

Remote Learning Plan



District Name:	Versailles Exempted Village Schools
District Address:	459 South Center St Versailles , Ohio 45380
District Contact:	Aaron Moran, Superintendent
District IRN:	045633

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 remotlearning@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 remotlearning@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)

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

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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>Instructional goals will be aligned to state learning standards for each grade and subject. Teachers will determine essential standards to be addressed during remote learning.</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>Instructional needs for students will be documented and communicated through the Google Classroom platform. Teachers will also communicate to students and families via technology during remote learning.</p>	
Attach any Additional Documentation or Notes (if necessary):	

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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: Essential Learning Standards will be measured via homework, assessments, and student performance to determine competency during remote learning. Teacher will work with administration, counselors, support staff to assist student learning of those who may need additional support. Grading and feedback will be supportive of student learning and be consistent across all instructional models.	
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: Student competency will determine student grades for granting credit for students. Grades are accessible online and will be communicated frequently throughout the remote learning time. Grades will be reflective of mastery of knowledge, engagement and achievement during remote learning.	
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)
Address Promoting Students to a Higher Grade Level Here: Student grades, essential learning skills will factor into building principal's decisions on promotion	

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with the teacher and family. Performance skill competency will be shared with families.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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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.)
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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
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Address Attendance Requirements Here:

The district will use the a combination of the following recommendations from the Ohio Department of Education to determine attendance and participation rates for students

- Daily interactions with the teacher to acknowledge attendance.
 - Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone 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.

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Participation Requirements	<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
<p>Address Student Participation Requirements Here:</p> <p>The district's Elementary , Middle and High School staff will work collaboratively with students and families to meet student participation requirements. The school staff with monitor student attendance, engagement and submission of assignments.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>Teachers will work with building administration, counselors and support staff to monitor at-risk youth. Exceptional student will have their WEPs monitored by the instructor and Gifted Instructional Coach for appropriate learning services.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs

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	Data Use: Gathering Stakeholder Input
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>Each individual student will be issued a Chromebook or tablet (based on age appropriateness) for use at their residence. Families who need internet access will be provided "hot spots" for unlimited access at the residence.</p> <p>A dedicated staff member will be accessible via phone or email for tech support.</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>Ongoing Professional Development is being implemented to address remote learning instruction and learning. Collaboration amongst staff and administration is needed to ensure high quality instruction.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	