Amherst Exempted Village School District Remote Learning Plan

District Name:	Amherst Exempted Village School District
District Address:	550 Milan Avenue, Amherst, OH 44001
District Contact:	Michael Molnar, Assistant Superintendent
District IRN:	045195

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 <u>August 21, 2020</u> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to <u>remotelearning@education.ohio.gov</u>.

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 <u>Remote Education Planning website</u>. 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 <u>Attendance Considerations for Remote Learning Plans</u> website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check <u>all</u> 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

Amherst Exempted Village School District 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:** Amherst teachers are working within their grade-level teams, department teams, and Professional Learning Communities (PLCs) to align instruction and develop common assessments. In addition to common assessments, ELA and Math teachers in grades K-8 will implement the NWEA Map Growth assessments to onCampus students in-person and to eCampus students through their online remote testing option. The assessments will be given at the beginning of the year for a baseline measure and then in the winter and spring to check for growth. This data will be a driving force for instruction for the 2020-2021 school year.
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:** Teachers will work collaboratively through their PLCs on pacing guides taking into consideration any standard that may have gaps due to the spring COVID-19 closure. The onCampus and eCampus instructional plans will be aligned with each other. Instructional plans and procedures have been communicated with parents, students, and the community throughout the month of August and weekly plans will be shared through email and Google Classroom.
**Attach any Additional Documentation or Notes (if necessary): (See [Amherst eCampus Restart Plan](#))**

Amherst Exempted Village School District
Remote Learning Plan

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: The Amherst Schools will maintain high expectations for learning. eCampus teachers will grade all assignments and homework using the same grading scales and criteria as the onCampus teachers. Teachers in grades K-3 will continue to use the S (Satisfactory), N (Needs Improvement), and U (Unsatisfactory) grading scale in combination with the A, B, C, D, and F grading scale. Teachers in grades 4-12 will continue to use the A, B, C, D, and F grading scale for all subjects. Teachers will continue to grade student work and provide feedback during home instruction. If a student is having difficulty completing or managing school work, first contact the classroom teacher for support. If the issues extend beyond the classroom, please contact the school counselor and principal for assistance.	
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: The district has common summative assessments for every K-12 course. To be awarded credit students must pass the district common assessments and earn a passing grade in the course.	
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: The district has common summative assessments for every K-12 course. To be awarded credit students must pass the district common assessments and earn a passing grade in the course.	
Attach any Additional Documentation or Notes (if necessary): (See Amherst eCampus Restart Plan)	

Amherst Exempted Village School District 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: Students in the eCampus program will be required to meet with all of their teachers, everyday online in some capacity. Attendance will be monitored during live instruction, a class meeting, a small group conversation, one-on-one support, or other learning situations. Students must commit to being actively online, participating in live instruction, and working on coursework during normal school hours. Students must check communication frequently, get all assignments in on time, and discuss any concerns and questions with the teacher.	
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: Student participation will be documented through PowerTeacher Pro and Google Classroom. Attendance will be monitored during live instruction, a class meeting, a small group conversation, one-on-one support, or other learning situations.	
Attach any Additional Documentation or Notes (if necessary): (See [Amherst eCampus Restart Plan](#))	

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: Teachers and administrators will analyze data from a variety of assessment sources including formative, summative, and rubrics. Weekly and regular communication with students and families will be implemented through Google Classroom. Student progress will be communicated to all stakeholders through various formats. In addition to the assessments, student progress will be monitored weekly through small group sessions facilitated by the classroom teacher.

Attach any Additional Documentation or Notes (if necessary): (See [Amherst eCampus Restart Plan](#))

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: All eCampus students will receive a school-issued Chromebook and charger. All technology use is subject to the district Acceptable Use Policy (AUP). Students will utilize their home internet access to complete assignments and communicate with their teachers. The district will provide internet access through district hotspots to students who do not have internet access at home. School-issued devices will have content filtering enabled. The district recognizes that technology related problems may occur during home instruction with school-issued devices. The Amherst Tech Department has created a Student & Parent Tech Hotline for technology support (440-988-1907). Chrome Remote Desktop software will be utilized to access student devices to troubleshoot and fix technology related problems. Teachers will facilitate lessons and learning with students in the classroom and via streaming, Google Classroom, and Zoom. Students will participate in a combination of instructional structures, whole group, small group and one-on-one learning with teachers and peers.

Attach any Additional Documentation or Notes (if necessary): (See [Amherst eCampus Restart Plan](#))

Amherst Exempted Village School District Remote Learning Plan

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: The district has defined a list of technology tools and resources teachers need to facilitate remote learning. Based on the staff feedback professional development sessions were developed and facilitated. The sessions were recorded for future use and as a tutorial resource for teachers needing additional time and support or for those who could not attend the session. The district will provide the online eCampus teachers two full days of professional development for remote learning on August 19th & 20th. In addition, the district will provide the onCampus teachers two full days of professional development for remote learning on August 21st & 24th. Following the professional development days, two days will be devoted to team planning and implementation on August 25th & 26th.

Attach any Additional Documentation or Notes (if necessary): (See [Amherst eCampus Restart Plan](#))