

# School District Remote Learning Plan

Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year in accordance with Section 16 of Sub.H.B. 164 of the 133<sup>rd</sup> General Assembly. The submission date of July 31, 2020 has been extended to August 21, 2020 for the qualifying public school to submit the adopted plan to the Ohio Department of Education. An adopted plan shall not be subject to approval by the Department.

"Qualifying public school" means a school district, a community school, or a STEM school that has not been approved to use a blended learning model in accordance with section 3302.41 of the Revised Code for the 2020-2021 school year.

For all requirements and recommendations needed to adopt a Remote Learning Plan, please visit our [Remote Learning web page](#) and review the checklist provided by the Ohio Department of Education.

If you have already notified the Ohio Department of Education that you will be implementing a Blended Learning Model for the 2020-2021 school year, you may submit an updated Blended Learning Declaration Form and indicate that you are discontinuing the Blended Learning Model.

A qualifying public school governing body may submit its plan to the Ohio Department of Education by completing the following form, submitting its Remote Learning Plan and emailing both items to: [remotelarning@education.ohio.gov](mailto:remotelarning@education.ohio.gov)

**Check all the boxes that apply.**

- I am submitting my district's Remote Learning Plan.
- I am providing an amended version of my district's Remote Learning Plan.

School Year: 2020-21

District/Name: Plymouth-Shiloh Local

IRN: 049460 County: Richland

Name and Title: Bradley J. Turson

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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# Plymouth-Shiloh Local Remote Learning Plan



District Name:	Plymouth-Shiloh Local
District Address:	365 Sandusky St., Plymouth, Oh
District Contact:	Bradley J. Turson (Superintendent)
District IRN:	049460

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](mailto: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](mailto:remoteteaching@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



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

SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<p><u>Determination of Student Educational Needs</u></p> <p><u>Remote - Blended Instructional Delivery Resources</u></p> <p><u>Exceptional and At-Risk Youth</u></p>
<b>Determining Instructional Needs</b>	<p><b>How will instructional needs be 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>
<p><b>Address Determining Instructional Needs Here:</b></p> <p>Student instructional needs will be determined through the following sources but not limited to: pretests, NWEA MAP, diagnostic assessments, formative assessments, student work samples and observation of students. Each teacher will document each student's instructional needs and how they were determined. Teachers will align instruction to the Ohio Learning Standard in a google classroom platform. A standards based teaching model will be utilized with assessment and intervention as the core of this model.</p> <p>Accommodations and modifications will be made for students identified with special needs.</p>	
<b>Documenting Instructional Needs</b>	<p><b>How will instructional needs be 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>
<p><b>Address Documenting Instructional Needs Here:</b></p> <p>Students learning remotely will be assigned to a classroom of students and a teacher that are learning within the building. They will participate in the school day following a schedule provided. The classroom activities and lesson delivery will be streamed through a google platform to a school issued chromebook. If all students are assigned to learn remotely from home (school closure) this classroom will meet at its normal scheduled time and teachers will provide instruction to all remotely. Caregivers/students that participate in remote learning while other students attend at the buildings will be required to sign a remote learning agreement that provides guidelines and expectations to</p>	



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participate in the remote learning program.  
Gradebook will be updated weekly to report student progress for all students.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<u>District &amp; Building Level Educational Considerations &amp; Planning</u> <u>Teacher Level Educational Considerations and Planning</u> <u>Non-Building Based Learning Opportunities</u>
<b>Determine Competency</b>	<b>What method(s) will be used to <b>determine competency</b> for remote learning?</b> 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>
<p><b>Address Determining Competency Here:</b></p> <p>Students in the remote learning program will be required to complete assignments and required assessments at set deadlines the same as students learning in the building classroom in which they are scheduled. Remote learning students will be graded and assessed for competency utilizing the same methods as students learning in the building classroom.</p>	



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<b>Granting Credit</b>	<b>What method(s) will be used for <b>granting credit</b> for remote learning?</b> Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Developed and communicated a plan for granting credit (grading and assessments)</li></ul>
<b>Address Granting Credit Here:</b>  Credit will be granted based upon the submission and grading of student work. Students will receive a grade at regular nine week intervals. A final grade will be determined at the end of the year based upon the Board approved grading scale. The policy for granting course credit will be communicated to stakeholders through district created materials and distributed through the district's communication platforms.	
<b>Promoting Students</b>	<b>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</b> Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li></ul>
<b>Address Promoting Students to a Higher Grade Level Here:</b>  Promotion to a higher grade level will follow established district policies. Communication will be made to the caregiver(s) of any student in jeopardy of not being promoted to a higher grade level. The teacher and building administrator will develop a strategy to engage the student prior to a final determination regarding promotion. The policy for student grade promotion will be communicated to stakeholders through district created materials and distributed through the district's communication platforms.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<p><u>Communications Planning</u>  <u>Attendance Considerations for Remote Learning Plans ODE Website</u> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
<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:</p> <p>Students will be required to log in to all assigned classes. Attendance will be determined by student log in, participation in assigned classes and completion of assigned tasks and assessments.</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:</p> <p>Student participation (log in) will be recorded for each class session. Student completion of assignments, tasks, and assessments will be recorded in Gradebook. Grades will be issued to all remote learning students on a quarterly basis.</p> <p>The participation expectations will be part of the Student Remote Learning agreement signed before participation in this program.</p> <p>All expectations will be communicated to all stakeholders through district created materials and distributed through the district's communication platforms.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

## SECTION FOUR PROGRESS MONITORING



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<b>Resource Link(s):</b>	<u>Exceptional and At-Risk Youth</u>
<b>Progress Monitoring</b>	<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>
<p>Address Monitoring Student Progress Here:</p> <p>Student progress will be monitored through Gradebook. The successful utilization of formative assessments will provide data for intervention and progress monitoring of Tier 2 and Tier 3 students. Instructors will be provided time to work with remote learning students in a platform that will address their educational needs.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<u>Technology Needs</u> <u>Data Use: Gathering Stakeholder Input</u>
<b>Equitable Access</b>	<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 access</li> </ul>
<p>Address Equitable Access to Quality Instruction Here:</p> <p>Remote learning students will receive instruction during their daily schedule from the classroom teachers in the building with other students. Students with special needs will be assigned times to work with intervention specialists through the remote learning platform. Students that do not have access to needed technology will be provided this access through the school and a partnership with the Richland County Commissioners office.</p>	



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**Attach any Additional Documentation or Notes (if necessary):**

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<u>Professional Learning Needs</u>
<b>Professional Learning</b>	<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>
<p><b>Address Professional Learning/Development Here:</b></p> <p>Professional Development devoted to the continued development and improvement of our remote learning plan will be delivered through 35 hours of staff development at the beginning of the school year. Reinforcement and review will be provided as necessary throughout the school year during scheduled professional development times.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	