



Remote Learning Plan



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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.”*

How will instruction take place?

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student 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	How will instructional needs be determined ? ✓ Instructional Sequencing



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- ✓ 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:

During teacher in-service, professional learning will be provided on how to analyze the gap in student learning and curriculum compacting. Teachers will work in teacher-based teams to determine the gaps in student learning created by the COVID-19 school closure. Teachers will use the gap analysis tools provided by the Department. Based on the gaps determined, curriculum will be compacted and sequenced to best serve the instructional needs of the students. Intervention specialists will co-plan with general education teachers and the special education administrator and building principals in order to review students' IEP's and their specially designed instruction. A plan will be developed for each child with a disability in order to deliver their specially designed instruction remotely. Teachers of gifted students will use the child's WEP to differentiate and deliver instruction remotely to meet the diverse needs of gifted students.

Additionally, during the first weeks of school, benchmark assessments will be used to determine the instructional needs of students. Teachers in grades K-6 will use i-Ready data and other curriculum based/common assessments to determine the ELA and Math needs of students. Teachers in grades 7-12 will use the Department's released state test items, ALEKS, and other curriculum based/common assessments to determine the instructional needs of students in ELA, Math, Social Studies, and Science and other content areas as needed.

Teachers will use the 5-step process in TBT's to analyze the pre-assessment/benchmark data. Tier 2 and Tier 3 interventions will be determined and a plan will be created to deliver these interventions remotely.

Documenting Instructional Needs

- How will instructional needs be documented?**
- ✓ 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 be given a remote learning plan template with guiding questions for planning instruction remotely. Teachers will use this template to design remote learning daily lessons for



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students. During TBT meetings, teachers will continue to update their remote learning plans as needed. The district's remote learning plan will be shared with the appropriate stakeholders. Teachers will work throughout the year in their TBT's to address the learning gaps of students remotely. Progress monitoring will occur in TBT meetings and teachers will respond to students' needs as a result of the analysis completed with their teacher teams.

Not only will students' academic and instructional needs be assessed throughout the year, but also the district has a plan to assess and accommodate the social-emotional and mental health needs of each child. For students who need mental health services, those services can be provided through an online/virtual setting using a video conferencing application.

Attach any Additional Documentation or Notes (if necessary):

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? ✓ Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: <i>Each building's handbook grading policy will apply remotely. In K-2, a standards-based report card will be used. Students in grades 3-12 will receive letter grades for the work completed in each remote class. Grades will be based on a student's performance compared to present learning standards. Grades will only measure student achievement. Formative assessments will count for 20% of the child's grade, while 80% of the child's grade will be from summative assessments. For CCP courses, the college grading practices will be used.</i>	
Granting Credit	What method(s) will be used for granting credit for remote learning?



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	✓ Developed and communicated a plan for granting credit (grading and assessments)
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Address Granting Credit Here:
Current handbook policy will be used to grant credit for course completion even during remote learning. Students who receive a passing grade will be granted credit for the remote course.

Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:
Current handbook policy will be used to promote students to a higher grade level. Students who receive a passing grade in the four core subject areas (ELA, math, SS, science) will be promoted. Every attempt will be made to avoid retaining a student. Anecdotal and documentary evidence would need to be provided.

Attach any Additional Documentation or Notes (if necessary):
<https://drive.google.com/file/d/1iI9qMvUP5LsD2356yOy4zHTyxDo3vfAw/view?usp=sharing>

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	Communications Planning
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Attendance Requirements	What are your school district's attendance requirements for remote learning? ✓ Created a communication and attendance plan for staff and students
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Address Attendance Requirements Here:
During remote learning, student attendance will be taken on a weekly basis. Parents may wish to contact the school or the child's principal if a student will be absent for the remote learning process that day. Teachers will mark attendance for each student based on the student's engagement with the remote learning. Has the child logged in to Google Classroom this week? Has the child engaged in the learning activities? Has the child completed assignments and/or assessments for the week? If



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so, the child is marked present. If a child is absent for the week, contact will be made with the child and the child's family (email, phone calls, texts). Progress reports will be sent home every 4-5 weeks during remote learning to include the child's attendance and the child's course grades. For students who are truant, the district will utilize the attendance officer as a Tier 3 intervention to support increasing the child's attendance and participation with the remote learning process. The district also has available a mental health therapeutic behavior specialist who may conduct home visits to encourage engagement with the remote learning process when student attendance is chronically low.

Participation Requirements	How will your school district document student participation in remote learning opportunities? <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:
During remote learning, participation in the remote learning process will be documented each week. Consideration will be given to the fact that children and families may not be able to engage with the learning process on a daily basis. For that reason, the expectation is that each student should log into the Learning Management System (Google Classroom) weekly. Students should make contact with their teacher(s) and engage in the learning activities weekly. Assignments should be attempted and/or completed each week.

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? <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:
Teachers will continue to meet in their Teacher-Based Teams, and Building Leadership Teams will



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continue to meet during the school year, regardless of how learning is taking place. During team meetings, Benchmark Assessment (i-ready), curriculum based assessment, and common assessment data will be analyzed using the 5-step process. Teachers will determine effective, evidence-based practices to use at Tiers 1, 2, and 3. Plans will be created to deliver these practices remotely as needed.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE EQUITABLE ACCESS

Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <ul style="list-style-type: none"> ✓ Parent/Student surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Parent surveys were collected and reviewed following the Spring school closure. Based on the results of these surveys, a technology plan was created. The biggest concern that parents expressed was the use of multiple websites and learning management systems. Work is being done to streamline remote instruction to a limited number of websites and LMS. All students will be provided with a Chromebook for remote learning. For students without access to the internet at home, assignments can be loaded onto the chromebooks on a weekly basis. All curricular materials will be made available virtually. Parents and students will be trained on how to use the technology during the weeks before school starts.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX PROFESSIONAL LEARNING

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? <ul style="list-style-type: none"> <input type="checkbox"/> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
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Address Professional Learning/Development Here:

Before students return to school, teachers will be trained in all health and safety measures by the local Health Department. Teachers will receive professional learning on the Gap Analysis Student Readiness Toolkits provided by ODE. Teachers will work in their TBTs to compact their curriculum and prepare their courses for remote learning. Teachers will be given professional learning opportunities in Google Classroom and other Google applications in order to educate students effectively in a remote setting. Professional learning will continue throughout the year in TBTs as teachers analyze assessment and screening data and adjust their curriculum, pacing and instruction accordingly. Teachers will be surveyed quarterly to see what professional learning needs they have during the COVID-19 pandemic.

Attach any Additional Documentation or Notes (if necessary):