# Highland Local School District - Remote Learning Plan

| District Name: | Highland Local School District |
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| District Address: | 3880 Ridge Road |
| District Contact: | Laurie Boedicker |
| District IRN: | 048496 |

**Overview:**

The Highland Local School District located in Medina County, Ohio is a comprehensive K-12 District that includes a Preschool program for qualifying students. The goal of our remote learning plan is to provide high quality and consistent instruction through a variety of engaging opportunities to learn through site-based instruction, online instruction, and lessons and activities completed at home.  Using an analysis of feedback from parents and staff through focus groups and surveys after the COVID-19 school closure of spring 2020, we identified key areas of concern and prioritized our needs for our restart to reflect the values and expectations of our community and staff. We will work to incorporate best practices for remote learning including establishing schedules for teacher-led instruction, use online resources and materials that are aligned to the curricula of the courses, establishing clear expectations and communicating these expectations to parents and the community.

During the development of this plan, we considered multiple remote learning situations that may occur during the 2020-21 school year. A possible remote learning situation could be a parent option to have the student participate in fully remote instruction.  Other remote learning situations could occur due to increased social distancing requirements or school closure.  The purpose of this plan is to outline our efforts to maintain a consistent quality of education for a variety of educational environments and options. This plan addresses the six required components identified in Ohio House Bill 164.

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 Highland Local School District will utilize the following instructional strategies for remote learning:**
- ✓ Teacher-student interaction through online learning platforms
- ✓ Teacher-student interactions, in real-time, through video conferencing mediums
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional materials for students

| SECTION ONE | INSTRUCTIONAL NEEDS |
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| **Resource Link(s):** | Remote - Blended Instructional Delivery Resources<br>Exceptional and At-Risk Youth |
| **Determining Instructional Needs** | How will **instructional needs** be **determined and documented**?<br>✓　　Instructional Sequencing of online materials<br>✓　　Aligned Instruction to Priority Learning Standards<br>✓　　Gap Analysis for ELA, Math, Science, and Social Studies will continue<br>✓　　Created a plan for IEPs for students with disabilities<br>✓　　Plan to review other individualized plans such as students served with a Written Education Plan (WEP), English Learners, Reading Improvement and Monitoring Plans, etc. |

**Determining Instructional Needs:**

Highland teachers and administrators will analyze data from multiple sources to determine the instructional needs of our students.  The data will include, but not be limited to the following: iReady Diagnostic testing, KRA-R, subject-specific diagnostics, common assessments, individual and classroom diagnostic assessments.  Data collected during the Spring 2020 COVID-19 closure may also inform instruction for the 2020-2021 school year.  Mapping of the standards by teacher teams will continue, with a focus on any content/learning gaps from the previous year and concentrating on priority learning standards. Materials and resources for remote learning will align to our curriculum needs. IEPs will be reviewed as the data is analyzed and instructional mode selected. Identification of Gifted Learners through screening and assessment will be provided to the extent that is permissible by testing guidelines. Other individual instructional plans, such as, RTI, RIMPS, WEPs, and instructional services for Title I and English Learners will also be adjusted for the mode of instructional delivery. Scheduled support and consultation will continue in a remote environment through remote communication such as videoconferencing or online collaboration.

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| **Documenting Instructional Needs** | **How will instructional needs be documented?**<br>✓　　Clear instructional plans have been created<br>✓　　Clear instructional plans have been communicated with staff, parents, and other stakeholders |

**Documenting Instructional Needs:**

Teachers will work collaboratively on pacing guides, taking into consideration any standards that may have gaps due to the Spring '20 COVID closure. Information about learning gaps as identified by diagnostics or pre-assessments will be used to plan for re-teaching or intervention.  Instructional plans will be adjusted to match best practices for the learning platform/format that is utilized.  Instructional materials will be consistent but not identical. Interventions, extension of standards, enrichment and other specialized instruction may require the use of additional remote learning resources to meet the needs of individual students. We will plan for additional time for interventions as we anticipate greater need for re-teaching and intervention in the Fall of 2020. Teachers will communicate the plans for the current instructional unit with expectations and requirements to students and parents.

**Attach any Additional Documentation or Notes (if necessary):**

| SECTION TWO | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL |
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| **Resource Link(s):** | District & Building Level Educational Considerations & Planning<br>Teacher Level Educational Considerations and Planning<br>Non-Building Based Learning Opportunities |
| **Determine Competency** | What method(s) will be used to **determine competency** for remote learning?<br>✓　　　Developed and communicated a plan for determining competency (grading and assessments) |

**Address Determining Competency Here**:

Teachers will clearly articulate the competency guidelines to earn credit and/or promotion. Teachers will determine which students need intervention on prerequisite skills and design interventions and extensions based on the data. Teacher-based teams will review the data that is collected across common grade levels and common courses to monitor mastery levels and recommend necessary adjustments during each quarterly grading period. Common diagnostics and assessments may be used when appropriate to evaluate consistency in pacing and rigor. Students may be offered flexibility on the pace of non-teacher-led instruction. Just as teachers may accept different ways to demonstrate mastery in the classrooms, teachers may allow students in remote classrooms to demonstrate mastery of content and skills through multiple means.

