



# Millcreek-West Unity Local School District

## Hilltop Schools

### Remote Learning Plan for the 2020 – 2021 School Year

Board Approved: August 10, 2020

#### INTRODUCTION & NECESSITY OF REMOTE LEARNING

The Millcreek-West Unity Local School District is working to provide the best educational offerings possible for students under current conditions, whether instruction and curriculum is delivered onsite (at Hilltop Schools) or through remote (at home) learning. We believe most students learn best when instruction is delivered in a physical setting that includes their teachers and peers. If a family decides it isn't safe enough for their child(ren) to be onsite for learning due to the pandemic threat, their child(ren) will be allowed to enroll in our Remote Learning platform at any time. However, once a student/parent selects enrollment into remote learning, the student will not be permitted to return to onsite learning until the start of the new semester, which is January 4, 2021. Students enrolled in onsite (at Hilltop) learning who are forced to move to temporary, remote learning due to a pandemic outbreak or mandatory building closure will be permitted to return to onsite learning once the "all clear" is announced.

The goal of remote learning is to ensure learning continues even if school buildings are closed or parents have elected to keep their children home due to the COVID-19 pandemic. Good 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. Unless the student is an extremely self-motivated learner, good remote learning requires a parent or caregiver to be the at-home facilitator to ensure learning is progressing and goals are being met.

Students/parents were given the opportunity to enroll at the beginning of the 2020 2021 school year into onsite or remote learning. However, our Remote Learning Plan is intended for use by both groups of students:

1. Students choosing Remote Learning – this document is intended to provide remote learning students with the information needed to continue learning from home. Students that select Remote Learning will continue with Remote Learning until, at the earliest, the beginning of the second semester (January 4, 2021) when they may choose to come back to onsite learning. If needed, a device will be provided at a minimal cost.

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2. Students choosing Onsite Learning – if it becomes necessary to stop onsite learning due to a pandemic outbreak or mandatory orders, this plan is intended to provide the information needed for onsite students to continue learning remotely until they are permitted to return to onsite learning, likely after the pandemic lessens or mandatory orders are revoked. If needed, a device will be provided at a minimal cost.

HB 164 (June 2020) states 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.”*

***PLEASE 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 will be resubmitted to ODE.***

## SECTION ONE

### **ONLINE LEARNING EXPECTATIONS FOR STUDENTS/GUARDIANS**

Due to events surrounding the COVID-19 pandemic, digital resources and technologies have become much more prevalent with the rising popularity of online learning in both K – 12 and post-secondary educational settings.

Recent survey results indicate many Hilltop parents desire a common Learning Management System (LMS) and standardized proceedings for all of their children in a remote learning environment. We will strive to remain flexible, yet consistent in order to provide a quality experience for our students, parents, and staff members. Hilltop Elementary, Hilltop Junior High, and Hilltop High School will set certain standards and expectations for the use of learning management platforms, digital resources, interactions, and technology.



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## Core Online Platform: GOOGLE (Google Classroom)

- Please see the video [here](#) for a great tutorial on Google Classroom for Students and Parents.
- Teachers will be posting their assignments in Google Classroom.
- Teachers will be posting grading and online behavior expectations to all students in their Google Classroom Stream.
- Teachers have been encouraged to post instructional videos to help students feel connected and to maintain a sense of community when they are not physically present on campus.
- Teachers should be reaching out to parents/guardians at the beginning of each semester in order to encourage them to opt-in to [Classroom's Guardian Summary feature](#). This feature will send parents/guardians reports about missing work, upcoming work, and class activities. If you are concerned about your child's work or teacher communications via Google Classroom, we highly recommend you speak with your child's instructor about this feature!
- Assignments will have due dates to remind students of timelines through notifications.
- Teaching staff will reply to online assignment submissions within one week of submission and will provide meaningful feedback through Google Classroom or Classroom Dojo tools.
- Students will be expected to check Google Classroom regularly, and complete their assignments by the given deadline. There may be certain exceptions for students who are quarantined due to COVID-19 exposure. Please contact your building principal to discuss arrangements.
- Students will be expected to either send an email to their teacher, or leave a comment on the Classroom assignment via the "Add Classroom Comment" if they have any questions regarding a particular assignment. General questions should be sent via email, Remind, or Classroom Dojo, depending on teacher preference.
- **Please direct technology and connectivity questions to the Technology Coordinator.**
- **Please be sure to check out the resources linked at the end of this document for help with Classroom.**
- **Google Meet** will be the default video conferencing platform for teacher-student interaction.
- Hilltop staff should be present in any student-to-student meetings using Google Meet.
- Students are welcome to arrange a one-on-one meeting with their teachers in order to ask questions, see examples, and get additional feedback/instruction from them. Students are also welcome, while under the supervision of a staff member, to meet virtually as a group.



