Remote Learning Plan

District Name:	Southwest Licking Local School District
District Address:	927 A. South Street Pataskala, Ohio 43062
District Contact:	Kasey Perkins, Superintendent
District IRN:	048041

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 <u>all</u> 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):	[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:

Teachers and students will use teacher created lessons in Google classroom grades K-5, synchronous instruction via Zoom, and pre-recorded instructional videos. Grades 6-12 will utilize Edmentum, varying use between a full-time instructional program or as a supplemental learning program. All grades will also use a variety of online instructional programs to meet the needs of students. Training will be provided to all staff, students and families to ensure an understanding of how to utilize the various resources. All lessons will align with the state standards and curriculum maps will be adjusted accordingly. Gifted students will be provided with enrichment opportunities in addition to their regular coursework. Students will continue to receive the services outlined in their Individualized Plans with the option for live zoom sessions (IEP, 504, WEP, RTI, and EL Plan). Related services (speech, OT, PT, APE, etc) will take place virtually with the option for live zoom sessions. Changes to services will be a team decision and outlined either through an amendment or Prior Written Notice.

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:

Parents have received district communication and provided input throughout the implementation process. Instructional plans to meet the needs of all students have been clearly communicated to students and their families. Teachers aligned remote instructional plans with the SWL curriculum and Edmentum.

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Attach any Additional Documentation or Notes (if necessary):

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: Students in grades K-3 will receive a standards based report card and ongoing feedback between grading periods. Students in grades 4-12 will receive letter grades based on the district grading scale.	
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 in grades K-3 will receive a standards based report card and ongoing feedback between grading periods. Students in grades 4-12 will receive letter grades based on the district grading scale. Credit will be granted according to completion of work and mastery of learning.	
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: In order to be promoted to the next grade level, students need to demonstrate mastery of grade-level standards, the same as they would if learning were in-person.	

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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:

Attendance will be tracked based on synchronous and asynchronous participation, assessments, and other assignments.

Staff will maintain contact information for students and families and build strong relationships that can endure time and distance. First and foremost, maintain regularly updated contact information for students and parents. This can be a first step in preventing students—especially the state's most vulnerable—from falling through the cracks.

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:
Students participation is required in Zoom for synchronous learning. The plan, expected time commitment, and learning options have all been communicated with families through our website, social media, and direct family emails.

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:

Teachers will monitor progress using synchronous and asynchronous student sessions in Google Classroom. Data will include Zoom, pre-assessments, formative assessments and summative assessments. In Edmentum student progress will be based on participation and content mastery.

In special education student progress monitoring will continue to be reported at the interim (approximately every 4.5 weeks) and end of each quarter. Progress monitoring will continue to be valuable and imperative to teacher data analysis and student learning progress.

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:

The district will loan Chromebooks to all students who need a device at home to complete remote learning assignments. Should a family be in need of Internet access, the district will work with each specific family regarding their needs and develop a plan to assist.

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:

Professional development opportunities will continue to be provided to staff through district representatives and outside entities to ensure that our staff members are up-to-date and committed to providing enhanced learning opportunities to our students.

Attach any Additional Documentation or Notes (if necessary):