Mt. Healthy Remote Learning Plan

Mission

Mt. Healthy's Board of Education, administration and staff are committed to providing:

- diverse, high quality academic programs designed to maximize each student's potential;
- a highly skilled and innovative professional staff, who reflect our community's values;
- a safe, clean and caring environment, where discipline and respect are held in the highest regard; and
- an atmosphere and attitude that welcomes parents, family and community involvement.

Philosophy

In Mount Healthy, we believe education shall contribute to the continuous improvement of our democratic society and the cultures which exist through the development of concerned, contributing and patriotic citizens.

The dignity and worth of the individual will be respected and each individual should be given the opportunity to participate in our society to the best of his/her ability. The educational program should be conducive to the maximum intellectual, physical, social and emotional development of all youth. Basic knowledge, skills, understandings, and appreciations are necessary for full life functioning.

All youth should be introduced to the humanities and the arts and provided the opportunity to pursue them to the extent that their interests and capabilities will allow. The continuous assessment of the immediate and projected personal and societal needs of our youth should be carried on to provide the basics for program changes needed to prepare them for a life of continuous growth.

The development of self-appraisal skills, decision making and critical thinking techniques by our youth should help them in assuming the responsibility for setting realistic, immediate, and long-range academic and career goals.The development of moral and ethical values on the part of youth is an important aspect of personal maturity, for which the parents should assume the primary responsibility. However, the schools should reinforce their efforts through value clarification experiences.

Continuous physical, mental and emotional growth and development should be promoted through the maintenance of a personalized and appropriate educational program for our youth.The development and implementation of a program of continuous evaluation based upon stated goals and objectives is necessary for effective program revision and improvement.

COVID

In response to the COVID-19 global health crisis, Mt. Healthy has developed this remote learning plan so our students can continue to learn while being remote due to school closure or parent choice. This plan represents Mt. Healthy's commitment to making every effort to ensure that learning of each and every student continues to be successful. This plan is founded on the following principles: (1) Remote learning should continuously support whole-child success and meaningful academic opportunities, while protecting the health and safety of students, parents, caregivers and educators, (2) Remote learning should be responsive to known equity issues, and (3) Remote learning should maintain quality schools by connecting and communicating with parents, caregivers, community partners and others to enhance the learning experience of students (ODE,

2020). Throughout remote learning, teachers will continue to provide students with rigorous instruction that is aligned to Ohio Learning Standards. They will do so using an array of learning opportunities that are both online and offline.

Teacher-student interaction through online learning platform	Online lessons for students to work on at home	Offline lessons and instructional packets for students	Regular teacher-student check-ins (small and large groups)

Instructional Needs

Determining Instructional Needs:

Students will take universal screeners for math and reading to establish a baseline at the beginning of the year. Staff will review student performance on these screeners, as well as course and content pre-assessments administered at the beginning of the academic year, inclusive of the results of at-risk populations. Plans to support these students within the structures of IEPs, ELPs, and WEPs will be utilized, and collaboration between various professionals will be critical to meet these specific needs. Staff will utilize the RtI process to determine content and skill deficits to determine additional learning opportunities for students in Tier II and Tier III. Staff will utilize sequencing within district-approved curriculum maps and digital and print instructional resources that are aligned to the Ohio Learning Standards. Teachers will also use pacing and instructional focus areas that are based upon gap analysis reports and previous student performance to ensure support of essential standards.

Documenting Instructional Needs:

For both remote and. in-person learning, staff will utilize district-approved curriculum maps that are aligned to the Ohio Learning Standards, with district-approved instructional resources. Teachers will communicate expectations and clear learning targets, as well as, success criteria to show mastery of the skill/standard. Each campus will utilize Google Classroom and include various instructional delivery models and learning opportunities that are supported by evidence-based strategies. Direct instruction will occur in both whole and small group Google Meets. Students will have time for independent online work, as well as, offline projects. Teachers will provide feedback to facilitate student growth, and students will regularly assess their own understanding of the content/standard. A small percentage of students are enrolled in our district's Digital Academy, and will continue their academic plan through the Edmentum learning platform - these students will be monitored by teachers for progress, and then supported through Google Meet and consistent office hours to provide intervention and enrichment as needed.

