



Remote Learning Plan

District Name:	Akros Middle School
District Address:	265 Park St. ., Akron, Ohio 44304
District Contact:	Faith DeCesare, Superintendent
District IRN:	012060

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

Note: The chief administrator of the School will determine, on an individual or school-wide basis, which form or forms of instruction students will utilize based on requests, safety conditions, and other relevant circumstances.

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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)
<p>Address Determining Instructional Needs Here:</p> <ol style="list-style-type: none"> a. Informal and formal pre-assessments to determine how to customize instruction for particular lessons b. Evaluate assessments to customize instruction as needed that aligns directly with state standards (by class, by individual) c. District wide assessments will also be given three times throughout the year, which will provide documented evidence of student progress over the course of the year. d. Create a plan for IEP and students with disabilities. e. Opportunities for students to come in for face-to-face instruction as needed (which is based on school being open) 	

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Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <ol style="list-style-type: none"> Create clear instructional plans aligned to state standards and based student performance. Clearly communicate with teachers, parents, guardians and students the documented process and expectations to be successful in an online course for the duration of the semester. Document test scores from district wide assessments that will determine necessary changes to the online learning process and specific curriculum for a student taking online courses. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <ol style="list-style-type: none"> Complete assignments that are directly aligned with state learning standards and are evaluated based on clearly communicated grading criteria prior to submitting the assignment and/or taking an assessment. 	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p>	

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- a. Once students submit their assignments and/or take assessments, they will be evaluated based on the grading scale and grading criteria available.
- b. Then the overall student's assignments and assessments will be evaluated to determine whether credit will be granted for the course.
- c. A passing grade is needed to receive credit for the course.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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<p>Address Promoting Students to a Higher Grade Level Here:</p> <ol style="list-style-type: none"> a. Nontruant for more than 10% of online learning provided b. Must pass at least 50% of courses for the entire year.

<p>Attach any Additional Documentation or Notes (if necessary):</p>
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SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	<p>Communications Planning</p> <p>Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
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Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created a communication and attendance plan for staff and students
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<p>Address Attendance Requirements Here:</p> <ol style="list-style-type: none"> a. Tracking and monitoring logins online and time online b. Fixed schedules for meeting times for online virtual instruction and assistance c. A designated position to monitor student attendance and follow up with home visits as needed (as allowed by current state mandates)

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- d. Assignment completion to track attendance is based on the number of hours expected to take for readings, instructional materials, learning activities, assignments, and assessments.

Teachers will track student participation in the out-of-school setting based on attendance in any synchronous lesson or through evidence of completion of asynchronous work or lessons through log-in data, completed assignments, teacher logs, and/or any other data available through online platforms.

Notwithstanding any provision to the contrary in Board policies, consistent with Department of Education guidance, to the extent students are absent due to COVID-19, including if there are technical difficulties accessing a lesson, if transportation is impossible due to a COVID-related impediment of the student or family member, or any other reasonable cause, the administrator may excuse such absence pursuant to his/her reasonable discretion. Further, also consistent with state guidance, notwithstanding any note requirement in policy, the School will accept verbal or emailed communications to justify any absence, and the School will log such communications internally.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:

- a. Attendance will be calculated based on the tracked number of hours completed per week per student, which will be tracked at the school level.
- b. Online Learning Orientation for students, parents and guardians
 - i. A series of activities and questions to complete by students, parents and guardians to confirm online learning expectations have been clearly communicated
 - ii. Online virtual open house to communicate expectations to students, parents and guardians for online learning
 - iii. Instructional packet with due dates to confirm chromebooks have been received and are up and running with access to the internet
 - iv. Staff will regularly communicate attendance and documentation expectations throughout the year.

Attach any Additional Documentation or Notes (if necessary):

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Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <ol style="list-style-type: none"> Evaluate completion of learning activities, assignments and assessments on a weekly basis. Provide informal and formal assessments to gauge student engagement and success toward achieving state learning standards. District wide assessments will also be given three times throughout the year, which will document student progress over the course of the year. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <ol style="list-style-type: none"> Online teachers are highly qualified certified district employee Current curriculum aligned to state standards and in-class instruction Video instruction (asynchronous) and/or virtual live instruction with a highly qualified certified district employee to monitor student success Evaluate student work and provide feedback in a timely manner 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development 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">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <ol style="list-style-type: none">a. Instruction provided on how to successfully implement district wide online learning template for online courses to maintain consistency for studentsb. Instruction provided on transferring a traditional course to a virtual onec. Instruction provided on the basics of online teachingd. Cohorts created to ensure student and teacher success throughout the semester	
Attach any Additional Documentation or Notes (if necessary):	