

REMOTE LEARNING PLAN FOR WORK STUDY

District Name: Northwest Ohio Educational Service Center - Work Study

District Address: 205 Nolan Parkway, Archbold OH 43502

Program Contact: Chad McCarthy

Work Study Teachers: Patty Olmstead, Elizabeth James

SECTION ONE: INSTRUCTIONAL NEEDS

Address Determining Instructional Needs Here:

Instructional needs will be determined individually according to the student's IEP. The student's IEP will include specially designed instruction, goals and objectives to meet the student's needs and abilities. Formative instruction and pre-assessments will determine instruction.

How will instructional needs be documented?

Instructional needs will be documented via student participation in online learning activities, packets sent home to the student, video conferencing, and hands-on activities.

Attach any Additional Documentation or Notes (if necessary): see end of form - Parent Letter Example

SECTION TWO: DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

Address Determining Competency Here:

Work study students' competences are measured through ongoing informal assessments and following each student's IEP using progress monitoring measures outlined in the IEP. Students will be measured through their progress on their specific IEP goals and IEP progress reports. Students will be able to email, text, or mail work they have completed to their teachers. They may, also, complete a google form or document showing their work. Teachers will be able to measure progress through submitted work and conversations (phone, text, email, video) with students, parents, and/or classroom teachers.

Address Granting Credit Here:

Data will be collected on whether the student completed or did not complete the work related assignments given. The level of work will be rated (as it relates to their IEP goals) through a google form on a scale of 1 to 5.

1=Learning: Does independently 0%-24% of the time

2=Emerging independence: Does independently 25%-50% of the time

3=Partial Independence: Does independently 50%-74% of the time

4=Mostly Independent: Does independently 75%-94% of the time

5=Independent: Does independently 95% of the time or more

Address Promoting Students to a Higher Grade Level Here:

NA- as students are not given grades by the work study teachers. The work study teachers will relay information about student work to the classroom teacher

Attach any Additional Documentation or Notes (if necessary): See end of form

Example of a picture of a student completing a work task texted to the teacher.

Example of google form meant to rate student work.

SECTION THREE: ATTENDANCE AND PARTICIPATION

What are your school district's attendance requirements for remote learning?

Attendance will be tracked through login information, participating in individual learning activities online, activities returned to the teacher, and videos or photos of learning activities completed.

Address Attendance Requirements Here:

Students will be required to check in 3 of 5 days per week through virtual office hours: hours will be both day and evening hours for parents/guardians and/or students to ask questions and provide comments. Student's home school will ensure the student has necessary equipment to complete online work and accessing the internet is the responsibility of the parent. The teacher can relay information on how to obtain internet deals during remote learning, such as free internet access in the local library's parking lot or school parking lot.

Address Student Participation Requirements Here:

Student participation can include US mail (self-addressed stamped envelopes will be provided), email, text, google form, photos or videos of participation in an activity, or phone call. Teacher will keep a parent communication log and communicate regularly about the student's participation and progress.

Attach any Additional Documentation or Notes (if necessary): see end of form, Example of Student Attendance Form

SECTION FOUR: PROGRESS MONITORING

How will your school district progress monitor student progress with remote learning?

All students have an IEP. Remote learning activities will be a combination of academic, life skills, and IEP based activities. Staff will be responsible to document all student progress, assess progress and communicate that progress. Communication will be through student grades, phone calls, video

conferences, for immediate communication. Progress reports will be issued according to district schedule as noted in the IEP.

Attach any Additional Documentation or Notes (if necessary): see end of form, Example of Progress Monitoring Form

SECTION FIVE: EQUITABLE ACCESS

What is your school district's plan to ensure equitable access to quality instruction through remote learning?

