



Remote Learning Plan



District Name:	Urbana City School District
District Address:	711 Wood St., Urbana, OH 43078
District Contact:	Charles Thiel, Superintendent
District IRN:	044941

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



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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	<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>Teachers and students will use Jefferson County Virtual Learning Academy, video conferencing (Zoom), and video (Loom) tools to deliver and participate in synchronous and asynchronous content. Tools were chosen in part for accessibility to all students using multiple types of devices. Training resources will continue to be provided to teachers, students, and parents using these tools. Learning standards drive the design of digital lessons and teachers in grades K-12 have created and shared with building administrators a Gap Analysis for core subject areas based on 2020 spring instruction and assessment data available for individual students. Special services including IEP, Disability, and Gifted are maintained digitally through synchronous and asynchronous instruction and through accommodations and enrichment opportunities provided by instructors as well as digital tools like “text to speech”, digital translation features for EL, and individualized learning paths and pacing in compliance with individual learning plans (IEP, WEP, 504, and others).</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 collaborate with one another, building leaders, parents, and with the Director of Curriculum and Instruction to continue to create and revise clear instructional plans to meet the needs of all students and these plans will be clearly communicated to students and their home support.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</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)
<p>Address Determining Competency Here:</p> <p>The district will be using remote learning through Jefferson County Virtual Learning Academy because its standards and course offerings follow state standards and the flexibility for teachers to modify lessons to meet student needs and to provide equity in access to learning. District teachers will facilitate learning in each of the grade bands. Teachers chosen for the program are certified to teach the grade levels they are supporting. Students will be assessed using content and grade level standards as defined by the ODE with daily check ins, formative, and summative assessment opportunities and frequent feedback regarding learning progress. Separate from the fully online program, high school students can participate in online education for college credit through district partnerships.</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)
<p>Address Granting Credit Here:</p> <p>Students in grades K-5 will receive a standards based report card and ongoing feedback between grading periods. Students in grades 6-12 will receive letter grades based on the district grading scale. Credit will be granted according to completion of work and mastery of learning.</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)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Students will be challenged with scaffolded learning experiences to offer a continued challenge in their learning. MAP scores and the MAP learning continuum may be used to help target individual specific content areas of learning. Students will not be accelerated during the year but content may be adjusted to accommodate learners</p>	



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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:
 During hybrid remote learning times, attendance at school is counted for attendance, which follows State and Health Department guidelines for operation. There is an expectation for students to complete assignments during the asynchronous, at-home, practice days. Student engagement on online platforms and with other asynchronous learning activities will be recorded hourly, per state guidelines, for attendance purposes. If a student does not participate, a non-participation protocol will be used to put supports in place for the student and their family to facilitate increased engagement with the curriculum during remote learning. Students are required to log in daily and to complete work on track at a weekly pace. Students and parents will be able to access teachers digitally and by phone during working hours. Teachers may use digital communication tools or calls to contact students and parents to communicate learning and attendance expectations. Teachers will update building administrators on student attendance and progress. Students will be required to report a planned or unplanned absence to the teacher of record.

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 login data (both frequency and duration), assignments completed, participation in synchronous and asynchronous learning will be documented. Parents will be given a form to fill out upon enrollment with participation expectations for student participation.



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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 use formative and summative assessments within lessons and document student performance to monitor student progress. This may include using digital assessment data provided from the curriculum as well as structured observation in synchronous learning.

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:
As a district we are 1:1 with technology devices for only grades 6-12. However, we have purchased wifi hotspots and additional devices to distribute to families who do not have access at home or who could benefit from additional devices because of the number of school age children in the home. Additionally, our school parking lots allow for wifi access. All wifi access made available to students is filtered in compliance with ERate. A parent survey was distributed following the emergency distance learning in the spring of 2020 and has been used to inform future planning and access for online learning. Surveys indicated a need for consistency of instructional format, delivery, and assessment.



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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:

We surveyed staff at the conclusion of the emergency distance learning in the spring of 2020 to assess areas of need for professional development. The district’s Director of Technology Integration implemented voluntary summer learning opportunities on using digital resources for instruction. As a district we are extending our regularly scheduled beginning of year professional development time an additional five days for a total of seven days of teacher PD. We will provide regular, ongoing support through designated PD days and potentially through self-led resources throughout the year.

Attach any Additional Documentation or Notes (if necessary):