District Name:	East Guernsey Local School District
District Address:	65591 Wintergreen Rd. Lore City, OH 43755
District Contact:	Chase Rosser
District IRN:	069682

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 <mark>August 21, 2020</mark> 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)
- ☒ 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):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: • 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) • Creating a learning plan for each individual Remote Learning Student.

Address Determining Instructional Needs Here:
The district plan is to have general education teachers communicate with the remote learning instructors to keep alignment with learning standards and have students follow similar sequencing. Screening assessments will be used to determine student's prior content knowledge to help address learning gaps. The district will create an intake process to address each individual student's needs and address those needs. IEPs and WEPs will be modified as needed to ensure all student needs are being met.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs:
The remote learning team has developed clear instructional plans and those plans will be communicated to staff, parents and other stakeholders. These plans include specific plans for staff/student communication, staff/parent communication, student work requirements, minimum hours required, and strategies for addressing learning gaps.

Attach any Additional Documentation or Notes (if necessary):
East Guernsey will be using Odysseyware and Edgenuity as learning platforms for basic curriculum. Our licensed facilitators will supplement with digital resources such as IXL, Freckle, MobyMax, and Lexia as needed for student mastery.

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: • Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

Remote learning needs to reflect best practices of the classroom. Competency is not granted in the classroom based off of work completed, it is based on student demonstration of understanding. As stated earlier, the East Guernsey remote plan is to have alignment with content standards, students will have to demonstrate competency in standards to ensure understanding. When a student fails to demonstrate competency through various means of assessment (Oral, project based, and summative assessment) then the student will be assigned intervention material to help address their learning gap. Resources to be used are IXL, Freckle, MobyMax, and Lexia.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: • Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here: Granting credit will be based upon an approved curriculum. Curriculum is aligned with State standards. Students will be assessed upon their knowledge of standards. Various means of assessment will be used (Oral, project based, and summative assessment) to demonstrate competency. Successful completion of assigned curriculum at a 60% or above will result in credit.

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: • 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 granted based on credit being issued. Curriculum is aligned with State standards. Students will be assessed upon their knowledge of standards. Various means of assessment will be used (Oral, project based, and summative assessment) to demonstrate competency. Successful completion of assigned curriculum at a 60% or above will result in credit, thus promotion.

Attach any Additional Documentation or Notes (if necessary):

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: • Created a communication and attendance plan for staff and students

Address Attendance Requirements Here: A minimum of 30 hours a week will be assigned to students. Attendance will be based on hours of work completed. Each hour a student does not complete will be considered an hour absent.

Attendance will follow HB 410 and tracking hours absent. Our absence policy will follow our face-to-face policy for chronic absenteeism.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here: Our remote instructors will track student participation in hours of work. We will have 30 hours of work assigned each week. Successful completion of an hour of work will count as an hour of attendance. The assistant principals will communicate with the instructors weekly to track and follow attendance issues. Our current school attendance policy for hours will be used for compliance. We have added additional "excuses" for absenteeism for remote learners.

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: • Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here: Student progress will be monitored on a weekly basis. The remote curriculum is aligned with state standards and students will have the opportunity to demonstrate competency. Students who are not progressing will be given intervention resources to address learning gaps. Progress monitoring will happen weekly to ensure students do not fall behind. The assistant principals will work with the remote instructors to address learning gaps and assign intervention resources.

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: To ensure equitable access we have surveyed the needs of our remote learners. The district will provide hot spots and devices to those families who need them.

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: Instructors will have 2 weeks of professional development to address needs. Teachers will have professional development on Zoom, Screencastify, Google Classroom, Google Apps for education, and virtual learning platforms.

Attach any Additional Documentation or Notes (if necessary):