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Remote Learning Plan



District Name:	Jackson Center
District Address:	204 S. Linden St.
District Contact:	William Reichert
District IRN:	049809

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](#). 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)
	<ul style="list-style-type: none"> • We will use MAP and Aimsweb as well as teacher created assessments to guide how we address the instructional needs of our students. • We will provide opportunities for direct instruction through the use of online platforms (Zoom, Google Classroom) • We will continue paper/pencil assignments for students as needed • We will continue one on one instruction via Zoom, use of phone calls and/or emails, to maintain continuity of instruction for students with IEPs • We will continue providing enrichment activities for students with a WEP/WAP • Instructional planning will continue to be based on the Ohio learning standards
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
	<ul style="list-style-type: none"> • We will document meeting instructional needs through online platforms such as Google Classroom and Progressbook • Instructional planning will be communicated to parents and students through emails, phone calls, texting, district website, and newsletters • Building administrators will communicate with staff through Zoom meetings, phone calls, emails, and texting
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	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) <ul style="list-style-type: none"> Student progress will be communicated to parents through ProgressBook or phone calls/emails as needed Student progress is available to parents through ProgressBook and will be updated regularly Student progress will be measured through formative and summative assessments/assignments
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments) <ul style="list-style-type: none"> Due dates for assignments will be determined by the teachers and principals. Junior high and high school students will receive course credit for completing assignments with a grade of 65% or higher. Information will be provided to students and families through the student handbook and board policy on grading procedures.
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments) <ul style="list-style-type: none"> Information will be provided to students and families through the student handbook and board policy regarding procedures Promotion and Retention of Students. Communication with parents regarding promotion/retention will be ongoing The decision to promote, place, or retain a students will follow district policy. Students failing to complete coursework may be required to complete alternative assignments or may not be promoted.
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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		
<ul style="list-style-type: none">• Attendance may be based on a number of factors including student progress and assignment completion, logins to learning management systems, and daily interactions with the teacher. Attendance will be assessed on a weekly basis.• Students who are deemed to not be regularly attending to assignments will be contacted. These contacts will be with students and parents through phone calls, email, texts, online platforms, and home visits.• As needed, the school resource officer will assist with addressing student attendance concerns			
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	<ul style="list-style-type: none">• Student participation will be documented through their participation in class assignments, online meetings, contact with teachers through email, phone, etc.• ProgressBook and feedback from staff will be used to monitor student participation.• Parents will be notified of concerns with student participation as needed through phone calls, emails, texts, etc.	
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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	
<ul style="list-style-type: none">Student progress will be measured through formative and summative assignments.Documentation of student progress will be recorded in ProgressBook.In addition to all of the expectations outlined above in this document, exceptional and at-risk students will be contacted more frequently through multiple methods including home visits as necessary.Exceptional and at-risk students will receive additional instructional opportunities through one on one instruction (via online platforms) from staff.Assignment modifications and/or accommodations will be utilized as needed or required.			
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: <ul style="list-style-type: none">Parent/Student surveys have been reviewedTechnology Plan has been created to ensure equitable access	
<ul style="list-style-type: none">Family surveys have been reviewed and utilized in the creation of this plan.All students will have access to Chromebooks for completing assignments under the Remote Learning Plan.Students who are unable to access the internet will be provided hotspots or paper/pencil assignments.Delivery of assignments will be available for families who are not able to come to school to pick up materials.Each student is provided a Google Account for accessing email and classroom materials.			
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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.
	<ul style="list-style-type: none">• Professional Development Opportunities will be provided through the local Educational Service Center or our technology coordinator• Staff members will participate in in-service training during the work days at the beginning of the year, and as needed throughout the school year
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