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- Please reference this [video](#) for an overview tutorial on Google Meet. Please note that there are several ways teachers are able to distribute Google Meet links and invitations. Please communicate with your child's teacher for their specific method.
- **Please direct any additional questions to the Technology Coordinator.**
- This year we will be using [ClassLink](#) (Previously Clever) for organizing student resources and streamlining the login process. More information will be available soon on this new resource. ClassLink is designed to make logging into teacher-provided resources such as Wonders, Thinkcentral, etc., easier and faster.
- To learn more about our new ClassLink system, which is currently being implemented and tested, please check out this [video](#).
- **Please direct any additional questions to the Technology Coordinator.**

## Communication between School & Home:

- **If the entire District moves to Remote Learning, each grade level or subject team will host office hours per a designated schedule.** This is an opportunity for caregivers and students to ask questions and seek clarification about assignments and content. A caregiver should assist younger students who have questions.
- Teachers will attempt to respond to student/parent emails and communications within 24 hours (excluding weekends).

## School-provided Devices:

- Students who take their devices home will be expected to bring them when they return to school. If students do not bring their device with them to school, loaners may not be available or provided.
- If a district-wide remote learning scenario becomes mandatory, all students will have an opportunity to take a device home for online use at a minimal cost.
- **Please direct any additional questions about devices to the Technology Coordinator.**

## Contacts for Technology Assistance

Alex Cummins – Technology Coordinator  
[acummins@hilltopcadets.org](mailto:acummins@hilltopcadets.org)

Laurie Worline – Hilltop Elementary Principal (PreK – Grade 6)  
[lworline@hilltopcadets.org](mailto:lworline@hilltopcadets.org)

Steve Riley – Hilltop JR High/HS Principal (Grades 7 – 12)  
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## Digital & Technology Resources

- [How Google is used in the Classroom! \(Recording\)](#)
- [Introduction to Google Classroom\(Video\)](#)
- [Google Classroom Tutorial for Students and Parents! \(Video\)](#)
- [Google Classroom - Guardian Email Summary Feature](#)
- [Google Meet for Students \(Video\)](#)
- [ClassLink First Look \(Clever Replacement\)](#)
- [ClassLink Remote Learning Webinar \(Recording\)](#)
- [Online Learning Resources from Brian Briggs](#)

## SECTION TWO

### ONLINE LEARNING EXPECTATIONS FOR TEACHING STAFF

Due to events surrounding the COVID-19 pandemic, digital resources and technologies have become much more prevalent with the rising popularity of the online/remote learning in both the K – 12 and post-secondary educational settings.

Many Hilltop parents desire a common Learning Management System (LMS) and standardized proceedings for their children when they are in a remote learning environment. The District strives to remain flexible, yet consistent in order to provide a quality experience for our students and parents. Hilltop Elementary, Hilltop Junior High, and Hilltop High School will set certain standards and expectations for the use of learning management platforms, digital resources, interactions, and technology.

### Core Online Platform – GOOGLE

1. Google Classroom
  - All teachers are **expected to post all digital assignments** in Google Classroom using the “Classwork” portion of the platform, in order to minimize confusion about the location of assignments and the submission of completed assignments for students and parents.
  - Teachers are expected to clearly display their grading and online behavior expectations via a post to all students in their [Google Classroom Stream](#).
  - Teachers are **highly encouraged** to post personalized instructional videos to help students feel connected and to maintain a sense of community when not physically present on campus. This can be done using [Google Meet](#) or [Loom](#) (video recording and instruction platform).



