

Otsego Local Schools Remote Learning Plan 2020-2021 School Year

District Name:	Otsego Local Schools
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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 remoteteaching@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 remoteteaching@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.

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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):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will instructional needs be determined ?
<p>Address Determining Instructional Needs Here:</p> <p>Placement of Students: Students are being placed into the appropriate grade level/classes in sequence with the previous years learning and ability levels. The district is utilizing previous years grades and classwork information to determine appropriate placement of each student. High School students are being placed based on needs to meet graduation requirements. Furthermore, we will continue at the Elementary and Junior High to utilize the data collected in reading and math proficiency through “iReady” to determine instructional needs for individual students and we are administering kindergarten assessments and screening tools to determine where each of our kids are starting at. Individual needs outlined for Special education students (IEP/504) are being met through direct contact with students and families.</p> <p>Aligned Instruction to Learning Standards: Teachers at Otsego have lesson plans that are aligned to the state standards. Our Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards. Furthermore, our teachers use information about the students’ learning and performance to plan and deliver instruction that will close the achievement gap. Our teachers communicate clear learning goals and explicitly link learning activities to those defined goals.</p> <p>GAP Analysis for ELA, Math, Science, and Social Studies: The teachers at Otsego are knowledgeable about assessment types, their purposes and the data they generate. Teachers select, develop and use a variety of diagnostic, formative and summative assessments. Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction on a daily basis. Teachers collaborate and communicate student progress with students,</p>	

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parents and colleagues through zoom meetings, email, and phone calls. They utilize Google classroom and other online platforms to share information and communicate.

Documenting Instructional Needs

How will **instructional needs** be **documented**?

Address Documenting Instructional Needs Here:

Teachers will be utilizing various assessment types, and are knowledgeable about their purposes and the data they generate. Teachers will select, develop, and use a variety of diagnostic, formative and summative assessments. They will also record, report, and store the data from these assessments in Powerschool and google classroom. Teachers will be analyzing data to monitor student progress and learning, and to plan, differentiate and modify instruction. Students on IEP's/504's will be monitored and documentation will be noted in their plans.

Teachers collaborate and communicate student progress with students, parents and colleagues through posting grades and progress in Powerschool and through comments on assignments. The district will also measure students' growth through the use of "iready" data in Math and English. Progress monitoring will be consistent in these subjects to determine placement and instructional needs.

Otsego has developed two remote learning plans.

Plan A - Hybrid Model

The district's students will be divided into two groups. Each group will attend school two days a week (*Group 1 attends Tuesdays and Thursdays and Group 2 attends school on Wednesdays and Fridays. The fifth day will have both groups learning remotely from home*). Staff will be creating and delivering online instruction through recorded videos. Students will be able to access these videos through google classroom. Each student will be issued a Chromebook to access and complete their school work. Each building is using research based instructional strategies to determine the time on task for lessons and workload. They are utilizing data to individualize lessons. Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan their instruction. They will utilize content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.

Plan B - 100% Online

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In this plan all students will be remote learning from home. The staff at Otsego will be in the building accessible to students. Each building is using research based instructional strategies to determine the time on task for lessons and workload. They are utilizing data to individualize lessons. Teachers are expected to deliver their instruction through videos/recordings. All assignments and work will be posted in google classroom. Teachers online lesson plans utilize content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.

Optional NOVA Option - Family decision

Since the Otsego school district is starting school on a normal in person schedule, parents were given the option to sign up for a 100% online option through NOVA. For various reasons families have chosen this option with the advantage being the student is still enrolled at Otsego and will have all the opportunities afforded to students enrolled in the Traditional School attending physically every day. Furthermore, the student will be monitored by a certified teacher to make sure the student is making adequate progress.

These plans have been communicated with staff, parents, students and community members utilizing building and district email distribution lists and newsletters and shared out in internal emails and distribution lists. Each family/student also received a letter in the mail detailing the hybrid plan and communicating which group they had been placed in and which days they would be coming to school on the hybrid schedule. A sign up sheet was distributed as well for parents that wished to select the NOVA option.

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	What method(s) will be used to determine competency for remote learning?

