Remote Learning Plan

District Name:	Adams County Ohio Valley Schools
District Address:	141 Lloyd Road, West Union, Ohio 45693
District Contact:	Richard Seas, Superintendent
District IRN:	061903

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 <mark>August 21, 2020</mark> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to 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. The Department will make all plans publicly available at 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. Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the Attendance Considerations for Remote Learning Plans website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check all that apply)
- ✔ Teacher-student interaction through online learning platforms
- ✔ Online lessons for student to work on at home
- ✔ Offline lessons and instructional packets for students

Remote Learning Plan

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)

Address Determining Instructional Needs Here:

(Elementary)

- K-6 benchmarks will be used to determine student instructional needs (STAR Early Literacy, STAR Reading, STAR Math, NWEAMap, diagnostics K-3 Reading, Freckle, Study Island, Khan Academy)
- All benchmarks are online and can be administered remotely.
- Students working offline would be scheduled to take benchmark assessments.
- Needs will be determined based on performance, placement in the learning continuum, and through standards-based assessment aligned to district resources.

(Secondary)

- 7-12 Instructional Sequencing
- Aligned Instruction to Learning Standards
- Plan created for student with IEP
- Results of Pre-test
- Data gathered and analyzed from TBT teams

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:

(Elementary)

- K-6 benchmarks will be used to document student instructional needs (STAR Early Literacy, STAR Reading, STAR Math, NWEAMap, diagnostics K-3 Reading, Freckle, Study Island, Khan Academy)
- Teachers will use administrative reports to document instructional needs and plan instruction.

(Secondary)

- Instructional Sequencing
- Aligned Instruction to Learning Standards
- Plan created for student with IEP
- Results of Pre-test
- Data gathered and analyzed from TBT teams

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to **determine competency** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

(Elementary)

- Virtual exit slips, classroom assessments via Houghton Mifflin Harcourt portal for ELA, Math, Science, and S.S. will determine competency.
- Progress Reports will be issued at the end of each nine weeks and for the end of the year.
- Academic progress will be documented towards mastering a standards-based education.

(Secondary)

- Teachers will be expected to grade assignments and provide feedback.
- Teachers will be expected to provide remediation on any failed standards.

● Teachers will be expected to provide grades/ credits based on student performance and our adopted handbook.

Granting Credit	What method(s) will be used for **granting credit** for remote learning?
	Possible/Optional item(s) to consider:
	● Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:

(Elementary)

● Academic progress will be documented towards mastering a standards-based education.
● Credit will be awarded based on student work samples submitted, participation evidenced by assignments completed, and record of assignments and grades.

(Secondary)

● Teachers will be expected to grade assignments and provide feedback.
● Teachers will be expected to provide remediation on any failed standards.
● Teachers will be expected to provide grades/ credits based on student performance and our adopted handbook.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning?
	Possible/Optional item(s) to consider:
	● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

(Elementary)

● Grades will be awarded based on student performance per graded assignment.
● Progress Reports will be issued at the end of each nine weeks and for the end of the year.

(Secondary)

● Teachers will be expected to grade assignments and provide feedback.
● Teachers will be expected to provide remediation on any failed standards.
● Teachers will be expected to provide grades/ credits based on student performance and our adopted handbook.

Attach any Additional Documentation or Notes (if necessary):

Remote Learning Plan

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

(Elementary)
- Student work samples submitted weekly will document attendance and participation in learning opportunities for each day. This will capture both types of students who have connectivity but also those who will work offline and then receive updates at a hotspot.
- Weekly submission of student work samples will be required for determining attendance, completion of assignments, and the awarding of grades.

(Secondary)

 Students will be expected to participate in remote learning for attendance requirements which include:

- Time logged in on a virtual platform.
- Times joining teacher lead classes such as Google meet and Zoom.
- Competition of assignments provided by the instructor.
- Participation will be documented on Progress book.

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:

(Elementary)
- Weekly submission of student work samples will be required for determining attendance, completion of assignments, and the awarding of grades.

(Secondary)

Students will be expected to participate in remote learning for attendance requirements which include:

- Time logged in on a virtual platform.
- Times joining teacher lead classes such as Google meet and Zoom.
- Competition of assignments provided by the instructor.
- Participation will be documented on Progress book.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: • Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

(Elementary)

- Student progress will be monitored by the teacher of the assignment on a daily and progress entered on a weekly basis.
- Assignments will be graded, recorded in Progress Book, and teachers will assist students who need additional support or enrichment.
- Student progress will be communicated via parent logins to Progress Book, email correspondence, phone calls, interim reports, and quarterly progress reports.
- Interim reports will be issued for all students during the mid-term of each nine-week grading period.
- Progress Reports will be issued at the end of each nine weeks and averaged for the year.

(Secondary)

- Teacher will provide feedback on completed assignments
- Teacher will keep grades up to date on Progress Book.
- Parents and monitor Progress Book.
- Teachers will communicate with parents and students by email, phone calls, progress reports.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? Possible/Optional item(s) to consider: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

(Elementary)

● Various platforms will be utilized to deliver equitable access including the following: Google Meet & Google Classroom, phone conference, email, regular mail, 1:1 visit in the home (if agreed upon), small group or individual instruction at school (if allowable), or public library (if open).

● Online learning opportunities available to all students throughout the district and include equitable access through Clever: RENLearn, Reading Horizons, Reading Plus, Freckle, Houghton Mifflin Harcourt/Think Central, Brain Pop, PBS Learning, Learning.com, Zaner-Bloser Handwriting, Highlights for Kids, and Starfall.

● Additional learning opportunities include Ohio Means Jobs, Study Island, Khan Academy, INFOhio, and KAMI.

● For students who don't have connectivity in the home, students will be issued a Chromebook preloaded with assignments and updated weekly to send completed assignments and receive new assignments/instruction.

● Families and/or school support staff will need to sync student devices weekly at local hotspots to send completed assignments to the teacher and receive new assignments for the upcoming week during the mandated closure.

● Special Education students will receive individualized instruction from the intervention specialists/Title I via Google Meet, phone conferences, emails, regular mail, 1:1 visits in the home (if agreed upon), small group or individual instruction at school (if allowable), or another agreed-upon site for intervention (if open).

(Secondary)

○ All students and families will have access to meaningful high- quality educational materials that are aligned to state standards.

○ Also, secondary students will be provided a Chromebook, resources and learning materials will also be made available in written format to serve the large population of our students that do not have access to wi-fi.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	[Professional Learning Needs](#)
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

(Elementary)

● New teachers participate in New Teacher Orientation to become acclimated with district policies and protocols.
● Teacher teams participate in professional development activities and build educator capacity for using online programs already adopted and in use throughout the district (programs previously listed).
● The technology department will demonstrate how to save grade-level assignments to Chromebook and how to download completed work for grade submission. Teachers will train students on how to update weekly and sync devices for instruction and assignments.
● Utilize lead educator expertise and assistance with recording and uploading instructional videos to Google Classroom so that students will have access to instruction.

(Secondary)

○ Teacher professional development activities will include but not limited to the extended use of Google Classroom. Google meet, online platform like Study Sync, Today's Class, Study Island, online text book options and other resources.

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Attach any Additional Documentation or Notes (if necessary):