



# Osnaburg Local School District

## Remote Learning Plan

### 2020-2021

#### **Table of Contents:**

<b>Section One- Introduction to Remote Learning Plan.....</b>	<b>2</b>
Purpose	
Background	
ODE and School Board Approval	
<b>Section Two- Digital Learning in Osnaburg Local.....</b>	<b>3</b>
How Will Instruction Take Place During Remote Learning?	
Digital Learning in OLSD	
Expectations for a Digital Learner	
Academic Expectations for Digital Learning Teachers	
Academic Expectations for the District	
<b>Section Three- Instructional Needs.....</b>	<b>5</b>
How Will Student Instructional Needs be Determined?	
How Will Student Instructional Needs be Documented?	
<b>Section 4- Determining Competency, Granting Credit, &amp; Promoting Students.....</b>	<b>6</b>
What Methods Will Be Used to Determine Competency for Remote Learning?	
What Methods Will Be Used to Grant Credit for Remote Learning?	
What Methods Will Be Used to Promote Students to a Higher Grade Level?	
<b>Section Five- Attendance and Participation.....</b>	<b>7</b>
What are the Attendance Requirements for Remote Learning?	
How Will Osnaburg Document Student Participation in Remote Learning Opportunities?	
<b>Section Six- Progress Monitoring.....</b>	<b>7</b>
How Will Osnaburg Progress Monitor Student Progress During Remote Learning?	
<b>Section Seven- Equitable Access.....</b>	<b>8</b>
What is Osnaburg’s Plan to Ensure Equitable Access to Quality Instruction During Remote Learning?	
<b>Section Eight- Professional Learning.....</b>	<b>8</b>
What Professional Development Activities Will Be Offered to Osnaburg’s Educators to Ensure Remote Learning is Successful?	

## Section One- Introduction to Remote Learning Plan

District Name	Osnaburg Local School District
District Address	310 Browning Ct. East Canton, Ohio
District Contact	Kevin Finefrock, Superintendent
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District IRN	00496

### **Purpose:**

The purpose of this document is to provide guidance and clarity on the Osnaburg Local School District Remote Learning Plan. 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.

### **Background:**

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.”*

### **ODE and School Board Approval:**

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](mailto:remotelarning@education.ohio.gov).

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](mailto:remotelarning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://www.education.ohio.gov).

## Section Two- Digital Learning in Osnaburg Local

### How Will Instruction Take Place During Remote Learning?

*Multiple instructional methods and modalities will be utilized district-wide during periods of Remote Learning:*

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

### Digital Learning in OLSD

Digital learning is created through a learning environment that is designed to provide students with access to limitless information in a customized format along with the OLSD teachers' high impact instructional practices and the use of the Google for Education Suite of products.

Student success is maximized through:

- Relevant instructional time
- 24/7 Online classroom access
- Ongoing student to student and teacher to student interaction
- Strategic instructional lesson designs for high student engagement
- Seamless connection of online and offline work
- Increased student collaboration through online interaction and meaningful feedback

### Expectations for a Digital Learner

- Connects with teachers and the school
- Seeks clarity on digital learning expectations
- Creates an effective learning environment at home limiting distractions
- Reviews the weekly calendar each day for each class
- Sets a daily schedule and routine which includes checking each class for teacher communication
- Is prepared and ready to learn
- Engages in all parts of the learning experience
- Actively attends pre-recorded and live teacher-led sessions

- Submits authentic student-completed/created work
- Seeks help and asks questions if needed
- Communicates with teacher about missing/incomplete assignments
- Participates in optional remediation and help sessions, if needed
- Incorporates brain breaks, eats well, and gets exercise
- Continues to seek ways to engage in hobbies, sports, and extracurricular activities for balance

## Academic Expectations for Digital Learning Teachers

**Communicate Consistently and Frequently with Students.** Communication can take place online through Google Classroom, emails, scheduled newsletters, Remind, etc. Students should be provided with a weekly list of learning activities/assignments by 8:00am on Monday, as well as a recommended schedule for learning and assignment completion over the course of the week. All assignments for the week are due by midnight on Sunday. Assignments should include meaningful feedback before moving to the next standard. Online Gradebooks should be updated at least once per week.

**Provide Opportunities for Students to Collaborate with Peers.** Learning will be optimized when students know they have to analyze, justify, and evaluate the content in a group discussion or a group project.

**Establish Digital Learning Expectations.** While flexibility is one of the most significant benefits that virtual learning programs can provide, setting clear expectations in regard to participation, pacing, and progress is a crucial component to ensure student success.

**Nurture a Supportive Online Community.** During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussions, and lead other instructional activities.

**Use Google Classroom for Posting Lessons.** Develop and post all weekly lesson plans in Google Classroom. Archive all lessons and other instructional materials/activities for students to access later.

**Encourage a Collaborative Learning Environment.** Research indicates that collaborative learning environments, where teachers and students collectively contribute to the content and follow of instruction, enhances the learning experience. This two-way interaction enhances student-centered learning and motivates higher academic achievement.

**Motivate Students to Participate in Daily Instruction.** While creating lessons that align to Ohio's Learning Standards, also develop activities that allow for creativity, interest projects, student recognition for above and beyond behaviors, and allow for brain breaks.

**Solicit Feedback.** Ask students periodically for direct and honest feedback on how things are going. The feedback should cover everything from content to teaching methods and suggestions for improvement.

### Academic Expectations for the District

**Alignment to Ohio’s Learning Standards.** Remote learning materials and lessons will be in alignment with Ohio’s Learning Standards and designed to support teacher-led instruction.

