Remote Learning Plan

District Name:	ESC Multiple Disabilities Program Remote Learning Plan
District Address:	205 Nolan Pkwy. Archbold, Oh 43502
District Contact:	Jessica Soltis/Steve Hastings/Jill Gilliland
District IRN:	124297

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)

Remote Learning Plan

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

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)

Address Determining Instructional Needs Here:
- Use Class Dojo as the learning platform to provide a simple, easy program for parents/students to utilize. Class Dojo allows the teacher to upload learning materials, lessons, activities, links to resources and videos, and communicate with students and parents as a whole class or individually.
- Supplemental resources will be utilized depending on grade level equivalent and teacher. These include, but are not limited to Vizzle, Epic Reading, Reading A-Z, Brain Pop and Boom Cards.
- Teacher will determine grade level equivalent based on current IEP
- Individual student strengths and needs taken into consideration when creating individual learning plans.
- An individual schedule/instructional plan created for each student to address IEP goal/objectives aligning to the Ohio Learning Standards Extended.
- Aligned Instruction to Ohio Learning Standards Extended for all academic areas
- Offline individual instructional packets provided as supplemental or reinforcing activities aligned to IEP goals/objectives.
- Related Service Providers will utilize same learning platform, Class Dojo, to upload activities or links to resources or instructional videos.
- Google Meet/Zoom will be utilized for individual lessons and/or consultation weekly with parents by teacher and related service providers.

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

Remote Learning Plan

Address Documenting Instructional Needs Here:
- Clear daily/weekly instructional plans have been created by the teacher to address IEP goals/objectives aligned to the Ohio Learning Standards Extended.
- Instructional plans communicated with parents, students and related service providers.
- Documentation of IEP goal/objectives based on individual or whole group interactive lessons, activities, offline supplemental instructional packets, collaboration with parents, and parent observations.

Attach any Additional Documentation or Notes (if necessary):

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:
- Initial conference with parents to determine the student's strengths and weaknesses in order to determine the need for materials or technology to be successful during remote learning.
- Utilize the IEP accommodations/modifications to support students in lessons, activities, and offline supplemental instructional packets.
- Lessons will be individualized to student academic functioning level.

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:
- Students will complete assigned online lessons and offline supplemental instructional packets by the due date given to each assignment.
- Teacher will consult with parents weekly to make adjustments, provide support strategies and discuss progress.

Remote Learning Plan

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:
- Students on a modified curriculum based on the Ohio Learning Standards Extended are promoted to the next grade level based on their IEP progress as decided by the IEP team.

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:
- Teachers will communicate daily with students about instruction using Class Dojo
- Teachers will provide students with a daily/weekly schedule of assignment due dates using Class Dojo
- Students are marked present for the day when they log into Dojo, completing daily assignments and/or activities
- Teachers will have daily office hours to answer questions or share strategies with parents.
- Teachers will conduct a weekly conference with parents to discuss progress.

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:

- Student participation is documented each time a student logs into Class Dojo, completes a lesson, activity or watches a video assigned by the teacher.
- Student participation is documented each time a student completes an offline supplemental instructional packet.
- Related Service Providers will document student participation each time a student interacts with a therapist via Class Dojo or Google Meet/Zoom.
- Student expectations will be individualized and shared with students and parents. Expectations will be shared on Class Dojo

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:
- Teachers will progress monitor student progress through Class Dojo assignments and offline supplemental instructional packets.
- Teachers will also collaborate with parents to progress monitor behavioral or adaptive behavior IEP goals/objectives while participating in remote learning.

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:
- Parent survey sent to district families
- Technology made available through district of residence
- Offline Supplemental Instructional Packets provided
- Supplies/materials provided to complete assignments if necessary

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:
- Teachers watching instructional videos on how to use Class Dojo and other supplemental links
- Teachers collaborating to assist each other and share ideas of how to improve remote learning for students and parents

Attach any Additional Documentation or Notes (if necessary):