Determining Competency, Granting Credit, and Promoting Students to Higher Grade Level

Determining Competency:

Mt. Healthy will continue to utilize the five-step process in TBTs, BLTs, and DLT, with staff analyzing performance on common pre- and post-tests, progress monitoring, and benchmark assessments. Teachers will use formative assessments to inform instructional practice in the classroom, with differentiation and grouping based on results. Staff will continue to utilize the current board policies and administrative guidelines for grading and reporting. Teachers will provide flexibility in grading activities to be sensitive to student and family concerns. Students will be permitted to retake practice and mastery assessments, and a variety of methods will be available to show mastery. No grade below 50% will be issued if a student has attempted the work, and efforts will be made to ensure grades accurately reflect what students have learned and are able to do, not when or how they learned. Where applicable, teachers will incorporate rubrics and exemplars to communicate success criteria within the remote learning setting. A remote platform will necessitate more feedback being

given to students.

Granting Credit:
MTHCS will utilize current policies and administrative guidelines for passing classes and earning credits at the high school level; these policies and administrative guidelines are shared annually with staff. In accordance with current board policy and administrative guidelines, high school students must earn 3.5 points (based on quarter grades and a semester exam) per course to earn semester credits.

Promoting Students:
Successful completion of coursework results in promotion in grades K-8. In addition to academic performance, staff will utilize Light's Retention Scale to inform decisions related to promotion. Students in grades 9-12 must earn credits to advance throughout the high school graduation requirements. The district will follow guidance from the Ohio Department of Education related to qualification for promotion of students in grade three. Ongoing communication with parents / guardians about student performance will drive discussions and clarify practices related to promotion.

Attendance and Participation

Attendance Requirements:
The district will require students to report to classes regardless of instructional delivery model. Parents / guardians are expected to report student absences to the student's home building as needed. An attendance and social-emotional learning form will be developed and posted within Abre for students to complete daily in order to sign in to access activities. Submitted forms will be monitored for indications of student social emotional needs and be referred to social workers or counselors as needed. Teachers will monitor student participation in both synchronous and asynchronous instructional activities. After multiple missed appointments, as defined by building administrators, teachers will document attempts to make contact with the student and / or family. Attendance will be monitored in accordance with guidelines set by the State of Ohio, and will include tracking protocols through Google Classroom and other instructional platforms, as well as assignment completion / submission. Mt. Healthy desires all students to be successful, therefore a student who has chosen remote is agreeing that they will attend regularly.

Students who are learning remotely are marked absent when failing to show participation and progress. Participation can be (but not restricted to): logging into a class google meeting,turning in assigned written work, logging into a teacher lesson video or assigned video. turning in a parent note or log noting what day a student was participating in instruction, completing time on an Edmentum course or similar assignment, contacting the teacher by some means (i.e. phone, email, text, Abre or Dojo) to ask a question, submit work, discuss issues or content, completing required SDI minutes, working on assigned projects independently or with peers. Progress is determined by showing at least minimal competency on mastery of standards assigned.

Participation Requirements:
Building administrators will determine practices through which teachers collaborate to monitor student participation in both synchronous and asynchronous activities. Teachers will monitor assignment completion, submission, and progress.. After multiple missed assignments, as defined by building administrators, teachers will document attempts to make contact with the student and / or family. Teachers will be using participation, completed assignments and progress made in the curriculum to document attendance for students working remotely. If students are not participating, making progress, and logging in (absent), teachers will make contact with families If a child is designated as truant by accumulating unexcused absences, the district liaison

will notify the parent to set up a meeting and create an attendance plan.

Progress Monitoring

Monitoring Student Progress:
Students will take universal screeners for math and reading to establish a baseline at the beginning of the year. The district is reviewing available technology features to monitor students' screens during the administration of the universal screener to ensure that students take their time and put forth their best effort. Teachers will review diagnostic and standards-mastery data. Students will be placed into groups based upon their performance on the universal screener. Students who are in Tier I will be reevaluated during the winter benchmark to ensure adequate progress; if deficits exist, they will enter a Tier II or Tier III group as needed. Students in Tier II and Tier III will be progress monitored through curriculum-based measures. Teachers will provide rich, aligned core Tier I instruction that includes differentiation, and will monitor common pre- and post-assessments to ensure mastery of content and skills. Building administrators and teachers will utilize the Ohio Improvement Process to review data and select evidence-based practices to modify instructional delivery to meet the needs of students.

