



Remote Learning Plan

District Name:	Vinton County Local School District
District Address:	307 West High Street, McArthur Ohio 45651
District Contact:	Mike Waggoner Assistant Superintendent
District IRN:	050393

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)



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

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> <p>i-Ready Diagnostic Assessments in Reading and Math K-5, Exact Path Diagnostics in 6-12</p> <p>Teachers will deliver and oversee lessons per grade level, aligned to the standards. Lessons will be focused and intervention based per diagnostic results.</p> <p>IEPs will be followed and instruction will be facilitated by intervention specialists and the special education coordinator.</p> <p>WEPs will be followed and instruction will be facilitated by credentialed teachers and the gifted coordinator.</p>	
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> <p>Teachers have the model curriculum with instructional supports. In addition, they have access to learning platforms such as i-Ready, Reflex, Reading Counts, Exact Path, Virtual Job Shadowing, Plato and Study Island.</p> <p>Students participating in our online program will have access to Edgenuity and Lincoln Learning. All lessons, online or assigned, will be approved by the building principal before being accessed by the student.</p> <p>Progress for all students will be monitored weekly by their respective teachers.</p>	



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There will be a hotline set up by the district which will allow students and parents access to assistance. This will be manned by teachers employed by the district.

Attach any Additional Documentation or Notes (if necessary):

*Copy of wellness check.

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: Grading will be based on participation and lessons, completed lessons and tests, work completed at home, responsible communication from the parent and student to the school, and progress made on state standards. Grades will be assigned as lessons are completed and quizzes / tests are given. Grade cards will be distributed every 9 weeks. Progress will be monitored daily/weekly.	
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: Grades will be assigned as lessons are completed, credit will be given that is commensurate with student work completed. Teachers will transfer grades to the gradebook. Earned grades will be distributed on report cards every nine weeks. IEP students will receive progress reports every 4.5 weeks.	
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:



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	<ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here: Students who meet the requirements of the grade level they attend will be promoted to the next grade level. Should a student be struggling or at risk of failing, both online and work packet interventions will be administered by the teaching staff. In this case wellness checks will be made every 2 days and phone conferences with the student and parent will take place.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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	<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: Attendance will be tracked through participation in learning opportunities and weekly contacts by teachers to parents to insure student progress. The district will provide an ongoing, updatable form through Google Sheets which will be available to building and district administration to monitor attendance and participation. Attendance concerns will be addressed through Family Support at each building and the district attendance monitor. Should these staff members be unable to bring attendance problems under control, the juvenile court will be notified.</p>	



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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: The district will provide an ongoing, updatable form through Google Sheets which will be available to building and district administration to monitor attendance and participation.	
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? 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: Progress will be monitored through the use of updatable “Wellness Check Forms” through the use of Google Sheets. These forms will be available for all teachers and administrators to monitor and update. Building administrators and counselors will be responsible for weekly monitoring of these documents and addressing any deficits of student progress. They will also be responsible for contacting that student’s teachers to ascertain why there are deficits and to devise a plan for bringing the student up to speed.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input



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Equitable Access	<p>What is your school district’s plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <p>Surveys will be used to ascertain which students have devices and internet connections. Those with no devices will be loaned chromebooks from the building they attend to provide them the capability to complete daily assignments. Lessons will be livestreamed when possible. In the event there are students who do not have internet connections, we will work to set up W-iFi hotspots throughout the district where parents and students can go to complete work. In the event that option one or two is not available for students, teachers will be in contact with their students providing lessons and work. Lessons will be teacher led through phone conversations, written lessons, and various other assignments in which parents will need to assist their child(ren). All lessons, whether online or assigned, will be approved by the building principal. Online programs such as i-Ready, Reflex, Reading Counts, Study Island, Exact Path, Virtual Job Shadowing, and Plato will help diagnose deficits and strengthen students’ skills.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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>Training will be provided on the following: Google Classroom, Google Meet, and Zoom. The district</p>	



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will also use OLAC, OCALI, Gifted Instruction, and other opportunities as provided by Gallia Vinton ESC and our State Support Team.

Attach any Additional Documentation or Notes (if necessary):

