

[Townsend North Community School] REMOTE LEARNING PLAN

Phone: 419-684-5402

Remote Learning Plan Form | July 2020

Ohio

**Department
of Education**

Remote Learning Plan Checklist

Requirements, as indicated in House Bill 164.

The Remote Learning Plan includes the following:

- A description of how student instructional needs will be determined and documented.
- The method to be used for determining competency, granting credit and promoting students to higher grade levels.
- The school's attendance requirements, including how the school will document participation in learning opportunities.
- A statement describing how student progress will be monitored.
- A description as to how equitable access to quality instruction will be ensured.
- A description of the professional development activities that will be offered to teachers.

Recommendations and Best Practices

- Fixed schedules:** Courses have established schedules for teacher-led instruction.
- Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
- Clear expectations:** Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
- School and Community Communication Plan:** The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.

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District/School Name:	Townsend North Community School
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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 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

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	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> <ul style="list-style-type: none"> • Teachers will communicate with students and/or parents at least 1-2 times per week by school email, phone call, text, or Google Meet. The teacher will discuss goals for the week, and assist the student and attempt to meet their instructional needs. 	
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
<p>Address Documenting Instructional Needs Here:</p> <ul style="list-style-type: none"> • Teachers will document weekly communication with students and parents, and grade student work on a weekly basis to provide students with timely feedback and intervention as needed. • Student/parent emails, texts, and phone calls should be responded to within 1-2 school days. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <ul style="list-style-type: none"> • Teachers will have designated times where they will collect students' paper-based work in community library parking lots. TCS teacher vehicles will be designated with a TCS magnet on the side door. Teachers will have new paper-based work available for 	

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students who communicate with their teacher and coordinate this request at least 24 hours in advance.

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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: <p>With an elevated number of positive COVID-19 cases, Townsend Community School will begin the 2020-2021 school year on Monday, August 31st, using a <i>Remote Learning Plan</i>. We will continue with the <i>Remote Learning Plan</i> indefinitely, and continue to monitor the COVID-19 situation, and adapt as needed.</p> <ul style="list-style-type: none"> • <u>Remote Learning Option #1</u> will allow students to complete all of their courses online using our new well-designed and user-friendly Virtual Learning Academy. • <u>Remote Learning Option #2</u> will allow students to complete a paper-based version of their courses for those who do not have internet access from home. We will have weekly drop-off times in the parking lots of community libraries, which will allow students to drop off their paper-based assignments and time logs to our teachers, and pick up additional work. <p>Students will be required to complete all lessons for each course (36 units for full credit courses, 18 units for half-credit courses). Students will complete an assessment at the conclusion of each lesson. Students must score a minimum of 70% on the assessment to demonstrate mastery of the lesson. If the students scores below a 70%, they will receive necessary intervention and then be re-assessed. This cycle will continue until the student is able to score at least a 70%. Students must score at least a 70% on every assessment in order to complete a course and earn credit.</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) 	
Address Granting Credit Here:		

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- **Remote Learning Option #1** will allow students to complete all of their courses online using our new well-designed and user-friendly Virtual Learning Academy.
- **Remote Learning Option #2** will allow students to complete a paper-based version of their courses for those who do not have internet access from home. We will have weekly drop-off times in the parking lots of community libraries, which will allow students to drop off their paper-based assignments and time logs to our teachers, and pick up additional work.

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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)
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Address Promoting Students to a Higher Grade Level Here:

- Upon earning 5 high school credits, our freshmen students will be promoted to sophomore status.
- Upon earning 10 high school credits, our sophomore students will be promoted to junior status.
- Upon earning 15 high school credits, our junior students will be promoted to senior status.

Attach any Additional Documentation or Notes (if necessary):

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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> • Students will be responsible for completing at least 26 hours of academic time and work on a weekly basis to be considered "in attendance". For students who chose <u>Remote Learning Option #1</u>, the Virtual Learning Academy platform will track the student's active time spent on their courses. For students who chose <u>Remote Learning Option #2</u>, they will be required to complete a weekly time log that accurately reflects the time spent on the assignments and tasks submitted for that week. Teachers will have the right to reject student hours if they do not accurately reflect the work that was completed. • Students will communicate with their teacher at least 1-2 times per week. They will be able to request additional 1-on-1 instructional time through Google Meet or additional resources. Each student will be given their own TCS Gmail Account. 	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <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> <ul style="list-style-type: none"> • Students will be responsible for completing at least 26 hours of academic time and work on a weekly basis to be considered "in attendance". For students who chose <u>Remote Learning Option #1</u>, the Virtual Learning Academy platform will track the student's active time spent on their courses. For students who chose <u>Remote Learning Option #2</u>, they will be required to complete a weekly time log that accurately reflects the time spent on the assignments and tasks submitted for that week. Teachers will have the right to reject student hours if they do not accurately reflect the work that was completed. 	

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Attach any Additional Documentation or Notes (if necessary):

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SECTION FOUR		PROGRESS MONITORING
Resource Link(s):	<u>Exceptional and At-Risk Youth</u>	
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:		
<ul style="list-style-type: none">• Teachers will communicate with students and/or parents at least 1-2 times per week by school email, phone call, text, or Google Meet. The teacher will discuss goals for the week, and assist the student and attempt to meet their instructional needs.• Teachers will document weekly communication with students and parents, and grade student work on a weekly basis to provide students with timely feedback and intervention as needed.		
Attach any Additional Documentation or Notes (if necessary):		

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SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<u>Technology Needs</u> <u>Data Use: Gathering Stakeholder Input</u>
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: <ul style="list-style-type: none"> • The school has surveyed all students and their families to determine if they have access to the internet and a computer at home, and if they prefer to complete their curriculum through online courses or through paper-based courses. Either way, the curriculum being taught will be the same. • We will consider making computers and internet available to students on a case-by-case basis. 	
Attach any Additional Documentation or Notes (if necessary): 	

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SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	<u>Professional Learning Needs</u>
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> <ul style="list-style-type: none"> • Our staff will be going through training and professional development during our staff inservice days on August 25-27th. During this time, our staff will receive training on how to manage our new Virtual Learning Academy (VLA). Our staff will also be trained on how to utilize our new Student Information System (DASL) through NOECA. • We will offer additional training videos and ongoing support for our staff to best prepare them for implementing Remote Learning that is most effective for our students. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p> 	

