



Remote Learning Plan



District Name:	North Union Local Schools
District Address:	12920 State Route 309 Richwood, Ohio 43344
District Contact:	Richard Baird
District IRN:	050336

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 remotelarning@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 remotelarning@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](#).

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):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will instructional needs be determined ?
<p><u>Instructional Needs will be determined through:</u></p> <ul style="list-style-type: none"> • Staff will review and revise core curriculum maps. • Gap Analysis for ELA, Math, Science, and Social Studies conducted using resources from ODE • Assessments such as NWEA MAP, Lexia, and Edulastic will be used to determine student needs. • Create a plan for students with disabilities, IEP and 504 plans. • Create a plan for students identified as gifted served with a Written Education Plan (WEP) • Prioritize our most vulnerable students (attendance, situational academic slide, social emotional needs) 	
Documenting Instructional Needs	How will instructional needs be documented ?
<p><u>Instructional Needs will be documented through:</u></p> <ul style="list-style-type: none"> • Consistent learning management system (Google Classroom) will be used for grades K-12 to clearly communicate with staff, students and families. • Foundational professional development has been created and shared. Staff will submit evidence through Google Classroom. (See Ignite Learning Menus by grade band) 	
<p>Attach any Additional Documentation or Notes (if necessary): See Attached Learning Menus</p>	

North Union Local Schools

August IGNITE Learning Menu

Grades PK-2
2020-2021



General Instructions:

1. Do this first: [August Ignite Check-in](#)
2. To join the August Ignite Google Classroom use CODE: jtpxnf6
3. Complete the learning modules from the following menus. You may work on the learning modules at your own pace and in the order that you choose.
4. Click the links on the menu boards to access information on our Google Site and/or Google Classroom.

*All modules will not be live until the week of 8/17/20. Those that are currently live are underlined and linked. You may begin working on live modules whenever you would like.

IGNITE Support Sessions

Instructional Coaches will be available for in-person help and questions in your building cafeteria at the following dates & times. Feel free to come and work through your August IGNITE menu options alongside the coaches, ask questions, collaborate, and give feedback.

Mondays August 17, 24, 31	Tuesdays Aug 18, 25, Sept 1	Wednesdays August 19, 26	Thursdays August 20, 27	Fridays August 21, 28
8:00-9:30 Elementary	8:00-9:30 High School	8:00-9:30 Middle School	8:00-9:30 Elementary	8:00-9:30 High School
10:00-11:30 Middle School	10:00-11:30 Elementary	10:00-11:30 High School	10:00-11:30 Middle School	10:00-11:30 Elementary
1:00-2:30 High School	1:00-2:30 Middle School	1:00-2:30 Elementary	1:00-2:30 High School	1:00-2:30 Middle School

North Union Local Schools August IGNITE Learning Menu Grades PK-2 2020-2021



Foundational Learning:

In order to create consistency throughout the building & district, complete **ALL** of these modules.

Structure for Learning

Google Classroom 4 hours	Google Meet Updates ½ hour	Loom 1 ½ hours	Remind ½ hour
------------------------------------	--------------------------------------	--------------------------	-------------------------

Data

Data Map 1 hour	NWEA 1 hour	Lexia 1 ½ hours	**MARK YOUR CALENDAR! Online Training Monday, 8/24/20 8:30-10:00am
---------------------------	-----------------------	---------------------------	---

Content Area Standards and Curriculum

Gap Analysis for Math/ELA 2 hours	Curriculum Maps 1 hour	Science Team Meeting 1 hour	Social Studies Team Meeting 1 hour	
Specials 14 hours	My Math 3 hours	Journeys 3 hours	Leveled Readers 1 hour	Guided Reading 2 hours

Portrait of a Graduate: SEL

SEL Standards 2 hours	Second Step Curriculum 2 hours
---------------------------------	--

Health and Safety Needs


Contact Tracing 1 hour	Public School Works See email
----------------------------------	---

North Union Local Schools August IGNITE Learning Menu Grades PK-2 2020-2021



Personal Choice Learning:

Choose any combination of options that add up to 10 hours (as indicated in the boxes below).