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- Teachers are **expected to reach out** to parents/guardians at the beginning of each semester, asking them to opt-in to [Classroom's Guardian Summary feature](#). This feature will send parents reports about missing work, upcoming work, and class activities. [Linked here](#) is a template email that teachers may personalize and send at the beginning of each semester, or teachers may create their own custom message.
- All teachers are **highly encouraged** to post course-specific helpful resources (i.e. project examples, sample essays) and optional enrichment opportunities for students.
- All assignments should have due dates to remind students of timelines through notifications.
- All teachers are expected to respond to online assignment submissions within one week of submission and to provide meaningful feedback through Google Classroom or Classroom Dojo tools.
- **Please direct any additional questions to the Technology Coordinator.**

## 2. Google Meet

- Google Meet will be the default video conferencing platform for teacher-student interaction. **A complete written guide on recording lessons and meeting with students can be found [here](#).**
- Hilltop staff should be present in any student-to-student meetings using Google Meet. A staff member must also be the last person to leave a student-to-student Google Meet in order to close out the session to all student participants.
- Please reference this [video](#) for a detailed tutorial on Google Meet.
- **Please direct any additional questions the Technology Coordinator.**

## ClassLink

- [ClassLink](#) (formerly Clever) will be used to organize student resources and streamline the login process. More information will be available soon on this resource. It is designed to make logging into teacher-provided resources such as Wonders, Thinkcentral, etc., easier and faster.
- To learn more about our [new ClassLink system](#), which is currently being implemented and tested, please check out this [video](#).
- **Please direct any additional questions to the Technology Coordinator.**

## Communication

- If/when all students are under a remote learning scenario, the district will host times using a designated schedule for students or guardians to seek academic or technology assistance. This is an opportunity for caregivers and students to ask questions and seek clarification about assignments and content. Younger students who have questions may need to be joined by a caregiver.



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- If/when all students are under a remote learning scenario, real-time video instruction or interaction should take place at least once per week.
- Teachers should respond to emails within 24 hours (excluding weekends).
- Assignment/Instruction calendar should be updated on a regular basis.
- Teachers are expected to have consistent assignment and posting habits for students. **For example, “Mr. Franklin” will post assignments every Sunday evening, and have them due every Saturday evening.** Another strongly recommended option is to use the “Due Date” feature in Google Classroom, detailed [here](#) in a support article.

## Contacts for Technology Assistance

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## **SECTION THREE** **INSTRUCTIONAL NEEDS**

### Remote Learning Instruction & Delivery of Content:

1. Most instruction and interaction will be delivered from the teacher to student/parent using Google (e.g., Google Classroom, Google Meet, Gmail, etc.). Google is our primary Learning Management System (LMS) to deliver remote learning from our educators to a student’s home.
2. Depending on the student’s age and the individual student’s instructional needs, **online** lessons, instruction, and assessments may be delivered using a combination of Google and/or NOVA (Northwest Ohio Virtual Academy). NOVA (an educational bundle of curriculum, instruction and assessments) is a secondary online LMS purchased through a consortium of Northwest Ohio school districts.



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- Depending on the age of the student, the individual student’s instructional needs, and at-home Internet connectivity, **offline** curriculum (hard copies of textbooks, instructional lessons and assignments) may be available for those students with difficulty connecting to teachers through the Internet. **Electronic devices with offline curriculum may be deployed** for students with connectivity issues, rather than providing them with hard copies. Unless the student is extremely self-motivated, good remote learning requires a parent or caregiver to be the facilitator whenever a student is learning at home.

## **SECTION FOUR**

### **DETERMINING COMPETENCY, GRANTING CREDIT, AND PROMOTING STUDENTS TO A HIGHER GRADE LEVEL**

When implementing remote learning, there are a number of best practices to consider:

- Fixed schedules:** In the event the District moves to Remote Learning for all students, teachers should establish at least once per week a fixed time for a live lesson or to have a group meeting opportunity. The lesson or meeting should be recorded for those students who are unable to attend.
- Online learning materials:** Online materials that are part of a remote learning model should be aligned to the curriculum of the course designed to support the teacher-led instruction.
- Clear expectations:** Instructors should establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility with 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.
- Communication:** Administrators and teachers should foster clear lines of communication within the school and to parents and families. For this to occur, parents must provide up-to-date contact information.
- Age Appropriate:** The expectations for non-classroom-based learning should be age appropriate for the grade and age of the student.
- Disability Awareness:** The expectations for non-classroom-based learning should be appropriate and in accordance with Individualized Education Programs in place for students with disabilities.



