Remote Learning Plan

OESC ASSOCIATION

District Name:	Sciotoville Community School
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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 <mark>August 21, 2020</mark> 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

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**? Possible/Optional item(s) to consider: • 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:

Sciotoville Community School has established scheduled courses through beyond textbooks for teacher-led instruction that students receive both in the classroom and digitally. Online materials provided by Beyond Textbooks and PowerSchool are aligned to the curriculum. Sciotoville Community School understands that this is an unprecedented time in education, so teachers have set clear expectations and provide flexibility to students as they navigate their daily schedules when not physically present in the classroom. Sciotoville Community School has and will continue to clearly communicate to staff, parents, students, and the community to facilitate cohesion as the district and community begins and completes this school year. Sciotoville Community School will determine instructional needs by utilizing Beyond Textbooks, Content Standards, and Extended Learning Standards. The following formative assessments will be used to determine instructional needs: Kindergarten Readiness Assessment, OH Department of Education Diagnostic Assessments, Performance Matters, IXL, STAR Reading and Math, and Beyond Textbooks.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:
- Traditional Teacher-led instruction will be delivered to all students (5 days/week) who attend school both physically and digitally. Students who participate in self-directed learning will complete an equivalent number of academic hours as those students who attend physically/digitally.
- Establish an academic baseline
  - Administer formative assessments/benchmarks toward the start of the school year
  - Formative/Benchmark assessments include grade level and subject area specific tools.

The assessments are used to determine gaps in learning due to the COVID 19 school closure, other noted events or loss of progress during summer months. Teachers will also assess students' current grade level performance indicators. Teachers utilize these assessment results in lesson planning, intervention plan development, and enrichment for students. These student records will be documented in Individualized Education Plans, Benchmark Reports, Parent/Teacher Conferences, and in a real time and ongoing student record in Beyond Textbooks and PowerSchool.

- Conduct TBT meetings with teachers to identify where students are academically.
- Provide additional instructional supports to:
  - Students at risk of not graduating
  - Students who are identified as being behind by teachers and parents
  - Students with disabilities

Attach any Additional Documentation or Notes (if necessary):

Teacher-led and digital instruction is designed to address the needs of all students, as well as, grade level and subject area standards. Students who demonstrate deficiencies are provided intervention through a variety of options. Evidence based strategies are integrated into the classroom and continue through Google classroom and Beyond Textbooks. Interventions are specific to individual students to fill gaps in learning or to strengthen weak areas of performance. Additional interventions, accommodations, and modifications may occur as needed.

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: • Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

Assignments are provided via Google classroom and Beyond Textbooks; and, students in the class have access to these resources. Deadlines are attached to the assignments and timely submission is required.

| **Granting Credit** | What method(s) will be used for **granting credit** for remote learning?

Possible/Optional item(s) to consider:
• Developed and communicated a plan for granting credit (grading and assessments) |

Address Granting Credit Here:

Grades are assigned by the teacher based on the evaluation of student performance on assignments, tests, quizzes, and projects (summative assessments). Feedback is also provided to students on formative assessments to enhance comprehension and understanding prior to summative assessments.

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: • 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 virtual/remote classroom includes parameters for expected performance tied to the district grading scales. Promotion and credit assignment will be based upon successfully completing the pre- established guidelines of the school district for promotion and credit assignment. Policies adopted by the School Board and procedures and practices adopted in parent/student handbooks will be followed as if students were engaged in a traditional educational experience in a full time face-to-face classroom.

Attach any Additional Documentation or Notes (if necessary):

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	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: • Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

Student attendance is determined through engagement measured by the timely completion of assignments and tasks. In addition, student attendance will be recorded utilizing a combination of face-to-face contacts and online log-ins in addition to timely completion of assignments and tasks.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

Failure of students to engage within the physical classroom, Google classroom, and Educere will ultimately result in the implementation of the truancy provisions identified in each building and district policies, including referral to the intervention team, counseling and advising, attendance letters sent to the home and referral to juvenile court via the attendance officer.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: • Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Student progress is measured by the classroom teacher through the evaluation of completed assignments, projects, tests, quizzes, and other tasks relevant to the learning standards.
Proficiency/Grading scales, developed locally, are used to determine course grade assignments.
Progress is communicated to students and parents using Benchmark reports. Students and parents are also provided access to Progress Book and the ICU database to continuously monitor individual progress.
Parent/Teacher conferences may occur in face-to-face or virtual/remote or telephone calls to explain in more detail the academic records of students. Ongoing communication will occur more frequently as needed or identified.

Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):	

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: • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Each student (KG-12) is provided a Chromebook to use within the classroom and at home. Guidelines for use are provided to each student/parent with signatures required. Controls are embedded in every device to limit access and protect students from untrustworthy or inappropriate sites. Monitoring software is also incorporated to ensure adherence to district policies and guidelines. The district plan took into consideration the responses provided through the parent survey.

Hot spots are provided by the district for families who lack internet access and technology support is provided for hookups and troubleshooting. Provision for internet access is provided at each building within the Sciotoville Community School district in the parking lots for students without access.

Attach any Additional Documentation or Notes (if necessary):

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? 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:

KG-12 staff professional development is required of all instructional personnel in the area of Google Suite/Classroom, Beyond Textbooks, PowerSchool, and the components of an effective/structured lesson utilizing power standards. This professional development provides robust and comprehensive explanations and demonstrations of tools and resources associated with the aforementioned programs.

The professional development schedule incorporates specific technology skill and knowledge opportunities for all staff, certified and classified, throughout the year.

The district also incorporates teacher input for needed/requested professional development.

Attach any Additional Documentation or Notes (if necessary):