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# Remote Learning Plan



District Name:	Lima City Schools
District Address	755 St. Johns Avenue
District Contact:	Jill Ackerman, Superintendent
District IRN:	044222

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 [remotelearning@education.ohio.gov](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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
- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional</a>

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	<a href="#">Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Instructional Sequencing</li><li>• Aligned Instruction to Learning Standards</li><li>• Gap Analysis for ELA, Math, Science, and Social Studies</li><li>• Created a plan for IEP and students with disabilities</li><li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li></ul>
Address Determining Instructional Needs Here: GAP analysis has been conducted for Math and ELA. We are in the process of beginning Science and Social Studies. Instruction will be sequenced to align with the GAP Analysis. Students with IEPs and WEPS/WAPs that have already been created will have reviews to ensure that the plan is aligned to the goals of the online learning platform. Students will complete the diagnostics ( <b>iReady for ELA and Math grades K-8, Math Inventory and Reading inventory for grades 9 and 10</b> ) that the district completes in an online fashion. These diagnostics will determine instructional needs to individual students.	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Clear instructional plans have been created</li><li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li></ul>
Address Documenting Instructional Needs Here: Instructional needs will continue to be documented through the <b>Teacher Based Team process</b> . Our diagnostics will be completed and the reports will indicate the needs of the students. These reports are shared with staff and parents.	

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<b>Attach any Additional Documentation or Notes (if necessary):</b>	

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
Address Determining Competency Here: Teachers will teach in the Schoology platform with both in-class and on-line learners. Competency will be determined through formative and summative assessments that can be given through the Schoology platform.	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning?

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	<p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
<p>Address Granting Credit Here: Students will be granted credit based on the completion and competency demonstrated through the on-line learning platform.</p>	
<p><b>Promoting Students</b></p>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
<p>Address Promoting Students to a Higher Grade Level Here: On-line students will be expected to perform at the same level as the in-person student. Grading and assessment is the same for both platforms</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

<b>SECTION THREE</b>	<b>ATTENDANCE AND PARTICIPATION</b>
<p><b>Resource Link(s):</b></p>	<p><a href="#">Communications Planning</a>  <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE  <b>Website</b> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>

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<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Created a communication and attendance plan for staff and students</li></ul>
<p>Address Attendance Requirements Here: Students are monitored daily. Phone calls to students and parents will take place when a student does not complete daily assignments/assessments. Students who are not present online will be marked according to whether they have an excused absence or an unexcused absence. Online students are treated the same as in-person students.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Created a plan for documenting student participation in remote learning</li><li>• Communicated the plan with families and other stakeholders</li></ul>
<p>Address Student Participation Requirements Here: Students will be monitored daily by their teacher to ensure that they are participating. Communication will be made with students and parents if students are not engaged. At the end of the estimate there will be a conversation between the student/parent/school to determine what the best method of instruction will be going forward. If a student has not been engaged successfully online during the nine week period they will be requested to return to school unless there is an extenuating circumstance that would prevent them from returning.</p>	
<b>Attach any Additional Documentation or Notes (if</b>	

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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<a href="#">Exceptional and At-Risk Youth</a>
Progress Monitoring	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Developed a Plan to monitor student progress with remote learning</li></ul>
Address Monitoring Student Progress Here: Progress monitoring will take place through the online diagnostics that the district already uses for in-person instruction. <b>Progress will also be monitored through assessments in the Schoolology platform.</b>	
Attach any Additional Documentation or Notes (if necessary):	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
Equitable Access	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Parent/Student surveys have been reviewed</li><li>• Technology Plan has been created to ensure equitable</li></ul>

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Address Equitable Access to Quality Instruction Here: Students/parents are assessed to determine the need for technology and/or internet access. Students who do not have a device will be given a chromebook and students without internet access will be given an activated hotspot. The District will revise the Technology Practice Profile. This will be shared with all staff.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	<a href="#">Professional Learning Needs</a>
Professional Learning	<p>What <b>professional development</b> 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"> <li>Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
Address Professional Learning/Development Here: Schoology professional development has taken place throughout the summer of 2020 and continues through the 20-21 school year. All teachers are required to teach in the schoology platform to allow for a smooth transition for the online learners and for the district to be prepared for a possible future shutdown. Academic building coaches and technology coaches provide one-on-one training for teachers. Technology has been placed in buildings to allow for remote learning to occur simultaneously with a lesson presentation.	

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