Remote Learning Plan

District Name:	McDonald Local Schools
District Address:	600 Iowa Avenue
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District IRN:	050229

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 <mark>August 21, 2020</mark> 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. Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the Attendance Considerations for Remote Learning Plans website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check <u>all</u> that apply)
- ❏ (X) Teacher-student interaction through online learning platforms
- ❏ (X) Online lessons for student to work on at home
- ❏ (X) Offline lessons and instructional packets for students

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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)

Address Determining Instructional Needs Here:
District staff has met throughout the summer and will hold 4 days of professional learning in which staff will meet within building level teams, and teacher based teams. The data collected will be used to guide instruction for all students. The Gap Analysis Tool developed by the Ohio Department of Education may be used to help identify the data.

| **Documenting Instructional Needs** | How will **instructional needs** be **documented**?

Possible/Optional item(s) to consider:
● Clear instructional plans have been created
● Clear instructional plans have been communicated with staff, parents, and other stakeholders |

Address Documenting Instructional Needs Here:
Teacher based teams, building level teams, and department meetings will be used to examine instructional paths and gaps that were a direct result of the school closure last spring.
We will use the school web-site, social media, and email to present clear educational plans and objectives.

Attach any Additional Documentation or Notes (if necessary):

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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: ● Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:
Summative and formative assessments will be used to determine mastery, as well as the need for enrichment and intervention activities.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:
Teachers will communicate content, grade level standards and success measures to students and parents through email, web-site, and social media tools. Feedback will be provided to students and families through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook and summative assessment results.

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: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:
Progress Book will be used as the primary mode of communication for class grades and final determination of promotion or retention.
Expectations for mastery at all levels will be communicated by the teacher using multiple communication platforms.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION

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Resource Link(s):	[Communications Planning](#) [Attendance Considerations for Remote Learning Plans](#) ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:
Student attendance measures will include: Presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system. Specifics for attendance will be communicated to students, staff and parents/guardians. Follow up methods will be implemented for students not engaging in the remote learning platform. Strategies for students not in attendance, in person or virtual, will include contact from the district attendance officer, automated phone system and district SRO.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:
Student participation will be evaluated by the following: engagement at online meetings and classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers and accessing of provided resources through the remote learning platform.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	[Exceptional and At-Risk Youth](#)

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Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:
Teachers and administrators will analyze data from a variety of assessment sources including formative, summative, rubrics, etc. Regular communication with students and families will be implemented throughout the remote learning platform. Student progress will be communicated to all stakeholders through various formats.

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: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:
Surveys were sent to staff, parents/guardians and students to gather feedback from the spring remote learning. This data gathered who had access to the internet and devices as well. Our district is purchasing an additional 150 chromebooks this summer so every student in the district will have a device to use at home. In addition, we may be able to purchase wifi hotspots for the families without internet access at home. Finally, we are notifying staff, students and parents/guardians about wifi hotspots on the outside of our buildings so students can access the district wifi from the parking lots and stadium if they want/need to come to the buildings to complete work.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional	What **professional development** activities will be offered to your school

Learning	district's teacher to ensure remote learning is successful?
	Possible/Optional item(s) to consider: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Multiple opportunities are being provided to staff for the 2020-2021 school year. First, to address the social emotional side of all of this, teachers will have professional development (PD) on the importance of meeting social emotional needs during our four days of PD prior to the opening of school. This will be followed up on an as needed basis with what trauma looks like in the classroom (in person or remote classroom). We will also work with the local ESC and district technology coordinator to provide PD for various technology needs/supports (Google Sites, Google Meets, Google Classroom, Google Forms, Screencastify, Pear Deck, and Clevertouch training). Finally, we will continue to work with outside organizations such as our local ESCs to provide curriculum support throughout the year. Staff may work with the ESC curriculum consultants to ensure delivery of high level instruction at all levels.

Attach any Additional Documentation or Notes (if necessary):