

Remote Learning Plan

District Name:	NwOESC Preschool
District Address:	205 Nolan Parkway
District Contact:	Beth Lewis
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 **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>Our preschool classrooms are a mix of typically developing students and students identified with developmental needs who have an IEP. The remote learning will be provided by the assigned classroom or itinerant teacher who the student would be with during face to face instruction. Individualized educational plans for those on an IEP will continue to be met by both the classroom teacher and the therapist(s) designated to continue to focus on areas of development.</p> <p>Instruction will be aligned to the Early Learning Standards and Early Learning Assessment.</p> <p>Seesaw, Remind, and/or ClassDojo, a form of communication with parents via email and smartphone will be utilized. Closed Facebook groups, meaning only parents of students in each session will have access will be used to communicate, as well as Google Classrooms/Meets, and Zoom meetings will be used to offer virtual “face to face” instruction and class sessions.</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

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Address Documenting Instructional Needs Here:

Monday will continue to serve as a full day of planning, meetings for IEPs, and keeping up on required preschool documentation.

Teachers will be required to meet daily with students for 20 minutes per session (AM/PM) or (Tu/TH, W/F) depending on their specific districts class set-up. There will be 1 hour per day of work prepared for children to be able to do with families that address pre-reading, math, fine motor, gross motor, social development, and other pre-academic skills.

Teachers will use High Scope and Learning Without Tears to plan lessons.

Teachers will also use EPIC reading and Boom Cards as supplemental resources. Both EPIC and BOOM Cards are interactive formats. Both will need adult supervision.

EPIC reading allows parents to choose books online to be read aloud or read by an adult. Time spent on reading is documented. BOOM Cards cover all preschool learning progressions through short, interactive activities online, with progress monitoring.

Lessons will consist of pre-reading skills, writing letters/names, counting and other pre-math skills, fine motor, and/or gross motor activities that meet the Early Learning Standards and Early Learning Assessment.

IEP goals from service providers will be met through virtual learning platforms such as Zoom and/or Google.

Tuesdays will focus will be: AM 9-930/PM 12-1230, literacy and fine motor and sharing parent information on child development.

Wednesdays will focus will be: AM 9-930/PM 12-1230 math (number counting, sorting, patterns, etc.) and gross motor.

Thursdays will focus will be: AM 9-930/PM 12-1230 social skills (such as routines, rule following) and letter writing.

Fridays will focus will be: AM 9-930/PM 12-1230 science activities (exploring the environment,

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building/experiments) and show and tell to share with classmates activities that have been done throughout the week.

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>Student's competency will be determined by our Standards Based Preschool Progress Report, IEP goals (if appropriate), and Early Learning Assessment Data.</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)
<p>Address Granting Credit Here:</p> <p>There are no "credits" for preschool. Our requirements will be met via participation on online meeting platforms, the ability to document on Early Learning Assessment criteria, and addressing IEP goals.</p>	
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)

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Address Promoting Students to a Higher Grade Level Here:

If remote learning happens during our “transition” times to address children who are age eligible for Kindergarten, an individual meeting with each family will be held to address all areas of development and determine if another year of Preschool is recommended, or if development is on track and the child is ready to attend a Kindergarten screening.

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	<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>Attendance is documented in Powerschool for both in class and remote learning. A student will be given “attendance” for preschool if they log in and complete the assigned work and participate in 3 Zoom/Google meets sessions, and complete teacher designated assignments.</p>	
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

Address Student Participation Requirements Here:

Each student will be required to complete teacher directed activities to complete during or after the online Zoom/Google class daily.

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Preschool families will need to assist children in completion of activities, as all work cannot be completed independently.

A preschool child should not be doing more than 60 minutes of assigned work per day as most of the learning inside the classroom is through a play-based approach.

Attach any Additional Documentation or Notes (if necessary):

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 will be monitored by the Standards Based Preschool Progress Report, completion of teacher directed activities, Early Learning Assessment criteria, and IEP goals if appropriate.

Attach any Additional Documentation or Notes (if necessary):

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> <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
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Address Equitable Access to Quality Instruction Here:

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Each NwOESC Preschool Classroom is housed within the local school district, or decided upon location within the school district. The Preschool Coordinator for the NwOESC is communicating with local districts and families to gather information about technology access and internet access for preschool families.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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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.

Address Professional Learning/Development Here:

Preschool Coordinator passes on any virtual learning opportunities provided by SST, the NwOESC, or ODE. Preschool teachers will meet weekly on Monday’s for a minimum of 30 minutes, with the preschool coordinator and/or their direct supervisors to discuss how lessons and learning as well as participation have occurred throughout the week. This time will also serve to communicate what is working, what is not working, and if set expectations for lessons from the previous week have been met.

-Monday’s focus will be: lesson planning and development, collaborating with therapists, parent communication, IEP/ETR meetings and/or IEP writing.

Attach any Additional Documentation or Notes (if necessary):