| **Granting Credit** | What method(s) will be used for **granting credit** for remote learning?<br>✓　　　Developed and communicated a plan for granting credit (grading and assessments) |
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**Address Granting Credit Here:**

Teachers will explicitly communicate content, standards, and success measures for the course.  Teachers will provide feedback to students, parents, and stakeholders through the Parent Portal in PowerSchool at required intervals.  The feedback will include information on student progress and completion of courses through any remote learning.  This will be accomplished through various resources, including but not limited to:  assessment results, assignments, feedback on projects and/or performance assessments. Success criteria will be consistent but may not be assessed identically for the same grade levels and coursework.

| **Promoting Students** | What method(s) will be used for **promoting students to a higher grade level** with remote learning?<br>✓　　　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:**

Teachers will maintain the expectations and requirements for success and promotion to the next grade level. Information on success measures, such as, performance rubrics, grading scale, course scope and sequence, and participation, will be shared with students and parents.  The district's online gradebook program through PowerSchool will be the primary mode for communicating course grades and final determination for retention or promotion.  Teachers will also continue to provide progress reports and/or interim grades as often as would be expected for site-based instruction.

**Attach any Additional Documentation or Notes (if necessary):**

| SECTION THREE | ATTENDANCE AND PARTICIPATION |
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| **Resource Link(s):** | [Communications Planning](#) |
| **Attendance Requirements** | What are your school district's **attendance requirements** for remote learning? <br> ✓        Created a communication and attendance plan for staff and students |

**Attendance Requirements:**

Teacher will clearly communicate attendance expectations for remote learning to students and parents. Teachers will document student attendance through a variety of methods, including presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations.  Our administrators and teachers will develop tiered interventions, and implement them consistently for students not engaging in remote learning. Attendance requirements will be consistent but not identical for different models of remote learning.

| **Participation Requirements** | How will your school district document **student participation** in remote learning opportunities? <br> ✓        Created a plan for documenting student participation in remote learning <br> ✓        Communicated the plan with families and other stakeholders |
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**Student Participation Requirements:**

We may use multiple measures to evaluate student participation, which may include engagement at online meetings or classes, completion of assignments and assessments, collaboration with peers and teachers, and/or accessing of provided resources through the remote learning platform. Participation requirements will be consistent but not identical for different modes of learning and communicated clearly to parents and students.  A certified teacher will monitor and document the participation and progress of students who select a fully remote option. If the student transfers to a different learning model during the year, the documentation of the student's progress and participation will be shared with the receiving teacher.

**Attach any Additional Documentation or Notes (if necessary):**

| SECTION FOUR | PROGRESS MONITORING |
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| **Resource Link(s):** | [Exceptional and At-Risk Youth](#) |
| **Progress Monitoring** | How will your school district **progress monitor** student progress with remote learning? <br> ✓        Developed a Plan to monitor student progress with remote learning |

**Monitoring Student Progress:**

Teachers and administrators will analyze data from a variety of sources including diagnostic assessments, common assessments, assignments, observations and student artifacts to monitor student progress toward course standards for all learning modalities.  Teachers will use this data to determine their individual progress for those students on Individual Education Plans.  Regular communication with students and families will be consistent but not identical to the content and frequency of communication expected with site-based instruction.

**Attach any Additional Documentation or Notes (if necessary):**

| SECTION FIVE | EQUITABLE ACCESS |
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| **Resource Link(s):** | Technology Needs<br>Data Use: Gathering Stakeholder Input |
| **Equitable Access** | What is your school district's plan to ensure **equitable access** to quality instruction through remote learning?<br>✓　　Parent/Student surveys have been reviewed<br>✓　　Technology Plan has been created to ensure equitable access |

**Equitable Access to Quality Instruction:**

Surveys of families and staff as well as the results of teacher focus groups were used to review the successes and limitations of remote learning during the spring closure, as well as, to determine access to technology and instructional priorities.  If families are unable to access technology, resources will be issued to families for student use to complete instruction or an alternate offline plan may be developed.  Parents and students have access to Highland technology support for Highland resources through the Highland helpdesk. Technology issues involving Highland resources should be reported to the technology department in a timely manner.

Staff members will have building access to provide remote learning from a Highland facility during normal hours of operation so long as the facilities are permitted to remain open to staff, and safety procedures can be maintained.

**Attach any Additional Documentation or Notes (if necessary):**

| SECTION SIX | PROFESSIONAL LEARNING |
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| **Resource Link(s):** | Professional Learning Needs |
| **Professional Learning** | What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful?<br>✓　　Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning. |

**Professional Learning/Development:**

Multiple professional development opportunities will be available for all district staff throughout the year.  Trainings that support and promote student engagement, instruction, and assessment will be offered to ensure remote learning success.  Professional development opportunities may include, but not be limited to Google for Education, high-yield instructional strategies, online textbook resources, social emotional learning and platform-specific training.  Administration will implement regular "check-ins" to determine if any additional professional development support is needed throughout the year and regular feedback will be solicited through surveys and other feedback from staff.

**Attach any Additional Documentation or Notes (if necessary):**