



Remote Learning Plan

| | |
|-------------------|--------------------------------------|
| District Name: | Sidney City Schools |
| District Address: | 750 S. Fourth Ave., Sidney, OH 45365 |
| District Contact: | Bob Humble |
| District IRN: | 044784 |

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 remotelarning@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 remotelarning@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](#).



Remote Learning Plan

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): | 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) |
| <p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> • NWEA MAP Spring Benchmark assessment • Existing Tiers 2,3 students • Gap analysis done Spring of 2020, K-12 | |
| 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> <ul style="list-style-type: none"> • Instructional Planning resulting from Spring 2020 Gap analysis documented in Google Shared drives (curriculum guides, including pacing guides) • Results from benchmark assessments shared with grade-level/content area teams, admin., students, families | |



Remote Learning Plan

| 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: <ul style="list-style-type: none"> Students will be assessed against the learning targets that are the focus for that lesson unit. Students will be given opportunities for low-risk independent activities, take feedback from teachers to deepen their understanding, and continue to be given assessments for opportunities to show their progress. Assessments will be adapted to allow for students' varied learning needs and to remove barriers an online platform may present. Students will be assessed and grades assigned based on the student's level of understanding, taking into consideration any accommodations, modifications, and extenuating circumstances that may have impacted the learning environment. | |
| 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: <ul style="list-style-type: none"> Credit will be granted based on completion of assessments that demonstrate students' understanding. This will follow the existing grading scale the district uses. | |
| 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: |



Remote Learning Plan

| | |
|---|--|
| | <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments) |
| <p>Address Promoting Students to a Higher Grade Level Here:</p> <ul style="list-style-type: none"> Students who demonstrate adequate progress in their learning will be promoted to the next grade level. If there is a concern from a student's family or teacher(s), then a team consisting of a school psychologist, administration, special/general education staff, parent/guardian will meet and create a plan that includes evaluations to determine what is in the student's best interest. | |
| <p>Attach any Additional Documentation or Notes (if necessary):</p> | |

| SECTION THREE | ATTENDANCE AND PARTICIPATION |
|---|--|
| Resource Link(s): | Communications Planning |
| 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 |
| <p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> Student engagement and attending scheduled meeting times/check-ins with teachers will be included requirements for attendance. Clear expectations for attendance will be communicated to staff, students, and families. | |
| 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 |
| <p>Address Student Participation Requirements Here:</p> | |



Remote Learning Plan

- Student participation will be monitored and recorded in a way that can be easily communicated to families. This will be included in the plan for students and families.

Attach any Additional Documentation or Notes (if necessary):

- Attendance procedures in place for remote learning override all existing policies and guidelines relative to attendance.

| 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: <ul style="list-style-type: none">• Developed a Plan to monitor student progress with remote learning |
| Address Monitoring Student Progress Here: <ul style="list-style-type: none">• Use platform analytics to monitor login/usage• Evaluate completion of assessments to determine engagement and potential barriers to learning• Participation in scheduled virtual meets/phone calls | |
| Attach any Additional Documentation or Notes (if necessary): | |

SECTION FIVE

EQUITABLE ACCESS



Remote Learning Plan

| | |
|--|---|
| Resource Link(s): | Technology Needs Data Use: Gathering Stakeholder Input |
| 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 |
| <p>Address Equitable Access to Quality Instruction Here:</p> <ul style="list-style-type: none"> ● The district is working toward a 1:1 model that will provide reliable technology for all students, internet access, clear policies and procedures for guidance, and an organized plan for deployment and collection of equipment. ● Feedback from students, families via survey(s), calls will determine more specific technology needs for instructional delivery and planned accordingly. ● Tech Support set up for families and students to access ● Students and families will have support in learning how to access content for learning online through videos and opportunities for in-person sessions. | |
| <p>Attach any Additional Documentation or Notes (if necessary):</p> | |

| 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> | |



Remote Learning Plan

- Ongoing PD for LMS, Schoology, created and planned for teachers, students, families
- Feedback from staff, students, families via survey(s), calls will determine more specific technology needs for instructional delivery and planned accordingly.

Attach any Additional Documentation or Notes (if necessary):