MIAMI EAST LOCAL SCHOOL DISTRICT REMOTE LEARNING PLAN

District Name:	Miami East Local School District
District Address:	3825 North State Route 589 Casstown Ohio 45312
District Contact:	Dr. Todd Rappold
District IRN:	048629

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.

This plan has been developed to comply with **OHIO HB 164, Section 16**, and is grounded in our district's **STRATEGIC PLAN**.

 Miami East's first choice for students is that they be able to learn all day, every day in classrooms-- physically together, in community with their peers and teachers. However, during the current public health crisis, we are committed to offering a high-quality remote learning **option for families who elect this mode**.

In addition, we are determined to pivot smoothly to remote and/or blended learning should the Ohio or Miami County County Department of Health advise us that, due to a "spike," an abundance of caution dictates school building closure. To quote the Ohio Department of Education, *"Schools will need to have the capacity to operate in various modes at different times, sometimes, with minimum advance notice."* We interpret "capacity to operate in various modes" to mean that, given fluctuating public health conditions and indicators, we can and will provide as needed for different configurations for different buildings and grade levels.

 Also, if due to health-related conditions, individual students must be absent for a significant time period, a personalized, comprehensive remote or blended plan will be provided in order to sustain educational opportunities.

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."*

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According to the Ohio Department of Education's "RESET AND RESTART Education" (July 2, 2020), schools and districts are expected ***"To ensure each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education. This means the commitment to Ohio's Learning Standards and the four learning domains described in Ohio's strategic plan for education, Each Child, Our Future, must continue to be strong. These domains include foundational knowledge and skills, well-rounded content, leadership and reasoning skills and social-emotional learning."***

In concert with the Ohio Department of Education's Strategic Plan--***Each Child, Our Future***--the 4 major goals of Miami East's Strategic Plan include:

1. **Future Ready Focus** - Integrate life skills, rigorous learning, and innovative methods by providing relevant, real-world experiences that will prepare our students for any future.

2. **Soft Skill Development** - Develop the tools to effectively communicate with others and confidently interact in our global environment.

3. **Human-Technology Balance** - Deliver quality academics, weaving human connections with state-of-the-art technology.

4. **Social-Emotional Supports** - Cultivate and engage in positive relationships that foster student growth and build strong communities.

Note that each of our district goals originates in and fulfills one of the 4 Ohio domains. Implemented, the goals work in concert to fulfill the ODE's charge to **challenge, prepare, and empower** every and all of our students.

The Ohio Department of Education states ***"remote learning means each student is experiencing a learning opportunity supported by a teacher or educator who is in a different location."***

ODE elaborates that remote learning:
- Does not necessarily replicate a traditional school day
- Can be deployed in a flexible manner
- Includes an array of learning on and offline
- Empowers students to extend their learning independently

NOTE: 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.

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 student

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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**? 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:

We understand that circumstances and resultant needs may change as the school year proceeds. Families who choose remote or bricks and mortar learning are asked to commit for a minimum of one quarter/grading period. However, we recognize that emergencies may arise and will work to accommodate individual and family needs. Therefore, a family's commitment to remote learning will be reconsidered/renewed each at the beginning of each new quarter.

We will use screening tools (STAR, Edmentum, etc. along with classroom specific assessments, grades, and the state designed gap analysis to identify student instructional needs.
We will use instructional needs identified in the IEP/WEP, along with quarterly progress reports to monitor progress towards goals of students with disabilities and students that are identified as gifted.

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/Grade-level teams will incorporate identified gaps into the instructional plans based on the Ohio State Standards and share adapted instructional scope & sequence with stakeholders.
For students with disabilities and students identified as gifted, adapted instructional plans will be documented in IEP's/WEP's.

As we reset and restart school, each remote student--along with peers learning in bricks and mortar mode--will be assessed to determine their placement on the learning continuum for Reading and for Mathematics. To accomplish this, we will administer STAR and Edmentum Achievement and Progress assessments as universal screeners.

