

Remote Learning Plan



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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.

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 all 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):	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>Instructional needs will be determined using the following: gap analysis and restart readiness assessments developed by ODE, district developed assessments, and Renaissance STAR reading and math assessments. All instruction will be aligned to the Learning Standards. IEP, 504 and WEPs will be followed for students with special needs.</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 stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>Instructional needs will be documented using the district's Student Success tracking system, Panorama, that contains assessment results, standards checklists, special needs plans, and intervention plans.</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: The district will determine competency using the same assessments and grading system used during face to face instruction. These assessments follow the high quality student data guidelines. Students will be expected to complete the same assignments/assessments as students receiving in school instruction.	
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: The district will grant credit based on the same competency system used during face to face instruction to grant credit.	
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: The district will promote students who have successfully completed the grade level work using the same competency system used during face to face instruction to promote students.	

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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	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here: Students are required to login and complete all assignments and assessments on their assigned Google Classrooms. We can track their logins on Classroom and on our GoGuardian platform. Assignment completion along with login tracking will be used to evaluate attendance.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Address Student Participation Requirements Here: Student participation will be tracked using assignment completion, login to Google Classroom and attendance at required virtual Zoom/Meets meetings.</p>	

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>

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	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: Students participating in remote learning will have an assigned teacher who will conduct virtual check-ins, meetings, lessons, and Q & A sessions with the student. This teacher will monitor the students progress through completed assignments and formative/summative assessments. The district will also use our Student Success tracking system, Panorama, to track students grades, attendance, and assessments.	

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: The district will provide students participating in remote learning with internet access and/or hotspots when necessary. A district survey and hotline have been developed for parents to request these items. In situations where a student is too remote to gain access to the internet, packets will be developed and distributed to that student. Families will also have the ability to request mental health support and food assistance. Our Children Services Outreach worker will be available for families as well.	

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?

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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:

Teachers are being provided professional development on Google Classroom, Google Apps, Bitmoji, Loom and Screencastify. These products are being used for our remote learning. They will also be attending training on Panorama, our new early warning tracking system.

Online Learning Plan

Orientation:

- Teachers will host a virtual orientation prior to the first day of school. The orientation will cover at a minimum:
 - Expectations
 - Grading Policy
 - Attendance
 - Lessons/Platforms
 - Virtual etiquette/behavior

Parent/Guardian Responsibilities:

- Commit to providing learning support for children in this environment.
 - Familiarize yourself with your child's courses in Google Classroom.
 - [Google Classroom Information](#)
 - Support your student by developing a quiet space and a schedule that is conducive to digital learning.
 - Monitor the completion of assignments on a daily basis., and encourage your student to ask for assistance when needed.
 - Ensure the student is learning the content.
 - Help the student navigate through the course.
 - It is important for the parent to ensure their child is completing his/her own work so teachers know how to provide additional support.
 - Encourage the student to reach out to teachers.

Communication:

- Students will communicate regularly with the teacher to ensure success in this learning environment.
 - Failure to participate in required sessions and/or to complete assignments may result in course failure and truancy charges.
 - Primary contact method will be by email and the teacher will call when appropriate.
 - Parents can receive class notifications through Google Classroom and by email.
- Parents may report concerns to the teacher first, then to the administrator of their child's school.
- Teachers will:
 - Post announcements in Google Classroom, Student and Parent Campus Portal, and/or on their website.
 - Allow for discussions through school email, phone calls and/or zoom.
 - Allow for virtual parent-student/teacher conferences upon request (teacher, student, or parent).
- Students will check email and Google Classroom each weekday.
- Parents will check email and Google Classroom weekly.

Assignment of Teachers/Classes:

- Students will be taught by the teacher assigned to them on their schedule.

Materials:

- Students will receive instructional supplies to the extent necessary and practicable.
- Schools will provide electronic devices if needed.

Instruction: Instruction will be conducted primarily via Google Classroom.

- **Structure**

- Students must continue using this option until the end of the grading period.
- The structure will include a variety of learning activities, including, but not limited to assignments, video chats, online activities. Any specified timeline for completion should be strictly adhered to by students.
- Students who choose to complete work outside the standard school day hours (7:30 am - 2:30 pm) may not be responded to until the following school day.

- **Class Time**

- General guidelines suggest a minimum of 30 minutes per class per day.
- Class time sessions may be recorded and posted online for viewing at a later time.
- In addition to the class time sessions, students needing individual support may be required to have individual/small group live sessions at the teacher's discretion.
- Summative assessments may be proctored at the teacher's discretion.
- When necessary, direct online instruction will be conducted during normal school hours, and students will be expected to actively participate.
- A calendar of assignments should be provided weekly, complete with due dates and policies for late work.

- **Electives**

- These subjects will be extremely limited and may not be available to the extent they are provided for students in the traditional learning model.

- **Available Resources**

- Several free tutoring applications that offer live tutors are available to K12 students:
 - [GoPeer.org](https://www.gopeer.org/)
 - [Interns4Good](https://www.interns4good.com/)
 - [TeensTutorTeens](https://www.teens4teens.com/)
 - [Ohio University Interns](https://www.ohio.edu/interns/)

Safety:

- Students are expected to follow digital citizenship guidelines for navigating the internet safely as outlined in the Acceptable Use Policy and Google Apps for Education.

Student Clubs and Sports:

- Students will be permitted to participate in extracurricular activities. Participation in clubs and organizations will be dependent upon each club or organization's individual characteristics and purpose, and will be determined by each school's administration. All participants must utilize

the Daily Health Screening Questionnaire before arriving at events. Participants will have their temperature screened by a staff member upon arrival.

Return to Traditional School Model:

As outlined in the document previously, transitions back to the traditional model may occur at the end of the first quarter. If the pandemic crisis ends during the school year, all students may return to the traditional school model.

In the event you would like to return to the traditional model, please email your school at least one week prior to the end of the grading period to allow for time to schedule your child appropriately.