

# Remote Learning Plan



District Name:	Tri-County North Local Schools
District Address:	436 North Commerce St. Lewisburg, Ohio 45338
District Contact:	William K Derringer
District IRN:	091397

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.”*

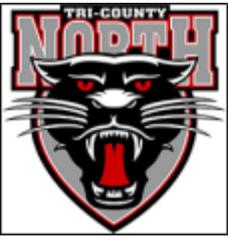
**The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to [remotelarning@education.ohio.gov](mailto:remotelarning@education.ohio.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](mailto:remotelarning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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)**

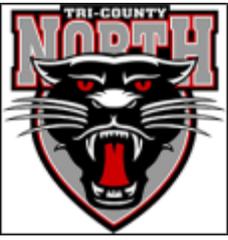
- X Teacher-student interaction through online learning platforms
- X Online lessons for student to work on at home
- X Offline lessons and instructional packets for students



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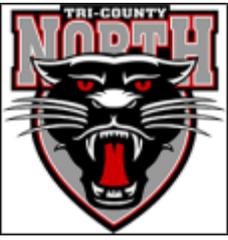
SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Address Determining Instructional Needs Here:</p> <p>Instructional needs will be determined based on learning standards that would traditionally be taught in a regular school setting. Teachers will be responsible for covering each standard through an online platform. Using pre and post assessments, we will determine Gap analysis to drive instruction through an online platform. Students who are on an IEP will reflect their least restrictive environment appropriately within the IEP. Students who are gifted will be serviced with enrichment with our full time gifted intervention specialist through an online platform.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Clear instructional plans have been created</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p>Address Documenting Instructional Needs Here:</p> <p>Instructional unit plans will be created using an online platform and available for students and parents. Classroom teachers will use a standard based curriculum and will have communication to parents through telecommunication. We will continue to use the RTI process to evaluate and monitor student progress.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



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SECTION TWO		DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL	
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>		
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>		
Address Determining Competency Here: Teachers will be using pre and post assessment. There will be weekly updates to the progressbook so students and parents are aware of student progress. We will use NWEA MAP to monitor progress.			
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>		
Address Granting Credit Here: Students will be required to complete and pass courses as they would in a traditional school setting. The grading scale approved by our BOE will be used.			
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>		
Address Promoting Students to a Higher Grade Level Here: Students will be required to complete and pass courses as they would in a traditional school setting. The grading scale approved by our BOE will be used.			
<b>Attach any Additional Documentation or Notes (if necessary):</b>			



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SECTION THREE		ATTENDANCE AND PARTICIPATION	
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans ODE Website</a> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)		
<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>		
Address Attendance Requirements Here: Students will be required to log in daily on their online learning platform and follow and show continual progress.			
<b>Participation Requirements</b>	How will your school district document <b>student participation</b> in remote learning opportunities?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>		
Address Student Participation Requirements Here: Teachers will use a variety of participation methods in order to make sure students are actively participating virtually.			
<b>Attach any Additional Documentation or Notes (if necessary):</b>			

SECTION FOUR		PROGRESS MONITORING	
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>		
<b>Progress Monitoring</b>	How will your school district <b>progress monitor</b> student progress with remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>		



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Address Monitoring Student Progress Here:

Teachers will use a variety of methods online such as pre and post assessments to monitor student progress.

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:  

- Parent/Student surveys have been reviewed
- Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:  
Students will be given a chromebook to take home for use on daily assignments and online learning overall as they successfully did in the spring of 2020. Students who do not have access to the internet may be supplied one year internet access upon our school receiving The Technology Communication Grant.

Attach any Additional Documentation or Notes (if 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:



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Professional development topics offered prior to school starting and throughout the school year including online teaching and learning pedagogy through Modern Teacher. During remote learning teachers will continue to receive professional development through a variety of online learning platforms.

**Attach any Additional Documentation or Notes (if necessary):**