Parent and student surveys will be filled out to determine needs if a remote learning plan is put into place during the school year. Needs could include: equipment (laptop, ipad, internet, etc.) availability, if someone is available to help students as needed during the day, tutorials for technology needs, and time convenient to parent to call if help is needed or questions arise. Home schools will be asked if equipment, hotspot, etc are available to students. Parents will have the option to speak to staff through telephone calls, text, emails, video calls and virtual office hours will be held convenient to the parents.

Attach any Additional Documentation or Notes (if necessary): see end of form, Example of a Technology Survey

SECTION SIX: PROFESSIONAL LEARNING

What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?

Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning. Staff will be able to attend professional development to learn and develop strategies of remote learning. Professional development may include workshops, online courses, IT personnel and staff collaboration. Google Suite tutorials and instruction, Vizzle, and many other PD activities are available.

SECTION 1 ADDITIONAL DOCUMENTATION:

Example A: Determining Instructional Needs - Parent Letter example

Dear Parents, Guardians, and Students,

The Work Study Program's goal is to teach our students to come ready each day to work/class, adopt strategies to communicate their needs to others, improve their social and communication skills, and learn the essential functions of each job site they are assigned. During this period of remote learning, we will be striving to continue to provide a student centered plan to further the gains that they have already accomplished.

Teachers will conduct live Zoom (or similar video platform) sessions based on a given schedule. The

instructional content will be based on the student's IEP. Google Classroom posts or a similar communication form from teachers will contain all informational and student resource items associated with the lesson. Teachers may also use other technology-based platforms such as EdPuzzle, Flip Grid, and/or Google Docs/Forms/Slides/Sheets to name a few. These will all be integrated within Google Classroom for student access. Teachers will communicate clear expectations and guidelines while also remaining flexible due to the nature of a remote learning environment. Due to the unconventional nature of remote learning, students may need additional modifications and accommodations to assessments/daily work. Teachers will provide alternate ways of delivering content if technology is an issue. Students will be able to self-monitor their attendance (email or google form). The teachers will also provide office hours three times per week through video conferencing, phone calls, or emails as determined by parent/guardian, student, and teacher.

Your input is invaluable. If you have any comments, questions, or concerns please do not hesitate to contact your child's Work Study related service teacher at the following: example@nwoesc.org or call/text at 419-555-5555 at any time. We will make adjustments accordingly in order to continue providing the best education possible for the students.

Sincerely,

Mrs. Teacher

SECTION 2 ADDITIONAL DOCUMENTATION:

Example A: Determining Competency - Student was given the assignment of vacuuming at home. Student emailed the teacher a picture of a task being completed.



B: Granting credit - When given above task, student goals can be assessed with the following type of google form section:

GOAL: Efficiently locates and uses worksite tools as instructed.


Learning 1 2 3 4 5 Independent

GOAL: Will use a specific pattern to complete a vocational task and check her work for accuracy in 3 out of 4 trials.


Learning 1 2 3 4 5 Independent


SECTION 3 ADDITIONAL DOCUMENTATION:

Example A: Attendance and Participation - Example of a google form the student can fill out and submit.

Date
Month, day, year 

Student Name
Short answer text

From
Time 

To
Time 

Notes to Teacher Paragraph

Long answer text

SECTION 4 ADDITIONAL DOCUMENTATION:

Example A: Progress Monitoring - Example of a google form for Progress Monitoring

GOAL: Will verbalize what job tasks he is doing and what tasks are next.

Learning 1 2 3 4 5 Independent

OBJ 1: Will stay in his assigned area at a job site and not continue on to another area

Learning 1 2 3 4 5 Independent

OBJ 2: Will tell his supervisor with no prompts when he is finished with a task

Learning 1 2 3 4 5 Independent

OBJ 3: Will tell his co-workers what tasks he has finished and what tasks are left to do

Learning 1 2 3 4 5 Independent

SECTION 5 ADDITIONAL DOCUMENTATION:

Example A: Equitable Access - Example of a Tech Survey

Technology Survey

Access to internet

Yes

No

Access to laptop or similar device

Yes

No

What are your technology concerns?

Your answer _____

Submit