Equitable Access

Ensuring Equitable Access:
Mt. Healthy City School District offers one-to-one access to technology, and each student receives their own Chromebook. The district has communicated the availability of internet access from Spectrum to families, and the technology department has purchased mobile Wi-Fi hotspots based on survey feedback from families. The technology department is developing videos and presentations to help families better support their students' engagement in remote learning. Communications are translated into Spanish, and the district has contracted interpreters to support additional language services when needed. Synchronous instructional delivery will be recorded to ensure access for students who may not be able to participate in live sessions. Interventions for at-risk populations will occur regularly.

Professional Learning

Staff Professional Development Activities:
The first district professional development day will be devoted entirely to technology to ensure staff can transition between instructional settings. There will be one session of required professional development to train teachers on the district's universal screener. The remainder of the day will consist of teachers completing a menu of computer-based tools and online / digital curricula platforms to enhance staff skills and knowledge of resources to support remote teaching and learning. At the end of the session, teachers will indicate that they have mastered specific competencies related to digital instructional practice. Throughout the year, ongoing professional development at the district and building levels will address needs as they arise and are identified by administrators and teachers through surveys. Ongoing, embedded individual and group PD will be provided by technology coaches per teacher request. Additionally, professional development will address other components that impact remote learning, including, but not limited to, rigor / relevance, grading practices, social-emotional learning, positive behavior interventions and supports, etc.

Additional Information

<u>Modes of Learning</u>

1. Teacher-student interaction through online learning platform:
    Teachers will engage with students frequently and consistently throughout the learning day using Google Classroom and Google Meet. Teachers will assign and post lessons and also engage and support students through classroom discussions, online lessons and the completion of assignments.

2. Online lessons for students to work on at home:
    Teachers will present students with lessons they can complete independently or with the help of an available family member or caregiver outside of an online learning platform.

3. Offline lessons and instructional packets for students:
    Teachers may choose at times to use instructional packets (paper-based) and appropriate nterdisciplinary, exploratory, hands-on activities. On-line learning will be balanced with activities that occur offline and encourage student curiosity, discovery, and writing and journaling.

4. Online digital courseware platform
    Students will work through a digital course independently and at their own pace. Teachers will be monitoring work completion and offering assistance if necessary. Teacher will also hold office hours for students to be able to access help.

<u>Best Practices for Remote Learning</u>
1. Fixed schedules: Courses have established schedules for teacher-led instruction.
2. Online learning materials: Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
3. Clear expectations: Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
4. School and community communication plan: The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.

Roles in Supporting Remote Learning

1. STUDENTS WILL PREPARE FOR REMOTE LEARNING BY**:**
    ~Engaging in remote learning activities being offered by their teachers, school and/or the district.
    ~Ensuring that they know how to log into Abre to access Google Classroom and other digital curriculum
    ~Ensuring they set up a remote work space and schedule to manage their time.
    ~Care for provided school materials

2. FAMILIES WILL PREPARE FOR REMOTE LEARNING BY:
    ~Assuring that a device and internet access are available at home (or indicate the need for a device and/or internet access for at-home use).
    ~Ensuring their students' participation in remote learning content.
    ~Ensuring that they are monitoring District communication for up-to-date information regarding school closures and instructional continuation plans on Abre and District Website.
    ~Reviewing the appropriate grade-level assignments within Google Classroom.
    ~Ensuring that they know their students' ID (lunch number)

3. TEACHERS WILL PREPARE FOR REMOTE LEARNING BY:
    ~Providing instructional resources, materials, and assignments through remote means such as Google Classroom and Google Meet.
    ~Setting office hours to connect with students and support their learning remotely
    ~ Providing Synchronous (live lessons) and asynchronous teaching (assignments and projects completed anytime)
    ~ Posting lessons and videos of live lessons on Google Classroom.
    ~ Distributing/collecting /grading student work
    ~ Contacting students weekly that are not participating in remote learning.
    ~ Participating in ongoing two-way communication with parents/guardians
    ~ Structuring whole group/small group instruction

4. LEADERS WILL PREPARE FOR REMOTE LEARNING BY:
    ~Providing socio-emotional support and an overall positive remote school culture.
    ~Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
    ~Actively connecting with parents of students who are not engaged.
    ~Ensuring that they are monitoring District communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families.

