



Remote Learning Plan

District Name:	Fairfield City School District
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District IRN:	046102

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 **August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotlearning@education.ohio.gov.**



Remote Learning Plan

How will instruction take place? (check all that apply)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for students to work on at home
- ✓ Offline lessons and instructional packets for students

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> <p><i>Fairfield City Schools has instructional calendars which are appropriately sequenced and aligned to Ohio's Learning Standards. We realize students may have gaps in their learning due to the school closure last year and therefore we plan to assess our students in a variety of ways in order to determine instructional needs (i.e. local assessments, MAP, gap analysis tools from ODE). We have individual plans for students with disabilities (IEPs) and students identified as gifted (WEPs). Those plans will be updated as needed and services will continue to be provided in the remote learning environment.</i></p>	
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> <p><i>Instructional needs will be documented in Individualized Education Plans (IEPs), Section 504 Plans,</i></p>	



Remote Learning Plan

Written Education Plans (WEPs) and Reading Improvement and Monitoring Plans (RIMPs). Student needs may also be captured in the district's online assessment tools (MAP and/or Edcite). Specifically, individual student MAP reports (Math & Reading, grades K-8) provide detailed information on a student's area(s) of strength and area(s) for growth. This information will be communicated to parents during remote learning as well. For all grades, assessments given and analyzed by the teacher will be documented in the teacher's online gradebook and communication with parents will occur as it would in the traditional classroom setting. Additionally, teachers will address and document specific instructional needs of students in their lesson plans.

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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: <i>FCSD teachers have agreed to use the district's adopted grading policies in the remote setting. Students will continue to receive feedback/grades from their teacher and will be assigned quarter/semester grades per current board policy.</i>	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: <i>Students will be granted credit upon successful completion (and passing) of the course.</i>	
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: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level



Remote Learning Plan

	(grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here: <i>Students will be promoted upon demonstrating competency and by successfully completing all course requirements of current grade level.</i></p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	Communications Planning
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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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Address Attendance Requirements Here:
Consistent attendance is expected and is monitored through our SIS and teacher oversight. Students will have dedicated staff members to monitor attendance while in the remote setting.

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:
Participation in learning opportunities will be documented through ProgressBook and/or the district learning management system. Teachers will be responsible for documenting attendance and participation and are responsible for contacting families should student participation decline or not exist.

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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Progress Monitoring	How will your school district progress monitor student progress with remote learning?
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Remote Learning Plan

	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
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Address Monitoring Student Progress Here:
Students will continue to take common formative and summative assessments during remote learning. Students who receive interventions will continue to receive more frequent progress monitoring in order to assess progress toward mastery of skills.

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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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: <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
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Address Equitable Access to Quality Instruction Here:
 FCSD plans to:

- Provide devices to every student 6-12
- Provide 1 device per family for students K-5
- Provide internet access (hotspots) for families requesting access

Parents and students were surveyed at the end of the 2019-2020 school year (at the end of remote learning) to gain a better understanding of challenges and successes they experienced during remote learning. Feedback from these surveys helped teachers and administrators revise the district’s “Continuity of Learning Plan” which will guide the remote learning experience.

Attach any Additional Documentation or Notes (if necessary):

[FCSD Continuity of Learning Plan](#)

SECTION SIX	PROFESSIONAL LEARNING
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Remote Learning Plan

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> <p><i>Teachers have had opportunities to participate in professional learning opportunities around remote learning, flipped classrooms, and blended learning practices throughout the summer. Teachers will continue to have access to asynchronous options that were delivered last spring (link provided in the Continuity of Learning Plan). During the week of August 3-6 teachers can engage in optional professional learning opportunities geared to prepare them to teach in a remote environment (most sessions will be recorded and will continue to be accessible to staff throughout the year). If the district starts school in a remote learning environment, the student start date will be pushed back to Monday, August 24th. The district will then use the additional work days to provide required training to teachers before the start of remote learning.</i></p>	