

# Remote Learning Plan



District Name:	Gahanna Christian Academy (now known as One School)
District Address:	817 N. Hamilton Rd., Columbus, Ohio 43230
District Contact:	April Domine, Head of School
District IRN:	086389

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](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Instructional Sequencing</li> <li>• Aligned Instruction to Learning Standards</li> <li>• Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>• Created a plan for IEP and students with disabilities</li> <li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Address Determining Instructional Needs Here:</p> <p>Instructional needs were first determined by parent survey of families needs. Based on our families responses, it was clear that we needed to provide all three forms of schooling: all in 5 days, 2 day hybrid, and fully remote. Parents ranked their first, second and third choice and overwhelmingly all parents received their first choice, only approximately 5% received their second choice. Parents were instructed that they were choosing an instruction model for the year and each nine weeks parents could request a move to another model but this would be based on space available so pandemic standards can be maintained. When parents request a change, it is done in email so there is a timestamp to ensure equity.</p> <p>Instructional needs for all students to start the school year will be a BAS and STAR assessment as well as a review of progress made in ALEKS math software during the previous year to set instructional goals aligned with academic standards. Further, all families (parent and child) will come to a conference with the teacher to talk about how the student and parent feel the child is doing and listen to their perception and assessment of current needs. GAP analysis will be used to plan instruction that is aligned to academic content standards and to form differentiate small groups and individual learning goals as well as guide planning of special reading booster class that will be provided to all students once a week. Students that are part of our MTSS/RTI process have academic support plans that will be revised and that are monitored by the Intervention specialist. Both the Intervention Specialist and Title I Reading teacher provide individualized assessment for at risk students to support the data generated by the classroom teacher.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Clear instructional plans have been created</li> <li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>

# Remote Learning Plan



Address Documenting Instructional Needs Here:

Instructional needs are documented by classroom teachers, the Intervention Specialist and the Title I Reading teacher. Student work and participation in online sessions is continually documented and tracked by teachers and used to develop Instructional plans aligned with academic content standards. The learning software systems, Dreambox and Lexia, also capture and document student performance and progress. Instructional models have been described to parents, all families have selected and the details for success in all three instructional models(all in 5 days, hybrid 2 days in/3 days out, and fully remote) have been provided to students and parents in the school re-opening guide(see attached). Families were surveyed in order to develop the learning plans and their input was the key to forming the options that families felt met their needs.

**Attach any Additional Documentation or Notes (if necessary): see reopening guide attached**

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<p>Address Determining Competency Here:</p> <p>Our school has established a mastery based approach to determining student competency and this approach to tracking, monitoring and reporting student progress is implemented for all students. The Student handbook has an entire section that explains this approach to parents. It explains that students will receive reports of progress based on marks that communicate how well a student is mastering academic content standards. Each grade level and subject has a list of power standards and marks are given for each standard. These marks include: E- exceeding mastery; M - mastered, P - progressing, AR - at risk for non-mastery. Ongoing parent communication as well as progress reports are focused on explaining student progress as evidenced by student work. Parent conferences are held at the beginning of the year, toward the end of the first nine weeks and then during the third nine weeks.</p>	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>

# Remote Learning Plan



Address Granting Credit Here:

Our plan will be communicated to parents at the beginning and throughout the school year through a variety of means. Our plan is to grant credit for remote learning based on collected student evidence of work submitted through google docs, assessments given, online office hours with teacher where oral assessments of content can be implemented, projects that are presented, attendance and participation in the online learning experiences, and reports generated by software of student level of mastery and amount of time engaged in the work.

<p><b>Promoting Students</b></p>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
----------------------------------	---

Address Promoting Students to a Higher Grade Level Here:

The plan communicated to parents focuses on the process of students working to mastery. We stress that students must attain mastery in a majority of standards or they will be expected to continue working on standards mastery during the summer. We follow up on a daily and weekly basis with students not engaging in the work necessary for earning credit and work with teacher, intervention specialist and counselor to engage student in assessing how they can work to gain ground and fill gaps in order to get back on track for mastery necessary for the next grade level. This is part of our RTI team process described below for students that have not responded to Tier I intervention and more intervention is needed to ensure that they can move on to a higher grade the following year.

