

Remote Learning Plan

District Name:	Northwest Ohio Educational Service Center/ Holgate Elementary CC Classroom
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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.

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)

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- 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	<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><i>Supplemental resources will be utilized depending on grade level equivalent and teacher. These could be but not limited to Vizzle, Epic Reading, Reading A-Z, Brain Pop and Boom Cards, Spelling City, Moby Max</i></p> <p><i>An individual schedule/instructional plan created for each student to address IEP goals/objectives aligning to the Ohio Learning Standards Extended and Ohio Learning Standards.</i></p> <p><i>Aligned Instruction to Ohio Learning Standards Extended and Ohio Learning Standards for all academic areas</i></p> <p><i>Offline individual instructional packets provided as supplemental or reinforcing activities aligned to IEP goals/objectives.</i></p> <p><i>Each student will have lessons geared toward their individualized goals outlined in the ETR and IEP. Lesson plans will be based in the appropriate grade level curriculum, but will be paced and presented in order to support the students at their instructional level.</i></p> <p><i>Current progress and past progress reports will also be used to gauge the efficacy of remote</i></p>	

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lessons. Parent input will also be highly valued during the time of remote learning.

Input from related service providers, general education teachers, and anyone else involved with the students' education will be used to prepare remote learning lessons.

Google Meet/Zoom will be utilized for individual lessons and/or consultation weekly with parents by teacher and related service providers.

Created a plan for IEP and students with disabilities, Aligned Instruction to Learning Standards

<p>Documenting Instructional Needs</p>	<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
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Address Documenting Instructional Needs Here:

While participating in the remote learning process, documentation of progress toward the goals and objectives spelled out in the IEP will be done periodically. While the intervention specialist will be working toward the goals addressed in the IEP, they will also be building on the foundational skills needed to progress through the curriculum.

Lesson plans will address both the academic standard and the specific area of need of the student.

Documentation of each lesson will be kept by the Intervention Specialist. Both qualitative and/or quantitative from each session of remote learning will be kept in order to best gauge the individual needs of each student.

Based on the differing strengths and needs of the students, some students may be getting lessons in different formats. Different formats and platforms that may aid in addressing specific student needs include individual or group video conferencing, printed packets, email communication, discussion or question/answer over the phone.

Instructional plans will be communicated with parents, students and related service

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providers.

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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p><i>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.</i></p> <p><i>Utilize the IEP accommodations/modifications to support students in lessons, activities, and offline supplemental instructional packets.</i></p> <p><i>Competency will be determined through progress monitoring on IEP goals and objectives and mastery of state standards for individual subjects.</i></p> <p><i>Competency can be displayed through written work, communication through email, video conferencing, or any other methods that can be used to address individual student needs.</i></p>	
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)

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<p>Address Granting Credit Here:</p> <p><i>Individual lesson goals will be addressed at the beginning of each lesson. The students will also be working toward goals and objectives spelled out in the IEP.</i></p> <p><i>Teacher will consult with parents weekly to make adjustments, provide support strategies and discuss progress.</i></p> <p><i>Students may earn credit through making continued progress toward goals, active participation in remote learning lessons, achieving the stated goals, and, at times, student effort/participation may factor into the earning of credit.</i></p>	
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p><i>In order to be promoted, students will need to participate in the assigned lessons and follow the attendance procedures and guidelines spelled out by the home district.</i></p> <p><i>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.</i></p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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.)

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<p>Attendance Requirements</p>	<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
<p>Address Attendance Requirements Here:</p> <p><i>Teachers will communicate daily with students about instruction using the decided upon platform (Class Dojo, Google Classroom, Schoology, email, video conferencing, etc..)</i></p> <p><i>Teachers will provide students with a daily/weekly schedule of assignment due dates using decided upon platform.</i></p> <p><i>Students are marked present for the day when they complete daily assignments and/or activities</i></p> <p><i>Teachers will have daily office hours to answer questions or share strategies with parents.</i></p> <p><i>Teachers will conduct periodic conferences with parents to discuss progress.</i></p>	
<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
<p>Address Student Participation Requirements Here:</p> <p><i>Student participation is documented each time a student logs into decided upon platform, completes a lesson, activity, or watches a video assigned by the teacher.</i></p> <p><i>Student participation is documented each time a student completes an offline supplemental instructional packet.</i></p> <p><i>Related Service Providers will document student participation each time a student interacts with a therapist via the agreed upon platform.</i></p> <p><i>Student expectations will be individualized and shared with students and parents.</i></p>	

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Attach any Additional Documentation or Notes (if necessary):

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SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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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
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Address Monitoring Student Progress Here:

Progress monitoring will be done for both daily academic activities and for the goals and objectives outlined within the current IEP.

Teachers will monitor student progress through online assignments and offline supplemental instructional packets, along with overall participation in activities.

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):

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SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p>
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	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
Address Equitable Access to Quality Instruction Here: <i>Parent survey sent to district families to determine technology availability.</i> <i>Offline Supplemental Instructional Packets will be provided to those in need.</i> <i>Supplies/materials may be provided to complete assignments if necessary. Assignments may also be modified to remove the need for extraneous materials.</i>	
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: <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: <i>Teachers watching instructional videos on how to use platforms, online resources, and other supplemental links</i> <i>Teachers collaborating to assist each other and share ideas of how to improve remote learning for students and parents</i>	
Attach any Additional Documentation or Notes (if necessary):	