



Remote Learning Plan

District Name:	Chillicothe City Schools
District Address:	421 Yoctangee Parkway
District Contact:	Deborah Swinehart, Superintendent
District IRN:	043745

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.**

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. 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)

- ✓ Teacher-student interaction through online learning platforms

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- ✓ Online lessons for student to work on at home
- ✓ Lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	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> <ul style="list-style-type: none"> ● In order to prepare for the 20-21 school year core subject areas have completed gap analyses to prepare for the upcoming school year. This will be reviewed at the beginning of the 20-21 school year. <p>Fully Online Curriculum VLA Option:</p> <ul style="list-style-type: none"> ● All students will be given a universal screener through STAR in order to determine appropriate learning paths and needs. This will occur 3 times in the school year. ● Progress monitoring through VLA assessments will occur monthly. Any student falling below the expectation of successful completion each month will require individual instruction and support. ● IEPs and WEPs will be reviewed annually through virtual or in-person meetings so that individual student needs are met. Any student choosing to learn online only that has an IEP must have a meeting to determine appropriateness of learning options. ● Intervention Specialists will be assigned to online learners and provide all individual needs remotely. ● Online learners will utilize Virtual Learning Academy (VLA) in order to follow a fully developed curriculum in all core subject areas. CCSD teachers will provide daily/weekly support and instruction as needed to online learners. VLA is aligned to appropriate learning standards and provides a sequenced curriculum to support. <p>Remote Instruction Due to Closer Option:</p> <ul style="list-style-type: none"> ● All students will complete the universal screener through STAR and progress monitoring for all students NOT ON TRACK, monthly. This can occur remotely. 	

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- District Pacing and Curriculum requirements will still occur, online virtually. Teachers will focus on high priority standards for the duration of the remote instructional period.
- IEPs and WEPs will be reviewed annually through virtual or in-person meetings that individual student needs are met.
- Intervention Specialists will provide individualized instruction and support as required by a student's IEP. Minutes and all requirements of IEP will be documented on the appropriate forms.

<p>Documenting Instructional Needs</p>	<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 stakeholders
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Address Documenting Instructional Needs Here:

Fully Online VLA Option

- VLA students will be required to successfully complete a predetermined amount of lessons and units weekly. If needed, instructors will address learning needs and provide support to successfully complete the lessons.
- Virtual meetings for all school buildings will occur to provide appropriate information to parents and students.
- FAQs are on the website for review.
- Instructors will be assigned specific students to provide instructional support or individual needs.
- Intervention specialists will be assigned to provide IEP required instruction and services.

Remote Instruction Due to Closer Option:

- CCSD teachers will provide virtual instruction through Google Classroom and all GSuite tools in grades 3-12. Grades will be kept on Progress Book

Grade K-2

- Assignments and instruction will be communicated through Class Dojo.
- Packets of instructional materials may be sent home.
- Assignments may be required for 'turn in' through Class Dojo or building drop off.
- Final grades will be recorded in **Progress Book**.
- Core Instructional Assignments for Math and Reading will be required for up to 1 hour per week per subject. STEM instruction and activities may accomplish this requirement.

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- Virtual class meetings will be held weekly and provide instruction and support. Recordings will be posted for parent/student viewing.

GRADE 3-4

- Core Instructional Assignments for Math and Reading will be required for students.
- Science/Social Studies content may be accomplished through STEM instructional opportunities monthly.
- **Google Classroom** will be utilized for assignments.
- Assignment grades and Final grades will be recorded in **Progress Book**.

GRADE 5-6

- Core Instructional Assignments for Math, Reading, Science, Social Studies will be required for students.
- Science/Social Studies may be included in STEM monthly assignments.
- Instruction will be provided via virtual classroom or individual/small group meetings, and posted videos of instruction.
- **Google Classroom** will be utilized for assignments.
- Assignment grades and Final grades will be recorded in **Progress Book**.
- Virtual class meetings will be held weekly and provide instruction and support. Recordings will be posted for parent/student viewing.

GRADE 7-12

- Core Instruction for all classes will occur virtually Monday, Tuesday, Thursday, and Friday through the typical in-person bell school.
- Teachers will conduct virtual meetings each period for their class. Attendance will be taken for each period and reported in Progress Book.
- Virtual meetings may be recorded and posted on Google Classroom as needed.
- **Google Classroom** will be utilized for assignments. Parent access will allow parents to see assignment completion status and graded assignments in Google Classroom.
- All grades will be record in **Progress Book**.

