



Remote Learning Plan



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| District Name: | Fairfield Local |
| District Address: | 11611 State Route 771 Leesburg, OH 45135 |
| District Contact: | Tim Dettwiller |
| District IRN: | 047621 |

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 August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@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 remotelarning@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](#).

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



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| SECTION ONE | INSTRUCTIONAL NEEDS |
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| Resource Link(s): | Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth |
| Determining Instructional Needs | <p>How will instructional needs be determined?</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>Using data gathered from students MAP scores, dibels reports and district approved summative assessment, teacher will create lessons that meet the individual needs of their students.</p> <p>The District is ensuring that students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs). Therefore, our school personnel are collaboratively working together during this time to find ways to continue to serve and educate students with disabilities.</p> <ul style="list-style-type: none"> ○ Ohio Department of Education - Consideration for Students with Disabilities during Ohio School Closure ○ The Required Special Education Contact Log provides guidance on the conversation that intervention specialists and related services personnel have with parents. All contacts are documented. ○ Efforts are made to provide specialized services to students with disabilities during the time of the school closure. Schools will need to consider the exact nature and duration of the services provided during this period on a case-by-case basis depending on the needs of individual students. ○ Special education guidance document is sent to all special education staff to provide guidance with holding ETR and IEP meetings during school closure. ○ Special Education staff make available assistive technology for students with disabilities. ○ Text to speech and/or speech to text software for students with learning needs. <p>WEPs and WAPs will continued to be followed and progress monitoring goals will be reported.</p> | |
| Documenting Instructional Needs | <p>How will instructional needs be documented?</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 |



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Digital instructional materials are provided by the district for students to access independently.

- Students access the instruction directly from district purchased materials, e.g., Learn Zillion;enVision Math; myPerspectives; Lexia
- Teachers provide online office hours and conduct teleconferencing to support students with lessons.
- Parents will be added as collaborators in Google Classroom.

Teacher-led digital and nondigital instruction is provided to students to allow for flexibility and variance in the delivery of instruction.

- Students can access the instruction at any time - students self-pace their learning once teachers assign it to them. (All students will use Google Classroom)
- Teachers provide materials digitally using videos, assignments from district materials or supplemental materials which students work independently on and submit.
- Students and teachers communicate through Google Classroom, Email, other digital platforms, and/or by telephone.
- Parents will be added as collaborators in Google Classroom.

Teachers offer online office hours and/or teleconferences and telephone feedback as a way to communicate to students throughout the day.

- Office hours for staff are displayed on the District website and on each school's website:
- Virtual Parent-Teacher Conferences are held to communicate with families about student progress.
- Teachers hold Google Meet teleconferences with whole classes, small groups, or with individual students.



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| SECTION TWO | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL |
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| 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? <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) |
| <p>Students will be expected to login and complete coursework each day that school is in session. If students are unable to login and complete coursework, parents need to call into the building secretary and report the absence.</p> <p>Grades will be updated weekly and students will be contacted via email if they are missing an assignment.</p> | |
| Granting Credit | What method(s) will be used for granting credit for remote learning?: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments) |
| <p>Credit will only be given when a student receives a passing grade for the class.</p> | |
| Promoting Students | What method(s) will be used for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments) |
| <p>Students will be promoted to a high grade if they meet the requirements of the current grade that they are in. Building principals will be in contact with parents whos child(ren) are in jeopardy of being promoted to a high grade.</p> | |

| SECTION THREE | ATTENDANCE AND PARTICIPATION |
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| Resource Link(s): | Communications Planning |
| Attendance Requirements | What are your school district's attendance requirements for remote learning? |



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| | Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students |
| <p>Teacher are required to report to work during their regular hours unless otherwise noted by the superintendent.</p> <p>Students are to login and complete work each day. Students that do not complete work will be reported as absent. Teachers are responsible for reporting these absences daily to the building secretary and building principal.</p> | |
| Participation Requirements | How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders |
| <p>All k-12 students will use Google Classroom as their online portal. All classwork will be viewed using Google Classroom and all assignments will be submitted through Google Classroom. All curriculum will be integrated using Google Classroom when possible. (enVision, Learn Zillion, myPerspectives, Studies Weekly, Khan Academy, etc.)</p> | |

| SECTION FOUR | | PROGRESS MONITORING | |
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| 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: <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning | | |
| <p>Teachers will communicate with students daily through email, Google Meet, Google Hangout and though assessment feedback. Students that do not engage in communication will be reported to the building principal.</p> | | | |

| SECTION FIVE | | EQUITABLE ACCESS | |
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| 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? <ul style="list-style-type: none"> Parent/Student surveys have been reviewed | | |



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| | <ul style="list-style-type: none"> • Technology Plan has been created to ensure equitable access |
| | <ul style="list-style-type: none"> ○ All learners will have access to technology in a one-to-one computing environment. Our goal is to distribute as many devices as possible to support our students. <ul style="list-style-type: none"> ■ 1:1 devices are assigned on loan to each student to take home ■ Communication to parents about technology access, and pick up times are provided in many forms, i.e., districtwide All Call messages made by the superintendent and building principals, messages posted on social media (Facebook; Instagram; Twitter). ■ Distribution of devices <ul style="list-style-type: none"> ■ A District-wide distribution of devices occurred for K-12 students at the beginning of the school year. ■ Parents are provided with a Chromebook parent guide, Including Acceptable Use Policy ○ Students are able to access instructional materials from their device. ○ Two options to access WiFi: (1) District School Campuses and (2) Home Internet ○ Tech Director will assist parents in connecting with internet providers to see which are available in the areas: <ul style="list-style-type: none"> ■ AT&T; Verizon; Sprint; Spectrum; Comcast, etc. |

| SECTION SIX | PROFESSIONAL LEARNING |
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| 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? <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning. |
| Professional Development will be given to staff in the following areas: Digital pedagogy, Google Classroom, Google Meets, enVision, myPerspective and digital applications. | |