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| District Name: | Sycamore Community Schools |
| District Address: | 5959 Hagewa Drive, Cincinnati, Ohio, 45242 |
| District Contact: | Karen Naber, Assistant Superintendent |
| District IRN: | 044867 |

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

Remote Learning Plan

| SECTION ONE | INSTRUCTIONAL NEEDS |
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| 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> <p>A description of how student instructional needs will be determined and documented;</p> <p>Student instructional needs will be determined by a variety of formal and informal methods, including MAP, EasyCBM, and KRA assessments, teacher-created assessments and assessments specific to instructional programs. The assessments in both the traditional model and the remote model will be “common” to content areas by grade level to ensure educational equity.</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>Address Documenting Instructional Needs Here:</p> <p>Teachers will continue to assess student needs throughout the year and will document student performance on assessments, class assignments, and with anecdotal records created during class discussions or lessons. Data will be documented in our learning management system (LMS) and student information system (SIS).</p> | |
| <p>Attach any Additional Documentation or Notes (if necessary):</p> <p>The bill permits certain public schools (see below) that have not otherwise been approved to use a “blended” learning model under continuing law for the 2020-2021 school year to adopt a plan to provide instruction using a “remote” learning model for the 2020-2021 school year.</p> <p>The Remote Learning Continuity Plan provides an overview of the remote learning model.</p> | |

Remote Learning Plan

| SECTION TWO | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL |
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| 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: The method to be used for determining competency, granting credit, and promoting students to a higher grade level; <p style="color: red;">All remote learning courses are the same as the traditional courses and use the same curriculum. Common assessments in all core subject areas have been developed by teams of teachers to ensure educational equity. Administrator oversight of both the teachers and students will provide essential monitoring to ensure compliance.</p> | |
| 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: <p style="color: red;">Grades will be earned using the district approved grading scale in the same way that students in the traditional model earn grades.</p> | |
| 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: <p style="color: red;">Grade promotion will follow the same guidelines as the traditional model.</p> | |
| Attach any Additional Documentation or Notes (if necessary): | |

Remote Learning Plan

| SECTION THREE | | ATTENDANCE AND PARTICIPATION | |
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| 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> <p>The school's attendance requirements, including how the school will document participation in learning opportunities;</p> <p style="color: red;">Attendance will be monitored through our SIS, LMS and teacher oversight. Teachers will be responsible for documenting attendance and participation. Administrator and teacher oversight of attendance will ensure that students are actively attending class remotely. Students in the remote model will be provided with the same number of hours of instruction as our traditional students and will be expected to engage in their learning on a daily basis.</p> | | | |
| 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> <p style="color: red;">Participation in learning opportunities will be documented by teachers as well as our LMS. Teachers and administrators will be responsible for contacting families should students show signs of non-participation.</p> | | | |
| Attach any Additional Documentation or Notes (if necessary): | | | |

Remote Learning Plan

| SECTION FOUR | PROGRESS MONITORING |
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| 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>Address Monitoring Student Progress Here:</p> <p>A statement describing how student progress will be monitored;</p> <p>Students will have daily and/or weekly interactions with teachers for various instructional activities including whole group instruction, small group instruction, collaboration with peers and progress monitoring. Weekly progress checks and student/family correspondence will be expected and documented. Formative and common assessments will also aid in progress monitoring of student achievement.</p> | |
| <p>Attach any Additional Documentation or Notes (if necessary):</p> | |

| SECTION FIVE | EQUITABLE ACCESS |
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| 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> <p>A description as to how equitable access to quality instruction will be ensured; and</p> <p>All of our K-12 students have access to chromebooks in our 1-1 model. As a result of a family survey to gather data on access, the school district has partnered with providers and other organizations to help in gaining access for our families in need. FAPE will be adhered to for our students with special needs as determined by their IEP, ESOL students will be provided with English language services as determined by their LEP, and gifted students will continue to be served by teachers trained in the unique needs of the gifted learner. Intervention services will be provided based on teacher assessment as deemed appropriate through our RTI process.</p> | |

Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):

| SECTION SIX | PROFESSIONAL LEARNING |
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| 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. |

Address Professional Learning/Development Here:

A description of the professional development activities that will be offered to teachers.

All Sycamore teachers engaged in [professional development](#) regarding best instructional practices for remote teaching in May and will continue throughout the summer. There will be additional in-person training for teachers in the remote environment prior to the start of school and throughout the year. Teachers have been provided a bundle of tech tools that include document cameras, extra screens, headphones with microphones, touchscreen laptops with webcams, and extra digital storage capabilities. Professional development includes the use of additional applications and pedagogy specific to enhancing remote learning such as communication platforms, scheduling tools, large and small group meeting sites, flipped classroom, providing for student voice, choice, and specific feedback, and assessment protocols.

Attach any Additional Documentation or Notes (if necessary):