INSTRUCTION

- Teachers will be required to provide instruction:
 - Videos of instruction may be recorded and placed on sites such as Youtube and/or linked on Google Classroom. Tools such as Screen-casto-matic, Google Slides, Face-to-Face instruction via tools like Zoom or Google Meet, or written materials linked on the Google Classroom.



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- Virtual Live Instruction should occur throughout the week.
- Use of district online tools such as Renaissance, Discovery Ed, Learning A to Z, RazKids, iXL, ALEKS, etc. is encouraged.
- New learning must have instruction that can be reviewed multiple times by parents and students or provided during virtual meetings.
- Opportunities for small group or individual learning should occur.

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: <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Fully Online VLA Option:</p> <ul style="list-style-type: none"> • Grades will be given weekly for each lesson in each subject area. • The district grading scale will apply to all assignments. • Final grades will be reported on Progress Book each 9 weeks as laid out in the Online Options Handbook. 	

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- All VLA courses will equate to equal credit of in-person courses.
- If a student chooses only a semester of VLA, ½ credit will be awarded based upon grade in the course at semester.

Remote Instruction Due to Closure Option:

K-2

- There will be required assignments that are 'turned in' in ELA and Math. 'Turn in' could be through Class Dojo, email, packet drop off.
- Benchmark Assessment may provide baseline knowledge and understanding of standards.
- Teacher will put final grades into Progress Book as determined by the District Grading Policy.
- Report cards will be mailed home every 9 weeks.

3-6

- Grades will be given each 9 weeks for Math, ELA, Science, and Social Studies (ELA & Math only for Grade 3) during remote learning. Monthly remote learning STEM activities may count for those content grades if applicable.
- All assignments will be turned in/graded using Google Classroom. Progress Book will record grades for assignments and final grades for courses.
- Students that cannot complete assignments through Google Classroom must contact the building principal.
- Renaissance will be utilized at the Benchmark assessment.
- Final grades will be calculated in Progress Book and sent home via mailed report cards.

7-12

- Students will complete all assignments in Google Classroom during their allotted virtual class time or as work to be completed at home.
- Renaissance will be utilized at the Benchmark assessment in reading and math in at least grades 7-10.
- Grades will be given in every course in a student's schedule. Assignment grades will be reported in Progress Book.

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- Final grades will be calculated in Progress Book and sent home via mailed report cards.
- Remote learning and assignments will 'count' toward the nine weeks grade.

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:

Fully Online VLA Option:

- Grades will be given weekly for each lesson in each subject area.
- The district grading scale will apply to all assignments.
- Final grades will be reported on Progress Book each 9 weeks as laid out in the Online Options Handbook.
- All VLA courses will equate to equal credit of in-person courses.
- If a student chooses only a semester of VLA, ½ credit will be awarded based upon grade in the course at semester.ption

Remote Instruction Due to Closure Option:

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- Grades will be given each 9 weeks for Math, ELA, Science, and Social Studies (Math & ELA only in grade 3) during remote learning. Monthly remote learning STEM activities may count for those content grades if applicable.
- All assignments will be turned in/graded using Google Classroom. Progress Book will record grades for assignments and final grades for courses.
- Students that cannot complete assignments through Google Classroom must contact the building principal for an alternate plan.

Remote Learning Plan

- Renaissance will be utilized at the Benchmark assessment.
- Final grades will be calculated in Progress Book and sent home via mailed report cards.

7-12

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- Renaissance will be utilized at the Benchmark assessment in reading and math in at least grades 7-10.
- Grades will be given in every course in a student's schedule. Assignment grades will be reported in Progress Book.
- Final grades will be calculated in Progress Book and sent home via mailed report cards.
- All grades 'count' toward final grade.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:

Fully Online VLA Option:

- As grades are reported, the district policy for promotion is still in effect.
- Requests for retention by teachers or parents must go through the building principal and will be made following the district policy on retention and on an individual basis.

Remote Instruction Due to Closure Option:

- As grades are reported, the district policy for promotion is still in effect.
- Requests for retention by teachers or parents must go through the building principal and will be made following the district policy on retention and on an individual basis.