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## Determining Competency for Remote Learning:

Teachers will provide age-appropriate lessons and assignments that are correlated to Ohio's Learning Standards. Teachers will use periodic assessments to determine each student's competency on a given standard. Additional remediation and support will be provided for students that need it.

## Granting Credit for Remote Learning:

Teachers will assess relevant assignments, quizzes and tests and assign letter grades, unless the assignment/course is more conducive to grading using a pass-fail grading scale. At the conclusion of the semester or yearlong course, the teacher will assign the appropriate grade (letter grade or P/F) based on the student's performance, and credit will be awarded based on whether or not the student passed the course.

## Promotion:

We recognize that the personal, social, physical, and educational growth of children will vary, especially when placed in a remote educational setting. It is our intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such pattern should coincide with the system of grade levels and instructional objectives established for each course.

A student will be promoted to the succeeding grade level when s/he has:

- A. Completed the course and State-mandated requirements at the presently assigned grade;
- B. In the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.



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## SECTION FIVE ATTENDANCE & PARTICIPATION

Now more than ever, it is important for districts and schools to work with students, families and partners to identify approaches for encouraging and tracking attendance that accommodate the unique situations of each child. Attendance will look different during the 2020-2021 school year, and barriers to attend school either onsite or remotely may be more significant for some students than others.

**Hilltop teachers, counselors, social workers, and principals will maintain contact information for students and families and build strong relationships that can endure time and distance.** First and foremost, parents will inform the building secretary immediately when changes are made to their contact information (e.g., telephone numbers, email addresses, mailing address, etc.). This is a first step in preventing students—especially our most vulnerable—from falling through the cracks, which builds trust and enables collaboration to empower families to support student attendance. Parent and family engagement may include creating connections to community supports that meet the needs of the whole child, training on remote learning platforms and other technology, and communicating district and school attendance expectations.

Regular communication will provide information about the student and/or family's digital access, including Internet connectivity and technology devices. Successful digital remote learning experiences require consistent access to the Internet and technology devices. Students and families benefit from relationships with teachers, school staff, coaches and mentors. These caring adults play vital roles in communicating with families and often know how best to stay in touch.

The keys to ensuring students are present, engaged and supported in remote 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.

**Attendance related to in-school activities should be taken in the same manner as when students are in school.** For students engaged in remote learning opportunities, teachers must track attendance. Monitoring attendance requires tracking and reporting each student's time in the building and during engagement while involved in remote learning activities.



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## Tracking Attendance for Remote Learners:

1. **Hilltop Teachers, Counselors, Social Workers, and Principals** will have regular contact with students who are learning remotely. If a student is not checking in with the teacher or is not keeping up with instruction or assignments, the teacher will make every effort to contact the student and caregiver. If unsuccessful, the teacher will inform the principal and ask for assistance.

## 2. **Attendance for Remote Learners: Multiple Approaches**

Attendance should be tracked for all students, regardless of the mode of learning. The tracking of attendance does not have to be so precise as to know what every student is doing at every moment with regard to the student's educational experience. ***It is not necessary to take attendance hourly, but the attendance information collected must be reported in hourly increments for each student.*** While attendance must be reported in hourly increments, attendance may be monitored weekly on a regular schedule to provide flexibility for families as they support their children's completion of remote learning activities. Regardless of how attendance is tracked, the District must ***convert to and report attendance in hour increments.***

- a) **Teacher-led activities** – During times of live teacher led activities, instruction, questions and answer sessions, etc., the teacher will note the students who participated and will document the time of the interaction.
- b) **Self-directed learning – evidence of participation** (or lack thereof) with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:

### 1) **Daily logins to the learning management system**

2) **Daily interactions with faculty**, such as messages, email, phone calls, video chats, etc.

3) **Assignment completions** – the number of hours to complete the assignment for the average student should be used to document attendance. Longer assignments, such as projects or journal writing, that require more time will provide more hours of attendance than shorter assignments. In addition, for those remote students with limited Internet access, **completing hard copy assignments on time would signify the student is attending as required and time of attendance would be logged according.**



