

2020 REOPENING PLAN

Quincey Gray, Superintendent

#LEGACYOFLEADERSHIP



Remote Learning

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.”*

(1) A description of how student instructional needs will be determined and documented:

In addition to utilizing varying formative assessment tools at the beginning of and throughout the school year, students will participate in NWEA MAP testing three times with those testing periods being held in the fall, winter, and spring. All students, whether they are participating in our online learning option or our face-to-face learning option, will participate in MAP testing. Students’ progress will be monitored on a regular basis by teacher-based teams, building leadership teams, and our district leadership team. If we have to transition to remote learning, teachers will continue assessing their students’ instructional needs and then will provide intervention and enrichment to supplement instruction as needed.

(2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level:

- Students will receive grades aligned with the grading scales and policies of the school district whether they are attending via an online learning option or a face-to-face learning option.
- Students will receive credit for course completion based on previously established district guidelines that align with district policy and the student handbook.
- Student course schedules will be designed in order to ensure that course completion during the school year will lead to continual advancement on each student's learning path. Specifically, twelfth grade students will be provided the opportunity to complete a schedule of courses that will enable them to graduate.
- The instruction provided to students will follow our district curriculum guides that are aligned to state standards; therefore, students will meet all criteria to successfully complete a grade level whether it be remotely, face-to-face, or a combination of both throughout the school year.

(3) The school's attendance requirements, including how the school will document participation in learning opportunities:

Student attendance will be carefully monitored while participating in either an online learning option or a face-to-face learning option. Students will be required to engage in learning, at a minimum, the required number of instructional hours as required by the Ohio Department of Education when working remotely as they would in the physical classroom. If working virtually, students' log-on times will be monitored in addition to their level of work completion. Any attendance concerns will be communicated to parents no matter which educational method is being utilized. Our district will continue to meet the legal expectations set for student attendance.

(4) A statement describing how student progress will be monitored:

Teachers will monitor student progress via the completion of class assignments and work completed using online intervention/enrichment support programs. Just as in the physical classroom, teachers will formatively assess students on a regular basis to determine if additional support or a shift in instruction are needed. Specifically for students with disabilities, annual meetings will be held via a virtual platform so that students' teams can review their progress. All students will continue to receive interim/progress reports and report cards on the schedule aligned to the district policy and student handbook.

(5) A description as to how equitable access to quality instruction will be ensured:

- In the event that we would need to transition to remote learning, the district can now ensure that all students can be provided with a technology device. We also have expanded our Wifi access on all of our school campuses and purchased hotspots for families of at-risk students so that they have the ability to utilize the internet at their home. Because we do have families who live in areas where internet service is

difficult to obtain, we do plan to work with them in exploring paper-pencil options if deemed necessary.

- Teachers will be properly trained on how to successfully provide rigorous, meaningful instruction in a remote setting.
- Teachers will be required to “check in “ with students and their parents on a regular basis.
- We will continue to modify instruction and provide resources/services to our students with disabilities.

(6) A description of the professional development activities that will be offered to teachers:

Our teachers will be participating in professional development activities in advance of the start of the school year in order to prepare them for a possible transition to remote learning. Activities will focus on instruction, as well as, the tools that they will be using. Teachers will be given the expectation to “practice” remote learning with students in the physical classroom in order to ensure that everyone is prepared if a transition needs to occur. Finally, teachers will participate in a session with our county health commissioner so that they can better understand Covid-19, how it affects them as instructors, and how to practice safety measures at school to protect both them and their students.

This remote learning plan was adopted by the Greenfield Exempted Village School District Board of Education on Monday, August 10, 2020.