

Remote Learning Plan

District Name:	ESC Hearing Impaired Program Remote Learning Plan
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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)

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	<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> <ul style="list-style-type: none"> ● Teacher will use Zoom as the learning platform to hold virtual lessons. This will allow the teacher and interpreters to teach virtual lessons as well as communicate with students and parents as a whole class or individually ● Supplemental resources will be provided/utilized and assigned based on grade level and individual instructional levels/needs. These include, but are not limited to, Vizzle, Reading A-Z, RAZ Kids, Epic reading, IXL, Fountas and Pinnell, Jack Hartman videos/resources ● Teacher will determine grade level equivalent based on current IEP ● Individual student needs taken into consideration when creating individual learning plans and group lessons/activities ● An individual schedule/instructional plan will be created for each student in order to address IEP/individual learning needs aligned to the curriculum (Ohio Learning Standards and/or Ohio Learning Standards Extended) as applicable ● Aligned instruction to Ohio Learning Standards/Ohio Learning Standards Extended (as applicable) for all academic areas ● Individual instructional packets/materials will be provided as supplemental or reinforcing activities aligned to student needs/IEP goals and objectives ● Zoom will be utilized for small group lessons, individual lessons and/or consultation weekly with parents by teacher and related service providers. ● Related service providers will utilize Zoom/Google Meet to upload activities/links to resources 	

Remote Learning Plan

or instructional videos

- Teacher and/or Audiologist will consult with students/parents on an as-needed basis to assist with equipment and/or technology needs

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:

- Daily instructional plans have been created by the teacher to address IEP goals/objectives and instruction aligned to the Ohio Learning Standards/Ohio Learning Standards Extended
- Instructional plans have been communicated with parents, students and related service providers
- IEP goals/objectives progress will be documented by use of small group/individual lessons/activities, offline supplemental instructional packets, collaboration with parents, parent observation, and teacher observation.
- Teacher will track all instruction and communication with students/parents through a google sheet for documentation purposes.
- Teachers will discuss hearing/equipment needs with parents to ensure students have access to hearing equipment to access remote education.

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	<p>District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning 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>	

Remote Learning Plan

- Teachers will consult with parents to determine the students strengths and weaknesses in order to determine the need for appropriate materials and/or technology to be successful during remote learning.
- IEP accommodations/modifications will be implemented in order to support students in lessons and activities
- Lessons will be individualized to student academic functioning level
- Assessments will be given based on student need and academic functioning level and will be aligned to the Ohio Learning Standards/Ohio Learning Standards Extended (as applicable).

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:
- Students will complete assigned online lessons and supplemental instructional packets by the due date given to each assignment.
 - Students will participate in virtual assessments aligned with the instructional lessons as communicated by the teacher
 - Teacher will consult with students/parents weekly to determine needs, make adjustments, provide support strategies and discuss progress

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:
- 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.
 - Students on the Ohio Learning Standards will be promoted to the next grade level based on assessment results and work completion

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning

Remote Learning Plan

	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> <ul style="list-style-type: none"> Teachers will communicate daily with students about instructions using Zoom Teachers will provide students with a daily/weekly schedule of assignment due dates (email and through zoom) Students are marked present for the day when they participate in the zoom lesson, complete daily assignments and/or activities Teachers have daily office hours to answer questions or share strategies with parents Teachers will conduct a weekly conference with parents to discuss student progress and the need, if any, to make adjustments to the student's education. 	
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> <ul style="list-style-type: none"> Student participation is documented each time a student joins a zoom lesson, completes a lesson, or 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 zoom/Google Meet Student expectations will be shared with students and parents through email and zoom conferences. Expectations will be individualized to meet student needs. Students will utilize home hearing equipment in order to access the lessons and activities. If no home hearing equipment is available, school equipment will be provided to the student to use at home during remote learning. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

Remote Learning Plan

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 and IEP goal/objective progress through zoom lessons, virtual and offline activities and supplemental instructional packets
- Teachers will collaborate with parents to progress monitor 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 service
- Offline supplemental materials provided to students
- Supplies/materials provided to complete assignments as necessary
- Hearing equipment provided to students who do not have access to home hearing equipment

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX PROFESSIONAL LEARNING

Remote Learning Plan

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> <ul style="list-style-type: none"> Teachers collaborating with Technology staff to utilize necessary functions of Zoom/Google meet Teachers collaborating to assist each other and share ideas of how to improve remote learning for students and parents Teachers collaborating with educational audiologist to ensure hearing equipment needs/access Teachers have the opportunity to attend PD sessions related to remote learning throughout the school year. 	
Attach any Additional Documentation or Notes (if necessary):	