

Remote Learning Plan



District Name:	Jonathan Alder Local Schools
District Address:	9200 US Route 42 South Plain City, Ohio 43064
District Contact:	Dr. Misty Swanger
District IRN:	048264

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.”*

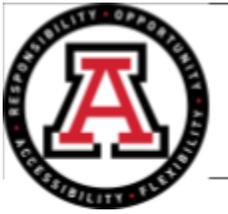
The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to **August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@education.ohio.gov.**

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 remotelarning@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)

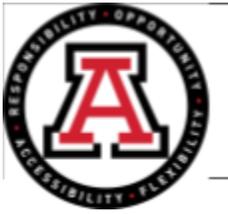
- X Teacher-student interaction through online learning platforms
- X Online lessons for student to work on at home
- Offline lessons and instructional packets for students



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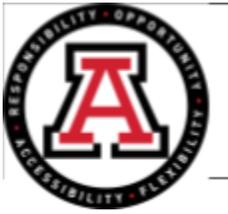
SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional 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 Florida Virtual Academy Curriculum, video conferencing (Zoom), and video (Loom) 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, Disability, and Gifted 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 Director of Student Services to continue to create and revise clear instructional plans to meet the needs of all students and these plans will be clearly communicated to students and their home support.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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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) 		
Address Determining Competency Here: The district will be using remote learning through Florida Virtual Academy 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-4, 5-8, and 9-12 grade students. A district teacher will facilitate learning in each of the grade bands. Teachers chosen for the program are certified to teach the grade levels they are supporting. Students will be assessed using content and grade level standards as defined by the ODE with daily check ins, formative, and summative assessment opportunities and frequent feedback regarding learning progress. Separate from JADA, high school students can participate in online education for college credit through district partnerships.			
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) 		
Address Granting Credit Here: Students in grades k-4 will receive a standards based report card and ongoing feedback between grading periods. Students in grades 5-12 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	What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments) 		
Address Promoting Students to a Higher Grade Level Here:			



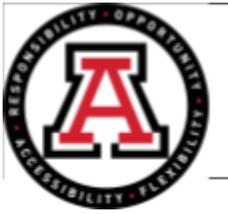
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Students will be challenged with scaffolded learning experiences to offer a continued challenge in their learning. MAP scores and the MAP learning continuum may be used to help target individual specific content areas of learning. Students will not be accelerated during the year but content may be adjusted to accommodate learners.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning		
Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a communication and attendance plan for staff and students		
Address Attendance Requirements Here: During hybrid remote learning times, attendance at school is counted for attendance, which follows State and Health Department guidelines for operation. There is an expectation for students to complete assignments during the asynchronous, at-home, practice days. Student engagement on online platforms and with other asynchronous learning activities will be recorded hourly, per state guidelines, for attendance purposes. If a student does not participate, a non-participation protocol will be used to put supports in place for the student and their family to facilitate increased engagement with the curriculum during remote learning. 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. Students will be required to report a planned or unplanned absence to the teacher of record.			
Participation Requirements	How will your school district document student participation in remote learning opportunities?		



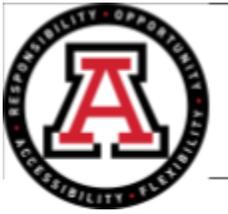
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	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
Address Student Participation Requirements Here: Student log in data (both frequency and duration), assignments completed, participation in synchronous and asynchronous learning will be documented. Parents will be given 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	How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: Teachers will use formative and summative assessments within lessons and document student performance to monitor student progress. 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	What is your school district's plan to ensure equitable access to quality instruction through remote learning? Possible/Optional item(s) to consider:



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- 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. All wifi access made available to students is filtered in compliance with ERate.

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):

SECTION SIX	PROFESSIONAL LEARNING
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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.

Address Professional Learning/Development Here:

We surveyed staff at the conclusion of emergency remote learning 2020 to assess areas of need for professional development. Together with our teacher and admin district professional development committee we are creating training, extending our regularly scheduled beginning of year professional development days three days for a total of five days of teacher PD. We are purchasing seat time in self-led online teaching training modules for CEU's for individuals wishing to pursue individual professional development. We will provide regular, ongoing support through designated PD days and through self-led resources throughout the year.

Attach any Additional Documentation or Notes (if necessary):



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