Remote Learning Plan

District Name:	Sebring Local Schools
District Address:	510 N. 14th St., Sebring, Ohio 44672
District Contact:	Toni Viscounte, Superintendent
District IRN:	048355

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.

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Consider how instruction will take place? (check <u>all</u> 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:

Instructional needs will be determined based on learning standards that would traditionally be taught in a regular school setting.

Parents who selected remote learning/Sebring Online School: curriculum is virtual through Edgenuity and is aligned with Ohio's Learning Standards.

If district-wide mandated remote learning, teachers will be responsible for covering each standard through one or more of the following:

Students will use teacher and vendor prepared virtual lessons and submit lessons virtually, the following are utilized depending upon student grade level and schedule: Common Literature, CPM, Dogo News, Google Classroom, Google Meet, Google Hangout, Loom, Dojo Class Story, Dojo Messaging, and Dojo Portfolio, Screencastify, Pearson Realize, Gimkit, Gizmo, i-Ready, Illuminate, ABCya, RAZ kids, ReadWorks, Moby Max,Reading A-Z, Scholastic News, Scholastic Storyworks, Scholastic Upfront Magazine, Mastery Education/Measure Up, Mystery Science, NewsELA, NY Times, Khan Academy, LEGO mindstorm, PBS Learning Media, Project Lead the Way (PLW), Public Library digital picture books, Quizlet.com, Typing.com, Vocaroo.com, SOLA (Sebring Online Learning Academy) and/or FuelEd lessons

- Students are provided with chromebooks.
- Teachers will collaboratively plan through Google Meet, Google Hangout, and Zoom.

Using pre and post assessments, we will determine Gap analysis to drive instruction through google. Students in grades K-12 can be assessed online and placed in the appropriate online ability groups. Students who are on an IEP will have two IEP's written. One will be for on campus instruction and the second for virtual instruction. In the event that we transition to online, parents would reject the original IEP and the virtual IEP would take precedence. Students who are gifted will be serviced with enrichment with our time gifted intervention specialist through google.

Students with Special Needs
- Plan to support
  - IEP/ETR meetings continue to take place as scheduled.
  - Intervention Specialists are checking in with students/families 1 -2 times per week to address any needs, discuss assignments, check student progress, etc.
  - Sebring Pupil Services supervisors hold whole staff and 1:1 meetings with their teachers to continue the on-going discussion of planning and supporting students remotely
  - Sebring Care Team Coordinator has provided resources to students, families and staff and is available to support students/families during remote learning.
  - Sebring School Counselor continues to support the needs of students as well as other students who may require social emotional support while at home.

- Instructional Delivery
  - Students are receiving instruction virtually see list above.
  - Students have access to content on interactive websites that are aligned to their individual needs and goals.
  - Intervention Specialists are also creating individualized lessons for students.

- Related Service Providers – Provided by Mahoning County ESC
  - Baseline data was collected by therapists prior to school closures regarding student's IEP goals.
  - Students received instructional homework packets (3-17-2020 through 4-3-2020) specific to their IEP goals. Packets were distributed on 3-16-2020, online instruction only thereafter.
  - Therapists are contacting parents via Dojo, Tadpoles programs for PreK, Google Classrooms, Google Voice Phone calls and Texts, and email to provide support, update materials for instruction, and offer tele-therapy and/or phone conferencing as well as video instruction for students.
  - Therapists are developing or joining virtual Google Classrooms, Google Meets as well as scheduling Zoom Tele-therapy.
  - In setting up Zoom and Google Meet therapy sessions, therapists provided technology instruction by phone or email to parents for improved outcomes.
  - Reminders are sent for teletherapy sessions and materials are sent prior to sessions for front loading with parents when needed.

