



REMOTE LEARNING PLAN

District :	Archbold Area Local School District
District Address:	600 Lafayette Dr. Archbold, OH 43502
District Contact:	Jayson Selgo, Superintendent
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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 remotelearning@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 remotelearning@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](#).

This remote learning plan addresses the need of the district to teach in the following ways:

1. Teacher-student interaction through online learning platforms.
2. Online lessons for students to work on at home.
3. Offline lessons and instructional packets for students.

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>Address Determining Instructional Needs Here:</p> <p>Instructional needs of students will be based on grade level learning standards and course objectives. Individual students' needs will be differentiated by grade level and determined through formative assessments and other vendor and/or teacher created assessments. Vendor created assessments may include STAR, KRA, iXL, etc. Students on an IEPs will be served based on the goals and objectives listed on the documents and monitored through quarterly progress reports. Students on a 504 plan will continue to receive accommodations as appropriate and can be reviewed by the team and modified if needed based on a change of learning environment.</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>The instructional needs for all students will be documented in the appropriate plans (504, IEP, RTI,</p>	

PowerSchool/Grades, etc.) and communicated with staff, parents, and other stakeholders through a variety of methods. As a part of the remote learning plan and determining instructional needs for students, teachers will document classroom instruction, interventions, learning goals and assignments using Google Classroom.

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>Students' grades will continue to be determined by their teachers and the course expectations. Students participation, effort, grades on assignments and assessments will all factor into the grade. Grades will be recorded in PowerSchool and will be available for parents and students to view at any time. Teachers will make regular contact with students concerning their grades either while in school or learning remotely. Examples may include face to face meetings, home visits, Zoom, Google Classroom, email, phone calls, etc.</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' credit will be determined by the rules and policies set forth by the individual classroom grades, student handbooks, and board policy.</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 promoted to the next grade level if they have met the course/classroom requirements outlined in the student handbook and board approved policies.</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
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>Remote attendance will be taken according to teacher log-in expectation and participation requirements. This information will be communicated to the attendance secretaries. Students who fail to report to school, or keep up with remote learning, will be referred to the Fulton County Truancy Officer and all normal protocols will be followed.</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>Participation will be documented and based on expectation and participation requirements established by the teacher. Students who fail to meet the minimum participation requirements should expect to see that reflected in their course grade.</p>	

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>Address Monitoring Student Progress Here:</p> <p>During remote learning, teachers will be expected to report to their respective building during their regularly contracted hours or as scheduled by the building administrator or superintendent. Each building/grade level will schedule times for students to log-in from home to complete the necessary coursework and to communicate with the teacher. In order to meet the needs of students on an IEP, students may be offered</p>	

opportunities to report to school on a regular basis so that their IEP goals can be met. Students who lack access to home internet may be allowed to come to school to use the WiFi in a properly supervised environment with safety protocols in place. Teachers will hold daily check in sessions with students using a variety of methods. Grades will be updated weekly by teachers in Powerschool.

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: <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

All teachers have the proper license to teach in their assigned subject area. Special education students are all assigned to a qualified intervention specialist who will monitor their progress toward IEP goals. Devices will be issued by the district for all students in grades K-12 in the event of a school closure. Hot spots or internet reimbursement may be provided to students who need WIFI access.

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: <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:

Professional development will be focused on remote learning instructional strategies and based on individual teacher needs. The district has set aside specific professional development days within the calendar year to provide training sessions to teachers using outside resources such as NWOCA and the NWOESC. District PD days are established by the District Calendar Committee.