Remote Learning Plan

ESC ASSOCIATION

District Name:	Delphos City Schools
District Address:	901 Wildcat Lane
District Contact:	Douglas Westrick
District IRN:	043885

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 <mark>August 21, 2020</mark> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@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 remotelearning@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 <u>all</u> that apply)
- ❏ 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

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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: Student instructional needs will be determined by the following:

- 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)
- Medical conditions that prevent a child from physically attending school.
- Anxiety issues that prevent a child from being around other children or adults.
- COVID 19 concerns of contracting the virus by being around large numbers of people.
- Social/Emotional issues that prevent a child from attending school.
- Other options agreed upon by DCS and the parent/guardian.

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:

Any parent who requests their child be permitted to use remote learning opportunities will be required to meet with their child's building administrator.   The meeting will be used to discuss why the parent believes it is best having their child learn remotely.

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: Once a valid reason is given to use remote learning, the building administrator will review the student's past academic performance and determine with the parent the best remote learning placement for the child. The following members may be part of the parent meeting: Digital academy coordinator, a teacher and if necessary the special education director.	
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: All students working remotely will be monitored daily/weekly for progress. The student is required to take pre-tests to determine their baseline knowledge of the subject/unit. After determining prior knowledge, students will take the course at their own pace taking mandatory benchmark assessments to evaluate their level of learning. The student will be monitored throughout the course for progress and success rate. Once the teacher of record or the digital academy employee determines the student has successfully completed all the models and assessments, they will be granted full credit. Students will have their grades chunked in 9-week cycles to meet extra-curricular and board policy grading practices. Students will receive a grade using	

the same grading scale as traditional students.

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:

Once the teacher of record or the digital academy employee determines the student has successfully completed all the models and assessments, they will be granted full credit. Students will have their grades chunked in 9-week cycles to meet extra-curricular and board policy grading practices. Students will receive a grade using the same grading scale as traditional students.

Attach any Additional Documentation or Notes (if necessary):

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:
Student progress will be monitored daily/weekly for all options by the teacher of record and by DCS support staff including building administrators, Digital Academy Coordinator and/or employees.

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 progress will be monitored daily/weekly for all options by the teacher of record and by DCS support staff including building administrators, Digital Academy Coordinator and/or employees.

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:
Students will be monitored daily/weekly depending on the circumstances of each child. If it is determined a child is not making adequate progress, the parent will be notified immediately. If the student fails again to make progress, a meeting will be set up with the building administrator to determine the reasons for lack of progress. An at-risk plan will be formulated detailing the expectations of remote learning progress and supports that are available to help the student and parent. If further progress is not made, the school has the option to terminate the remote learning opportunity and require the student to attend school on set days so the student can be monitored more closely for progress.
From the onset, it will be made very clear to the student and parent that remote learning does not work for every student. DCS will provide numerous supports to the student and family to help the student succeed using remote learning but needs the help/cooperation from the parent/guardian.   Parents/guardians will be expected to work with the school to monitor student progress/log in time and help develop set schedules when work is due.   If the student fails to meet the expectations of the school and parent, it will be understood that they will have to report to school for additional support.

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District Logo
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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:

Remote learning for a student is a choice of the parent with DCS not forcing any parent to place their child in remote learning for any reason unless the State of Ohio or local health officials require shutdown of traditional in-person schooling. DCS will provide the same services to remote learning students that students in the brick and mortar school are receiving. Remote learning students will have access to all co-curricular and extra-curricular activities. Remote learners will also have access to all support staff such as social workers, (college and career counseling) and special education services. All staff involved in remote learning will be appropriately licensed by the state of Ohio all teachers will be highly qualified. DCS provides technology devices to students so online instruction will not be a limiting factor.

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:

DCS has used the online platform, NOVA, for the past several years. Every teacher (5-12) will receive extensive professional development on how to use NOVA. DCS employs a Digital Academy Coordinator with over 2 years of experience working with online learning platforms The Digital Academy Coordinator and experienced teachers have and will continue to provide professional development to the staff of DCS using on line/remote learning opportunities.

With the COVID 19 pandemic in March of 2020, all teachers were given additional support and professional development on the delivery of remote learning. During the mandated shut down, teachers had weekly and monthly meetings on how to enhance remote learning. DCS will continue to offer professional development during the 2020-2021 school year to enhance remote teaching and learning.

Attach any Additional Documentation or Notes (if necessary):