positive connections

Superintendent DeMaria emphasizes the importance of communication and staying connected. Whether it's through handwritten notes in the mail, emails, video chats or even displaying signs in front of homes, Ohio's educators and school staff members are finding innovative ways to continue meaningful connections with their community of learners. These types of communications are so important and underscore the positive difference teachers and school staff members make in the lives of Ohio's students.

With this being said, the expectation moving into the 2020-2021 school year, is that teachers cultivate and enhance meaningful connections with students as well as continue to provide the high quality educational experiences, both in person and remotely, as needed, to meet the rigorous academic learning standards and needs of each student.

District Priorities

Our Remote Learning Plan will provide meaningful instruction and related service strategies for grades K through 12. We are committed to being flexible and responsive as our Remote Learning Plans continue. This is uncharted territory for all of us and it is important that our staff, students and the families supporting them continue to be kind and patient with each other. We will make adjustments and revisions as needed until each of us is comfortable and proficient in this new learning environment. Clear and ongoing communication will be a vital component of making remote learning as successful as possible. Our staff will work diligently to communicate clearly and regularly with families. We ask that students and families also take advantage of these open lines of communication to reach out. We are all in this situation together, with the common goal – the growth and success of each student. During times of remote learning we will continue to provide teaching and learning to meet the content standards as well as support the social-emotional needs of our students and families.

Information for Parents/Guardians about Remote Learning

Expectations of Students

- Required to work daily at home to complete assignments
- Participate in classroom lessons and activities
- Complete and submit all work by stated due dates
- Seek help when needed
- Abide by school rules
- Follow attendance protocols

Staying Informed

Please be sure to check the district website as well as the teacher sites for updates. We will do our best to keep everyone up to date through multiple means including the district web site as well as our social media and one-call system. It is also vital that you update your contact information with the main office/online form system, if your contact information changes throughout the school year. Log in and check your child's class progress in ParentAccess regularly. As always, please reach out to your child's teacher(s) with questions about how your child is progressing in class.

Daily and Weekly Announcements will be shared in the following manner, please take advantage of these updates:

Elementary School – Daily announcements will be posted to the HES Announcements Facebook page

Middle School – posted each Monday on the District website; select Middle School and then click the blue “Announcements” button on the left of the page OR join the HMS Student Announcements Google Classroom. Use code **2elherm** to join

High School – posted daily on the HHS Guidance Google Classroom. Use code **ppqn7mt** to join

Hubbard School Nurses' Notes Google Classroom. Use code **rarj6tu** to join.

Remote Learning Plan Procedures

Remote learning does not mean online learning. Online tools can enhance and streamline remote learning, but they are not the only means available for students. Our teachers are working to create thorough remote learning plans for our students. Our plans take into consideration that students have varied levels of access to technology devices and internet access. They are also inclusive of all learning abilities. In general, students will go to the teacher's website to look for instructions and assignments.

[Elementary School Teacher Pages](#)

[Middle School Teacher Pages](#)

[High School Teacher Pages](#)

Remote Instruction, class assignments and homework will be designed to fall within the below approximate **daily** amounts of time students should be working, depending on their learning needs

- K-2 between 15 and 30 minutes per subject area
- 3-6 between 20 and 40 minutes per subject area
- 7-12 between 25 and 45 minutes per subject area

K-12 Teacher Sites – students and their families will be able to access a wealth of information on the teacher's website. Each teacher will have a quick link on their website home page entitled "Remote Learning". By clicking here, parents/guardians and students can find information on how that specific teacher is presenting Remote Learning activities and lessons, as well as tutorials for using the remote learning tools/platforms.

Additionally, the District has provided a curated list of online resources to provide enrichment opportunities, reinforce prior learning and provide a springboard for other independent learning activities that support the academic and emotional well-being of our students. These resources are for students and parents/guardians who might be looking for other activities to engage [elementary](#), [middle](#) and [high](#) school students while at home. The Trumbull County Educational Service Center has also created a website to help families learn at home, [click here](#) to access this resource.