 <p>EdPuzzle 2 hours Assessment centered tool that using interactive online videos</p>	 <p>EduLastic 2 hours Learn how to assess students online with real time data</p>	 <p>Kahn Academy 2 hours Explore how you can use NWEA MAP data with Kahn.</p>	 <p>PebbleGo 1 hour</p>
 <p>Flipgrid 2 hours Online discussion platform that allows users to submit audio/video responses</p>	 <p>PearDeck 2 hours Make your Google slides more engaging and collect data on students</p>	 <p>Digital Whiteboard ½ hour Web-based whiteboard tool used live with students</p>	 <p>JamBoard 1 hour Interactive whiteboard platform</p>
 <p>Quizizz 1 hour Game-based tool for student-paced participation in quizzes.</p>	 <p>Bitmoji Buff 1 hour Create custom avatar of yourself to give feedback to students</p>	 <p>Google Classroom Rubrics 2 hours Create rubrics for G.C. grading & feedback</p>	 <p>Gmail Genius 1 hour Take time to organize your Inbox and create Contacts lists for new students & parents</p>
 <p>Lexia 2 hours Implementing PowerUp in Your Classroom</p>	 <p>Lexia 1 hour What Is Structured Literacy?</p>	 <p>Lexia 2 hours Implementing Core5 in Your Classroom</p>	 <p>Lexia 2 hours The Simple View of Reading</p>

North Union Local Schools

August IGNITE Learning Menu

Grades 3-5
2020-2021



General Instructions:

1. Do this first: [August Ignite Check-in](#)
2. To join the August Ignite Google Classroom use CODE: jtpxnf6.
3. Complete the learning modules from the following menus. You may work on the learning modules at your own pace and in the order that you choose.
4. Click the links on the menu boards to access information on our Google Site and/or Google Classroom.

*All modules will not be live until the week of 8/17/20. Those that are currently live are underlined and linked. You may begin working on live modules whenever you would like.

IGNITE Support Sessions

Instructional Coaches will be available for in-person help and questions in your building cafeteria at the following dates & times. Feel free to come and work through your August IGNITE menu options alongside the coaches, ask questions, collaborate, and give feedback.

Mondays August 17, 24, 31	Tuesdays Aug 18, 25, Sept 1	Wednesdays August 19, 26	Thursdays August 20, 27	Fridays August 21, 28
8:00-9:30 Elementary	8:00-9:30 High School	8:00-9:30 Middle School	8:00-9:30 Elementary	8:00-9:30 High School
10:00-11:30 Middle School	10:00-11:30 Elementary	10:00-11:30 High School	10:00-11:30 Middle School	10:00-11:30 Elementary
1:00-2:30 High School	1:00-2:30 Middle School	1:00-2:30 Elementary	1:00-2:30 High School	1:00-2:30 Middle School





North Union Local Schools August IGNITE Learning Menu Grades 3-5 2020-2021






Foundational Learning:

In order to create consistency throughout the building & district, complete **ALL** of these modules.

Structure for Learning









 <u>Google Classroom</u> 4 hours	 <u>Google Meet Updates</u> ½ hour	 Loom 1 ½ hours	 Remind ½ hour
--	--	--	--

Data



 Data Map 1 hour	 NWEA 1 hour	 Lexia 1 ½ hours	**MARK YOUR CALENDAR! Online Training Monday, 8/24/20 8:30-10:00am
--	--	---	---

Content Area Standards and Curriculum



**MARK YOUR CALENDAR!
 Grade 4:
 Ohio as America - Online
 Thursday, 8/20/20
 9--10:00am

 Gap Analysis for Math/ELA 2 hours	 <u>Curriculum Maps</u> 1 hour	 My Math 3 hours	 WEP Writing (If you have gifted students) 1 hour	
 Social Studies Grades 3 & 5 1 hour	 Science Team Meeting 1 hour	 Journeys 3 hours	 Guided Reading Grade 3 2 hours	 Guided Reading Grades 4 & 5 2 hours

Portrait of a Graduate: SEL

 SEL Standards 2 hours	 <u>Second Step Curriculum</u> 2 hours
--	--

Health and Safety Needs

 Contact Tracing 1 hour	 Public School Works Various hours
--	--

North Union Local Schools August IGNITE Learning Menu Grades 3-5 2020-2021



Personal Choice Learning:

Choose any combination of options that add up to 10 hours (as indicated in the boxes below).