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: <ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students 		
<p>Address Attendance Requirements Here:</p> <p>Fully Online VLA Option:</p> <ul style="list-style-type: none"> - VLA students will receive a letter of acceptance from the district. - Administration will contact each family before VLA begins. - A student handbook will be provided virtually through student and parent email and posted on the school website. - Remote learning will have a separate section on the school website for resources. - Communications for supply pick-up and other VLA expectations will occur via phone calls, social media, website, or email. - Teachers and coordinators will have set office hours to receive phone calls and answer emails/questions. - Teachers will have off hour availability to meet with students or parents. <p>Remote Instruction Due to Closure Option:</p> <ul style="list-style-type: none"> - Communications for remote learning will occur through the district website, social media, One Call Now, and/or email. - Teachers will utilize Class Dojo, Google Classroom and Progress Book to communicate assignments, grades, and expectations. 			

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- Parents and students may contact teachers at anytime through email. Teachers will respond during the work week within 24 hours.

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:

Parent/Student Expectations for Remote Learning:

- Parents are essential in the partnership of student learning during remote school experiences.
- Students must be actively engaged in their learning and have good attendance and participation as defined below in the attendance section.
- Parents and students should check Class Dojo and/or Google Classroom and Progress Book daily during the week and maintain communication with teachers through Class Dojo, email, or phone calls.
- Students struggling with remote learning requirements should ask for help. Parents are encouraged to contact building administration with concerns, questions, and needs.

Attendance:

Fully Online Curriculum Program for Semester/Year:

The newly designed Chillicothe City Schools Online Options program is well-suited to meet the needs of accepted students, grades K-12. It is imperative that students in our Online Options program adhere to and abide by the established Online Options Attendance policy, as outlined below. The State of Ohio clearly states Compulsory Attendance Laws (ORC 3321.01) and we will maintain those standards for all students. Student work will be completed on the Virtual Learning Academy (VLA) program, unless otherwise noted.

- Attendance is based on lessons/work completed.
 - Each lesson represents 5.11 hours of school attendance.
 - A full-time student is required to attend/complete a minimum of 25-30 hours of school per week (according to the number of courses assigned), or the equivalent of 920 hours per school year.
- When/if a student falls below the required number of hours/lessons, the following will occur:
 - 10 lessons behind = Warning Letter: Notification to parent/guardian of the student's current progress, or lack thereof. Parent/guardian are asked to contact school officials for a phone/virtual conference in order to remedy the situation.

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- 15 lessons behind = Warning Letter from Attendance Officer, Mr. Marty Dunn: A clear explanation of the Ohio Compulsory Attendance Laws will be sent to parent/guardian, and an explanation of the consequences of further incomplete lessons.
- 20 lessons behind = Attendance Intervention Team Meeting: Student and parent/guardian will be required to meet with Mr. Dunn and a school official for an AIT meeting. This meeting can take place over the phone or virtually while the current COVID-19 situation and parameters are in place. If the student/parent/guardian fail to attend the meeting, and the student is more than 25 lessons behind, legal charges may be filed immediately against the parent/guardian for truancy.
- 25 lessons behind = Court Charges May Be Filed: 25 lessons behind is equal to 25 absences from school. *We consider the first 10 lessons behind as excused absences for personal/health reasons. All absences thereafter are considered unexcused unless the parent/guardian provides medical documentation. 15 absences = chronic truancy and charges may be filed.
- Students are required to interact with their assigned teacher(s) or school adult assigned to each student weekly. Evidence of interaction may include, email, virtual meetings, phone calls, or Class Dojo messages.

Remote Instruction through District Provided Curriculum:

- CCSD teachers will be in-session Monday, Tuesday, Thursday, and Friday during normal working hours.

K-2

- Attendance is tracked through weekly interaction with a teacher. This could occur through virtual classroom meetings, email, Class Dojo messaging, completion and 'turning in' of work.
- Any student that does not meet the weekly attendance requirement will be reported to the attendance counselor for attendance intervention.
- Teachers will be required to hold 2 virtual classroom meetings per day. Off day hours are to be reported and made available for flexible options to meet with students/parents at times beyond the typical school hours.