Students with Special Needs

Hubbard Schools will comply with accommodations that are expected through students' IEP or 504 plans. Classroom assignments will be designed and/or modified to match learners' needs and abilities. Intervention Specialists and related service providers will provide specially designed activities and instruction with follow-up weekly phone calls, video conferences, or remote learning tools based on students' needs.

Hubbard Schools' intervention specialists will be communicating with students weekly. Phone calls will serve as the primary service delivery method that will guide staff to provide appropriate educational services but communication may also include emails and interactive classroom applications and formats.

Hubbard Schools are committed to provide students with disabilities with equal access to appropriate curriculum and services during this extended school closure in accordance with both state and federal law. Hubbard Schools are also willing to convene an IEP meeting remotely upon request to discuss any concerns or questions that you may have. If a parent/guardian has

questions about services available, please contact Director of Pupil Services, Mary Mathews-Bebech at mathews-bebechm@hubbard.k12.oh.us or 330-534-1921, 1007.

Accessing Assignments in Grades K-2 and K-4 Specials

K-2 teachers (and K-4 Specials) will use their Teacher Site as the primary means of accessing remote learning activities and assignments.

Kindergarten – 2nd Grade

Building a strong foundation in early literacy skills and numeracy is of the utmost importance in the early grades. Research shows that by building this strong foundation, students will meet with greater academic success throughout their school career. During times of remote learning, it is important to focus first and foremost on those skills which are considered to be “essential learning” skills. Our teachers spend a great deal of time planning and preparing lessons and activities to meet the needs of your child in line with the content standards. State Superintendent Paola DeMaria also offered guidance on the focus for learning at home:

Importance of reading and writing

It's important to encourage students to strengthen their literacy skills with writing prompts and a dedicated time for reading each day. Reading and writing are fundamental to their education careers and will be needed throughout their lifelong learning journeys.

Often in the early grades, technology and online activities are not the best method for students to be engaged in for learning. Teachers will be working with families to provide the materials (and directions) needed to be learning remotely. Remote work will be checked and scored as it is done typically with Face to Face (F2F) teaching. Grading will follow the standard protocols, more detail may be found in the Student Handbook; we will NOT be using Pass/Fail for the 2020-2021 school year remote learning.

Attendance will be recorded for Remote Learning Days in the same manner as is done on days when students are physically in school. Parents/Guardians will “call-off” students following the same protocols for Remote Learning Days, for further information please refer to the Student Handbook.

When paper copies of work are being used, work will be exchanged and/or returned through the main office. Again, more specific information and arrangements will be made with your child's teacher.

K-4 Specials – CHOICE Boards for students will be provided each week. These choice boards will contain a variety of specific activities or tasks (combination of online and no tech) and students will be asked to choose up to two to complete. Choice board will be found on each teacher's website. Printed choice boards will also be available as requested.

Accessing Assignments in Grades 3-12

Teachers will be posting information and resources on their Teacher Site as well as linking work to their Google Classroom. We strongly suggest parents/guardians sign up to be a part of each teacher's Google Classroom to stay current with what the teacher is expecting. This will also allow parents/guardians to receive regular updates about what has been done or if work is

missing. Again, please log in and check your child's class progress in ParentAccess regularly. As always, please reach out to your child's teacher(s) with questions about how your child is progressing in class.

As students begin working on remote assignments, keep in mind:

- Attendance will be recorded for Remote Learning Days in the same manner as is done on days when students are physically in school. Parents/Guardians will "call-off" students following the same protocols for Remote Learning Days, for further information please refer to the Student Handbook. More specific detail will be provided by the building administration and staff.
- **Assignments WILL be graded.** The grade scale and how grades are averaged will follow the guidelines in the student handbook; we will NOT be using Pass/Fail for the 2020-2021 school year remote learning. Grade level promotion and course passage will be achieved using the district guidelines, as outlined in the Student Handbook.
- Grade 3-12 students will submit assignments through Google Classroom. If assignments are not able to be sent in electronically, hard copies may be turned in to the Main Office by the assigned due date.
- There is often NOT a need to print assignments. If so, or if a printer is not available, please evaluate each assignment to determine if there is a way to complete it digitally (i.e. by opening a Google Doc to complete the assignment, or utilizing pen/pencil and paper).

