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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 <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

Remote Learning Plan

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)

The Preble County ESC services special needs students who are all on Individual Education Plans (IEP's), therefore each student will have their own unique learning plan specifically designed to meet their needs. The IEP team, including the student (where applicable), parent/guardian and school service providers will collaborate to determine the specific instructional needs of each student. These services will not only include academic instructional needs but related service needs (including social and emotional) as well. In all programs the following information can be utilized for the IEP teams to determine instructional needs:

- Screenings
- Benchmark Assessment
- IEP progress data
- Evaluation Team Report data
- Assessment Data (both formative and summative)
- Learning Standards
- Instructional Sequencing

Each student's IEP team will also determine how remote instruction/learning will be delivered. There are multiple options that include synchronous learning via computer/online with the classroom teacher, fully online through an online curriculum provider, teletherapy, non-digital instructional materials that would be delivered to the student, or home instruction as determined by the IEP team.

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

Instructional needs will be documented through student IEP's and utilization of IEP progress notes, parent screening letters with results and recommendations, data collection tracking, and lesson plans created based on previous learning/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)

With the Preble County ESC serving students with special needs, competency for lessons and remote learning will be done in multiple ways including but not limited to:
- Assessment tools (formative and summative)
- Satisfactory Completion/evaluation of assignments
- Progress on learning projections/learning standards/learning standards extended
- Progress monitoring
- State and district assessment performance

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)
The Preble County ESC will be granting credit for individual assignments and projects by evaluating the student work and assigning letter grades (where appropriate) or Pass/Fail (where appropriate). For students who are working on developmental goals, staff will determine adequate progression toward the goal(s) and/or objective(s) to determine mastery or adequate progress. For high school students who receive course credits toward graduation, the Preble County ESC will evaluate the student's work and completion of the course, and make a recommendation to the home district for granting the course credit(s). The home district will assign/not assign the credit for the coursework.	
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)
Each student's IEP team including teachers, related service providers, counselors, principals, parents/guardians will evaluate whether to promote or retain given the student's progress towards meeting individually stated goals and demonstration of the knowledge and skills to participate successfully in the next higher grade.	

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

The Preble County ESC expects students to participate in scheduled instructional sessions with the teacher. Students will be assigned offline activities to complete as well. Each assignment/activity will have a recommended amount of time for satisfactory completion and students will be given credit for attendance based on those recommendations as well as the amount of time they are engaged in the instructional sessions with their teacher. Students who do not engage in the scheduled instructional sessions or the offline activities/assignments will be considered absent for the equivalent time missed.

In order to promote good student attendance, teachers are expected to:
● Create lessons that are engaging for students using a variety of strategies
● Be available to answer questions or concerns from students or parent/guardians promptly
● Use connected tools such as Google Classroom and Google Meet as platforms for assignments, link to resources, etc.
● Evaluate work in a timely manner and provide feedback to students on assignments.

Preschool difference:
Preschool is not mandatory therefore there is no attendance requirement. For students identified with special needs the attendance and participation will be documented through a log of activities and therapies.

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

The Preble County ESC will document student participation by evaluating each student's evidence of participation through multiple means which may include, but not limited to:
● Daily logins to learning management systems (LMS)
● Scheduled instructional sessions with the teacher
  ○ Examples of daily interactions between teachers and students could include, but are not limited to messages, emails, phone calls, video chats, or other formats that enable teachers to engage with students.
● Assignment completion
  ○ If using assignment completion to track attendance, teachers should determine the number of hours they expect an assignment to take for a typical student and use that to

gauge each student's attendance. Evidence could include pictures or videos of completed assignments/projects.

Students will be expected to:
- Follow the remote learning school schedule while working remotely
- Communicate questions and concerns immediately to teachers and /or related services personnel
- Participate in virtual sessions with teachers and/or related services personnel
- Watch lessons provided by teachers and complete assignments according to given timelines.

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

The Preble County ESC will monitor student progress in a variety of ways including but not limited to:
- Weekly IEP goal tracking sheets
- IEP Progress Reports (how the student is progressing toward their individual goals and objectives)
- Fall and Spring Parent Conference sheets
- Remote Classroom data (student satisfactory completion of assignments/projects/discussions/class participation)
- Assessment data (formative and summative) from instruction/online curriculum.

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

The Preble County ESC has made individual phone calls to families to determine technology needs to allow equitable access to high quality remote instruction. The ESC is working to provide the necessary devices/internet access when needed and when available. For students who would need assistance for meals, the ESC will partner with local districts to help provide breakfast and lunch as would normally be provided in the school environment.

ESC staff will utilize all means available (phone, email, mail, teleconferencing and other electronic means) to communicate with parents/guardians and students for effective delivery of remote learning.

Parents/Guardians will be expected to:
● Monitor student progress on coursework
● Follow the remote learning school schedule to keep routines in place for students while working remotely
● Communicate questions and concerns immediately to staff

District Administration will be expected to:
● Ensure each student has access to appropriate technology resources when available and needed
● Monitor and assist teachers in the delivery of content for students
● Implement procedures, schedules and guidelines for students and teachers when working remotely

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.

The Preble County ESC will be providing on-going G-Suite training to staff, focusing on applications that have the greatest impact on remote learning (Classroom, Meet, Docs, Forms, etc) as well as other effective tools and resources. In addition, staff will be encouraged to participate in professional development opportunities provided through other agencies that pertain to remote learning and successful teaching in the remote environment. For staff that utilize the full online curriculum, continued professional development will be provided as needed to focus on how to utilize the

curriculum, monitor and manage student activity.