EdPuzzle 2 hours Assessment centered tool that using interactive online videos	Edulastic 2 hours Learn how to assess students online with real time data	Kahn Academy 2 hours Explore how you can use NWEA MAP data with Kahn.	PebbleGo (Grades K-3) 1 hour
Flipgrid 2 hours Online discussion platform that allows users to submit audio/video responses	PearDeck 2 hours Make your Google slides more engaging and collect data on students	Digital Whiteboard ½ hour Web-based whiteboard tool used live with students	JamBoard 1 hour Interactive whiteboard platform
Quizizz 1 hour Game-based tool for student-paced participation in quizzes.	Bitmoji Buff 1 hour Create custom avatar of yourself to give feedback to students	Google Classroom Rubrics 2 hours Create rubrics for G.C. grading & feedback	Gmail Genius 1 hour Take time to organize your Inbox and create Contacts lists for new students & parents
Lexia 2 hours Implementing PowerUp in Your Classroom	Lexia 1 hour What Is Structured Literacy?	Lexia 2 hours Implementing Core5 in Your Classroom	Lexia 2 hours The Simple View of Reading

North Union Local Schools

August IGNITE Learning Menu

Middle School

2020-2021



General Instructions:

1. Do this first: [August Ignite Check-in](#)
2. To join the August Ignite Google Classroom use CODE: jtpxnf6.
3. Complete the learning modules from the following menus. You may work on the learning modules at your own pace and in the order that you choose.
4. Click the links on the menu boards to access information on our Google Site and/or Google Classroom.

*All modules will not be live until the week of 8/17/20. Those that are currently live are underlined and linked. You may begin working on live modules whenever you would like.

IGNITE Support Sessions

Instructional Coaches will be available for in-person help and questions in your building cafeteria at the following dates & times. Feel free to come and work through your August IGNITE menu options alongside the coaches, ask questions, collaborate, and give feedback.

Mondays August 17, 24, 31	Tuesdays Aug 18, 25, Sept 1	Wednesdays August 19, 26	Thursdays August 20, 27	Fridays August 21, 28
8:00-9:30 Elementary	8:00-9:30 High School	8:00-9:30 Middle School	8:00-9:30 Elementary	8:00-9:30 High School
10:00-11:30 Middle School	10:00-11:30 Elementary	10:00-11:30 High School	10:00-11:30 Middle School	10:00-11:30 Elementary
1:00-2:30 High School	1:00-2:30 Middle School	1:00-2:30 Elementary	1:00-2:30 High School	1:00-2:30 Middle School

North Union Local Schools August IGNITE Learning Menu Middle School 2020-2021



Foundational Learning:

In order to create consistency throughout the building & district, complete **ALL** of these modules.

Structure for Learning

Google Classroom
4 hours

Google Meet Updates
½ hour

Loom
1 ½ hour

Remind
1/2 hour

Team Meeting
1 hour

Data

Data Map
1 hour

NWEA
1 hour

Edulastic
2 hours

Content Area Standards and Curriculum

PLEASE NOTE:
**Social Studies will have training at a later time!

Gap Analysis for 4 Core Areas
2 hours

ELA: Collections
3 hours

Math: DESMOS
3 hours

Science: PHET Simulations
2 hours

Encore/CTE
5 hours

Curriculum Maps
1 hour

Dream Makers' Toolbox
3 hours

EdPuzzle Pro
2 hours

WEP Writing
(If you have gifted students)
1 hour

Portrait of a Graduate: SEL

SEL Standards
2 hours

Second Step Curriculum
2 hours

Health and Safety Needs

Contact Tracing
1 hour
















Public School Works
Various hours

North Union Local Schools August IGNITE Learning Menu Middle School 2020-2021



Personal Choice Learning:

Choose any combination of options that add up to 10 hours (as indicated in the boxes below).