Digital Resources for Core Subject Areas

		K-6		7-8		9-12	
		English	Spanish	English	Spanish	English	Spanish
District Adopted Curriculum	Reading Street (Literacy)	●	● *				
	Journeys (Literacy)	●					
	Collections (Literacy)	●		●	●		
	My Perspectives (Literacy)					●	●
	Go Math	●		●			
	Envisions (math)					●	●
	Generation Genius (Science)	●	●				
	Elevate Science			●	●		
	Miller & Levine (Science)					●	●
	History Alive	●					
	McGraw Hill 7th (SS)			●	●		
	American History: Beginning Until 1887 8th			●			
	World History 9th					●	
	Open Ed Resources (SS) 10th					●	
	Open Ed Resources (SS) 11th					●	
District Created Curriculum	Art	● *		● *		● *	
	Music	● *		● *		● *	
	Physical Education	● *		● *		● *	
Supplemental Materials	IReady (reading/math)	●		●			
	Newsela	●	●	●	●	●	●
	Language Live	●		●			
	Edmentum			●		●	

*Some components are available digitally, but not all.

Example of Instructional Plan

Third Grade

Remote Learning ELA (~60 min)

<u>Phonemic Awareness</u> - Heggerty or Improving Morphemic Awareness (10 min video) 3 times per cycle.

<u>Phonics</u> - Follow Curriculum Map and Systematic Lesson Plan from LETRS or Orton-Gillingham

<u>Comprehension/Vocabulary/Writing Cycle (per the Map)</u>

- Build Background Knowledge and Introduce Vocabulary for Journey's Story.
- First Read of Journey's Story and review Vocabulary
- Second Read of Journey's Story, Review Vocabulary and Comprehension Instruction.
- I-Ready assigned lesson on focus comprehension skill lesson and test
- Final Read of Journey's Story student answers questions on story. Review Vocabulary.
- Quiz for Vocabulary per cycle.
- Focused Writing Instruction as cycle states.
- Close Reader connection

<u>Independent Work Daily</u>-
1. I-Ready 25-30 minutes daily. (This can be graded).
2. Close Reader, Epic, or Past Journey's Stories Daily.
3. Write a response to a teacher chosen writing prompt daily.

<u>Teacher Resources:</u> IMSE, Syllabication Resource, Heggerty or Improving Morphemic Awareness, Journey's,

Remote Learning Math (~45min)

Launch: Go Math -Vocabulary/Problem of the Day (video**/slide)**

Explore:Go Math - Follow the Curriculum Map

Summarize:Practice skill and math fact fluency
- Go Math Practice Page daily
- MobyMax - Skill Deficits or Enrichment
- Moby Max - Fact Fluency
- iReady Math- 20-25 min a day

Additional Teacher Resources: Khan Academy, Prodigy, Xtra Math

Examples of a bell schedules

Jr./Sr. High School Building

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM to 8:00 AM	Teacher Support Available	Teacher Support Available	Teacher Support Available	Teacher Support Available	Teacher Support Available
8:00 AM to 9:15 AM	Period 1	Period 5	Period 1	Period 5	Student - Independent Learning Staff - TBT Meeting
9:15 AM to 10:30 AM	Period 2	Period 6	Period 2	Period 6	Student - Independent Learning Staff - Department Check In with Administrator
10:30 AM to 11:45 AM	Period 3	Advisory	Period 3	Advisory	Advisory
11:45 AM to 12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM to 1:45 PM	Period 4	Period 7	Period 4	Period 7	Teacher Support Available
1:45 PM to 3:00 PM	Teacher Support Available	Teacher Support Available	Teacher Support Available	Teacher Support Available	Teacher Support Available