Remote Learning Plan

With the passage of House Bill 164, schools now have the option to consider remote learning plans as they prepare for the 2020-2021 school year. The deadline for submitting a remote learning plan has been extended to Aug. 21, 2020 to allow school leaders sufficient time to develop their remote learning models.

District Name:	Howland Local Schools
District Address:	8200 South St SE Warren, Ohio 44484
District Contact:	Erin Pierce
District IRN:	050161

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...Not later than August 21, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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."*

Remote Learning Plan

How will instruction 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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? ❏ Instructional Sequencing ❏ Aligned Instruction to Learning Standards ❏ Gap Analysis for ELA K-4, ELA K-12, 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)

Address Determining Instructional Needs Here:

Howland Tiger Academy

Teachers and administrators of the Howland Local Schools will determine the instructional needs of our students through the analysis of multiple forms of data. Students will be using the Calvert Learning program to support their online learning. A Howland teacher will be assigned to each cohort of students. An intervention specialist will make accommodations and modifications for all IEP students. WEP will be followed for any qualifying students. The program has a text-to-speech feature and ELL supports.

Howland Remote Learning

All instruction will be aligned to the Ohio Learning Standards. Teachers and administrators will use many forms of data to drive the instructional needs of students. This data may consist of vendor diagnostic and progress monitoring tools, formative assessments, summative assessments, teacher observations, and previous year data. Teachers have shared documents that have the standards that were completed the year before and what needs to be included in this school year. They will use these documents to address the gaps in learning that the students have so that these gaps can be addressed.

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

Remote Learning Plan

Address Documenting Instructional Needs Here:

Howland Tiger Academy

Each student will receive recommended daily lessons and progress monitoring. Instructional plans, achievement, and growth will be communicated to families and students through emails, phone calls, and google meets.

Howland Remote Learning

Teachers will be using Gap analysis tools to adjust curriculum maps, pacing guides, and lesson plans, considering the gaps and the standards that are priority in each content area. Student growth and achievement will be communicated to students and families in a consistent manner. Each teacher will have a Google classroom updated at a minimum of weekly so that parents and students have easy access to all required information.

Attach any Additional Documentation or Notes (if necessary):

In addition to the communicated actions above, other actions may be necessary based on recommendations and requirements of the Governor, the Ohio Department of Education, and the Ohio or Local Departments of Health.

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? ❏ Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

Howland Tiger Academy

All assignments will be formative or summative. The assignments range from a project that is graded with a rubric, summative unit quizzes, summative use for mastery, or formative assessments. Staff members will

continue to utilize the district approved grading guidelines and The Calvert Learning formative and summative assessments to measure achievement and growth against Ohio's Learning Standards and expectations for mastery, rigor, and district expectations. Teachers will analyze data to inform instructional practice, interventions and enrichment.

Howland Remote Learning

Teachers will continue to follow the district approved grading criteria as presented within the student handbooks.   Students will be expected to complete all assessments and assignments and submit them. Students will be graded by each individual teacher and given the grade that is earned based on the expectations that the teacher presented to the students. All grades will be entered into Progressbook in a timely manner so that all parents and students can track progress.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? ❏ Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:

Howland Tiger Academy

Teachers will use developed lessons that are created for remote learning that are aligned to Ohio Learning Standards. Lessons are delivered through remote-friendly methods, such as live streaming, video lessons, or by other innovative means. Teachers will apply various resources (rubrics, feedback on formative assessments, online gradebook, summative assessment results) to provide feedback to students, parents, and stakeholders. Successful completion of the expectations of these collective practices, in line with current or modified district grading practices, will inform the granting of credit.

Howland Remote Learning

Teachers will either develop lessons that are adaptable to school-based and remote learning aligned to Ohio Learning Standards. Lessons may be delivered using pre-COVID methods or through remote-friendly methods, such as live streaming, video lessons, flipped lessons, or by other innovative means. Teachers will utilize rubrics, formative assessments, Progressbook, and summative assessments to provide meaningful feedback to students and parents. Successful completion of the previous expectations will allow the credit to be granted.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? ❏ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

Howland Tiger Academy

Successful completion of the online course requirements will promote the students to a higher grade level

which will be the same standards that the in-school students are held to.   Online gradebook and communication methods will be the primary modes of disseminating information achievement and progress. Multiple meeting methods with students and families will be considered and utilized for those identified with at-risk behaviors.

Howland Remote Learning

Students will be required to meet the minimum requirements in order to be promoted in the K-8. Successful communication will be provided with each family if the students aren't completing the required requirements. Progressbook and communication methods will be the primary of disseminating information achievement and progress. Multiple meeting methods with students and families will be considered and utilized for those identified with at-risk behaviors.

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

Address Attendance Requirements Here:
Howland Tiger Academy

Student attendance is imperative to the success of our students. Keeping students and staff safe and healthy will be the number #1 priority so attendance will be documented through many different platforms. Successful attendance can be noted by attending an online meeting, completion of goals set within the online platform, communication with teachers through email, phone, and google meets. Expectations for the remote learning attendance will be communicated to students, staff, and caregivers. Teachers will follow up with the students

and caregivers if attendance expectations aren't being met.

Howland Remote Learning
Student attendance will be monitored by assigned teachers. Attendance will be taken using a variety of tools to show that students are engaged with learning even when they aren't on campus. These tools will include but not be limited to online meetings and lessons, accessing online resources and completion of work assigned through Google Classroom that follows all laid out expectations. Specifics for the remote learning attendance will be communicated by assigned teachers to students and parents.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? ❏ Created a plan for documenting student participation in remote learning ❏ Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:
Howland Tiger Academy
Student participation will be documented through engagement in the online meetings or classes that are provided, completion of all tasks assigned in a timely manner, and communication with assigned teachers.

Howland Remote Learning
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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? ❏ Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Howland Tiger Academy

Students' mastery level of standards, achievement, and goal progress on projects will be communicated regularly with students and families during remote learning. Teachers will address the subgroups during the assignment of activities based on the individual needs of all students.

Howland Remote Learning

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

Address Equitable Access to Quality Instruction Here:

Howland Tiger Academy

Parents of the Howland Local School District have been surveyed throughout the pandemic. The results of the survey have been analyzed to make sure that PD concerns were addressed as well as how we are going to improve instruction from the model that was used in the spring. The district is aware that it will need to provide internet access points and technology to families. The district will strive to provide all necessary equipment that is needed so that all students are successful regardless of what model is being followed at the time for the district.

Howland Remote Learning

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SECTION SIX	PROFESSIONAL LEARNING
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? ❏ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:
A professional development plan has been developed from the results of surveys, state and local protocols, and the needs of our individual school district. The plan will include training in the smooth operation of a school day, cleaning protocols, remote lesson planning, adapting engaging lessons to any combination of school-based or remote models, developing engaging assessments and projects, utilizing new software and learning management tools, addressing student, family and staff social emotional needs, and communicating regularly and consistently.

Attach any Additional Documentation or Notes (if necessary):
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