 Flipgrid 2 hours Online discussion platform that allows users to submit audio/video responses	 PearDeck 2 hours Make your google slides more engaging and collect data on students	 Kahn Academy 2 hours Explore how you can use NWEA MAP data with Kahn.	 Grid Method 1 hour
 Quizizz 1 hour Game-based tool for student-paced participation in quizzes.	 JamBoard 1 hour Interactive whiteboard platform	 Digital Whiteboard 1 hour Web-based whiteboard tool used live with students	 Bitmoji Buff 2 hours Create a custom avatar of yourself to give feedback to students
 Google Classroom Rubrics 2 hours Create rubrics for G.C. grading & feedback	 Gmail Genius 1 hour Take time to organize your Inbox and create Contacts lists for new students & parents	 Google Forms 1 hour	 InfOhio
			

North Union Local Schools

August IGNITE Learning Menu

High School

2020-2021



General Instructions:

1. Do this first: [August Ignite Check-in](#)
2. To join the August Ignite Google Classroom use CODE: jtpxnf6
3. Complete the learning modules from the following menus. You may work on the learning modules at your own pace and in the order that you choose.
4. Click the links on the menu boards to access information on our Google Site and/or Google Classroom.

*All modules will not be live until the week of 8/17/20. Those that are currently live are underlined and linked. You may begin working on live modules whenever you would like.

IGNITE Support Sessions

Instructional Coaches will be available for in-person help and questions in your building cafeteria at the following dates & times. Feel free to come and work through your August IGNITE menu options alongside the coaches, ask questions, collaborate, and give feedback.

Mondays August 17, 24, 31	Tuesdays Aug 18, 25, Sept 1	Wednesdays August 19, 26	Thursdays August 20, 27	Fridays August 21, 28
8:00-9:30 Elementary	8:00-9:30 High School	8:00-9:30 Middle School	8:00-9:30 Elementary	8:00-9:30 High School
10:00-11:30 Middle School	10:00-11:30 Elementary	10:00-11:30 High School	10:00-11:30 Middle School	10:00-11:30 Elementary
1:00-2:30 High School	1:00-2:30 Middle School	1:00-2:30 Elementary	1:00-2:30 High School	1:00-2:30 Middle School

North Union Local Schools August IGNITE Learning Menu High School 2020-2021



Foundational Learning:

In order to create consistency throughout the building & district, complete **ALL** of these modules.

Structure for Learning

Google Classroom
4 hours

Google Meet Updates
½ hour

Loom
1 ½ hour

Remind
1/2 hour

Team Meeting
1/2 hour

Data

Data Map
1 hour

Edulastic
2 hours

Assessment
1 hour

Content Area Standards and Curriculum

PLEASE NOTE:
**Social Studies will have training at a later time!

Gap Analysis for 4 Core Areas
2 hours

ELA: NoRedInk
3 hours

Math: DESMOS
3 hours

Science: PHET Simulations
2 hours

Encore/CTE
5 hours

Curriculum Maps
1 hour

Planning for Block Scheduling
3 hours

EdPuzzle Pro
2 hours

WEP Writing
(If you have gifted students)
1 hour

Portrait of a Graduate: SEL

SEL Standards
2 hours

Second Step Curriculum
2 hours

Health and Safety Needs

Contact Tracing
1 hour


Public School Works
Various hours

North Union Local Schools August IGNITE Learning Menu High School 2020-2021



Personal Choice Learning:

Choose any combination of options that add up to 10 hours (as indicated in the boxes below).

