



Board of Education

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Remote Learning Plan 2020-2021

Board Adoption: August 18, 2020

Huron City Schools' (HCS) Remote Learning Plan for this year includes teacher-student interaction through specific learning management systems (LMS). This will allow students and teachers to interact with each other online while students are at home. In addition, the Remote Learning Plan takes into account learning opportunities that are offline and for families that may want instructional packets.

HCS will utilize a remote mechanism for rolling closures as well as a virtual option (Huron Virtual Academy) for families who prefer a longer remote experience. Students may be invited to come into the building on a limited basis during closures, based on health department guidance.

Determining Instructional Needs:

Faculty, related service providers and administrators will collaborate to determine students' needs. Teams began determining gaps in core subjects in late May and early June. ReStart teams at each building collaborated across grade levels to determine high need areas. As the year begins, teachers will be assessing students to determine what learning standards need reinforcement before progressing. Teachers and related service providers will utilize a variety of assessments to pinpoint specific needs. Students with disabilities, 504 and/or giftedness will be afforded services inline with their IEPs, 504 or WEP for remote learning.

Documenting Instructional Needs:

For remote learning, building ReStart teams have developed plans for instructional delivery. This delivery includes direct instruction through our LMS, independent practice and opportunities to showcase mastery. Both synchronous and asynchronous learning will be used. Students who participate in the HVA will have individualized plans based on their preassessments and courses needed to be promoted to the next grade level or graduation. Teachers will communicate with families on a regular basis through the LMS, contact applications (ie: Remind, Class Dojo) and face-to-face conferences as needed.

Determining Competency:

We will utilize HCS's current board approved grading scale. Teachers will determine students' level of mastery through their performance on summative and formative assessments.

Granting Credit:

Credit will be granted for successful completion of courses in alignment with our current board approved grading scale.

Promoting Students:

Students will be promoted to the next grade level/graduate based on the successful completion of their assigned coursework in alignment with current board policies.

Attendance and Participation Requirements:

Attendance will be measured in hours and is defined as evidence of engaging with the teacher/assigned material at least once per day. Evidence will be measured in at least one of the following ways (including, but not limited to):

- Digital check-in forms
- Assignments submitted that were due on that day
- Questions to answers through the LMS (Google Classroom, Schoology, Canvas)
- Participation in an online discussion
- Digital form requesting receipt of assignment or instructions
- Participation during the scheduled class time
- Participation during scheduled related services
- Phone call with the teacher or related services provider

It is expected that parents shall, to the maximum extent possible, ensure that their child participates per the outlined expectations shared by each building and Huron Virtual Academy. If a student is not able to participate in all learning activities for the day, the parent/guardian will contact the appropriate building administrative assistant to document the absence. This contact enables the absence to be considered excused. Students will receive an unexcused absence when:

- a student does not participate in any part of the learning activities for the day,
- or has not checked in with the teacher, and
- when the student's parent does not contact the teacher or building administrator assistant.

Progress Monitoring:

Students are to be fully engaged and participate in remote/virtual learning. Students will be monitored for attendance, participation/engagement, pacing through the learning activities/assignments, and proficiency. This monitoring will be done by teachers, related service providers, building administrators, program personnel, and counselors. Monitoring related to poor attendance will be handled by the Attendance Intervention Teams supported by our School Resource Officer.

Equitable Access to Quality Instruction:

HCS recognizes Remote and Virtual Learning presents challenges for students, families and staff. To this end, teachers will utilize synchronous and asynchronous learning opportunities housed in our LMS. Students and families will receive an Introduction to Remote/Virtual Learning. Educators will have the opportunity to prepare students for their learning in the rather new experience. While most students in our district have personal devices, we are offering families the opportunity to check-out a device from the district. We are also working with our local internet provider to make broadband connections less of a barrier. Should a family prefer paper packets, we will make them available upon request. Our HVA curriculum has a print-friendly component. Families of students with IEPs/504 will work with our case managers to ensure needs are being met. It is the district's expectation that staff keeps documentation of all services, meetings, and associated communications to ensure IEP goals are being met.

Professional Learning/Development:

HCS, in anticipation of rolling closures and full closures, required all teaching staff to complete Google Level 1 training by September 1st. Trainings related to specific curriculum will continue to take place (ie: Wonders, MyMath). Teachers working with HVA will receive specific training related to the platform as well as working with students and families in this non-traditional setting. The district will also continue working with our social-emotional learning initiatives as we feel this is especially important given the chaotic nature of the spring and the year to come.