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Competency	
Address Determining Competency Here:	
<p>Students will be measured by the work they complete and submit. Teachers will be assigning work that is aligned to content standards and that measures specific skills. Teachers have created and selected activities that are designed to help students develop as independent learners and complex problem-solvers. Teachers will use resources effectively, including technology, to enhance their student's learning. The district has also identified students that cannot access online instruction and they will be provided packets of work to complete, developed by our staff, and submit that work to measure progress and competency.</p> <p>Students will be expected to complete online activities, projects, and assessments to demonstrate competency. They will also be required to sign in for attendance purposes daily. Teachers will also be holding regular Google and Zoom meetings to hold small group meetings to check in with students in real time to see how they are doing and address issues.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning?
Address Granting Credit Here:	
<p>Students will be granted credit through attendance measures, completion of work, meeting expectations, and showing mastery. Student progress will be monitored daily/weekly for progress. Once the teacher of record determines the student has successfully and satisfactorily completed all the assignments and assessments, they will be granted full credit. Students will receive a grade using the same grading scale as traditional students.</p> <p>Our grading practices will remain consistent to what we have done in the past. Lessons and instruction will be delivered to students by our staff. Assignments and assessments will be given out to students for completion. Students will be expected to complete and submit their work to be checked and graded for understanding and mastery. In the elementary we will continue to practice standards based grading utilizing a 4 point rubric and in the Junior High and High School we will continue to grade assignments and assessments for completion and determining progress towards learning goals/targets. Students who fail to complete work or show mastery will not be granted credit for a class.</p>	

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Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <ul style="list-style-type: none"> •
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Promoting students in a remote learning environment will work the same as in a normal school setting. Students will be expected to complete and submit their work to be checked and graded for understanding and mastery. In the elementary we will continue to practice standards based grading utilizing a 4 point rubric and in the Junior High and High School we will continue to grade assignments and assessments for completion and determining progress towards learning goals/targets. Students who fail to complete work or show mastery may not be promoted.</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<p>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.)</p>
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p>
<p>Address Attendance Requirements Here:</p> <p>Student attendance and academic progress will be monitored daily/weekly for all options by the teacher of record and by Otsego support staff including the building administrators, building secretaries, and district employees.</p> <p>For all remote learning options login time will be monitored daily/weekly. The teacher of record and Otsego support staff will check weekly progress. Completed assignments will be filed electronically for documentation. Students final grade will be reported to EMIS and a transcript will be put in the students' file.</p>	

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Participation Requirements	How will your school district document student participation in remote learning opportunities? •
Address Student Participation Requirements Here: Students are expected to login everyday to receive their work and view assignments. They are expected to complete their work daily and stay on track. Students participation will be monitored and tracked electronically in the NOVA program for students choosing 100% online. Students in the Hybrid plan will be monitored daily by teachers and recorded in their grade books. If the entire district is forced to go 100% remote then students will be expected to login daily and have attendance taken through a google form. Teachers will monitor their progress and participation. Students will be required to log in daily and acknowledge they are present.	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Address Monitoring Student Progress Here: For students working in the Hybrid or if the entire district switches to a remote learning plan then individual classroom teachers will monitor their students progress and report attendance and progress to their building secretaries and administrators. The parents of students failing to meet adequate progress will be contacted by the students teachers to address issues and determine the cause. If progress is still not being met a meeting will be set up between the building admins and the parents. For students in the NOVA option, progress will be monitored daily/weekly depending on the circumstances of each child. If it is determined a child is not making adequate progress, the teachers will contact the parents 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	

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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. Otsego will provide numerous reports to the student and family to help the students succeed using remote learning but needs help/cooperation from the parent/guardian. Parents/Guardians will be expected to work with the school to monitor student progress/login time and help to 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.

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input

Address Equitable Access to Quality Instruction Here:

For students choosing the NOVA option; and for all the students in the Hybrid plan, or should we switch to all online Remote learning, Otsego will provide the same service in the remote learning environment as they do in the brick-and-mortar school. Remote learning students will have the access to all co-curricular and extracurricular activities. Remote Learners will also have access to all support staff such as counselors and special education services. All staff involved in remote learning will be appropriately licensed by the state of Ohio and all teachers will be highly qualified. Otsego provides technology devices to students so online instruction will not be a limiting factor. The school is also working on a grant through the state of Ohio to provide internet access to all of those families in our district without the ability to purchase it on their own.

SECTION SIX	PROFESSIONAL LEARNING
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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?
Address Professional Learning/Development Here: The last week of the previous year, Otsego staff was given training on remote learning and effective instructional strategies for distance learning. They were also given training on several video recording apps and technologies such as Screen Flow, Screen Castify, and EdPuzzle to assist them in creating online lessons for remote learning. They were also given training on google apps and Classroom. We are starting the school year with three consecutive professional development days to prepare for in person and remote learning.	