

Remote Learning Plan for 2020-21 (Pursuant to Sub.H.B. 164)

School District Name: Tiffin City Schools (044891)

Approved by the Board of Education on:

Submitted to ODE on: 7-31-2020

In the case that the Tiffin City Schools District implements a schedule that utilizes both in-person and online learning, all online learning, or a classroom, a building or the district needs to be closed for any reason the following Remote Learning Plan will be implemented:

- Description of how student instructional needs will be determined and documented:
Student instructional needs will be determined through the following sources including but not limited to: pretests, formative assessments, online diagnostics/lessons, student work samples, and conversations with families, etc. Each teacher will document each student's instructional needs and how they were determined.
- Method for determining competency, granting credit and promoting students:
Competency in a subject/grade level will be determined by earning a 60% or higher on assignments which may include quizzes, tests, worksheets, projects, written papers, participation and/or any other work the teacher assesses as part of the course/grade level. Credit will be granted by earning an overall grade of 60% or higher in the course. A student will be promoted to the succeeding grade level when s/he has: 1. Completed the course and State-mandated requirements at the presently assigned grade or subject; 2. In the opinion of the professional staff, achieved the instructional objectives set for the present grade or subject; 3. Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade or subject; 4. Demonstrated the degree of social, emotional and physical maturation necessary for a successful learning experience in the next grade or subject.
- Attendance requirements, including how participation in learning opportunities will be documented:
Students will be required to log in on designated online days and take part in online learning opportunities. Students who do not have internet will be required to complete and turn in all work weekly via paper packets in order to be counted in attendance. Teachers will keep track of who attends video conferences/classes and open online office hours. Teachers will document all contacts or attempts to contact students and families. Teachers will document weekly completed student work turned in for grades via the online gradebook.
- How student progress will be monitored:
Student progress will be monitored weekly by graded assignments, graded formative and summative assessments, and making regular contacts with students and/or parents/guardians to check on students.
- How equitable access to quality instruction will be ensured:
All K-12 students who need a device will be issued a school device (Chromebook) to be used for online assignments and instruction. Paper packets will be provided if families do not have internet. Paper packets will be available for pickup at each school. At parents' request, packets may be mailed. Teachers will provide weekly instruction via video conferencing and/or posted videos. Teachers will make weekly contacts with students and/or parents/guardians via emails.
- Professional development opportunities offered to teachers:
Teachers will be offered professional development on the district's adopted learning management system for their grade level. Best practices for synchronous and asynchronous learning, virtual student engagement, assessment, project-based learning be included.