

Remote Learning Plan

District Name:	Heath City 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 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](#).

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

- X Teacher-student interaction through online learning platforms

Remote Learning Plan

- X 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	<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>Teachers and students will use Edmentum (Calvert K-5 and Plato 6-12), video conferencing (Zoom), and video tools to deliver and participate in synchronous and asynchronous content. Tools were chosen in part for accessibility to all students using multiple types of devices. Training resources will continue to be provided to teachers, students, and parents using these tools. Learning standards drive the design of digital lessons and teachers in grades K-12 have created and shared with building administrators a Gap Analysis for core subject areas based on 2020 spring instruction and assessment data available for individual students. Special services including IEP's, 504 Plan's and Gifted (WEP's and WAP's) are maintained digitally through synchronous and asynchronous instruction and through accommodations and enrichment opportunities provided by instructors as well as digital tools like "text to speech", digital translation features for EL, and individualized learning paths and pacing in compliance with individual learning plans (IEP, WEP, 504, and others).</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> <p>Teachers will collaborate with one another, building leaders, parents, and with the district administration to continue to create and revise clear instructional plans to meet the needs of all</p>	

Remote Learning Plan

students and these plans will be clearly communicated to students and their home support. Instructional plans will be aligned to the districts learning paths so students may move in or out of the remote learning academy at semester time with ease and to ensure all content is covered.

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? 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>The district will be using remote learning through Edmentum because its standards and course offerings follow state standards and flexibility for teachers to modify lessons to meet student needs and to provide equity in access to learning. We have designed model schedules for k-5 and 6-12. A district teacher will facilitate learning in each of the grade bands and monitor student progress. Students will be assessed using content and grade level standards as defined by the ODE with frequent check ins, formative, and summative assessment opportunities and frequent feedback regarding learning progress. All students will participate in state assessments and be their skills will be progress monitored through STAR Reading and Math. Separate from HCS, high school students can participate in online education for college credit through district partnerships.</p>	
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)

Remote Learning Plan

Address Granting Credit Here:

Students in grades k-2 will receive a standards based report card and ongoing feedback between grading periods. Students in grades 3-12 will receive letter grades based on the district grading scale. Credit will be granted according to completion of work and mastery of learning.

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:

Students will be challenged with scaffolded learning experiences to offer a continued challenge in their learning. STAR scores and the STAR learning continuum may be used to help target individual specific content areas of learning. Students will not be accelerated during the year but content may be adjusted to accommodate learners. AP courses will be offered through Edmentum and college credit plus courses will be available as well. Students may also participate in credit flex opportunities as outline in board policy.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
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

Remote Learning Plan

Address Attendance Requirements Here:

Students are required to log in daily and to complete work on track at a weekly pace. Students and parents will be able to access teachers digitally and by phone during working hours. Teachers may use digital communication tools or calls to contact students and parents to communicate learning and attendance expectations. Teachers will update building administrators on student attendance and progress. In the case that a teacher is not able to perform her/his duties due to illness or personal reasons, the teacher will comply with district expectations for reporting an absence, planned or otherwise. Similarly, students will be required to report a planned or unplanned absence to the teacher of record. Teachers will inform students of substitute teacher in advance, when possible.

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:

Student log in data (both frequency and duration), assignments completed, participation in synchronous and asynchronous learning will be documented. Parents will be given information about the remote learning requirements prior to selecting this option and a form to fill out upon enrollment with participation expectations along with options for daily schedules for student participation.

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

Remote Learning Plan

Address Monitoring Student Progress Here:

Teachers will use formative and summative assessments within lessons and document student performance to monitor student progress through Edmentum. This may include using digital assessment data provided from the curriculum as well as structured observation in synchronous learning.

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> <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

Address Equitable Access to Quality Instruction Here:

As a district we are not 1:1 with technology devices. However, we have purchased wifi hotspots and additional devices to distribute to families who do not have access at home or who could benefit from additional devices because of the number of school age children in the home. Additionally, our school parking lots allow for wifi access.

Parent/Student surveys were distributed following spring emergency remote learning and have been used to inform future planning and access for online learning. Surveys indicated a need for consistency of instructional format, delivery, and assessment. Survey results are informing changes for the fall in parent resources as well as guidance in lesson design and delivery for students.

Attach any Additional Documentation or Notes (if necessary):

Remote Learning Plan

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development 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"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <p>We surveyed staff at the conclusion of emergency remote learning 2020 to assess areas of need for professional development. We are creating training and professional development to address teacher concerns and needs by providing specific professional development and by extending our regularly scheduled beginning of year professional development days two days for a total of five days of teacher PD. We have created teams based on a survey where teachers are leading professional development. We will provide regular, ongoing support through designated PD days and through self-led resources throughout the year.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	