 <p>Flipgrid 2 hours Online discussion platform that allows users to submit audio/video responses</p>	 <p>PearDeck 2 hours Make your google slides more engaging and collect data on students</p>	 <p>Kahn Academy 2 hours Explore how you can use NWEA MAP data with Kahn.</p>	 <p>Grid Method 1 hour</p>
 <p>Quizizz 1 hour Game-based tool for student-paced participation in quizzes.</p>	 <p>JamBoard 1 hour Interactive whiteboard platform</p>	 <p>Digital Whiteboard 1 hour Web-based whiteboard tool used live with students</p>	 <p>Bitmoji Buff 1 hour Create a custom avatar of yourself to give feedback to students</p>
 <p>Google Classroom Rubrics 2 hours Create rubrics for G.C. grading & feedback</p>	 <p>Gmail Genius 1 hour Take time to organize your Inbox and create Contacts lists for new students & parents</p>	 <p>Google Forms 1 hour</p>	 <p>InfOhio</p>
 <p>ACT Data Time 1 hour Look at data create action plan</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 What method(s) will be used to **determine competency** for remote learning?

Address Determining Competency Here:

- Assignments will be delivered digitally via Google Classroom, Google Meet, and video recordings of lessons.
- Students will complete lessons digitally and submit through Google Classroom.
- Each teacher will share a video orientation explaining how to access materials and submit assignments.
- Grading practices will follow district policy. This information has been shared with families through an expectation sheet placed on the district website and shared through a one call system.
- Adjustments and accommodations will be made as needed through board action.
- See Grading Systems and Grading Scale policies below (shared on district website)

Granting Credit What method(s) will be used for **granting credit** for remote learning?

Address Granting Credit Here:

- Grading and assessments will follow district policy explained as: It is understood that a student receiving passing grades in reading, social studies, mathematics, science, English, and spelling will be promoted. A "D" or above is considered a passing grade.

Promoting Students What method(s) will be used for **promoting students to a higher grade level** with remote learning?

Address Promoting Students to a Higher Grade Level Here:

- Promotion of students will follow district policy.
- See Promotion and Retention policy below (shared on district website)

Attach any Additional Documentation or Notes (if necessary):
BookPolicy Manual Section I: Instruction TitleGrading Systems CodeIKA StatusActive
AdoptedJanuary 11, 1993 Last RevisedDecember 14, 2009
Grading Systems
The Board believes students will respond more positively to the opportunity for success than to the threat of



Remote Learning Plan



failure. The District will seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It will emphasize achievement in its processes of evaluating student performance.

The administration and professional staff will devise grading systems for evaluating and recording student progress. The records and reports of individual students will be kept in a form which is understandable to parents as well as teachers.

The Board will approve the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, is subjective in nature; therefore, there are fundamental principles which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most scientific estimate by the teacher of the achievement of the individual in the subject as related to his group and his individual natural ability. A variety of evaluation measures will be used and accurate records shall be kept to substantiate the grade given.
2. Each individual must be given every reasonable consideration. An individual should not receive a failing grade unless he has not met state minimum requirements.
3. Overall grades shall be used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.

Grading Scales

Grading Scales for Grades K-2 will be as specified on the grade card.

Grading Scales for Grades 3-5

The following grading scale shall be used by all teachers in grades 3-5 for each of the four grading periods.

Letter grades will be used in reporting to parents.

A	=	90 - 100
B	=	80 - 89
C	=	70 - 79
D	=	60 - 69
F	=	59 and below

Final grades will be figured by averaging the four grading period percentage grades and the result reported as a letter.

Physical Education, music, art, and elementary band will be reported as O, S, or U. (Outstanding, Satisfactory, or Unsatisfactory.)

Grading Scales (6-7)

The following grading scale shall be used by all teachers in 6-7 in all subjects for each of the four grading periods. Letter grades will be used in reporting to parents.

A	=	90 - 100
B	=	80 - 89
C	=	70 - 79
D	=	60 - 69
F	=	59 and below

Grades in physical education will be reported as O, S, or U. (Outstanding, Satisfactory, or Unsatisfactory.)

Semester averages will be determined by the following formula: 2 x each nine weeks plus the semester exam

5

Final yearly averages will be determined by the following formula: 2 x each nine weeks plus both semester



Remote Learning Plan



exams 10

Grading Scales (8-12)

The following grading scale shall be used by all teachers in grades 8-12. Grades will be reported to parents by using letter grades on the report card.

