

Remote Learning Plan

District Name:	Northwest Ohio Educational Service Center/Four County Career Center/Work Transition
District Address:	205 Nolan Pkwy. Archbold, OH 43502/22900 OH-34, Archbold, OH 43502
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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 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.

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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

SECTION ONE	INSTRUCTIONAL NEEDS
<p>Resource Link(s):</p>	<p>Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth</p> <p>Platforms – Google Classroom, Facebook</p> <p>Video conferencing – Zoom, Google Meet, Facebook Live</p> <p>Lessons/Classwork – Google Docs, Google Forms, Google Slides, Google Calendar, Gmail, News-2-You, L3Skills</p> <p>Communication – email, phone, video conferencing & platforms</p>
<p>Determining Instructional Needs</p>	<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>Transition Units – including but not limited to: Maintaining a Healthy Life, Living On Your Own, Choosing the Best Career for You, Getting the Job For You, Succeeding as an Employee, Advocating for Your Future</p> <p>Work Skills – requiring students to do chores or help others, students need to attend video conferences with professional attire and appearance, practice good communication skills during video conferences, practice professional work skills (example: be on time for video conferences), watch work skill and work place videos.</p> <p>Independent Living/Social Skills - requiring students to help and/or plan/make meals at home, being respectful during video conferencing, online safety, personal advocacy, communicating with teachers via email, direct messaging, conferences, etc.</p> <p>Functional Math Skills – Banking, Budgeting, Money Skills, Time Skills, Measurements</p> <p>Functional ELA Skills – Journal writing, summarizing skills, reading and comprehending current event articles, functional vocabulary skills</p>	

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Address IEP and Transition Goals/Objectives for each student.

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>Transition Units: Video conferencing – prior to lessons students would complete assigned journal entry, lessons presented in Google Slides including discussions and activities</p> <p>Work Skills: discussion and modeling during video conferencing, emailing and/or posting videos on Facebook/Google Classroom</p> <p>Independent Living/Social Skills: emailing and/or posting videos on meal planning and cooking safety with discussion/comprehension questions, discussions and modeling of communication during video conferences</p> <p>Functional Math Skills – packets, Google Docs, Google Forms, L3Skills</p> <p>Functional ELA Skills – Google Docs, News2You, packets, video conferencing</p> <p>Communicate through email, Google Classroom, Facebook, phone, video conferencing</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	<p>District & Building Level Educational Considerations & Planning</p> <p>Teacher Level Educational Considerations and Planning</p> <p>Non-Building Based Learning Opportunities</p>
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)
<p>Address Determining Competency Here:</p>	

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Rubrics/Checklist, Work Samples, Data collected from online platforms/lessons

Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
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Address Granting Credit Here:
 Completion of work samples, attended virtual meetings, participation in the various platforms, grades will be recorded in district online gradebook

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)
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Address Promoting Students to a Higher Grade Level Here:
 Team decision though IEP meeting, assess progression of functional skills

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE ATTENDANCE AND PARTICIPATION

Resource Link(s):	<p>Communications Planning</p> <p>Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
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

Address Attendance Requirements Here:
 Attendance of video conference lessons, communicate through email or video conference during stated office hours at least once per week, complete daily and weekly assignments by due date given

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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>Record attendance of video conferences, communication to staff, and completion of assignments in a staff created Google Sheet/Doc and/or in the district's online grading system</p> <p>Communicate the attendance and participation requirements to parents through email, and/or phone call</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>Discussions during video conferences; communication through email; completion of activities in Google Classroom, News2You, and L3Skills; Progress Reports on IEP Goals and Objectives</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
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
<p>Address Equitable Access to Quality Instruction Here:</p> <p>Office hours, email, Google phone and/or classroom phone</p> <p>Setting up each student with a Google account</p> <p>Training students on platforms within the first days/weeks of school</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>Teachers attended a tutorial on News2You and L3Skills. Teachers are comfortable with resources that will be used during remote learning. If additional support is needed, ESC will provide and/or teachers will seek out PD.</p> <p>Tutorials on Google applications</p> <p>Professional Development offered on Mindfulness and Social-Emotional Health</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	