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Remote Learning Plan



District Name:	Southington Local School District
District Address:	2482 State Route 534
District Contact:	Rocco Nero - Superintendent
District IRN:	050237

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):	<u>Determination of Student Educational Needs</u> <u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>
Determining Instructional Needs	How will instructional needs be determined ? Possible/Optional item(s) to consider: <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: The district has worked with teachers through TBT'S, BLT'S, and DLT'S through the OIP process and have continued to meet to determine how to best service our population. Curriculum maps have been developed to align with Ohio Learning Standards.	
Documenting Instructional Needs	How will instructional needs be documented ? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Clear instructional plans have been created• Clear instructional plans have been communicated with staff, parents, and other stakeholders
Address Documenting Instructional Needs Here: Instructional needs will be reported on a regular basis to staff, parents, and students.	
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: All lessons are aligned with the Ohio Learning Standards whether they be online, through Google Classroom, or teacher created. Competency will be addressed on a regular basis through lesson plans and grades as needed.	
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: Credit will be granted based upon completion of course requirements coinciding with local and state policies.	
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: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Credit will be granted according to established District and State guidelines/policies. Formative/summative assessments will be utilized as needed.	
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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<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.)
Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a communication and attendance plan for staff and students
Address Attendance Requirements Here: Attendance will be taken daily for both in person and remote learning (monitored by Southington mentor). Communications concerning attendance requirements will be communicated on a daily/weekly/monthly basis.	
Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a plan for documenting student participation in remote learning• Communicated the plan with families and other stakeholders
Address Student Participation Requirements Here: Attendance and participation is monitored through our ESC which provides one of our programs. The ESC provides a mentor for each classroom setting. In addition, we will have a staff member assigned to be a liaison to the ESC to monitor our students as well.	
Attach any Additional Documentation or Notes (if necessary):	

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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<u>Exceptional and At-Risk Youth</u>
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional Item(s) to consider:</p> <ul style="list-style-type: none"> • Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here: Once again in conjunction with the ESC, their mentor and our liaison, we will monitor progress as well as attendance.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<u>Technology Needs</u> <u>Data Use: Gathering Stakeholder Input</u>
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: Being a small district we have a very good idea of who needs access for remote learning. A survey was conducted last spring as well as personal contact with those who did not return the survey. The district will provide as it did last spring, hot spots and devices as needed.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	<u>Professional Learning Needs</u>

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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: <ul style="list-style-type: none">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: We have delayed our start by one week to provide staff all the necessary tools to handle and monitor remote learning. The ESC is secured to assist in any necessary professional development.	
Attach any Additional Documentation or Notes (if necessary):	