

# Remote Learning Plan

District Name:	Hardin County Board of Developmental Disabilities/Simon Kenton School
District Address:	705 N. Ida Street, Kenton, OH 43326
District Contact:	Kara Brown Superintendent
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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 [remotelearning@education.ohio.gov](mailto: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](mailto:remotelearning@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)

- 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
<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><b>Address Determining Instructional Needs Here:</b></p> <p>The instructional needs of each student will be determined and based on each student's specific IEP and/or the appropriate age level academic content and extended standards. Student's individual instructional needs will also determine the method of instructional delivery implementation utilized. Gap analysis based on each student's present levels of performance, assessments, and evaluations will indicate areas to prioritize during limited face to face traditional instruction time. Remote learning will consist of both teacher-led instruction and activities as well as self-directed activities for students to complete when not physically present at the school.</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><b>Address Documenting Instructional Needs Here:</b></p> <p>Data collection procedures will ensure an IEP is effectively and efficiently being implemented. Instructional plans have been communicated to all stakeholders to provide clear instructional and learning expectations. Documentation will be monitored weekly and progress reports will be shared quarterly. Related Services will document minutes of therapy provided to ensure IEP specially designed services are being adequately met.</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>
<p><b>Address Determining Competency Here:</b></p> <p>Overall competency will be determined by participation and progress toward IEP goals and mastery of developmental skills as well as data collection evidence of active participation in the remote learning process.</p> <p>For preschool children, parent interviews outlining instructional strategies with feedback regarding which styles would support individual families are conducted prior to the start of the school year. Child progress in the general curriculum using program created progress reports and state assessments will be used to ensure continued growth and development across all areas.</p>	
<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>
<p><b>Address Granting Credit Here:</b></p> <p>Participation in technology-based assignments and activities will not be required if the IEP team deems it is not appropriate for the student, credit will be granted based upon participation in the remote learning process as well as an evaluation of progress toward the student's IEP.</p> <p>Preschool Children will receive credit for participation for activities turned in (shared pictures) and ongoing communication and collaboration with families. Specialized instruction will be provided through collaboration between providers, home visits, face to face meetings (if able), and video conferencing. Continued growth towards individual special education goals as well as in the general curriculum will be considered for credit for participation.</p>	
<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>
<p><b>Address Promoting Students to a Higher-Grade Level Here:</b></p>	

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Provided the students have participated in some format or method of the remote and blended learning process, promoting students to a higher-grade level will be determined by the IEP team and Administration in order to ensure adequate progress has been made.

Preschool children will be promoted to Kindergarten based on age. Families may wish to continue with an additional year of preschool due to developmental readiness, however, lack of pre-academic skills will not be a sole determination.

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

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (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>
<p><b>Address Attendance Requirements Here:</b></p> <p>Teachers will contact students/parents on a weekly basis via Zoom, phone calls, or other communication medium. Teachers will keep a contact log to provide evidence of communication and attendance records.</p>	
<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>
<p><b>Address Student Participation Requirements Here:</b></p> <p>Students will be required to complete assignments weekly through either digital modes or analog modes (paper/pencil assignments and packets). Students will need to complete either modes on a weekly/daily basis. Parent reports will also be gathered for anecdotal records. Student activities, assignments, projects, lessons, etc. on both digital and analog modalities will be assessed by teachers to determine accurate minutes and hours of participation in instruction are being completed</p>	

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in order to meet state requirements and for documentation used for attendance purposes. For the preschool aged child, participation will be monitored by activities returned (pick up of new activities and drop off of completed work at district), attendance in live video conferences, viewing of pre-recorded sessions, and through weekly individualized sessions.

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

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
<b>Address Monitoring Student Progress Here:</b>	
<p>Weekly progress monitoring will be implemented by teachers to ensure an open line of communication is readily accessible for parents to monitor their student's progress through technology sources. Weekly virtual meetings will provide parents the opportunity to obtain feedback directly from teachers and address areas of need for their student/child. Quarterly progress reports will be issued during the school year to families in accordance with IDEA and the Ohio Operating Standards for the Education of Children with Disabilities. Data collection and assessments will ensure IEP's are being effectively implemented and that students are acquiring developmental goals when appropriate.</p> <p>Progress towards the general curriculum will be monitored in addition to progress towards individualized education plan goals for preschool children. Developmental screeners completed by parents, shared videos of children completing activities, as well as weekly virtual meetings will allow for ongoing progress monitoring. Progress reports for IEP goals as well general curriculum will be provided to parents on a quarterly basis.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

## SECTION FIVE

## EQUITABLE ACCESS

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<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Technology Plan has been created to ensure equitable access</li> </ul>
<p><b>Address Equitable Access to Quality Instruction Here:</b></p> <p>Students without access to a personal technology device will be provided with an electronic device in order to provide access to instructional content and participate in the remote learning process. For students without internet access, accommodations will be made accordingly to ensure equitable access to remote learning and instruction is available to them. Student's families who opt-out of remote learning activities (digital modes) will be provided with a paper format of the same materials used for instruction.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> 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"> <li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p><b>Address Professional Learning/Development Here:</b></p> <p>Professional development will be conducted on the virtual and remote learning tools available for teachers to utilize during the remote learning experience. Teachers will be provided with hands-on and individualized training as well when needed to ensure a successful remote learning experience is provided for all students.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	