**Clear Expectations.** The district will establish clear expectations for teachers and students while non-classroom-based-learning is occurring. The district will offer flexibility for students and teachers as they navigate the demands on their time when they are not in the classroom.

**School and Community Communication Plan.** The district will clearly communicate its plans to students, parents, and faculty in an effort to facilitate cohesion as the community transitions into and throughout the school year.

**Flexibility and Adaptability.** The district will consistently monitor the success and effectiveness of remote learning and make appropriate adjustments when necessary

## Section Three- Instructional Needs

### How Will Student Instructional Needs be Determined?

*Student instructional needs will be determined utilizing a multitude of instructional strategies and resources:*

- Instructional sequencing
- Alignment of instruction to Ohio’s Learning Standards
- Diagnostic assessments and progress-monitoring data
- Individualized Education Plans (IEPs) for students with disabilities
- Written Education Plans (WEPs) for students who have been identified as gifted

### How Will Student Instructional Needs be Documented?

*Student instructional needs will be documented utilizing:*

- Building IAT/RTI process and procedures
- Building RIMP process and procedures

- Individualized instructional plans created with use of diagnostic test results and progress-monitoring data
- Individualized Education Plans (IEPs) for students with disabilities
- Written Education Plans (WEPs) for students who have been identified as gifted
- Clear instructional plans that have been created and communicated with staff, parents, and other stakeholders

## Section Four- Determining Competency, Granting Credit, & Promoting Students

### What Methods Will Be Used to Determine Competency for Remote Learning?

*The district has developed and communicated a plan for determining competency, based on the following:*

- Self-assessments at the beginning of units
- Assignments aligned to lesson objectives
- Individual and group projects
- Online assessments (quizzes and tests)
- Discussion posts created and moderated by educators
- Daily and weekly virtual discussions
- Small-group and one-on-one virtual lessons

### What Methods Will Be Used to Grant Credit for Remote Learning?

*The district has developed and communicated a plan for granting credit for remote learning, based on the following:*

- Level of reflection demonstrated on self-assessments
- Completion and accuracy of assignments and projects
- Competency demonstrated on online assessments (quizzes and tests)
- Level of understanding demonstrated by discussion post responses, both to the educator and to other students
- Participation and capability demonstrated in daily and weekly virtual discussions

- Participation and capability demonstrated in small-group and one-on-one virtual lessons

### **What Methods Will Be Used to Promote Students to a Higher Grade Level?**

*The district will determine promotion of students to the subsequent grade level utilizing Board Policy 5410. This policy can be found on the Osnaburg Local School District webpage.*

## **Section Five- Attendance and Participation**

### **What are the Attendance Requirements for Remote Learning?**

Students are expected to participate in daily online discussions and assignments, as well as daily scheduled virtual meetings unless alternate arrangements have been made in conjunction with the classroom teacher(s). Students are expected to participate in an abbreviated school day that allows additional time for intervention, enrichment, and/or communication. Teachers are expected to fulfill their normal work day with time built in for providing live instruction, communicating to students/parents, providing enrichment and intervention activities, and planning.

### **How Will Osnaburg Document Student Participation in Remote Learning Opportunities?**

*Attendance will be monitored and tracked at the student level during remote learning utilizing evidence of participation methods such as:*

- Daily participation in virtual classroom meetings
- Logins to online platforms
- Assignment progress/completion
- Interactions with remote learning educators and facilitators

## **Section Six- Progress Monitoring**

### **How Will Osnaburg Progress Monitor Student Progress During Remote Learning?**

*Osnaburg will utilize numerous methods to monitor student progress, being careful to align grade level and content expectations with the appropriate measure. Progress monitoring tools that will be used include:*

- Informal academic assessments, such as rubrics, checklists, writing samples, task analyses, completed assignments, informal discussions, etc.

- Formal academic assessments, such as Measure of Academic Progress (MAP) tests, district-level assessments, diagnostic assessments, etc.
- Behavioral assessments, such as frequency, duration, latency, and/or intensity of behavior
- Performance on IEP goals utilizing aligned assessment tools

## Section Seven- Equitable Access

### What is Osnaburg's Plan to Ensure Equitable Access to Quality Instruction During Remote Learning?

- Parent/student surveys have been created and analyzed to provide data on equitable access to internet access and devices
- A technology plan has been created to offset the number of families without internet capability and to provide students access to high-quality technology if needed
- The district leveraged outside partnerships to provide cellular data for free or at a significantly reduced rate and to provide internet hotspots to students who lacked access to the internet
- Flexibility and adaptability have been paramount within the district, and each family is given one-on-one support to ensure the needs of the student(s) are being met

## Section Eight- Professional Learning

### What Professional Development Activities Will Be Offered to Osnaburg's Educators to Ensure Remote Learning is Successful?

*Educators will be provided with a multitude of professional development opportunities during the week prior to students returning to school. PD will focus on the following topics as related to remote learning:*

- Professional development outlining the District Remote Learning Plan, including expectations for teachers, students, and the district
- Professional development on best practice techniques to utilize during online learning
- Training on utilizing the Google for Education Suite, including Classroom, Meet, Calendar, Drive, etc.
- Training on two online curriculum programs, Acellus and Florida Virtual
- Support on how to provide intervention and enrichment within a remote learning platform

- Professional development on how to implement Measures of Academic Progress (MAP) Tests during remote learning, as well as how to effectively analyze the data