

# Little Miami Remote Learning Plan 2020-21

\*Subject to modification/change based on new guidance and programming needs.

## Purpose

To create a consistent learning environment, whether *in-person or remote*, for students, parents, and teachers. Remote learning = district-wide, building or classroom remote environment.

To provide continued student learning during the time of the Coronavirus Pandemic, this plan has been developed. The district has worked to align its instructional processes with existing technology frameworks to move forward with learning processes based on local community and regional conditions. Implementation of this plan will occur in the following frameworks:

- In individual classrooms where quarantine is required.
- In individual school buildings where reduced staff and/or student attendance causes in person instruction not to be possible.
- When other local district conditions such as the safety and health of students and staff exists.
- When the Warren County Health District, the Ohio Health Department, or other local or state level government orders and advises that Remote Learning should occur.
- Reduced daily student attendance may occur as the County Alert Level increases. Moving to remote instruction may be a locally determined decision or at the direction of the Warren County Health District, the Ohio Department of Health, or local or state government.

INDICATES A COUNTY ALERT LEVEL			
LEVEL 1 0-1 Indicators Triggered	LEVEL 2 2-3 Indicators Triggered	LEVEL 3 4-5 Indicators Triggered	LEVEL 4 6-7 Indicators Triggered
<b>Public Emergency</b> Active exposure and spread. Follow all current health orders.	<b>Public Emergency</b> Increased exposure and spread. Exercise high degree of caution. Follow all current health orders.	<b>Public Emergency</b> Very high exposure and spread. Limit activities as much as possible. Follow all current health orders.	<b>Public Emergency</b> Severe exposure and spread. Only leave home for supplies and services. Follow all current health orders.

As of 7/23/2020



Department of Health



Development Services Agency

[coronavirus.ohio.gov](https://coronavirus.ohio.gov)

## Learning Management System (LMS)

- As a district, Little Miami will be using Schoology as the hub for all teacher resources accessed by students, parents and teachers (i.e., if instructors use Google Classroom or Class Dojo, for example, students/parents will access it through Schoology).
- Course materials and resources (e.g. syllabus, classroom rules, textbook, workbook, links to external sites, academic content and assignments, etc.) are made available via Schoology in the *Materials* tab.
- All assignments to be graded are posted to Schoology and need a due date, being flexible for grading purposes when possible. By assigning a due date, the work will show up on the students' "upcoming" list and the Schoology calendar.

- In an *in-person* environment, teachers may have some assignments that are formative in nature (exit ticket, center work) or collected by hand (journal entries, collages, “about me” pages, dioramas, etc.) or that are performance-based (presentation, singing, playing an instrument, etc.). These can be collected “offline” (i.e., not digitally). NOTE: At the elementary level, these types of assignments do not need to be posted or collected through Schoology.
- In a *remote* learning environment, student work will be collected via Schoology. If this is not possible for a student, please contact your building administrator to discuss best equitable access options.
- Teachers will use the following folder system:
  - Class Information
  - Contact Information
  - Frequently Used Sites/Links + login information
  - “Week of” folder or “Unit/lesson” folder
  - Past work Quarter 1, etc.
- All resources and files posted are compatible for all students (i.e., if a home computer does not have Office 365, the student logging in through Schoology WILL have access to the WORD document, but a parent logging in will not).

## Communication

- Teachers should personalize whenever possible, including using a photo of themselves for Chrome, Schoology, and district email profiles.
- General parent communication from the teacher will occur weekly (i.e, newsletters, updates, etc.) and be sent through the “*send message*” option in Schoology. It works like an email.
- Individual parent communication continues to occur as needed and in the method that works best (email, phone, face-to-face, etc.).
- In a remote learning environment, regular communication to students and families regarding expectations for the week are posted prior to 6:00 p.m. on Sunday.

## Remote Learning Environment: Students

- In a remote learning environment, teachers should establish a developmentally-appropriate workload for students working at home. Times are approximate and include total workload: face-to-face, video instruction, plus assignments. Student instructional minutes will be tracked via software and/or by teacher.
  - Remember that students work at different paces so this will vary.
  - If a child is receiving special education services, the intervention specialist will collaborate with the general education teacher(s) and therapists to help develop appropriate workload/SDI/therapy balance to keep within these developmentally appropriate guidelines of hours per day.
  - PK:** 1 hour per day
  - K:** 1-1.5 hours per day

- 1-2: 2-2.25 hours per day
  - 3-4: 2.25-2.5 hours per day
  - 5-6: 2.5-3 hours per day
  - 7-12: 3-4 hours per day
- Equitable access to quality instruction - teachers need to track students who are not participating, determine if it is an accessibility or attendance issue, and notify their principal of the concern and of possible alternatives.
  - All board policies regarding competency, granting credit, and promoting students to a grade level will be adhered to.

## Remote Learning Environment: Teachers

- Teachers will report to their building for student remote learning unless a stay-at-home order is in place.
- Teachers will follow contracted hours of 7.5 hours per day (-30 minutes for lunch) using their building hours.
- Administrators will have access to all lesson plans, either turned in to administrator or posted to Schoology.
- In a remote learning environment, teachers will meet with students for small and/or large group instruction via live Zoom daily. The number of small group meetings will vary depending on student needs.
  - Whole class meetings will be recorded and posted on Schoology in the corresponding “week of” or “unit/lesson” folder for those students who could not attend.
  - For small group instruction or Extra Time Extra Help (ETEH), video recordings will be assigned to those specific students.
  - Teachers will monitor student progress to determine the need for possible RtI intervention.
- Student benchmarking will occur as usual for both in person and remote students.
- In a remote learning environment, classroom teachers will provide accommodations and modifications for intervention students. Intervention specialists will only provide SDI in this environment.
- If a child is receiving special education services, the IS will collaborate with the general education teacher(s) and therapists to help develop appropriate workload/SDI/therapy balance to keep within these developmentally appropriate guidelines of hours per day.

## Remote Learning Support

- District support for educators will be located in *The Panther's Den*.
  - Abre: *The Panther's Den* tile
  - Schoology: your staff group resources (left side when in the group)
  
- District-Supported Tech Tools: If you need to use a non-supported tech tool, please contact Lisa Kuhn ([lkuhn@lmsdoh.org](mailto:lkuhn@lmsdoh.org)). An up-to-date list will be maintained in the Panther's Den.
  - Schoology
  - Office 365
  - Google Suite
  - Chrome Extension Apps and Add-Ons
    - Kami
    - Screencastify
  - EdPuzzle
  - Khan Academy
  - Flipgrid
  - Book Creator
  - Loom
  - Nearpod
  - Screencast-o-matic
  - Building Subscriptions
    - Screencastify - 9-12
    - MobyMax K-6
    - BrainPop 1-4
    - BookWidget K, 3-4
    - Gizmos 5-8
    - TurnItIn 9-12

## Professional Development Learning Opportunities for Staff

- Cultural Competency
- Remote Learning
- Social Emotional Learning
- **Remote Learning Academy**
- This is a one-credit hour course that will aid teachers and administrators in their preparation for blended and remote learning. Content will be delivered in a blended/remote learning environment that will directly demonstrate the tools and strategies that teachers will use with their students. The initial cohort was held over the summer with additional cohorts meeting during the school year.
- **Topics:**
- Learning Environments
- Course Organization
- Instructional Lessons
- Interactive and Student-Paced Activities
- IEP/504 Accommodations