Attach any Additional Documentation or Notes (if necessary):
http://education.ohio.gov/Topics/Reset-and-Restart/Student-Readiness-Toolkit

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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:

High quality, meaningful feedback is our number one goal to help promote student learning. We will continue to conduct regular assessments similar to what would occur in the classroom. We will provide various methods for students to demonstrate competency.

Teachers should use a variety of criteria to determine a student's grade. This could include test grades, quiz grades, homework, class participation, projects, notebooks, lab work etc. The criteria that is used should be explained to the student in advance as thoroughly as possible. The Board-adopted grading scale is as follows:

Percent	Grade	Quality Point
100-98	A+	4.0
97-94	A	4.0
93-90	A-	3.7
89-87	B+	3.3
86-84	B	3
83-80	B-	2.7
79-77	C+	2.3
76-74	C	2
73-70	C-	1.7
69-67	D+	1.3
66-64	D	1.0
63-60	D-	.7

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59-0	F	0

The yearly average is obtained by averaging together the four nine-week grades.

Teachers are required to send home a midterm for every student. Teachers are also encouraged to send home positive notes of recognition and encouragement at any time.

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:

Credit will be granted to students who are actively & regularly engaged in course activities and demonstrate mastery of content and skills as determined by content standards for the course.

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:

Students who are actively & regularly engaged in course activities and meet grade-level expectations will be promoted to the next grade-level.

Attach any Additional Documentation or Notes (if necessary):

Our district takes a data-informed approach to continuous and personalized learning.

Each course or grade level subject is built on "progressions" and "bundles" of Ohio Learning Standards in each academic content area and/or combinations of academic content areas. We track the students' progress toward mastery of grade level Standards. We are prepared to assess, using both criterion and norm referenced instruments, and to remediate or accelerate, depending on individual student needs and can grant credit/promotion as individuals demonstrate competency/mastery of course/grade level content.

Remote students will receive feedback and, when indicated, grades in the learning platform used for their age and stage. Grades will be posted in ProgressBook weekly. At a minimum, each remote student will lead a quarterly virtual conference with their parent(s) and teacher(s) to review achievement, progress, and goals.

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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? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

Insert NEOLA Policy -

Consistent with the Remote Learning Plan submitted to the Ohio Department of Education, the Center will provide a variety of instruction models, including both teacher-led remote learning and self-directed remote learning.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data. Teachers are encouraged to verify meaningful attendance in a method selected by the teacher, such as an ungraded quiz at the close of a lesson, a survey or poll questions (unrelated to the lesson and unpredictable) at the end of the lesson, or asking students questions at random throughout a session.

In addition to the reasons listed at the beginning of this policy, absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with notice from a parent/guardian:

A. temporary internet outage for individual students or households;
B. unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led remote learning lesson;
C. computer/device malfunction;
D. malfunction of a Center-owned device for which the Center is providing technical assistance, repair, or replacement.

Attendance in self-directed remote learning (asynchronous) shall be tracked by evidence of participation, which may include, but is not limited to:
A. daily logins to learning management systems;
B. daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and

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C. assignment completion. The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. A teacher may adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge.	
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: Teachers will report student participation/attendance daily through the district platform. The teacher/school will contact the guardian if student participation/attendance becomes a concern. Parents can also view the district platform to monitor participation/attendance.	
Attach any Additional Documentation or Notes (if necessary):	

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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? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: Student progress will be monitored with the District screening tools and classroom assessments. We will monitor individual student progress along with trends that may develop in regards to progress of different groups of students. We will give special attention to the progress in groups of at-risk students to determine gaps and address student needs and equity concerns.	
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: Parent feedback and survey data will be reviewed and needs that arise in terms of equitable access will be addressed. (Specific district plans, i.e 1-to-1 devices to be distributed, hotspot, etc., business partners to help address this?)	
Attach any Additional Documentation or Notes (if necessary):	

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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? 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: (District specific pieces - Professional development will be provided on the using of instructional tools, technology, assessment and data collections. Mental Health PD)	
Attach any Additional Documentation or Notes (if necessary):	