Teacher Schedule:

Monday, Tuesday, Thursday, Friday

Report to School 7:15 to 2:35

Morning Whole Class Virtual Session: 9:00am

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- Provide Instruction
- Assign/Monitor Work

Afternoon Whole Class Virtual Session: 1:00pm

- Provide Instruction
- Assign/Monitor Work

3-6

- Attendance is tracked through weekly interaction with a teacher. This could occur through virtual classroom meetings, email, Class Dojo messaging, completion and 'turning in' of work.
- Any student that does not meet the weekly attendance requirement will be reported to the attendance counselor for attendance intervention.
- Teachers will be required to hold 2 virtual classroom meetings per day. Off day hours are to be reported and made available for flexible options to meet with students/parents at times beyond the typical school hours.

Teacher Schedule:

Monday, Tuesday, Thursday, Friday

Report to School 7:15 to 2:30

Morning Whole Class Virtual Session: 9:00am

- Provide Instruction
- Assign/Monitor Work

Afternoon Whole Class Virtual Session: 1:00pm

- Provide Instruction
- Assign/Monitor Work

7-12

- Attendance will be tracked daily by participation in daily virtual class sessions based upon the in-person course schedule and reported in Progress Book.
- No attendance in a session will be an absence for the entire period.
- Progress Book will track attendance by hours and attendance counselor will complete letters and attendance intervention team meetings as required by law and district policy.

Teacher Schedule

Monday, Tuesday, Thursday, Friday

Reports to School 8:00-3:15

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Blue Day

1st Period Meeting: 8:15am
3rd Period Meeting: 10:00am
5th Period Meeting: 11:30am
7th Period Meeting: 1:30pm

White Day

2nd Period Meeting: 8:15am
4th Period Meeting: 10:00am
6th Period Meeting: 11:30am
8th Period Meeting: 1:30pm

- Each period will have 1 hour and half for instructional time. This does NOT require a full 1.5 hours of virtual attendance for each session.
- Meetings should be started on time based upon the schedule.
- Class attendance should be reported in Progress Book.
- Instruction, group work, individual assignments, review of work, and assessments may take place at this time period.
- Homework or out of class period assignments may be assigned.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

- All students have access to district provided Chromebooks for online learning opportunities if needed. The district will utilize Renaissance Learning tools for progress monitoring in English Language Arts and Math. This process can occur at home on a regular basis for monitoring of student progress. Students without internet access will be given an opportunity through a community partnership to have internet provided at a reduced rate and paid for by the district for the 20-21 school year.
- The district may also utilize other online tools such as ALEKS, Quill.com, Discovery Ed,

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Flocabulary, BrainPop, iXL, and others to address progress monitoring needs.

- All students in grades K-3 will be benchmarked using STAR and F&P's Benchmarking Assessment System. Students NOT on Track will have monthly progress monitoring requirements on STAR, AIMSWEB, or other district approved assessments.
- Online Learning teachers will be required to accomplish progress monitoring requirements for students choosing the online learning option for the 20-21 school year.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <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:

- The district has surveyed parents and students to address the need of technology and internet access. The district has created solutions to address equitable access to instruction.
- Students choosing to work online, or required to due to school closing, will be provided a district Chromebook. Insurance coverage for Chromebook damage will be offered.
- Students without internet access will be able to gain access through a community partnership that allows low cost internet to be installed with the district covering the cost of the service for the 20-21 school year.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs

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<p>Professional Learning</p>	<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>Teachers will be provided with multiple opportunities to learn new tools and techniques that are essential and helpful for remote learning. Surveys of need were sent to teachers to find out specific needs or interests for staff learning.</p> <p><u>Fully Online Curriculum Program for Semester/Year:</u></p> <ul style="list-style-type: none"> - VLA PD will be provided to all VLA staff. - As needed, sessions for PD in Google Classroom, GSuite, Youtube, Screen-castify, Zoom, Screen Casto-matic, Math online tools and more will be provided. - Teachers will have built in work time to learn and try new tools for effective online teaching. <p><u>Remote Instruction through District Provided Curriculum:</u></p> <ul style="list-style-type: none"> - Teachers may have as needed session for PD in Google Classroom, GSuite, Youtube, Screen-castify, Zoom, Screen Casto-matic, Math online tools and more. - Resources for effective online teaching skills and strategies have already been provided and will continue to be available throughout the school year in anticipation of remote learning. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	