



# Remote Learning Plan

District Name:	Ayersville Local School District
District Address:	28046 Watson Road, Defiance, OH 43512
District Contact:	Don Diglia, Superintendent
District IRN:	046706

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 [remotlearning@education.ohio.gov](mailto:remotlearning@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 [remotlearning@education.ohio.gov](mailto:remotlearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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.

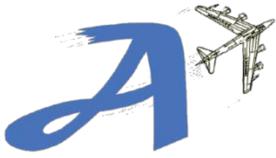
**Consider how instruction will take place? (check all that apply)**

- 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
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p><b>Address Determining Instructional Needs Here:</b> Ayersville Local School District (ALSD) will determine instructional needs by encouraging teachers to utilize a learning standards gap analysis tool. In addition, we will encourage teachers to use available diagnostic assessments. Teachers will be expected to monitor students during remote learning to determine if any additional support may be necessary.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Clear instructional plans have been created</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p><b>Address Documenting Instructional Needs Here:</b> Our District plans to encourage teachers to document instructional needs by gathering and analyzing data using progress monitoring tools such as Google Suite tools to document data gathered.</p>	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<b>Address Determining Competency Here:</b> Competency will be based on mastery of learning standards. Students will earn grades based on the work they have submitted.	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
<b>Address Granting Credit Here:</b> Credit will be granted based on the grades earned by students in accordance with board policy.	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
<b>Address Promoting Students to a Higher Grade Level Here:</b> Our District will promote students to a higher grade level in accordance with board policy.	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans ODE Website</a> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Created a communication and attendance plan for staff and students</li> </ul>
<p><b>Address Attendance Requirements Here:</b> Students are expected to participate in scheduled remote learning sessions led by their assigned teacher(s) based on a school day schedule established for remote learning. Teachers are expected to document student attendance for remote learning sessions. Teachers will also be asked to document work completion and academic progress for students. Additionally, teachers will be providing the students with timely feedback through Google Classroom and/or the grades earned by students. For remote learning, attendance will be based on a combination of student participation in scheduled remote learning sessions and work completion. Students who are not present during scheduled remote learning sessions and are not completing and submitting assigned work may be designated as absent from school in accordance with board policy. Parents are expected to report student absences to the school office in accordance with board policy.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Created a plan for documenting student participation in remote learning</li> <li>● Communicated the plan with families and other stakeholders</li> </ul>
<p><b>Address Student Participation Requirements Here:</b> Students are expected to participate in scheduled remote learning sessions led by their assigned teacher(s) based on a school day schedule established for remote learning. Teachers are expected to document student attendance for scheduled remote learning sessions. Students who are not present during scheduled remote learning sessions and are not completing and submitting assigned work may be designated as absent from school in accordance with board policy. Parents are expected to report student absences to the school office in accordance with board policy.</p>	



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SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
<p><b>Address Monitoring Student Progress Here:</b> Student progress will be monitored by the teacher(s) they are assigned to. In addition to progress monitoring through work completion and diagnostic assessment, staff will receive training in more effective ways tools such as Google Classroom, Google Forms, SchoolNet, and Zoom can be used to support teachers in monitoring student progress. Teachers are expected to report grades using PowerSchool.</p>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Parent/Student surveys have been reviewed</li> <li>Technology Plan has been created to ensure equitable access</li> </ul>
<p><b>Address Equitable Access to Quality Instruction Here:</b> Due to the small enrollment in our District we are able to more closely monitor our students and determine those students who need additional support and resources. Our District provides a laptop to all 7-12 students and we are able to provide a laptop to any K-6 student who does not have an appropriate device at home to engage and learn remotely. Our goal is to distribute as many devices as needed as needed to support our students. Our District has resources available to provide Wi-Fi access to any student who does not have internet access at home.</p> <p>The District is ensuring that students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs) or 504 Plans. Therefore, our school personnel are collaboratively working together to continue to build out methods to continue to serve students with disabilities.</p>	



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SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	What <b>professional development</b> 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"><li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>
<b>Address Professional Learning/Development Here:</b> Our District plans to provide staff professional development for teachers/staff to enhance remote teaching and learning. New training will focus on video recording, video editing, enhanced features of Google Classroom, and enhance use of the Google Suite to support remote learning.	