New Richmond Exempted Village Schools Remote Learning Plan

District Name:	NEW RICHMOND EXEMPTED VILLAGE SCHOOLS
District Address:	1135 Bethel-New Richmond Road, New Richmond OH 45157
District Contact:	Mr. Tracey Miller, Superintendent
District IRN:	045559

Plan was approved by Board of Education on 8/17/20

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."*

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	https://accelerate.education/ https://www.apexlearning.com/
Determining Instructional Needs	How will **instructional needs** be **determined**? Aligned Instruction to Learning Standards Created a plan for IEP and students with disabilities
Families electing the remote education option in the New Richmond Schools will follow current grade level and subject learning standards in Ohio. Students will be placed according to current grade levels into core instructional classes by current grade and subject (ELA, Math, Science and Social Studies)	
Documenting Instructional Needs	How will **instructional needs** be **documented**? Clear instructional plans have been communicated with staff, parents, and other stakeholders
Information relative to the online learning platform and support from a New Richmond teacher is	

provided to families as the programming and school is prepared to start.

Assessments of current performance levels in grades K-9 will be gathered using the NWEA-MAP assessment provided and expected of every K-9 student. Information from these assessments will be used to monitor and support academic progress.

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	Developed and communicated a plan for determining competency (grading and assessments)
Students will be assessed in the Accelerate Education program as part of the ongoing lesson and until progress. District assessments will be provided using the NWEA-MAP benchmark assessments to determine a student's progress toward competencies.	
Granting Credit	Developed and communicated a plan for granting credit (grading and assessments)
Credits and grade level advancement will be awarded based on the successful completion of the courses under the direction of the licensed New Richmond Exempted Village Teacher.	
Promoting Students	Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Students and parents will be provided with progress reports each quarter, letter grades each quarter and semester and be eligible for promotion based upon successful completion of required and elective courses.	

SECTION THREE	ATTENDANCE AND PARTICIPATION
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	Created a communication and attendance plan for staff and students
For students engaged in remote learning opportunities, districts and community schools must develop follow this process to track attendance. Monitoring attendance requires tracking and reporting each student's time both in the	

building and during engagement in remote opportunities.

Remote Learning Delivery Method: Attendance tracking will require multiple approaches to account for the differences between *in-school activities*, *teacher-led remote learning* and *self-directed remote learning*. Online learning platforms document time online, login time and activity. These are all included in the determination of school attendance as demonstrated by participation.

Teacher-led remote learning (synchronous): In remote learning, New Richmond students will track attendance at the student level in hour increments (for example, two-hour synchronous web-based instruction with students in attendance may equal two hours of attendance for each student). However, teachers may not have contact with students directly, every day.

Self-directed remote learning (asynchronous): In remote learning and everyday, students will provide evidence of participation may include, but is not be limited to:

- Daily logins to learning management systems.
- Daily interactions with the teacher to acknowledge attendance.
- Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.
- Assignment completion as demonstrated by successful completion of embedded assessments in the online program or by student products submitted to the teacher for consideration. Rubrics for activities will be used to determine the appropriate amount of time that assignments require to demonstrate attendance through participation.

Tracking Absences: Local student information systems assume that students are in attendance. A district or school enters absences into the information system based on their occurrence. The following shall be considered in tracking absences.

- **Excused absences:** Any circumstances for which an excuse is received—regardless of whether the particular time frame covered by the excuse is part of an in-school experience or a remote experience—shall be recorded based on past practice
- **No evidence of exposure, engagement or participation:** If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student should be marked with an absence for the hours for that remote learning activity.
- **Remote learning cannot be used to make up absences from in-school learning:** In most cases, participation in remote learning shall *not* be used to give credit for time the remote learning plan requires a

student to be in school. For example, failure to complete the required quizzes one day cannot be correct by completing double the amount of quizzes on another day. Minimum participation is determined by meeting

Verifiable reasons for incomplete work:

-   Temporary internet outage for individual students or households;
-   Unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring at inopportune times, such as during a teacher-led remote learning lesson;
-   Student absence due to medically verified COVID-19 until alternative arrangements can be made; or additional flexibilities to support students and families as they engage in remote learning.

Students with disabilities

-   Every student with a disability and an *individualized education plans and 504 plans* will have a change of placement meeting to remote learning. An accommodation that will be discussed is whether *attendance accommodations* are needed if the student experiences COVID-19, is vulnerable to COVID-19 or has a mental illness intensified by COVID-19.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities?
Student participation in remote learning is directly connected to time online, participation through activity (quizzes, tests and student produced products) as described in the attendance narrative above.	

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?
Progress will be monitored daily, weekly, monthly and quarterly. Attendance and successful participation will be reported by the teacher to the parents and students. Interventions for the previously mentioned benchmarks will be planned as needed.	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input

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Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning?
Students and families will have equal access to quality instruction and access to quality instruction if in a remote experience through the device and access allowance established by the district in 1:1 technology, remote learning licenses and materials related to remote learning as prescribed by the quality platform provided.	

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?
The district participates in a consortium of learning with the Hamilton County Educational Service Center in partnership with Accelerated Education(K-5) and APEX Learning (6-12) where a train-the-trainer model is provided. A full day of professional development dedicated to remote learning was conducted on 8/18/20. All staff participated.	