

Remote Learning Plan

District Name:	Firelands Local School District
District Address:	112 North Lake Street, South Amherst Ohio 44001
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District IRN:	048157

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 remotelearning@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 remotelearning@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](#). 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 [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check all that apply)

- Teacher-student interaction through online learning platforms

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- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

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	<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>Professional Development time has been set aside to conduct Gap Analysis by teachers and staff.</p> <p>We will align instruction and curriculum maps to mirror the traditional class instruction. The pacing will also be aligned so that students are learning at the same rate regardless of whether they are in-person or online students. Diagnostic testing will be given to identify gaps in learning. Common Assessments will be used to ensure standard based learning for all students.</p> <p>Students with IEPs will receive instruction from the same content specialists as students who do not have IEPs. Each will also be assigned an intervention specialist case manager that will provide accommodations, modifications and specially designed instruction in accordance with their IEP.</p> <p>Gifted students will have differentiated lessons based on individual needs for enrichment opportunities.</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>	

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Online learning expectations communicated through the Firelands Online Learning At Home Daily Explanation. ([See attached document](#))

Attach any Additional Documentation or Notes (if necessary):
Refer to attached document above

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)
<p>Address Determining Competency Here:</p> <p>In order to determine competency, students will need to meet the same requirements as the students within the traditional classroom setting. Online teachers will work with the traditional teachers to create common assessments and lessons. Online teachers will also use the same rubric and grading systems to ensure consistency.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider:

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	<ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Students will need to meet the same requirements to earn credit as students in the traditional classroom setting.</p> <p>Standards based grading will be used in grades K-3, grades 4- 5 will use standards as well as traditional letter grades. We will continue with traditional A-B-C-D-F grading in grades 6-12 to maintain consistency. Communication to our families is key!</p>	
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)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Our district will use our current board approved promotion and retention policies.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
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>
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
<p>Address Attendance Requirements Here:</p>	

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Staff will follow the district calendar.
 Students will be required to attend Zoom sessions with teachers on a regular basis. This information will be sent out to all parties via the Firelands Online Learning At Home Daily Explanation Guide. Daily calls will be made (if needed) to families for student absences that reflect the same expectations for the students in the traditional classroom setting.

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
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Address Student Participation Requirements Here:

Teachers will keep a daily log of attendance through PowerSchool.

Parents will need to notify the school/ teacher if their child will not be in attendance that day. Otherwise, the parent will receive a “no-show” notification of their child’s absence.

Parents are able to opt in to receive PowerSchool daily attendance notifications.

Attach any Additional Documentation or Notes (if necessary):

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? 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:

AimswebPlus will be used for grades K-8.
 Formative Assessments will be used for grades 9-12.

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Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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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
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Address Equitable Access to Quality Instruction Here:

The district will provide a Chromebook to students that need one. In addition, the district will work with community organizations to secure assistance for families with connectivity issues. Surveys were sent to all parents and a choice to attend online or traditional school was given. Parents were provided with information about each available option and made a choice for their student for the first semester of the 2020-2021 school year.

Students, families and teachers will have access to technology help desks and teacher support.

Parents and students will be provided an orientation “training” explaining the curriculum that will be used during online instruction along with tech support references that can be accessed if needed during online learning.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
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Professional Learning	What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?
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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:

We are providing support from NOR2TH to assist with technology needs and professional development for the staff. Our district technology department has set up a ticket system/help desk to address the needs of teachers and students during online learning.

The Professional Learning Plan for the 2020-2021 school year will be sent to all staff and will be specific to the needs of each building and/or department.

Attach any Additional Documentation or Notes (if necessary):