**Hilltop  
Cadets**

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- 3. Extra Time for Remote Assignments** – teachers may consider and make provisions for the following circumstances:
- 1) Temporary Internet outage for individual students or households.
  - 2) Unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring at inopportune times, such as during a teacher-led remote learning lesson.
  - 3) Student absence due to COVID-19 until alternative arrangements can be made.
  - 4) Additional flexibilities to support students and families as they engage in remote learning.
  - 5) A medically excused absence occurs any time a student is out of school due to illness or medical visit (physician, dentist, mental health, etc.). Medical excuses will be accepted in the form of doctor’s note within five school days of the absence or parent call-in on the day of the absence due to illness or doctor’s visit. A student may have up to 65 hours of medically excused absences without a doctor’s note, but with a parent call-in, written note, or email. Medically excused absences will be accepted through this process for students participating in-person or remote learning. This policy will be extended beyond 65 hours if the student or someone in the student’s family is in quarantine due to COVID-19 or experiencing symptoms of COVID-19.
  - 6) Updating **individualized education plans and 504 plans** to add **attendance accommodations** if the student experiences COVID-19, is vulnerable to COVID-19 or has a mental illness intensified by COVID-19.
  - 7) Allowing otherwise **healthy students who may be under quarantine or isolation** to continue to participate in educational activities to the fullest extent possible.
  - 8) Ensuring as much as possible **policies do not penalize students** who contract COVID-19.
- 4. Reporting schedule** – Student calendar hours must be recorded as *excused* or *unexcused* absences or as hours *in attendance*. The district student information system likely requires hours be assigned on specific days in the school’s calendar, but the district will allow **flexibility** in situations where students have varied schedules throughout the week. Determining and recording attendance can be sensitive to families who can only complete a majority of their remote work during the evening or over the weekend. In the end, the attendance hours must be attributed to specific days in the school’s



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calendar for information system purposes, but school personnel are encouraged to allow flexibility in determining which days to show remote education-related absences.

- For example, if a teacher is factoring assignment completion into attendance and if a student shows no participation in a remote education activity that should have taken three hours for all students, the three hours of absence do not have to be split across the five days the student had to complete the assignment. To ease recordkeeping and data entry, all three hours of absence may be recorded on any one of the remote learning days provided for the assignment.

## **SECTION SIX** **PROGRESS MONITORING**

Research has demonstrated when teachers use progress monitoring students learn more, become more aware of their own performance, and teacher decision-making improves. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of instruction. Since academic success is often defined as ensuring achievement for every student, educators need to identify students who are at risk academically so they can adjust instructional strategies to meet their needs.

To implement successful progress monitoring, teachers will measure a student's current performance level on skills the student will learn during school year to identify achievement goals. Once goals are established that the student needs to achieve by the end of the year, a timeline is established to measure the rate of progress towards these goals. The teacher then measures the student's academic progress regularly (weekly, biweekly, or monthly) using *probes*—brief, easily administered measures. Probes should sample the entire range of skills the student is expected to learn by the end of the year, rather than just the particular skills being taught that week or month.

Hilltop teachers (Intervention Specialists, Title I teachers, etc.) who are working with remote, at-risk students will conduct periodic progress monitoring by:

- Phone conversations to probe understanding
- Live-sessions to ask probing questions to measure understanding
- Short, formative digital assessments posted in Google Classroom

Progress monitoring will help to determine whether the student is learning at a pace that will allow him or her to meet annual learning goals. If the rate at which a particular student is learning seems insufficient, the teacher should differentiate instruction and assignments.



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## **SECTION SEVEN** **EQUITABLE ACCESS**

To promote equitable access, all students will be permitted to take home a device. Previously, our one-to-one initiative only allowed students in grades 7 – 12 to take home a device. This school year, our district plans to provide a device to all remote students who need one to learn from home. In addition, plans are to assist free and reduced families who need financial assistance to obtain access to the Internet through district-purchased mobile hotspots, reimbursements for unlimited data on mobile phone plans, or by providing reimbursements for cable/satellite data plans.

The use of technology opens the door for conversations about engaging all learners, regardless of their socioeconomic background. Technology, when used appropriately, can be a great equalizer. A student's outside interests should be seen as gateways to engagement and opportunity in various subjects. Students who barely scratch out a few sentences on a test question may be motivated to write extensively on a topic of interest. The rapidly growing ESports leagues, where schools sponsor teams to compete in online games, has provided opportunities for students of all socioeconomic backgrounds to become more engaged in learning and to develop closer relationships with peers and staff members.