Paper copies

Printed copies will be available to those families that may have limited access to technology. If printed copies are preferred, teachers will have the copies in the main office each week by 2:00pm on Wednesdays. Assignments may be picked up between 2:00pm and 3:00pm each Wednesday or by appointment on Thursdays. At this time, work from the previous week needs to be returned as well.

Technology Support

As a parent or guardian, if you have specific questions about how to access the technology or with any of your child's virtual work, you are encouraged to reach out directly to the teacher.

Guidance and Nursing Services

Our guidance counselors and school nurses remain available all of our students and their families. Students and parents/guardians may contact the counselors or nurses via phone (330 534-1921) or email.

K-4 Counselor	Mrs. Slovesko	sloveskom@hubbard.k12.oh.us	ext. 4004
5-8 Counselor	Mr. Stubrich	stubricht@hubbard.k12.oh.us	ext. 3006
9-12 Counselor (A-L)	Mrs. Haidaris	haidarist@hubbard.k12.oh.us	ext. 2005
9-12 Counselor (M-Z)	Mrs. Lauderman	laudermanc@hubbard.k12.oh.us	ext. 2006
K-6 Nurse	Mrs. Kopanic	kopanice@hubbard.k12.oh.us	ext. 4006
7-12 Nurse	Ms. Eger	egerl@hubbard.k12.oh.us	ext. 2010

Individual Help/Office Hours

Teachers will be holding “office hours” each week on Wednesday as well as during their planning and conferencing periods. Specific details about “office hours” during teachers’ planning and conferencing periods may be found on each teacher’s website, since the schedule will vary by teacher. Teachers may hold their office hours virtually, by using a platform such as Google Meets or Zoom or they may choose to conduct their office hours via email and phone communications. Specific details and directions will be provided by the teacher on his/her website. The “office hours” will be a great time to get questions answered or get assistance from the teacher. Feel free to email or call their school extension as needed. They will get back to you during their office hours or sooner if possible. Also, if needed, you are able to reach out to the main office at each building for additional assistance.

Wednesday (Full Remote Learning Day K-12) Office Hour Schedule

Elementary School

Teachers	Times
K-4 Specials	8:00 am - 9:00 am
Kindergarten	9:00 am - 10:00 am
1 st Grade	10:00 am - 11:00 am
2 nd Grade	11:00 am - 12:00 pm
3 rd Grade	12:00 pm - 1:00 pm
4 th Grade	1:00 pm - 2:00 pm

Hubbard Elementary School
Phone: 330-534-1921 ext. 4001
Principal: Shawn Marcello,
marcellos@hubbard.k12.oh.us

Middle School

Teachers	Times
5-8 Exploratories (Art, Band, Choir, Health, PE & Computers)	8:30 am - 9:30 am
5-8 English Language Arts (ELA)	9:30 am - 10:30 am
5-8 Math (including 8 th gr Algebra I)	10:30 am - 11:30 am
5-8 Science (including 8 th gr Physical Sci)	11:30 am - 12:30 pm
5-8 Social Studies	12:30 pm - 1:30 pm

Hubbard Middle School
Phone: 330-534-1921 ext. 3001
Principal: Brian Hoffman,
hoffmanb@hubbard.k12.oh.us
Assistant Principal: Tracie Liptak,
liptakt@hubbard.k12.oh.us

High School

Teachers	Times
9-12 Fine Arts & Health/PE/ Community & Career Explorations	8:15 am - 9:15 am
9-12 World Languages, Woods & FCS	9:15 am - 10:15 am
9-12 English Language Arts (ELA)	10:15 am - 11:15 am
9-12 Social Studies & CBI/OWE	11:15 am - 12:15 pm
9-12 Math	12:15 pm - 1:15 pm
9-12 Science	1:15 pm – 2:15 pm

Hubbard High School
Phone: 330-534-1921 ext. 2001
Principal: Brandie Yobe,
yobeb@hubbard.k12.oh.us
Assistant Principal: David Reel,
reeld@hubbard.k12.oh.us