## SECTION THREE ATTENDANCE AND PARTICIPATION

<p><b>Resource Link(s):</b></p>	<p><a href="#">Communications Planning</a>  <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
<p><b>Attendance Requirements</b></p>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>

Address Attendance Requirements Here:

Our attendance requirements are for students to attend all online sessions except when the parent sends an excuse. If a student misses more than 3 sessions in a row with no communication to the teacher, the teacher will reach out to the parent to plan for better attendance and/or to understand the challenges the student/family are having to attend the synchronous sessions or complete the asynchronous work. Students will be considered to have attended required work for the week by

# Remote Learning Plan



completing an adequate amount of assignments and logging in to online software to demonstrate that they have achieved mastery. Weekly the amount of participation will be assessed and attendance for the week will be recorded by the teacher.

<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created a plan for documenting student participation in remote learning</li> <li>• Communicated the plan with families and other stakeholders</li> </ul>
-----------------------------------	--

Address Student Participation Requirements Here:  
 Students will be expected to keep up with weekly work agendas/schedules that include both synchronous sessions with the teacher in large and small group instruction as well as complete asynchronous learning sessions on math and reading software systems that will also track amount of time logged in. We will provide ongoing communication to parents each week as remote learning begins and support this with individual emails when there is any early indication that a student is struggling to keep up with either synchronous sessions or asynchronous work.

<b>SECTION FOUR</b>	<b>PROGRESS MONITORING</b>
---------------------	----------------------------

<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
--------------------------	---

<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed a Plan to monitor student progress with remote learning</li> </ul>
----------------------------	---

Address Monitoring Student Progress Here:  
 As noted above, teachers keep ongoing records and collections of evidence of student work as well as continually monitor student results in online learning platforms to watch for indicators that a student is struggling. If the student has multiple teachers, these teachers will communicate weekly to share about student progress and note any concerns. These will then lead to intervention strategies and outreach to parents. If the concerns continue and/or escalate, the RTI team will meet to review all data and strategies tried to date and set new plans for monitoring and new strategies to implement. The team will then provide ongoing review.

<b>SECTION FIVE</b>	<b>EQUITABLE ACCESS</b>
---------------------	-------------------------

<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
--------------------------	---

# Remote Learning Plan



<b>Equitable Access</b>	<p>What is your school district’s plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Technology Plan has been created to ensure equitable access</li> </ul>
<p>Address Equitable Access to Quality Instruction Here:</p> <p>In addition to surveys of parents to assess equity of access to internet services and the needs of families for what type of school model they need, we are also providing all students a device to ensure students can engage in online learning. We will stay closely connected to parents through ongoing outreach from administration to answer questions and field concerns about the quality of their child’s remote learning experience. We will solicit ongoing feedback from students and parents as well as an open door policy for them to share with the Principal and Asst. Principal if they feel their experiences learning through remote instruction are not being successful. If parents feel the need to request a change of instructional model, it is required to be sent in an email so there is a timestamp to ensure equity of access to the ability to move to a new model. As a small private school of 150 students, we have the benefit of knowing every student personally and the administration is very accessible and approachable. Administrators will work closely with teachers to address concerns and plan adjustments and implement improvements on an ongoing basis.</p>	

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> 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"> <li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p>Address Professional Learning/Development Here:</p> <p>The teachers and administrative team continually develop meetings, training and discussion/sharing sessions based on the elements of the school remote learning plan to provide teachers with specific training in each component. The team has held meetings and training on: Learning A-Z, Newsela, Dreambox, and had multiple staff meeting discussions regarding zoom, google meet and google doc/suite. Together the team has built master schedules that include all key components of our plan - synchronous and asynchronous learning experiences in large, small and individual formats. identified areas for ongoing need for training and support and these areas will be the focus of weekly staff meetings.</p>	