



Remote Learning Plan

District Name:	Ripley Union Lewis Huntington Local School District
District Address:	502 South Second Street, Ripley, OH 45167
District Contact:	James Wilkins
District IRN:	

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](#). 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.



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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

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)
<p>Address Determining Instructional Needs Here:</p> <p>RULH online learning materials are aligned to state and local standards and classroom objectives. Our teachers will establish clear expectations to guide and engage students. These will be delivered the first week of school in their school information packet and will be available in our online document portal: Oneview.</p> <p>All IEP students will have direct access to both their classroom teachers and our intervention specialists. Intervention specialists will track all students under IDEA and report any issues to the principal.</p> <p>RULH remote learning information will be distributed via the school website, the school app, Facebook, mailed to students and through our school messenger phone call system. We will also place articles in the local newspaper.</p> <p>RULH plans to open largely as it operated prior to the spring school-building closure period – all students in the classroom, all day, and five days a week.</p>	



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In the event our school district is closed for three or more days, we will provide remote learning for students having internet capabilities. For those students that can drive, we will allow them to use an internet hub in the parking lot of our schools or local libraries. If a child cannot drive to the school and is unable to access quality internet connectivity, he/she will receive a mailed packet of work. If it is a prolonged closure, we will design work to be delivered in three week increments. Students will return work packets or school personnel - following all health and safety guidelines will pick them up.

All students can request additional time on all assignments. They simply must notify the teacher via email and set up a new time frame for work to be submitted.

Our staff will be required to work five days a week unless closed by the health department and/or state. We will have staff here to help all students via web, email, online chat, phone or any other means possible. All of our courses have fixed schedules. During the closure, the student can remote into the classroom and or call the teachers during their classroom scheduled time.

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
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Address Documenting Instructional Needs Here:

RULH plans to document instructional needs by gathering and analyzing data through our Teacher-Based Team (TBT) meetings, Building Leadership Team (BLT) meetings, and our District Leadership Team (DLT) meetings.

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)
<p>Address Determining Competency Here:</p> <p>Student competency and grading will be determined by the district grading and participation policy. Students using remote learning and/or packets will receive the grade earned. Students logging in to remote learning will receive their participation credit for that class and must earn grades by completing the assigned work for the class. When packets are returned, those students will receive their participation grade determined by the amount and quality of the work they have completed. Promotion will be determined by the state and local district graduation requirements.</p>	
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)
<p>Address Granting Credit Here:</p> <p>Classroom teachers will notify the principal of any student in jeopardy of failing the course. The guidance department will monitor those specific students on progress during the closure. This is the same practice followed under normal operating conditions.</p> <p>Various assessments will be utilized by teachers to determine students' grades. Formative and summative assessments will be utilized by teachers to assess and grade student learning.</p>	



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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: Promotion will be determined by the state and local district graduation requirements. RULH will promote students to a higher grade if they successfully complete the current course/class with a “D” or higher in accordance with the RULH Board adopted grading scale.	
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 will be expected to participate in remote learning for attendance requirements. The attendance requirement will include submitting all required assignments for grade level or subject. Student's attendance will be monitored daily with those that can do remote learning. Otherwise, attendance will be monitored through those returning packets and the amount of work completed. Students failing to do work will not be counted present.			
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: RULH will document student participation requirements via Progress Book.			
Attach any Additional Documentation or Notes (if necessary):			



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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>Teachers will do progress monitoring through typical classroom charting, Progress Book and IEP Anywhere. RULH uses Progress Book for student grading, and embedded within the program is the ability to have individual notes added. Any student needing help can contact the school (via phone, email or school webpage) and speak with a teacher. Each of these mediums will be checked routinely throughout every school day.</p> <p>If a student has a grade below a “C”, the teacher will call/email and keep a running record of all contacts. If any student needs help, the teacher will all take necessary steps to help the student.</p>	
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	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 reviewed• Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here: All students have access to all classroom lessons. The same work will be assigned regardless of if it is through an online platform or if it is paper-pencil. The district will maintain, on the front page of our website, a link for students to see what work is required from each teacher/instructor. All students will be assigned a ChromeBook to take home. The ChromeBook will be utilized to access online learning platforms such as Google Classroom.	
Attach any Additional Documentation or Notes (if necessary):	



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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.
<p>Address Professional Learning/Development Here:</p> <p>RULH plans to provide the staff professional development. Professional development will occur the week prior to students returning to school (August 17-21), as well as throughout the school year. Professional development activities may include:</p> <ul style="list-style-type: none">• G Suite• Google Docs• Google Classroom• Google Forms• Google Meet• Google Chrome Syncing• Zoom• Others as determined by need	
Attach any Additional Documentation or Notes (if necessary):	