



Remote Learning Plan



District Name:	Fort Loramie Local
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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 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. 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)

- X Teacher-student interaction through online learning platforms
- X Online lessons for student to work on at home
- X 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	How will instructional needs be determined? Possible/Optional item(s) to consider: <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)
Address Determining Instructional Needs Here: <ul style="list-style-type: none">• Aligned Instruction to Learning Standards• Created a plan for IEP and students with disabilities• Created a plan for students identified as gifted served with a Written Education Plan (WEP)	
Documenting Instructional Needs	How will instructional needs be documented? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Clear instructional plans have been created• Clear instructional plans have been communicated with staff, parents, and other stakeholders
Address Documenting Instructional Needs Here: <ul style="list-style-type: none">• Clear instructional plans have been created	
Attach any Additional Documentation or Notes (if necessary): 	



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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)	
Address Determining Competency Here: We have completed a survey indicating competency and need for remote learning. A plan was developed to address any issues.			
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: We have indicated that grading will continue as normal to indicate whether credit will be granted or not.			
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: Grading and assessments will be utilized for promotion of students.			
Attach any Additional Documentation or Notes (if necessary):			



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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: <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students 	
Address Attendance Requirements Here: Students are expected to attend daily and to turn in assignments as required.		
Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders 	
Address Student Participation Requirements Here: Student participation will be documented as completed assignments dates and daily check in.		
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: <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning 	
Address Monitoring Student Progress Here: Progress will be monitored by curricular specific staff members on a daily basis.		
Attach any Additional Documentation or Notes (if necessary):		



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SECTION FIVE	EQUITABLE ACCESS
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: We have provided students with the specific technology device needed and special circumstances have dictated additional support needed for specific students.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION SIX	PROFESSIONAL LEARNING
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.
<p>Address Professional Learning/Development Here: Online PD will be provided for staff during remote learning.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	