



District Name:	St. Marys City Schools
District Address:	2250 State Route 66, St. Marys, Ohio
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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 **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](#). 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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources



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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
- Aligned to DLT and BLT goals
- District Strategic Plan
- Gap Analysis for ELA, Math, Science, and Social Studies
- Created a plan for IEP and students with disabilities

Address Determining Instructional Needs Here:

St. Marys City Schools students' needs will be determined by the results of pre-assessments and formative assessments designed to monitor proficiency on the instructional standards. Instructional teams will utilize a gap analysis of their curriculum maps to also determine the students needs. Students with IEP's will continue to have their needs determined based on progress toward goals. The instructional needs will be based on the adopted Ohio Learning Standards. Specific buildings will also use goals to guide their focus and instruction determined by their BLT's and following the District's strategic plan.

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:

Instructional needs of students will be documented in the teachers lessons plans and in their google classrooms. Instructional plans will be shared with all stakeholders through these documents.

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:



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- Developed and communicated a plan for determining competency (grading and assessments)
- Students will need to show mastery of the standards through assignments and assessments.

Address Determining Competency Here:

Student competency will be determined utilizing traditional grading of assessments and activities

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 gain credit through completion of course work at appropriate levels. Semester credit and end of year credit will be approved as requirements are met.

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)
- Students will need to show satisfactory progress at meeting the grade level standards which will be assessed through assignments and assessments.

Address Promoting Students to a Higher Grade Level Here:

Students will be promoted to a higher grade following district policy. A student will be promoted when he/she has completed the course and state-mandated requirements, demonstrated sufficient proficiency, and demonstrated appropriate social and emotional maturity for a successful learning experience in the next grade level.

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:

Students are required to attend daily. Students are expected to be present online and engaged daily,



per schedules that will be established. This will be done through screen time or log time and also progression through the lesson/activities/assessments. Failure to meet these criteria will result in consequences and possible truancy.

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:

Student attendance will be documented through log in data of google classroom and log time in PLP. Student attendance will also be documented by percentage of completed of assignments.

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:

Progress toward IEP goals will be monitored by the intervention specialist assigned to the students. All online or remote students will have teachers assigned to them to support their learning and to monitor their 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:

Equitable access will be managed by ensuring students have necessary equipment and internet connectivity. Families will be asked to contact the school principal if they need a device or wifi. The school will work with families that do not have necessary equipment or connectivity.

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 Learning will be provided for all staff members. We have added PD days at the beginning of the year to allow teachers to get training on remote learning best practices as determined by our Remote Learning Committee and based off of parent, student, and staff feedback/surveys. The staff will also review and set district consistent policies in Google Classrooms which will be the learning platform for most of our remote learners.

Attach any Additional Documentation or Notes (if necessary):