



District Name:	Preble Shawnee Local School District
District Address:	5495 Somers Gratis Rd, Camden, Ohio 45311
District Contact:	Matt Bishop, Superintendent
District IRN:	049288

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.

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. 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	<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)
	<ul style="list-style-type: none"> • Gap analysis to identify curriculum gaps in core content areas • Sequence and prioritize learning standards to support gap closure and acquisition of new grade level content standards, using ODE resources • Provide more opportunities for direct instruction through the use of online platforms (Google Classroom, Edmentum, and Zoom) • NWEA’s Measure of Academic Progress (MAP) will be administered in grades K-10 to provide baseline data for reading, math, and some grades in science • Each IEP will be examined and updated as needed to ensure students are receiving specially designed instruction
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
	<ul style="list-style-type: none"> • Reading Intervention Monitoring Plans (RIMPS) will be designed for identified students • Instructional needs will be documented through online platforms such as Google Classroom and Edmentum Online Learning • Instructional planning will be communicated to parents and students through emails, phone calls, texting, and district website • Building administrators will communicate with staff through Zoom meetings, phone calls, emails, and texting • When concerns arise, MTSS teams will design academic, behavioral, and social emotional goals to support students

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	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Developed and communicated a plan for determining competency (grading and assessments)
<ul style="list-style-type: none"> ● Grading practices will be consistent across all instructional models, reflect evidence of student learning and engagement, and adhere to district policy ● Ongoing professional learning will be provided around best practice in assessment and feedback during blended learning ● Parents registering their child(ren) in remote learning must make commitments for student success. These commitments are: <ul style="list-style-type: none"> ○ Students must log in on a daily basis and complete assignments in order to be counted as attending. Attendance will be taken each day the same as students who are physically present. ○ Students enrolled in remote learning will be required to remain in the program for the first semester. If a written request to change to In-Person learning is not made before the end of the semester, the student will be automatically continued to be enrolled in remote learning education. ○ Students must have access to reliable internet service and/or the means to provide consistent access to the internet. Students who do not have access to internet service may request a HotSpot by contacting the District Office. ○ The expectations for classwork and grading will follow district policy for On-campus instruction. Courses taken by students participating in remote learning will be included in calculating GPA and class rank in accordance with district policy and the same as if the student was physically present. ○ Some elective courses may not be an option for remote learning. Students may be required to take electives they did not previously register for, in order to obtain the minimum required credits. Remote learners in grades 7-12 may receive their schedules at a later date than in-person learners. ○ Parents will be responsible for maintaining communication with their child's/children's teacher to create a learning partnership. 	

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)
<ul style="list-style-type: none"> Progress reports, grades, GPA and course credit will be granted in recognition of student progress, and achievement in the remote learning experience in correlation to students physically in the classroom. 	
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: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<ul style="list-style-type: none"> Assessments, awarded grades, and earned credit provide evidence of student learning level and achievement and will be used to designate grade level promotion or advancement to a higher level course <ul style="list-style-type: none"> Information will be provided to students and families through the student handbook and board policy regarding procedures Promotion and Retention of Students Communication with parents regarding promotion/retention will be ongoing The decision to promote, place, or retain students will follow district policy Students failing to complete coursework may be required to complete alternative assignments or may not be promote 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?

	<p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
	<ul style="list-style-type: none"> It is the expectation that all students participate in learning five days per week. If a student is unable to “attend” for any reason, parents/guardians are expected to contact the office just as if they were sick or leaving for an appointment. School teachers will take attendance during each daily live (synchronous) session. Additionally, attendance and participation in asynchronous learning experiences will be confirmed with teacher verification of student completion of assignments within Google classroom. Attendance will be recorded by teachers. Attendance will be entered by school secretaries into the district’s student information system. Middle and high school students are expected to log into class at the start of each class and remain until released by the teacher. Teachers will record attendance each period during live instruction in ProgressBook, the district’s student information system. The attendance plan has been and will continue to be communicated to parents and staff. The attendance plan has been communicated through email and the frequently asked questions posted on the district website.
<p>Participation Requirements</p>	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
	<ul style="list-style-type: none"> Teachers will monitor student attendance daily and record in ProgressBook. Teachers will monitor students for daily engagement and submission of work according to established guidelines. Principals and counselors will monitor the engagement and attendance of students and identify priority students. Parents will be contacted through email, phone, or text for teachers/principals to communicate attendance challenges, participation weaknesses, and any other concerns with the students’ success in remote learning.

SECTION FOUR	PROGRESS MONITORING
<p>Resource Link(s):</p>	<p>Exceptional and At-Risk Youth</p>
<p>Progress</p>	<p>How will your school district progress monitor student progress with remote</p>

Monitoring	learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<ul style="list-style-type: none"> Teachers will use a variety of classroom assessments, including curriculum-based tools from Lexia, eSpark, ALEKS, along with teacher-developed progress checks to monitor the learning progress of students. These may be administered through formal digital assessment platforms, digital tools for learning product development, and personal interactions in a Google Meet session. Students on RIMPS and students with disabilities will be evaluated using typical progress monitoring strategies administered remotely at intervals typical for those populations. Exceptional and at-risk students will receive additional instructional opportunities as needed from staff. NWEA’s Measure of Academic Progress (MAP) will be administered to grades K-10 in the first month of school to determine student progress and growth and to inform next steps for reading, math and in some grades, science instruction. Teachers will use teacher developed formative and summative assessments to identify student needs and progress. Documentation of student progress will be recorded in ProgressBook. 	

<div style="display: flex; justify-content: space-between;"> SECTION FIVE EQUITABLE ACCESS </div>	
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: <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
<ul style="list-style-type: none"> Family surveys have been reviewed and utilized in the creation of this plan. All students will have access to Chromebooks for completing assignments under the Remote Learning Plan. Dates have been established for families to pick up these devices, as well as hotspots if needed. Recognizing that some families of elementary students may need to make childcare arrangements that restrict participation in synchronous learning, lessons will be recorded and 	

