



# REMOTE LEARNING PLAN

<b>District wName</b>	Yellow Springs Exempted Village School District
<b>District Address</b>	201 S. Walnut Street, Yellow Springs, 45387
<b>District Contact</b>	Dr. Terri L. Holden
<b>District IRN</b>	045674

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 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).

**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 [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).**

How will instruction take place? Check all that apply.	
X	Teacher-student interaction through online learning platforms (digital mode and teacher-led)
X	Online lessons for student to work on at home
	Offline lessons and instructional packets for students (only for those for whom online instruction is not possible)

Section One	Instructional Needs
<b>Instructional Platform/LMS</b>	<p>Yellow Springs Schools will use the Abre learning management system (LMS). Through Abre, students and teachers will access Google Classroom (Grades 3-12) and Seesaw (Grades K-2) for regular instruction.</p> <p>Teachers will deliver the Yellow Springs standards-based curriculum to students, both in-person and remotely, using the above learning platforms. Additionally, teachers may utilize any of the online tools that were district-approved in the spring of 2020 to support instruction. Parents will be provided a complete list of the curriculum and tools to be used at each grade level.</p>
<b>Instructional Expectations</b>	Instructional expectation sheets will be created by teachers and available by grade band/content area.
<b>Academic Benchmarking</b>	Students in Grades K-10 will be given the STAR Reading and STAR Mathematics diagnostic at the start of the school year to determine current levels. This data will provide educators with a starting place for each student.
<b>Training for Teachers Parents &amp; Students</b>	<p>Professional development will be provided for teachers on the following curriculum:            ReadyGEN training (K-6)            Eureka Math            Goalbook Toolkit (intervention specialists)            Abre LMS</p> <p>Training will be provided for teachers, parents and students on the following educational platforms and instructional tools. Please note not all tools will be used at all grade levels: Abre; Google Classroom; Seesaw; Google Meet; Flipgrid; Screencastify; Naviance; Zearn; BrainPopJr; EdPuzzle; Epic!; BreakoutEDU; Newsela; Adobe Spark; Book Creator; Nearpod; PowToon; Socrative; and Tour Builder.</p>

<b>Section Two</b>	<b>Determining Competency, Granting Credit &amp; Promoting Students to a Higher Grade Level</b>
<b>Grading &amp; Assessment Practices</b>	The grading and assessment practices for each class/course will be identified to students and parents prior to the start of the school year and will be spelled out in the instructional expectation sheets. Some of the grading and assessment practices used in a face-to-face environment may be used in a remote learning environment.
<b>Granting Credit &amp; Promoting Students</b>	Students in grades K-8 will be promoted to the next grade level based upon successful completion of the curriculum at each grade level. High school students are not promoted, but granted credit based on successful completion of course requirements. This will include, but is not limited to, attendance and participation requirements, standards-based summative assessment results, and demonstrated proficiency through application of standards through a project-based learning experience. Credits earned equate to a student's grade level standing. Also, as required by law, all high school students will have a graduation plan, which will assist us in supporting students.

<b>Section Three</b>	<b>Attendance &amp; Participation</b>
<b>Attendance Requirements</b>	Students will follow a fixed class schedule that for the most part mirrors their regular, in-person class schedule. Students are expected to log into all synchronous classes and activities.
<b>Participation Requirements</b>	<p>Students will attend classes in such a manner that meets the Ohio Department of Education (ODE)'s minimum hours guidelines. For Yellow Springs Schools, all Mills Lawn students must attend 6.0 hours daily (exclusive of lunch). For elementary school students (grades K-6), two fifteen minute recess periods daily count as part of a student's minimum hours. All MMS/YSHS students must attend 6.5 hours daily (exclusive of lunch).</p> <ul style="list-style-type: none"> <li>● Daily/weekly schedules will be provided for students and families.</li> <li>● Per ODE guidance for remote learning plans, student attendance will be tracked in the following way: <ul style="list-style-type: none"> <li>○ Synchronous teacher-led activities (generally equates one-to-one in calculating time)</li> <li>○ Asynchronous activities (logins; meetings and interactions with teachers; assignment completion; small group work)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Each teacher (grade band/content area) will design a daily/weekly schedule to ensure that students meet the minimum hours requirement.</li> </ul>
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<b>Section Four</b>	<b>Progress Monitoring</b>
<b>Progress Monitoring</b>	General student progress monitoring will be the responsibility of the general education teacher. This will occur through frequent assessment of student work and review of benchmark data (e.g. STAR Reading and Mathematics; Ohio Benchmark Assessments; and Ohio Readiness Assessments). Students who do not meet or fall below expected learning targets will be referred for continued monitoring and support through the district's MTSS plan.
<b>Support for Special Populations</b>	Intervention specialists, related service personnel, gifted specialist/coordinator, and the ESL coordinator will provide additional support for students in these special populations. In addition to regular progress monitoring, students will receive individual virtual support sessions to meet identified academic and behavior goals.

<b>Section Five</b>	<b>Equitable Access</b>
<b>Internet Access</b>	Many Yellow Springs students have access to the internet at home. However, any family that requests assistance with internet connectivity will be given a hotspot so that there is not an educational access issue. The district surveyed families and will be providing 45 hotspots to those in need of a reliable internet connection. Additionally, the district is collaborating with the Village of Yellow Springs on ways to make internet access more readily available to all residents.
<b>Hardware Access</b>	All students in grades K-12 will be issued a district Chromebook. Parents and students must sign an Acceptable Use Policy before issuance.
<b>Software Access</b>	To facilitate remote learning, the district has a robust library of software and instructional tools to support access, connection, engagement and assessment. (see Instructional Needs section)
<b>Technology Training</b>	There will be multiple opportunities for both students and parents/families to receive training on the Abre.io LMS, Abre Class and other associated technology tools to support the remote learning process. In our technology survey, parents were asked about their comfort level with

	technology and the ability to support children in remote learning. We will craft our parent training sessions based on parent requests.
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<b>Section Six</b>	<b>Professional Learning</b>
<b>Professional Development Plan</b>	Within the board-approved school calendar, there are five (5) days identified as professional learning for staff. Additionally, the district has changed the calendar to provide eight (8) days of professional development prior to the start of the school year for students. This brings the total professional development days for teachers for the year (barring any necessary changes) to thirteen (13). Professional learning will be multifaceted and will center on the following: academic tools for remote learning; curriculum mapping and standards alignment; standards-based instruction; and culturally competent teaching.