Remote Learning Plan

District Name:	FAIRBANKS LOCAL SCHOOLS
District Address:	11158 ST. RT. 38, MILFORD CENTER, OHIO 43045
District Contact:	ADHAM SCHIRG, SUPERINTENDENT
District IRN:	050328

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."*

NOTE: 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.

How will instruction 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):	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: The district delivers benchmark assessments via i-Ready three times a year in grades K-8. This allows us to build personalized instructional need plans for each student based on those results along with observed performance on assignments. The high school has students complete frequent formative assessments to determine instructional needs. This will allow us to address potential gaps in learning as a result of the COVID-19 shutdown of schools. IEP student COVID-19 forms were completed including information about baseline data, services provided, end of year data, and gaps/regression data. Benchmarking data and end of year data points were collected for all students including regular ed, students with disabilities, and students identified as gifted. These data points will support the creation of plans to meet all subgroups of students.
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: Updated benchmarking and continuous data collection and reporting will support the documentation of instructional needs. A COVID-19 guidebook will include information on instructional plans and expectations and act as a tool for communication with students, parents, and staff.
**Attach any Additional Documentation or Notes (if necessary):**

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: A combination of standards based grading, formative assessments, benchmarking data, summative measures, and letter grades in addition to the district mastery level expectation of 80% will determine competency for the 2020.2021 school year.	
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: COVID-19 grading expectations for the 2020.2021 school year will act as the framework for granting credit in all credit bearing courses accessible to MS and HS students. A course syllabus including expectations for work completion, mastery, and participation will support the communication of granting credits.	
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: Promotion will be based on credit earned, grade card, district assessment data, teacher recommendation, documentation of communication and learning supports, and in consultation with parents and other specialized support staff. Trend data will be utilized if available.	
Attach any Additional Documentation or Notes (if necessary):	

Remote Learning Plan

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	[Communications Planning](#)
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: Attendance is a blend of work completion and participation in daily/weekly events. Attendance is supported with a "No Contact" list which includes students that have not participated in class meetings and/or have not completed assignments. The district COVID-19 guidebook for 2020.21 will communicate grading and attendance requirements. Students are expected to participate in all required/scheduled remote activities. Participation will be tracked by instructors and reviewed by administrators weekly during team meetings. Students will login into district approved LMS for each remote course as set forth in the course syllabus. Participation will be tracked by instructors and reviewed by administrators as needed during team meetings.   Building principals, guidance counselors and School Resource Officer (SRO) will work with students who are not meeting expectations.

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:
The district has set expectations for documenting student participation on a daily and weekly basis using Schoology and Powerschool as the communication tool. Participation requirements, and parent information on accessing Powerschool, will be communicated to students and parents on a weekly basis. Each course will use a "syllabus" model to help communicate participation requirements in each content area. Participation is supported by a "No Contact" list which includes students that have not participated in class meetings and/or have not completed assignments. The district COVID-19 guidebook for 2020.21 will communicate grading, participation, and attendance requirements.   The building Principals, guidance counselors and School Resource Officer (SRO) will work with students who are not meeting expectations in addition to direct communication from

teachers and building leaders.

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: The district already uses a system for progress monitoring which includes both benchmark data and summative data points. Student data will be tracked using district created spreadsheets and grade level folders. Expectations for content learning will be tracked every 9 weeks, using the district's grade reporting system to track completion of work, practice opportunities, and assessment scores. Student grades and activities will be kept up-to-date in Powerschool, with a district standard for updating timelines and number of entries, so that counselors, administrators, students and parents can monitor progress. Grading policy and procedures are addressed in Policy 5412, Administrative Guideline 5421A, the Student Handbook, and any other COVID-19 specific document such as the Guidebook for students and families.

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: Parent, teacher, and student surveys were conducted and results were reviewed to address equitable access. Distribution of devices, mifi access points, and internet access points on property will be utilized to support report learning. Devices have been distributed to current students and will be distributed to new and incoming students at all grade levels.   Parent training videos will provide parent training on learning platforms and digital tools to support that all students have access and a supportive adult in the home. Print and other non-digital materials will be provided to students and families in which equitable access cannot be achieved.   We will ensure all remote learning students have appropriate internet access through follow-up surveys and/or technology reporting hotlines. All K-12 students have access to district issued ChromeBook devices.

Students with disabilities will be allowed on campus for the purpose of receiving support as documented in an IEP or 504 plan that are not accessible remotely as allowable by the State Health Emergency System and Local Health Department.

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:a.   Principals and teachers built specific plans to open the school year with aligned remote learning expectations. The school calendar was adjusted to provide more time for this to happen. As a resource, an educational technology resource book was developed to support on-going professional development.

Remote Learning Plan

Five professional development days scheduled prior to students reporting for school in the fall provide teachers with time to work together and individually to determine essential competencies, assessments, and share remote instructional strategies.

Ongoing professional development after the start of the 2020-2021 school year is built into the school calendar on a monthly basis. This plan will be adjusted as needed depending on Ohio's county color coded emergency system and the restrictions in person meetings and attendance.

Attach any Additional Documentation or Notes (if necessary):