A	=	90 - 100
B	=	80 - 89
C	=	70 - 79
D	=	60 - 69
F	=	59 and below

Final grades will be figured using the following formula: $2 \times$ each nine weeks grade plus final exam $5 =$ final grade. In grades 8-12, a student must pass two of the three grading criteria needed to pass for the semester (the three criteria are: two nine weeks grades and the exam).

All percentage grades will be rounded to the nearest whole number.

BookPolicy Manual SectionSection I: Instruction TitlePromotion and Retention of Students CodeIKE StatusActive AdoptedApril 19, 1993 Last RevisedJanuary 14, 2020 Prior Revised Dates 3/15/04, 11/21/05, 11/19/12, 05/20/13, 12/14/15

Promotion and Retention of Students

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared



Remote Learning Plan



to be promoted to the next grade level.

“Academically prepared” means that the principal, in consultation with the student’s teacher(s), has reviewed the student’s work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student’s Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - A. The student is a child with a disability entitled to special education and related services under RC 3323.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - C. The student’s IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.



Remote Learning Plan



SECTION THREE ATTENDANCE AND PARTICIPATION

Resource Link(s): [Communications Planning](#)

Attendance Requirements: What are your school district's **attendance requirements** for remote learning?

Address Attendance Requirements Here:

- **Tracking Attendance: North Union Local Schools** will *track* attendance for all students, regardless of the mode of learning by following the guidance provided from ODE. The tracking of attendance will not be precise, tracking what every student is doing at each moment throughout the day.
- **In-School Attendance:** Attendance related to in-school activities should be taken in the same manner as it normally is when students are in school. Staff will monitor attendance by tracking and reporting each student's time both in the building and during engagement in remote opportunities.
- **Remote Learning Delivery Method:** North Union will track attendance using multiple approaches to account for the differences between *in-school activities*, *teacher-led remote learning* and *self-directed remote learning*.
 - **Teacher-led remote learning (synchronous):** In developing remote learning plans, staff will consider how teacher-led remote learning equates to in-person instruction. They will track attendance at the student level in hour increments (for example, two-hour synchronous web-based instruction with students in attendance may equal two hours of attendance for each student).
 - **Self-directed remote learning (asynchronous):** In developing remote learning plans, staff will consider **evidence of participation** (or lack thereof) with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:
 - Daily logins to learning management systems.
 - Daily interactions with staff to acknowledge attendance.
 - Examples of daily interactions between staff and students could include, but are not limited to, messages, emails,



Remote Learning Plan



telephone calls, video chats or other formats that enable staff to engage with students.

- Assignment completion.
 - When using assignment completion to track attendance, staff will **determine** the number of hours they expect an assignment to take **for a typical student** and use that to gauge each student's attendance.
- After the 5th calamity day, North Union Local Schools will utilize remote learning on calamity days.

Participation Requirements	How will your school district document student participation in remote learning opportunities?
-----------------------------------	---

Address Student Participation Requirements Here:

- Staff will document attendance in ProgressBook following requirements described above.

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?
----------------------------	--

Address Monitoring Student Progress Here:

- Staff will monitor engagement in lessons.
- Staff will monitor grades and assessments.
- Staff will communicate student grades and progress through ProgressBook.

Attach any Additional Documentation or Notes (if necessary):



Remote Learning Plan



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?
<p>Address Equitable Access to Quality Instruction Here:</p> <ul style="list-style-type: none"> • Surveys regarding family need for internet services for remote learning have been shared. This information is being used to create a plan to get access for these families. Staff will work with community partners for access as needed. • All students in K-12 will be provided with chromebooks and chargers to use at school and at home. • Through progress monitoring, students who are struggling will receive small group support/instruction weekly as needed/allowed. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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?
<p>Address Professional Learning/Development Here:</p> <ul style="list-style-type: none"> • Twelve days of professional development is scheduled for all staff before students start the school year. • Staff will be provided foundational professional development that teaches them to use Google Classroom as a learning management system along with Google Meet to teach live lessons remotely. They will also receive training in Loom, a video recording resource. They will complete a variety of other professional development modules, which can be found in the learning menus attached in Section One (Instructional Needs). 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	