Information for Teaching Staff about Remote Learning

Expectations of Teachers

- Remote learning does not mean online learning. Online tools can enhance and streamline remote learning, but they are not the only means available for students.
- 2020-2021 Remote Learning is going to require both planning and flexibility. You must plan for students whom you may not see Face to Face (F2F) and students who will be in your class physically. All classrooms K-12 will be considered blended or hybrid classrooms. With the present guidelines, students attending F2F will have two (2) days in person and three (3) days remote learning weekly; while some will be learning fully remotely. You will need to plan your lessons so that those students at home can move forward with the rest of the class, without being physically present in the classroom.
 - Consider how you will give explicit instructions for accessing content and material remotely as well as how to complete and submit required work
 - Posting recordings will be a vital tool in providing these explicit instructions for students and families while learning remotely
 - Preload Resources (Grades 3-12): We use a wide range of resources in all our classes. Preload handouts, instructional materials, guided notes, links, etc. into Google Classroom before class begins. That way, if a student is attending remotely, s/he will have access to the materials you are distributing in person. If you have a physical copy that doesn't yet exist in electronic form, you can take a picture of it (using your phone), or scan it to create a PDF. Again, while this is more work up front, the resources will be able to be used by both groups of students
 - Assessment (Grades 3-12): Assessments with fully remote learning students and F2F students will require careful planning. It may be that students learning remotely cannot take the same assessment as those in school. Traditional assessments can put remote students in a tricky position where a quick Google search makes cheating both easy and tempting. It is our job to create a learning environment that sets students up for success rather than for a moral dilemma. You can always create two different types of assessments. You can create collaborative tests using Google Docs, individually assign assessments in your Google Classroom, build tests in Google Forms or another platform you've used. If you set limited time windows, remember that accommodations still apply. Students with IEPs will need online accommodations just as they do F2F. For students who are fully remote learners, who request paper copies of work, we may need to make individual arrangements for tests. For instance, discuss if they would be able/willing to come in by appointment on a Wednesday when no other students are in school, to complete the assessment
- Check-Ins: Figure out how you are going to check in with your remote learners. On-campus this is easy. We physically see them. How can you do this remotely? One example is to make a "check-in" or "water cooler" discussion board option. For instance, posting a discussion question in Google Classroom, a shared Google Doc, a Padlet board or Flipgrid for students to post questions and issues they are having while learning remotely. The goal with these checkpoints is both to ensure students are following along and to share the responsibility of building and caring for the learning community with the rest of the class. It is essential that you check in with the remote learners regularly to see how they are doing and so that they do not fall through the cracks. If students are

slipping behind, be sure you are filling in the Shared Google Sheet to notify the school counselor and building administration. Refer to and update the Shared Google Sheet each week, until student is consistently on-track

- Remote Instruction, class assignments and homework should be designed to fall within the below approximate **daily** amounts of time students should be working, depending on their learning needs
 - K-2 between 15 and 30 minutes per subject area
 - 3-6 between 20 and 40 minutes per subject area
 - 7-12 between 25 and 45 minutes per subject area
- “Live instruction” should be 15 minutes max per teacher per day. Be sure to record for those student who are not physically in class (remote learners as well as those absent)
- Post classroom rules: Internet safety and classroom rules still apply, regardless of where learning occurs. Most critically, if it is not okay Face to Face (F2F), it is not okay online
- Set expectations with students (and families) so they know what to do when they are absent from both F2F and/or remote learning days
- When giving students assignments, carefully calibrate workloads and adjust accordingly to the learning needs of students
- For full Remote Learners, who request printed copies – you need to include your name at the top of any hard copies given with a statement such as:
Return to _____ by _____.
- If printed copies are preferred, you need to have the copies in the main office each week by 2:00pm on Wednesdays. Students/Families may pick up work between 2:00pm and 3:00pm each Wednesday or by appointment on Thursdays. At this time, student work from the previous week is to be returned as well
- Think about how you are able to interact with every student; If a student is at school or at home, let them know you care about not only each assignment, but also about him/her as a PERSON. This interaction could be done through a variety of methods, including some type of check-in activity (as explained above), posting instructional materials, sending out reminders/emails, phone calls, etc.
- Be cautious about expecting students to log in at specific times during the school day, their remote learning situation may not allow for that; students should not be penalized; this is another example of how you would need to differentiate instruction
- Remember that most parents/guardians are not teachers. They cannot replace, nor should we expect them to replace you. Instead, we need to think about what tools and strategies they will need to help support their child(ren) complete the remote learning
- Maintain contact with students and families via email, phone, video conferencing and/or other distant learning tools
- Grade assignments, provide feedback on student learning, and record progress in ProgressBook in a timely manner, as is typically done. We will not be using Pass/Fail – be sure that your ProgressBook is up-to-date, so that students and parents/guardians are well aware of student progress
- For students who are fully remote learners – be sure you are reaching out to parents/guardians if you see that the students are not engaged/completing work; this needs to be done early and frequently, so that the student doesn’t fall behind. Be sure to communicate your concern with the counselor and building administration as well; Update the Shared Google Sheet each week, as needed
- Planning and Communication Practices
 - Post daily updates including the agenda of what you are doing in class, links to resources, notes, slide presentations, and handouts that are provided to students

