



Remote Learning Plan



District Name:	Meigs Local School District
District Address:	41765 Pomeroy Pike, Pomeroy, OH 45769
District Contact:	Scot Gheen
District IRN:	048520

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



Remote Learning Plan



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>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>Each school building will set aside TBT time during the August 24th – September 4th training schedule to collaborate and identify focus standards using our analysis of course grades and standards mastery. This revised curriculum map/pacing guide will then become the basis for all instructional materials. Teachers and administrators will also use past OST/EOC scores to identify patterns of student performance. Fall STAR Assessments will be used to triangulate our data to identify student needs. Building teachers will administer the STAR Assessments at least 3 times during the 20/21 school year: fall, winter, and spring. This will provide additional data to establish student needs and mastery levels. Teachers may also use the gap analysis tools from the state as needed or applicable. Each teacher will need to closely monitor remote learning platform to meet the needs of individual students. This will be similar to what a teacher would do when determining the needs of students who are instructed in class.</p> <p>WEPs and IEP will be created with school-based teams and family members to ensure services are aligned with student needs.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>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>Clear expectations will be given to students on expectations, grading requirements, and working from home guidelines. Parents and students can monitor course success through Infinite Campus Parent/Student Portal. Students and parents can also utilize teacher check-ins via video conference, phone conference, or in person during documented check-in hours. Close communication between students, parents, and teachers is key for those students choosing a fully remote option. Parents are able to request the fully remote learning option, if they are uncomfortable in sending their child during the pandemic.</p>	



Remote Learning Plan

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>Item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments) • Teacher grading aligned to Board Policy with the overall grade of the course tied directly to the academic content standards. • Vendor Pre, Mid-Year-Check, and Post Assessments
<p>Address Determining Competency Here:</p> <p>Like students who are learning in person, remote learner assignments will be graded by the classroom teacher and given the grade which they have earned. All grading will follow current board of education policy. Student academic competency will be monitored and assessed with a balanced assessment system utilizing vendor, district created, and individual classroom assessments to monitor student skills and/or knowledge in order to be promoted and/or receive credit.</p>	
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)
<p>Address Granting Credit Here:</p> <p>Like students who are learning in person, remote learner assignments will be granted credit by the classroom teacher and given the grade which they have earned. If they have a passing grade, then credit will be granted. Granting credit will follow the current board of education policy. Student academic competency will be monitoring and assessed with a balanced assessment system utilizing vendor, district created, and individual classroom assessments to monitor student skills and/or knowledge in order to be promoted and/or to receive credit.</p>	
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 a higher-grade level (grading and assessments)
<p>Address Promoting Students to a Higher-Grade Level Here:</p> <p>All grading, granting credit, and promoting students to a higher-grade level will follow current board of education policy. In high school courses, a passing grade will result in a credit granted for the course and a credit accumulated toward graduation. Students in grades K-8 will be promoted to the next level as determined by the teacher and principal in coordination with parents.</p>	



Remote Learning Plan



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? Item(s) to consider: <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students 		
<p>Address Attendance Requirements Here:</p> <p>Blended Learning Model: On face to face learning days attendance will be tracked by teachers as normal through adopted board policy. On days of remote learning students will follow the Remote Learning Model attendance requirements as listed below.</p> <p>Fully Remote Learning Model: Teachers will complete daily attendance on a weekly basis and report said attendance to the building secretary. The student's attendance during online sessions should be determined by student login activity, demonstrated engagement in online learning sessions and/or meetings, completion of assignments, activities, assessments, the participation in any other course requirements, and any other method deemed appropriate by the district administration and school board. It should also be noted that students may be given assignments that require them to complete projects when not online. These assignments may also be submitted on a weekly basis for those students without internet connectivity.</p>			
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 		
<p>Address Student Participation Requirements Here:</p> <p>Students need to be actively engaged in their learning through the week, as monitored through platform analytics and/or other appropriate classroom interaction when online access is limited or absent.</p>			

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? Item(s) to consider: <ul style="list-style-type: none"> Students will have progress monitored by their teachers. 		



Remote Learning Plan

- Timely assessments and feedback to students
- Student and parents will have access to feedback on the online learning platform and Infinite Campus Parent/Student Portal

Address Monitoring Student Progress Here:

Teachers will monitor the daily progress of their students on our learning platform and will be responsible for monitoring their progress and providing feedback. Students and parents will have access to any graded assignments or assessments through our online learning platform and/or Infinite Campus Parent/Student Portal.

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
- Students will be issued laptops if needed
- Technology staff and in some cases teachers/administrators will be available to help students with technology needs.
- Both Online Learning and Face to Face will be mirrored in pace and aligned to the academic learning standards.

Address Equitable Access to Quality Instruction Here:

All instruction, on-campus or virtual, will follow Ohio's Learning Standards. Our intention is for the pacing and curriculum between these two options to be mirror images of one another as much as possible; although they may vary some in delivery and timing. Students choosing the Full Remote Model will be provided laptop computers (or tablets in some cases) to ensure access to our learning platform. The district will do its best to assist families who may not have access to the internet and will provide curriculum packets when deemed 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:

The teaching staff will continue training in the principals of effectively using a learning management



Remote Learning Plan



system. Staff will be provided professional development by fellow teachers, administrators, and the technology department in using tools that both exist in the learning management system and those which can be integrated. An additional two weeks of training will be provided prior to the opening of the school year. At this time teachers will receive further training in best practices for remote learning, design and function of digital environments, and parent/student/community engagement tools.