



Remote Learning Plan



District Name:	Fredericktown Local Schools
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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.”*

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](#). 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
- ✓ 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):	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: Fredericktown Local Schools will do the following:</p> <ul style="list-style-type: none"> -sequence learning standards to support gap analysis in core subjects based on teacher assessments of students - prioritize standards to support gaps and new grade level learning standards that are aligned to district curriculum and state standards -state reading diagnostics will occur within state mandated timelines -Formative/universal screening assessments will be given to specific student populations within one month of school starting -gifted services will continue, including a Written Education Plan -review of IEPs as needed, continuation of learning and support through remote learning 	
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 that are aligned by grade level and • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <ul style="list-style-type: none"> -Rimps will be created for identified K-3 students -district social emotional goals will be identified -building data teams by subject and/or grade levels will document student data trends and create plans to meet the individual needs of students based on assessment data -a communication plan will be shared with parents 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Fredericktown Local Schools will support student learners in our traditional and remote setting by providing meaningful feedback. Grading practices will be consistent across all instructional models. Additionally, teachers will prioritize student engagement and be reflective in their teaching to best support all learners. Professional development will be provided around best practices and feedback to remote learning.	
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)
Granting Credit Here: -quarterly progress reports -report card grades -GPA -CCP grades For remote learning, course credit will be based on progress, achievement, and student	



Remote Learning Plan



engagement.

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)
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Address Promoting Students to a Higher Grade Level Here:
 -assessments, awarded grades, and earned credit will provide evidence of promotion (grade level and advancement) to the next sequence of a course.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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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>
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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:
 -The attendance plan will be communicated by staff.



Remote Learning Plan



- Students and parents will receive communication from staff on attendance expectations.
- Students are expected to participate daily, as if they are in the building.
- K-12 attendance will be confirmed by activity logs and successful completion of expected work weekly by meeting work expectations through submitted assignments.
- Parents are expected to notify school if a student is absent.

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:
- Teachers will monitor students daily for engagement, achievement, and attendance.
 - This will be done through activity logs, meetings, grades of assignments, quizzes, projects, and tests.
 - Principals and counselors will also monitor students.
 - We will follow board policy on attendance.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR PROGRESS MONITORING

Resource Link(s): [Exceptional and At-Risk Youth](#)

Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <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 use a variety of assessments. These may be administered through formal digital platforms and Google Hangout meetings.
 - Students on RIMPS and an IEP will be evaluated using typical progress monitoring strategies remotely.
 - STAR assessments will be administered to determine student progress and growth and to inform next steps for teachers.
 - Formative and Summative assessments will also be used to assess student growth and progress.



Remote Learning Plan



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	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:

- The district will continue to provide breakfast and lunch to families that receive free and reduced lunches.
- Special populations will continue to receive services- Special Education, Gifted, and Intervention-Reading Recovery and Title I.
- We have a plan in place for 1:1 technology for every student.
- Teacher recorded lessons will be made available to learners.
- Tech support will be made available through the district.

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? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• 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:



Remote Learning Plan



Attach any Additional Documentation or Notes (if necessary):

-PD, such as Google Classroom, will be offered over the summer and prior to school starting for educators and instructional aides.

-ongoing PD on remote learning will be offered based on staff needs.