- Tele-therapy sessions are set up in a one on one or group therapy model depending on the needs of the student(s). Parents are encouraged to facilitate sessions if needed.
- Teletherapy sessions include interactive materials provided to families such as Boom Cards, Lessonpix, The Ultimate SLP, News2yYou,Learning A to Z, various I-pad Apps, The Listening Room, Google Spy, Writing with Symbols, as well as many self made Instructional videos and materials.
- Therapists are keeping uniformed and detailed logs of parent contact and parent/student instruction and sharing with Supervisors and Special Education Directors. Therapists regularly track and share lists of students/families who have shown no response to therapists emails/calls/texts.
- Therapists are documenting tele-therapy sessions and 90 day reports and submitting data in the medicaid system.

Related Service Supervisors meet virtually with Special Ed Directors, Department Supervisors, Related Service Supervisors across the state, as well as with department staff for updates, to discuss concerns, to brainstorm ideas and share outcomes and resources.

Resources for English Learners
- [Bitsboard](#) - (Grades K-5) This site provides educators with flashcards and games with visuals for various contents.
- [Khan Academy](#) - (Grades K-12) This online database of lessons and practice exercises includes programs for English learners.
- [Project Gutenberg](#) - (Grades K-12) Project Gutenberg is a library of more than 60,000 free ebooks with a wide selection of languages available.

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:

Edgenuity – parents will receive login information to track progress. A local certified staff member will also be assigned and will be the point of contact for questions/concerns.

District-Wide remote: Instructional plans will be created using DOJO and Google Classroom and available for students and parents. Staff will use a standards checklist to ensure coverage of each standard and to monitor gap closure. Our instructional plans as well as district expectations will be on our district website available for all stakeholders.

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Attach any Additional Documentation or Notes (if necessary):

Social and Emotional At Home

- Use specific phrases about effort, such as: - "I admire what a hard worker you are - you take your time and do quality work." - "I enjoy hearing what you're thinking about."
- At the beginning of the day, have children write a few positive statements about themselves as thinkers.
- Tips on how to answer your young child's questions about coronavirus can be found here.
- The Ohio Department of Education's tips for supporting your child during coronavirus can be found here.
- Provide free-thought time to draw, dance, journal and read.
  - SEL in Homes & Communities
  - Daily Feelings Journal
  - Free K-12 SEL Lessons to Use at Home
  - Free SEL Lessons for High School Students
- Sesame Street in the Community
- CDC Guidelines for managing stress
- The National Child Traumatic Stress Network's Guide for Caregivers and Parents provides information that pertains to all grade levels.

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: Edgenuity: There are automatic updates as students complete the online assignments. Students and parents are able to login at any time to view student progress and the amount of time actively engaged vs idle time.	

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District-Wide remote: There will be weekly updates to Progress Book so students and parents are aware of student progress.	
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: Students will be required to complete and pass courses as they would in a traditional school setting. The grading scale approved by the Sebring BOE will be used.	
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: Students will be required to complete and pass courses as they would in a traditional school setting. The grading scale approved by the Sebring BOE will be used.	
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?

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	Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students
Address Attendance Requirements Here: Edgenuity: Attendance will be monitored by login and length of time online. District-Wide remote: Teachers will take attendance via google classroom for grades. Other online resources such as classroom dojo will also be utilized.	
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: Edgenuity: Virtual platform, non-interative, limited participation, however students are assigned a teacher that they may contact via email. District-Wide remote: Google has multiple ways of including student participation within its program. Teachers will use a variety of participation methods in order to make sure students are actively participating virtually.	
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: Edgenuity: Many assignments are computer graded, written responses are graded by the assigned teacher. The teacher and the online coordinator will be responsible for monitoring progress. District-Wide remote: Teaches will use a variety of online methods such as pre and post assessments to monitor student growth. Google classroom will be used daily to actively engage students and allow for	

teachers to monitor progress through a variety of assignments.
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: Students will be provided a chromebook to take home for use on daily assignments and online learning. Based on a district survey, overall, parents felt the remote instruction was successfully in the spring of 2020. Families were survey and 100% have access to the internet.
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:

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We will continue to work closely with our local ESC technology coordinator and the ESC instructional consultants. They provide professional development and lessons if needed as well as a remote learning document with technology resources.

Attach any Additional Documentation or Notes (if necessary):