Remote Learning Plan
Aurora City School District

District Name:	Aurora City Schools
District Address:	102 E. Garfield Road Aurora, OH 44202
District Contact:	Michael Roberto, Superintendent
District IRN:	049171

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."*

How will instruction take place?

    Teacher-student interaction through online learning platforms
    Asynchronous and Synchronous Online lessons for student to work on at home

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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)

Address Determining Instructional Needs Here:
Teachers worked for three days at the end of May to work within and across grade levels to determine needs for next year. Many also met over the summer and all will work within their Professional Learning Communities (PLCs) for five more days prior to young people entering school This data will be a driving force for instruction for the 2020-2021 school year. In addition, we will use the Aimsweb Plus assessments for math and reading in grades K-8 three times throughout the 2020-2021 school year to check student understanding. For grades 9-12 as well as social studies and science courses, we will use locally developed assessments to measure progress with our students.

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

Address Documenting Instructional Needs Here:
Teachers will work collaboratively through their PLCs on pacing guides taking into consideration any standard that may have gaps due to the spring COVID-19 shutdown. Instructional plans will be adjusted as needed depending on the learning platform that is being utilized. Instructional plans will be communicated with parents and caregivers, along with student progress, through multiple formats and communication techniques.

Attach any Additional Documentation or Notes (if necessary):

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)

Address Determining Competency Here:
Teachers will continue to meet in PLC teams to review data that is collected. Teachers will determine who is above, at and below mastery and plan for interventions and enrichment lessons based on this data. Summative and formative assessments will be used to gather this data and will be gathered from several sources.

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)

Address Granting Credit Here:
Teachers will communicate content, grade level standards and success measures to students and parents. Teachers will provide feedback to students and families through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook and summative assessment results.

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)

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/course. Information such as expectations, grading scale, mastery learning, course progress and successful completion of the course will be communicated to students and parents through multiple formats. The district's online grade book will be used as the primary mode of communication for class grades and final determination of promotion or retention.

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Attach any Additional Documentation or Notes (if necessary):

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
Address Attendance Requirements Here: 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. Specifics for attendance will be communicated to students, staff and parents/guardians. 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? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders
Address Student Participation Requirements Here: Student participation will be evaluated by the following: engagement at online meetings and classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers and accessing of provided resources through the remote learning platform.	
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

Address Monitoring Student Progress Here:
Teachers and administrators will analyze data from a variety of assessment sources including formative, summative, rubrics, etc. Regular communication with students and families will be implemented throughout the remote learning platform. Student progress will be communicated to all stakeholders through various formats.

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

Address Equitable Access to Quality Instruction Here:
Surveys were sent to staff, parents/guardians and students to gather feedback from the spring remote learning. This data gathered who had access to the internet and devices as well. Our district is purchasing an additional 750 chromebooks this summer so every student in the district will have a device to use at home. In addition, we are purchasing wifi hotspots for the families without internet access at home. Finally, we are considering installing wifi hotspots on the outside of our buildings so students can access the district wifi from the parking lots and stadium if they want/need to come to the buildings to complete work.

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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 development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Multiple opportunities are being provided to staff for the 2020-2021 school year. First, to address the social emotional side of all of this, teachers will have professional development (PD) on the importance of meeting social emotional needs during our five days of PD prior to the opening of school. We also have a full day of training on childhood trauma in October. This will be followed up with what trauma looks like in the classroom (in person or remote classroom). We also have a Technology Integration Coordinator who serves as a technology coach to provide support to our staff. This coach will work with large groups, small groups and individuals to provide opportunities for growth for the staff which will benefit our students. Finally, we will continue to work with outside organizations such as our local ESCs to provide curriculum support throughout the year. Staff may work with the ESC curriculum consultants to ensure delivery of high level instruction at all levels.

Attach any Additional Documentation or Notes (if necessary):