## **SECTION EIGHT** **PROFESSIONAL LEARNING**

Our faculty will have ample opportunities to become proficient with Google Applications, especially Google Classroom, Google Meet, and Gmail. A common platform for lessons and assignments is something the majority of educators, students, and parents have expressed as important for remote learning. To prepare all students for the possibility of remote learning, our school calendar was adjusted to frontload more professional development opportunities (three PD days instead of one) for teachers before the first day of school for students. The goal is for all teachers to become proficient on using Google Classroom in order to post instructional videos, assignments and assessments for students learning at Hilltop Schools, as well as for students choosing to learn remotely.

A number of teachers have used other applications to enhance recordings, communicate with students and parents, and for lesson plan development. In order to take advantage of Hilltop's in-house experts as well as outside presenters, teachers will select, according to their needs, from a number of different technology-focused sessions. The sessions are: Google Meet; Google Classroom; Google Sites; Collaborating with Google Docs; Nearpod 101; Nearpod; Using Remind; Wonders Reading; Recording lessons with Loom; Classroom Dojo; Ascend Math; and Flipgrid.



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After the sessions are over and participants provide feedback, the survey data will be used to plan and provide additional technology-focused professional development at our next in-service day, scheduled for September 15, 2020.

In addition to live onsite professional development sessions, our teachers have opportunities to learn at their own pace using various online modules. Following are lists of online PD available to our faculty:

## 1. NWOCA Digital Resources & Professional Development

Through the Northwest Ohio Computer Association (NWOCA), different training opportunities are available for Hilltop teaching staff. It is expected that staff will take advantage of some of these resources in order to become more prepared and fluent with the digital content they will be providing in a remote learning environment.

- [Google Certified Educator Cohort Lvl 1 \(Self-Paced\)](#)
- [Google Certified Educator Cohort Lvl 2 \(Self-Paced\)](#)
- [On-Demand Virtual Tech Coaching](#)
- [NWOCA Full Mini-Session Trainings](#)
- [ClassLink Remote Learning Webinar \(Recording\)](#)
- [PBS Instructional Technology PD Catalog](#)
- [McGraw Hill Wonders Training \(Video\)](#)

## 2. Additional Resource Help Links

- [Hilltop Live Binder \(Numerous Resources!\)](#)
- [Introduction to Google Classroom \(Video\)](#)
- [How to Post to the Google Classroom Stream \(Announcements\)](#)
- [Google Classroom - Guardian Email Summary Feature](#)
- [Google Classroom - Guardian Email Summary Request Template](#)
- [Google Classroom - How to Add Due Dates!](#)
- [Google Sites - Build Your Own Class Website! \(Video\)](#)
- [Google Site Creation Guide](#)
- [Google Drive Guide](#)
- [Google Meet Conferencing and Recording Guide](#)
- [How to Use Google Meet - Detailed Tutorial \(Video\)](#)
- [Loom Video Recording and Instruction \(FREE\)](#)
- [How to use Loom Video](#)
- [Nearpod Teacher Resources](#)
- [ClassLink First Look \(Clever Replacement\)](#)



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- [ClassLink Remote Learning Webinar \(Recording\)](#)
- [Online Learning Resources from Brian Briggs](#)
- [Online Learning Consortium](#)
- [McGraw Hill Wonders Training \(Video\)](#)
- [McGraw Hill Wonders Additional Resources](#)

### 3. Approval for Resources not Listed Above

- Resources that are not currently available may be submitted for approval and deployment. Any resource that requires student accounts needs to be tested for device compatibility and for purchasing decisions. Free-to-use public websites should still be vetted through the Technology Department or a Building Administrator before deployment with students.
- It may take up to two weeks to approve and deploy a new resource, so teaching staff should **plan in advance** and allow ample time to get the new resource up and running.
- **Please direct any additional questions the Technology Coordinator.**

### **SECTION NINE** **SUMMARY**

**It is worth repeating our belief that students make better academic progress through in-person learning. However, we also believe our Remote Learning Plan is a good option for those students whose parents decide it is best to keep them home, and if future circumstances require all students to stay at home and learn remotely.**

**Please keep in mind the Remote Learning Plan is subject to change throughout the school year, especially if the response to COVID-19 changes. To respond immediately to changing pandemic circumstances, *superintendents are able to make amendments to remote learning plans on behalf of their school district without additional local school board approval. If this plan needs amending, it will be reposted on our website and resubmitted to ODE.***