RICHMOND HEIGHTS LOCAL SCHOOLS REMOTE LEARNING PLAN

District Name:	Richmond Heights Local School District
District Address:	447 Richmond Road Richmond Heights, Ohio 44143
District Contact:	Renee Willis, Superintendent
District IRN:	046599

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 <u>August 21, 2020</u> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to <u>remotelearning@education.ohio.gov</u>.

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 <u>remotelearning@education.ohio.gov</u>. The Department will make all plans publicly available at <u>www.education.ohio.gov</u>.

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 <u>Remote Education Planning website</u>.

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

RICHMOND HEIGHTS LOCALS SCHOOLS REMOTE LEARNING PLAN

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)

Instructional needs will be determined utilizing the following:
- Current district approved curriculum maps based on the OLS are utilized for instructional sequencing. Adjustments to sequence will be made based on student performance data on formative and summative assessments including but not limited to STAR Reading/Math benchmark assessments
- Use of short cycle assessments and Illuminate as progress monitoring tools will guide individualized learning.
    - Student performance will indicate possible gaps/or areas of enrichment based on grade level proficiency and content mastery.
- Use of formal and informal formative assessments aligned to state standards
- All instructional resources utilized are aligned to state standards and are district approved for remediation/enrichment.
- Students will be provided all support services in accordance with implemented 504 Plans, IEP requirements, EL expectations, and WEP/WAP plans
    - Services will be provided live in both digital and in-person formats

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

Instructional needs will be documented utilizing the current systems and structures.
- ProgressBook will continue to be the primary communication tool of student performance (grades, work completion, and progress) for students and parents.
- Google Classroom will be one of the primary learning platforms for all RHLSD students for the 2020-21 school year. Class meetings will be conducted via Zoom and Google Meet.
    - Daily lessons, with all necessary resources will be available and archived for all

Attach any Additional Documentation or Notes (if necessary):

RICHMOND HEIGHTS
LOCAL SCHOOLS
REMOTE LEARNING PLAN

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)
Method(s) will be used to determine competency for remote learning will be the same as traditional, site-based or school based learning. - Students will demonstrate levels of proficiency of content through a collection of evidence and formative/summative assessments. - Teachers will provide feedback and guidance and provide individualized check-ins on Wednesdays - Modified district adopted grading and reporting guidelines will be followed
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)
Method(s) will be used for granting credit for remote learning will be the same as traditional, site-based or school based learning. - Students will demonstrate levels of proficiency of the grade/course through a collection of evidence and formative/summative assessments. - Teachers will provide feedback and guidance - Modified district adopted grading and reporting guidelines will be followed
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)
Method(s) will be used for promoting students to a higher grade level with remote learning will be the same as traditional, site-based or school based learning. - Students will demonstrate levels of proficiency of the grade/course through a collection of evidence and formative/summative assessments - Teachers will provide feedback and guidance - Modified district adopted grading and reporting guidelines will be followed
**Attach any Additional Documentation or Notes (if necessary):**

RICHMOND HEIGHTS
LOCAL SCHOOLS
REMOTE LEARNING PLAN

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

Attendance requirements for remote learning:

M/T/TH/ F: Students follow a daily schedule and login-to live learning with the classroom teacher. W: Students will have individual check-in meetings with their teachers to allow for progress monitoring. Attendance will be taken by class period and documented using Progress Book. Student attendance guidelines will be in accordance with RHLSD policies

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

Students will follow a daily schedule and log-in to live learning with the classroom teacher. Attendance will be taken by class period and documented using ProgressBook.
Student attendance guidelines for Remote Learners and in-person are identical, per ORC and RHLSD policies. Details outlined in the RHLSD Opening Plan were shared with all stakeholders at community meetings, via the website, and a virtual town hall meeting.
The weekly updates from the district to all stakeholders, include all planning stages, options for learning, and guidelines for potential closures/reopening based on current health department guidelines.

Attach any Additional Documentation or Notes (if necessary):

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

Progress monitoring of student performance will be the same for "in-person" and remote learners. Student individual learning needs will be supported for both intervention and enrichment based on assessment data and progress outlined by our 21st Century Tutoring Program. Individual student growth will also be monitored by Illuminate (Short Cycle Assessment). Teacher Based Teams will review student growth and identify

students needing interventions, as well as, enrichment during scheduled data review time every Wednesday.

The RHLSD will continue to use Data Map (DASL) to archive and document all student academic performance data.

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

As indicated, students "in-person" and remote, will have equivalent learning experiences, access to the same instructional resources, and demonstrate mastery utilizing the same assessment instruments.
Families were provided with learning options available through the district. Families were asked to choose the option that was in the best interest of their child/children.

All RHLSD students are assigned an individual electronic device (chrome book) to be used daily to receive instruction remotely. Families will be provided support to obtain reliable Wi-Fi, as needed. The RHLSD Hope Squad is available to help families, as needed.

The RHLSD Technology Usage and Guidelines Policy and Remote Learning Expectations will be shared with all families. Parents and students must agree to the term and conditions of the usage agreement.

Attach any Additional Documentation or Notes (if necessary):

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

RICHMOND HEIGHTS
LOCAL SCHOOLS
REMOTE LEARNING PLAN

	development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

The district calendar was amended to provide staff with 2 weeks of Professional Development to implement digital learning. The PD opportunities ranged from Google Classroom Learning to digital implementation of adopted curriculum. PD will continue throughout the year on every Wednesday of the month.

All staff will have the opportunity to request support in regards to digital learning and the use of technological tools.

Additional PD topics will be integrated and facilitated based on identified needs and requests.

Staff members will receive professional development compensation (per the CBA) for participating in approved professional development sessions outside of the contracted school day/year.

Attach any Additional Documentation or Notes (if necessary):