who are physically in class, as well as assignments and expectations for what is to be completed remotely

- Record (audio or video) direct instruction mini lessons (not more than 15 minutes), as needed to post for students to use as a reference at home; consider using the record feature with your SMARTboard as well as other virtual tools such as Loom Pro or Screencastify
- Add links of videos or tutorials to help explain and reinforce learning topics
- We will work together to create resources to help students/parents access their learning remotely. For instance, a tutorial of how to find/use your teacher site or a recording of you narrating step by step directions of how to log in to a learning resource such as interactive textbooks, Nearpod, or ConnectEd. For commonly used platforms (such as the District website, Google Classroom, Study Island, etc.) general directions/tutorials will be posted in the Blended/Remote Learning Teacher Toolbox for you to embed into your website as needed
- When planning and building lessons, activities and assignments to be completed remotely, think about what supports your students will need to be organized and able to complete what you are requesting. Many students will need greater scaffolding of organization and time management skills now more than ever
- Build your Repertoire/Professional Learning
 - The best time to build your repertoire of tools and skills is before you need them. We will offer on-going professional development opportunities to help increase remote teaching strategies, utilizing both in-house resources as well as the TCESC personnel. We have a wealth of knowledge in our own teaching staff, especially now we will need to be working together and sharing ideas/know-how to help each other
 - Most online tools and programs offer their own “Help” features, tutorials and teacher resources – investigate and share!
- Participate in regularly scheduled meetings (in-person or virtually, depending on the situation) including TBT (Teacher Based Teams), staff meetings, IEP/504 meetings, professional development sessions, etc.
- Seek out professional learning opportunities and share what you are learning with colleagues
- Access your school email account at least twice daily
- Differentiate instruction based on student levels and learning needs. This will be more important now more than ever, since students will be learning remotely and in person
- Title I Support – Elementary and Middle Schools
 - Be added as a co-teacher in the platform(s) of classrooms of your students
 - Coordinate times with teachers as to when to conduct your small group instruction and provide remote services for students
 - Consider how you can connect with your students individually and in small groups to provide targeted interventions
 - Continue with maintaining documentation and data regarding student progress
- Blended/Remote Learning Teacher Toolbox – will be available in the HEVSD Curriculum & Instruction Google Classroom

Professional Development

We will offer on-going professional development opportunities to help increase remote teaching strategies, utilizing both in-house resources as well as the TCESC personnel. We have a

wealth of knowledge in our own teaching staff, especially now we will need to be working together and sharing ideas/know-how to help each other.

Topics include *(but are not limited to)*: Google Suite (Docs, Forms, Sheets & Slides), Google Classroom, Google Sites, Google Meet, Zoom, Loom, Screencastify, SMARTboard, Nearpod, Everfi, Study Island

Technology Support

Teachers should continue to use the HelpDesk for any technology issues and support needed. This system is the most efficient manner to resolve technology concerns.

*Revised August 11, 2020
BoE Approved August 17, 2020*