



Remote Learning Plan

District Name:	Struthers City Schools
District Address:	99 Euclid Avenue, Struthers OH 44471
District Contact:	Pete Pirone
District IRN:	044859

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](#).

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):	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>Instructional needs will be determined by a diagnostic and/or formative assessment. For elementary language arts (K-5), we will use DIBELS and for middle and high school (6-10) Lexia. The district also uses NWEA Map, Bridges and Carnegie (Mathia). TBT's will review data and gap analysis for all content areas. They will review and adjust curriculum maps as needed. Data for students with IEPs/WEP's will be reviewed by the team of teachers, Special Education Coordinator and Gifted Coordinator. Students with disabilities will be offered the same learning opportunities as other students. The district will maintain detailed records of all therapies, progress, and interactions.</p>	
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>BLT/TBT's will review and document results from the diagnostic, summative and/or formative assessments. Each team will review the gap analysis to inform and plan appropriate instruction. Planning will consist of reviewing the curriculum maps and pacing guides and making the necessary adjustments to meet all students needs. IEPs, WEP's and RIMPs will be reviewed with all stakeholders. Tier 1 instruction will be the district focus while Tier 2 and Tier 3 interventions will be addressed as needed.</p>	
<p>Attach any Additional Documentation or Notes (if necessary): The district restart plan was shared with the reentry committee, board of education and community.</p>	



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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)
When students are remote, instruction and assessments will be delivered through Google Classroom and other educational apps/platforms. Students are required to log on and participate during their individual class times. Lessons may be live or recorded. Assessments will be completed on school issued devices and accounts during the instructional period.	
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)
The district grading policy will be followed and communicated to students and families. Administrative and teachers discretion will be utilized in unforeseen situations.	
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)
In order for a student to be promoted, they must earn a passing grade for the semester/year.	
Attach any Additional Documentation or Notes (if necessary):	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
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
Attendance will be taken every day using multiple approaches to account for the differences between in-school, teacher-led and self-directed remote learning. Additionally, attendance will be taken per period as students log on following their daily class schedule. Attendance requirements can also be met by student participation and completion of assignments. There will be teacher and administrative discretion based on unforeseen circumstances.	
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
Teachers will document student participation and assignment completion through DASL, Progress Book, Google Classroom, Google Polls, etc. We will maintain regularly updated contact information for students and parents. School personnel will contact families on a regular basis for students not logging on and /or participating. The district will utilize the Diversion Officer and SRO to perform home visits for students not complying with attendance policy.	
Attach any Additional Documentation or Notes (if necessary):	



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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
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>The district will monitor student progress through the Ohio Improvement Process at all team levels. Data collection and instructional strategies will be reviewed and appropriate actions will be taken per student/building needs.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
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>Each student kindergarten through 12th grade will be issued a Chromebook. Any family that does not have internet access will be given a District issued HotSpot.</p> <ul style="list-style-type: none"> ● Online instruction will be completed via Google Classroom, and tele-therapy for families who are willing and able to participate. ● Students with disabilities will be offered the same learning opportunities as other students. Our therapies will be delivered through tele-therapy and take home activities. Families are consulted based on schedules established in consultation with each family we serve. Our school psychologists and teachers will maintain IEP and ETR dates through electronic or telephone communication. The district will maintain detailed records of all therapies, progress, and interactions. 	



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- High mobility students and students in high risk environments may require additional attention during remote learning. These students will be monitored by district personnel to ensure educational needs are being met.

Attach any Additional Documentation or Notes (if necessary):

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>Staff and parent surveys were conducted to determine professional development needs. For staff, training will be provided on Google Classroom and additional online applications. Online applications will be reviewed and selected for district and building consistency and usage. For parents, we will create a Google friendly tutorial which may include videos, terminology and charts to better understand student use and expectations.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	