

Remote Learning Plan

District Name:	Northwest Ohio Educational Service Center; Independence Education Center
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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 remotelarning@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 remotelarning@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
Resource Link(s):	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>Remote learning will be provided by the classroom teacher that was originally assigned to students at the IEC. The students' IEP will determine modifications and accommodations based on individual student needs. Individualized education plans (IEPs) will continue to be followed as per state and federal guidelines. Remote learning will continue to offer read-aloud options, talk-to-text capabilities, individualized attention, modification to assignments or curriculum, and enrichment activities as outlined in the individual learning plan. Related services will be provided remotely as well.</p> <p>Instruction will be aligned to learning standards. Online resources and student work samples will be used to provide gap analysis across subject areas. All regularly scheduled meetings (IEP, ETR, FBA, BIP) will continue as usual, but in a remote format.</p> <p>Remind, Google Classroom, Zoom and other approved communication platforms will be used for instruction as well as to address individual questions and needs.</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:

Teachers will conduct instruction using Nova software as a guided platform with support from scheduled virtual meetings. Progress will be monitored based on completion of assignments as well as attendance in regularly scheduled virtual meetings.

Remind, Google Classroom, Zoom, email, phone call and other approved communication platforms will be used to communicate expectations to students and parents.

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>Students' competency will be determined by assignment completion as well as a standards based grading system. The grading system will be the same used for regular in-person classroom learning.</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>Credit will be granted for students in grades 9-12 based per individual districts' requirements. The IEC Lead Teacher will continue to play a crucial role in determining credit obtainment.</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:

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- Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

K-8 students will be promoted based on their IEP progression as well as meeting applicable academic standards. Students in grades 9-12 will be promoted based on IEP progression as well as credit completion.

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

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

Possible/Optional item(s) to consider:

- Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

Attendance will be documented in PowerSchool for both in-person and remote learning. A student will be deemed to be in attendance on remote days by tracking the progress made in the online platform (Nova, Prodigy, Reading A-Z, etc.). Each student will be required to meet the classroom teacher's expectations on the number of daily assignments that need to be completed based on students' individual needs as well as appropriate grade band as well as log in expectation for classroom meetings/sessions (Zoom, Google).

Participation Requirements

How will your school district document **student participation** in remote learning opportunities?

Possible/Optional item(s) to consider:

- 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 meet the classroom teacher's expectations on the number of daily assignments that need to be completed based on students' individual needs as well as appropriate grade band.

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Each student will be required to meet the classroom teacher’s expectations on the number of daily assignments that must be completed based on students’ academic and individual needs. Students will have the opportunity to connect with the teacher daily. Participation is more than just logging onto online classes. It also includes submitting assignments on time, responding to teacher email/text, etc.

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 based on completion assignments as well as attendance at scheduled virtual meetings and information requests via email or texts, etc. Methods used to monitor student growth in person will be adopted during remote learning when possible. Additionally, teacher feedback on completed assignments will be provided to students. This includes grades, formative and summative assessment feedback, etc. Regular progress reports will continue to be sent to parents, home districts and juvenile probation departments (if applicable).

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:

The Independence Education Center is a separate public school setting operated through the Northwest Ohio

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ESC. The Independence Education Center principal has worked with the various districts of residence for students attending the IEC to share and gather information about technology access for students from their homes. The IEC staff will work with the home district to provide technology to students that do not have it available to them at home so that they may utilize remote instruction. The IEC staff will also work through the home district and our data acquisition site (NWOCA) to assist in providing internet access for those that need it.

Attach any Additional Documentation or Notes (if necessary):

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.

Address Professional Learning/Development Here:

Teachers will meet weekly to discuss best practices and student data. Virtual meetings will occur as necessary. The NwOESC offers PD opportunities in this area. Teachers will meet regularly with administrators to discuss student data and best practices using a virtual meeting format such as Zoom or Google Meet. Google Classroom training will be held as needed so that teachers can enhance remote teaching and learning. New training will focus on the use of videos, the enhanced features of Google Classroom, and other uses of the Google Suite to support remote learning. Additionally, both teachers and paraprofessionals will investigate the remote learning resources available on the ODE site and incorporate them into lessons when appropriate.

Attach any Additional Documentation or Notes (if necessary):