



Remote Learning Plan

District Name:	Cambridge City Schools
District Address:	518 S. 8th Street Cambridge, Ohio 43725
District Contact:	Dan Coffman, Superintendent
District IRN:	043695

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 bodies y 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 No (B) of Section 16 publicly available on its website.”* The u

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. *IOk Adopted Remote Learning Plans should be submitted electronically to remotlearning@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 remotlearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

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 [Remote Education Planning website](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check all that apply)



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- X Teacher-student interaction through online learning platforms
- X Online lessons for student to work on at home
- X Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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)
<p>Address Determining Instructional Needs Here:</p> <p>Cambridge City Schools: Staff will continue to follow District created curriculum maps that are directly aligned to the Ohio Learning Standards. In addition to teacher created lessons, teachers will also be able to access Edmentum lessons and iReady lessons as resources for remote learning. Gap analysis and student growth will be determined with the use of MAP Assessments, iReady, benchmarking, KRA-R throughout the school year. Intervention Specialists will review all IEPs and progress notes to determine initial learning targets for students that align with stated goals.</p> <p>Cambridge Preschool will assess instructional needs through developmental screening, Early Learning Assessment and the ASQ3. Itinerant teachers will review and monitor progress of students with IEPs to ensure they are getting the services they need. Student progress will be documented in PKids, progress reports, and observational notes. Instructional plans have been communicated to staff through meetings and email. Parents and families have been contacted through phone calls, mail, and social media.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other



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	stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>Cambridge City Schools and Preschool: Curriculum maps have been created on a district level and these clear and specific plans have been communicated with staff via staff meetings and with parents and stakeholders through social media, phone calls and direct mailings. Our instructional plans will mirror those in the face-to-face classrooms to ensure remote learners are receiving the same quality instruction and lessons.</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? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Cambridge City Schools and Preschool: Students competency will be determined through the use of assessments, projects and/or student work that is submitted for the purpose of assessing growth within grade level content standards. Students with IEPs will be monitored continually to ensure appropriate growth in goals.	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Cambridge City Schools: Credit will be granted for classes that students complete with at least a 60% average for each 9 week grading period. Remote learning credit will be the same as earning credit for a face to face class.	
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: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Cambridge City Schools: Instructional levels, participation, attendance, and completion of required work will be taken into consideration when looking at promoting students. Data derived from attendance, instructional leveling, effort, growth, completion of work, Rtl meetings, parent-teacher communication and formal assessments will be used in the determination of student promotion.	



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Cambridge Preschool students will be observed and assessed throughout the school year to monitor progress. For those students who will be eligible for Kindergarten, ELA and other assessments will be used to discuss Kindergarten readiness with parents.

Attach any Additional Documentation or Notes (if necessary):



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SECTION THREE ATTENDANCE AND PARTICIPATION

Resource Link(s): [Communications Planning](#)
[Attendance Considerations for Remote Learning Plans ODE Website](#) (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)

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:
 Cambridge City School District:
 The district has created a communications and attendance plan for staff and students following the district’s education model including offline lessons.
 **See attached
 CPK-Remote learning preschool attendance will be a combination of participation in virtual lessons, in learning activities assigned in SeeSaw and Google classroom, and personal communication between parents and teachers.

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:
 Cambridge City School District:
 The district has created a communications and attendance plan for staff and students following the district’s educational remote learning model including offline lessons. The plan will be communicated to students, staff, parents and stakeholders via social media outlets, district website, all-calls, etc.
 **See attached

Attach any Additional Documentation or Notes (if necessary):
 **See attached document for CCSD REMOTE LEARNING PLAN ATTENDANCE



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SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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Progress Monitoring	How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Developed a Plan to monitor student progress with remote learning
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Address Monitoring Student Progress Here:
Cambridge City Schools: At-Risk students will be closely monitored by their teacher, Educational Aides, Title Staff, as well as Intervention Specialists and RtI/MTSS coordinators. The district will use Edmentum and iReady assessments as well as the RTI/MTSS process. RtI/MTSS meetings will be held and referrals made when appropriate.

Cambridge Preschool: Student progress will be monitored by observational notes, personal communication with families, and work samples provided through the remote learning platform. Teachers and families will remain in close contact with each other to continue to meet the needs of the students. The RTI/MTSS process will be followed for students who are at risk. Itinerant teachers will progress monitor IEP goals.

Attach any Additional Documentation or Notes (if necessary):



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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: <ul style="list-style-type: none">• Parent/Student surveys have been reviewed• Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here: Cambridge City School and Preschool: Parental surveys were distributed and reviewed to determine necessary resources for student participation. Internet services, chromebooks, food services, and other resources needed by students to be successful for remote learning will be provided by the district.	
Attach any Additional Documentation or Notes (if necessary):	



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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>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <p>In a collaborative effort between the teaching staff and the administration, the district will provide the following professional development opportunities as part of their Professional Learning plan for the purpose of remote student instruction and engagement:</p> <p>Google Sites, Google Classroom, Google Slides, Screencastify, Preparing to Teach Digitally, Google Virtual Toolbox, Edmentum, MAP, iReady, Trauma Informed Care, Special Education Compliance, Curriculum Meetings for GAP Analysis, Health and Safety, PAX, and other building specific activities.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	