District Name:	Springfield Local School District
District Address:	2214 Massillon Road, Akron, OH 44312
District Contact:	Mary Meadows
District IRN:	050062

Overview:

The students of the Springfield Local School District take great pride in their academics, athletics, and achievements in the arts. The district promotes and supports high expectations and standards for all students. Springfield offers students a well-rounded educational program.

With the current state of the COVID-19 pandemic, the Springfield School District remains dedicated to providing students with the same level of educational excellence even if school closures are deemed necessary. Remote learning engages students through a variety of learning opportunities, which can be delivered online 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.[3]

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...Not later than July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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 Springfield Local School District will utilize the following instructional strategies throughout the program:

- ✓ Teacher-student interaction through online learning platforms: This option, when available, enables educators to engage with students frequently and consistently throughout the learning day using an online learning platform or learning management system. Examples of online learning platforms include Google Classroom, Schoology, Canvas, Zoom, etc. Educators can assign lessons while engaging with and supporting students through classroom discussions, online lessons and the completion of assignments.
- ✓ Online lessons for student to work on at home: This option allows educators to 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.
- ✓ Offline lessons and instructional packets for students: Remote learning plans can include thoughtful instructional packets (virtual or paper-based)

and appropriate interdisciplinary, exploratory, hands-on activities. Screen time, if an option, should be balanced with learning that occurs offline and encourages student curiosity, discovery, and writing and journaling. Schools might have to exercise creativity when it comes to distributing instructional packets—perhaps with meal drop off and pickup at grab-and-go sites or through safe meeting sites. Educators should have some form of instructional communication loop with students and families.

In addition to these core instructional strategies, the district's plan addresses the key components needed for remote learning to be an effective educational option. The program components include: determining instructional needs, determining competency, student promotion, attendance, participation, monitoring progress, equitable access, and professional learning of educators. The details associated with each of these components are outlined in the

Springfield Local School District - Remote Learning Plan
(as set forth in this document)

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**? ✓ 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)

Determining Instructional Needs:

Springfield teachers and administrators will analyze data to determine the instructional needs of our students. Student instructional needs may be determined through (but not limited to):

- o Diagnostic assessments given by the teacher
- o Considerations for students with IEPs and WEPs will be reviewed as the data is analyzed.
- o Tools from ODE, ESC, RDL Network
- o Teacher assessment that may have occurred throughout the in-person learning time
- o Gap analysis of standards covered prior to remote learning, during remote learning, and not covered at all.
- o dialogue on classroom assessment data will occur during Teacher-Based Team meetings
- o Utilize vendor assessments: MAP, i-Ready, Star, Edmentum, etc.
- o Pull from EVAAS and online testing portal – 2-year projection reports / OST standard trend data

Documenting Instructional Needs	**How will instructional needs be documented?** ✓ Clear instructional plans have been created ✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders

Documenting Instructional Needs:
Teachers will work collaboratively on pacing guides, taking into consideration any standards that may have gaps due to the Spring '20 COVID shut down. Instructional plans will be tailored, as needed, depending on the learning platform/format that is utilized. Resources and assessments will be reviewed to ensure that the best mode of content instruction is being implemented. Instructional plans will be communicated with parents and stakeholders, along with student progress, through multiple formats and communication techniques.

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? ✓ Developed and communicated a plan for determining competency (grading and assessments) ✓

Address Determining Competency Here:
Success measures will be explicitly explained to staff and stakeholders. Teachers will continue to meet in teacher-based teams to review the sources of data that are collected. Teachers will determine which students are above mastery level, at mastery level, and below mastery level. Educators will then design interventions and extensions based on the data. Both formative and summative assessments will be administered using a variety of resources.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? ✓ Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:
Teachers will explicitly communicate content, grade level standards, and success measures. Teachers will provide feedback to students, parents, and stakeholders. The feedback will focus on student progress and completion of courses through remote learning. This will be done through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook, summative assessment results.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:
Staff will develop the expectations and requirements for successful course completion and promotion to a higher grade level. Information, such as, course expectations, grading scale utilized, level of standards' mastery, course progress, and successful completion of the course will be communicated to students and parents through multiple communication formats. The district's online gradebook program (Progress Book) will be used as the main mode for communicating course grades and final determination for retention or promotion. Grade 3 promotions must also include current recommendation of the Ohio Department of Education and required scores for promotion

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	[Communications Planning](#)
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? ✓ Created a communication and attendance plan for staff and students

Attendance Requirements:
Student attendance will be documented through a variety of methods. This will include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations. Specifics for the remote learning attendance will be communicated to students, staff, and stakeholders. Follow up methods will be implemented for students not engaging in the remote learning platform.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? ✓ Created a plan for documenting student participation in remote learning ✓ Communicated the plan with families and other stakeholders

Student Participation Requirements:
Student participation will be evaluated by the following: engagement at online meetings or classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers, accessing of provided resources through the remote learning platform.

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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? ✓ Developed a Plan to monitor student progress with remote learning

Monitoring Student Progress:
Teachers and administrators will analyze data from a variety of assessment sources - formative, summative, rubrics, etc. This data will be specifically analyzed for those students on IEPs and WEPs to determine their standards' mastery level. Regular communication with students and families will be implemented throughout the remote learning platform. Specific resources to help with intervention or extensions of standards will be communicated to families and students, and implemented within the remote learning platforms. Student progress will be communicated to all stakeholders through various formats.

Students and the caregivers of students who are "not attending" will be contacted by the teacher(s)/administration/counselors, as well as other staff members. It is also important for students to check their email and Google Classroom each morning to make a plan for the work to be completed that day

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? ✓ Parent/Student surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access

Equitable Access to Quality Instruction:

Due to the district's student demographics, it is important that we ensure that opportunities for learning exist for all students. Surveys have been created and disseminated to both families and staff to review the success of the Spring '20 remote learning plan, as well as, to determine access to technology. If families are unable to access technology, resources and assessments - aligned to the grade and content standards - will be sent home for student completion. Staff will have regular communication with all families to discuss student progress, as well as, ease and access to learning resources.

The District ensures that students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs). Therefore, our school personnel are collaboratively working together during this time to find ways to continue to serve and educate students with disabilities.

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? ✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Professional Learning/Development:

Multiple professional development opportunities will be available for all district staff. Trainings that support and promote student engagement, instruction, and assessment will be offered to ensure remote learning success. Professional development opportunities will include, but not be limited to: Google Suite, Google Classroom, Zoom, , Achieve the Core resources, CommonLit, NEWSela, online textbook resources, social emotional topics, assessment supports, blended learning, etc. Administration will implement regular "check-ins," as well as review each teacher's professional growth plan, to determine if any additional professional development support is needed throughout the year.

ADDITIONAL SECTION	Communication
Resource Link(s):	
Communication:	

Communication:

Communication at this time is more important than ever before. It is vital that students and families check email accounts for communication from teachers, principals, and the district. Although the district will not have another method as simple and effective as digital communication to communicate with students and families, Final Forms, All Calls, and Remind may be utilized by staff to increase communication, as needed. Any student or family facing a challenge in communicating digitally, should contact the building principal for help in establishing another reliable method of communication.

[2] This document defines remote learning as learning that occurs when the learner and educator, or source of information, are separated by time and distance and, therefore, cannot meet in a traditional classroom setting. We use remote learning as a broader term that can include distance learning, online learning, virtual instruction or remote training. This document intentionally does not use the term distance learning, which is often internet-based instruction.

[3] https://www.edweek.org/ew/articles/2020/03/16/remember-online-learning-isnt-the-only-way.html