



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)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ 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	<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)
Address Determining Instructional Needs Here:	
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>*All students identified as gifted will have Written Education Plans that will apply to all learning models.</p> <p>*Students with disabilities will continue to have IEP’s written based on addressing the students academic and disability needs based on the IEP team decision. Intervention Specialists and/or General Education Teachers will make individual contact with students with disabilities to continue SDI. Assigned teachers will continue to meet and assess to assure students with disabilities are making adequate progress.</p> <p>*Teacher-Based-Team meetings will continue with discussions that focus on addressing the academic needs of students based on student work samples, tests scores, and/or universal screeners for core content areas.</p>	
Attach any Additional Documentation or Notes (if necessary):	



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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: *Assignments will be given remotely through Google Classroom or other online platforms. Teachers will continue to assign formative and summative assessments and give frequent feedback all through Google Classroom/etc.. Students will continue to work with Computer Aided Instructional software to address instructional gaps in core classes. Teachers will assign and post grades to our gradebook systems based on student performance on homework, quizzes, projects, and other formal assessments.			
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: *Students will continue to be taught State Standards and take assessments required by the Ohio Department of Education. *For students to receive credit they will need to show satisfactory competency in the course work as defined by the course requirements and adopted board of education requirements, whether the course is advanced placement, college credit plus, or a general course. *Students will show competency as they would in a face-to-face setting by satisfactory completing homework, projects, and showing competency of formal assessments/tests. *Students will submit work and assessments via Google Classroom or other online platforms			



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according to teacher set deadlines.

Teachers will grade assignments and record grades electronically and provide feedback to students via online, by phone, email, or Google Meet/Zoom.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:
 The promotion of students will include a team decision based on the student, state testing performance(if applicable), and the students ability to show grade level performance competency on assessments that are aligned with grade level state standards.
 Note: Assessments will be assigned and submitted online. Teachers will provide frequent feedback and log grades via online electronic grade books so families and students are able to see their ongoing progress.

Attach any Additional Documentation or Notes (if necessary):

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>
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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
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Address Attendance Requirements Here:
 Students will be expected to complete assignments and participate with online



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instruction/requirements daily. If a student doesn't log-in to their online learning platform each day and complete the assigned work/tasks, they will be reported by their teachers to the attendance secretary/administrator. Attendance will be taken in hours and reported per requirements in the PSCS handbook and align with HB 410. Students/Guardians will submit notes/emails to attendance personnel if a student has an excusable absence. All current PCSD attendance policies (except for start and end times of the school day) apply to online learning. Safety precautions taken: Teachers are required to see students face-to-face via our online learning platform. If a student has not logged-in to the online learning platform and not completed work for two consecutive days (without prior notice), the teacher will notify the attendance secretary/administrator and a wellness check will be completed. Attendance Intervention meeting will still be completed following the requirement in HB 410

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
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Address Student Participation Requirements Here:
 Teachers will have an online learning and attendance template to track attendance and completed work following the attendance plan above.
 Each building will discuss (and have access to the attendance requirements) the online and face-to-face attendance requirements before and at the start of the 2020-2021 academic school year. Any student/family with an attendance issue (online or in-person) will be reminded of the attendance policy and have an Attendance Intervention Meeting schedule to identify and come up with a plan to address the root cause of the attendance issue.

Attach any Additional Documentation or Notes (if necessary):

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> <p>Possible/Optional item(s) to consider:</p>



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	<ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
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Address Monitoring Student Progress Here:

- *Teachers will provide frequent online learning opportunities and assessments.
- *Teacher will provide frequent feedback to students/families regarding academic progress
- *If students are struggling they can be referred to the Intervention Assistance Team for guidance and next steps to help the struggling students.
- *Grades will be kept so students are able to see their ongoing performance in each class.
- *Students will engage in online diagnostic testing 3 times annually which provides teachers with information about students academic strengths and weaknesses.
- *Students will engage in learning online via Computer Assistive Software to address the individual deficits of each child based on the diagnostic testing.
- *Teacher-Based-Team meetings will occur monthly to address student needs and instruction will be adjusted to address these identified needs.
- *Online Assessments and assignments will be given each week. Students will receive grades and feedback in relation to their work. Students/families will be able to track student grades and performance online.

Attach any Additional Documentation or Notes (if necessary):

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

- *Parent surveys were conducted indicating approximately 50% of our students did not have access to a device at home to access online learning.
- *Plan: District has become 1:1 in regards to Chromebooks for students and teachers.
- *Designated parking lots of each building will have wi-fi access for students to access.
- *School buses will be equipped with wi-fi hotspots
- *Wi-fi hotspots will be placed in underprivileged common areas across the community.



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*Any student still unable to access online learning will be delivered physical learning packets.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development 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">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <p>*Before students return teachers will receive professional development in...</p> <ul style="list-style-type: none">- Basics operation of a Chromebook- Google sheets, forms, docs, slides, etc.- Google Classroom: Creating classes, creating and posting digital assessments.- Google Meet / Zoom- Best practices of teaching and assessing in an online learning environment.- Taking attendance for online learning.- Covid-19 response and safety measures- Other online assessment tools and strategies (SeeSaw, Screentastify, I-Ready, Study Island, Apex, etc.	