

Remote Learning Plan

District Name:	Southern Local School District
District Address:	38095 State Route 39 Salineville, Ohio 43945
District Contact:	Tom Cunningham
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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.”*

NOTE: 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.

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 students

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	<u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional Sequencing <input checked="" type="checkbox"/> Aligned Instruction to Learning Standards <input checked="" type="checkbox"/> Gap Analysis for ELA, Math, Science, and Social Studies <input checked="" type="checkbox"/> Created a plan for IEP and students with disabilities <input checked="" type="checkbox"/> Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>Teachers and students will use VLA, video conferencing (Zoom), Google Meets and video tools to deliver and participate in synchronous and asynchronous content. Tools were chosen in part for accessibility to all students using multiple types of devices. Training resources will continue to be provided to teachers, students, and parents using these tools. Learning standards drive the design of digital lessons. Instructors will utilize pre-assessments to determine student instructional needs. All special populations and students with IEPs and WEPs have been considered in the plan.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Clear instructional plans have been created <input checked="" type="checkbox"/> Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>Teachers will collaborate with one another, building leaders, parents, and with the district administration to continue to create and revise clear instructional plans to meet the needs of all students and these plans will be clearly communicated to students and their home support. Instructional plans will be aligned to the districts learning paths so students may move in or out of the virtual learning academy any time with ease and to ensure all content is covered. The decision is that students will utilize VLA for 9 week programs.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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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? <input checked="" type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Students will be assessed using content and grade level standards as defined by the ODE with frequent check ins, formative, and summative assessment opportunities and frequent feedback regarding learning progress. High school students can participate in online education for college credit through district partnerships. The district will be using virtual learning through VLA. It's standards and course offerings follow state standards and flexibility for teachers to modify lessons to meet student needs and to provide equity in access to learning.	
Granting Credit	What method(s) will be used for granting credit for remote learning? <input checked="" type="checkbox"/> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Students in grades k-2 will receive a standards based report card and ongoing feedback between grading periods. Students in grades 3-12 will receive letter grades based on the district grading scale. Credit will be granted according to completion of work and mastery of learning.	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <input checked="" type="checkbox"/> 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 will be challenged with scaffolded learning experiences to offer a continued challenge in their	

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learning. Students will be promoted through earning credits and demonstrating competency.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p><input checked="" type="checkbox"/> Created a communication and attendance plan for staff and students</p>
<p>Address Attendance Requirements Here:</p> <p>Students are required to log in daily and to complete work on track at a weekly pace. Students and parents will be able to access teachers digitally and by phone during working hours. Teachers may use digital communication tools or calls to contact students and parents to communicate learning and attendance expectations. Teachers will update building administrators on student attendance and progress.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p><input checked="" type="checkbox"/> Created a plan for documenting student participation in remote learning</p> <p><input checked="" type="checkbox"/> Communicated the plan with families and other stakeholders</p>
<p>Address Student Participation Requirements Here:</p> <p>Student log in data (both frequency and duration), assignments completed, participation in synchronous and asynchronous learning will be documented. Parents will be given information about the remote learning requirements prior to selecting this option and a form to fill out upon enrollment with participation expectations along with options for daily schedules for student participation.</p>	

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Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district progress monitor student progress with remote learning? <input checked="" type="checkbox"/> Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:
 Teachers will use formative and summative assessments within lessons and document student performance to monitor student progress through VLA. This may include using digital assessment data provided from the curriculum as well as structured observation in synchronous learning.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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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? <input checked="" type="checkbox"/> Parent/Student surveys have been reviewed <input checked="" type="checkbox"/> Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:
 We have purchased wifi hotspots and additional devices to distribute to families who do not have access at home or who could benefit from additional devices because of the number of school age children in the home. Additionally, our school parking lots allow for wifi access.
 We have surveyed parents following remote learning in the spring. Surveys indicated a need for consistency of instructional format, delivery, and assessment. Survey results are informing changes for the fall in parent resources as well as guidance in lesson design and delivery for students.

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Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p><input checked="" type="checkbox"/> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</p>
<p>Address Professional Learning/Development Here:</p> <p>Professional development will focus on remote learning tools such as VLA and Google Meets. Collaboration time will be given as well as individual opportunities for instructional design. Teachers will have opportunities to learn and apply remote learning on a continued basis throughout the year.</p>	
Attach any Additional Documentation or Notes (if necessary):	