

District Name:	Northwest Ohio Educational Service Center/Northwest Ohio Opportunity School
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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)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ 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>Instructional needs will be determined through a variety of sources. The teacher will work with the home district to provide instruction in the subject area(s) that each student needs for credit recovery or to catch up with their current class. The primary form of online instruction will be provided through NOVA which provides a curriculum aligned with the Ohio Learning standards. The teacher will supplement the online curriculum with textbook assignments that include both formative and summative assessments. The textbook assignments will be used to provide a different modality of learning as well as fill in any gaps in instruction with NOVA.</p> <p>The Opportunity School is for at-risk students and does not serve students on IEPs as the teacher is not credentialed in that area.</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
<p>Address Documenting Instructional Needs Here:</p> <p>The teacher will conduct instruction using Nova as the online platform for instruction. Additional support will come from scheduled virtual meetings, email, texts and telephone communication. Progress will be monitored based on completion of assignments as well as attendance in regularly scheduled virtual meetings or the submissions of assignments via email or pictures of assignments submitted through texts.</p> <p>Clear instructional plans will be created and shared with all stakeholders. Remind, Google Classroom/Meet, Zoom, email, phone calls, texts and other communication platforms will be used to communicate expectations to students and parents.</p>	

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 competency will be determined based on the grading system used in the virtual learning courses each student is assigned through NOVA. Assignment completion is part of the grading system for the courses. Additionally, the student must receive a passing score to move on. The grading system for textbook assignments is the same one that is used for in-person classes throughout the year.</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 district requirements. Students must complete both the online and textbook requirements for each course they are enrolled in. Middle school/junior high students will receive letter grades for submitted work. Students with passing grades will be recommended to receive credit and/or promotion for their work from the home district.</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)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Promotion to the next grade level will be determined by the home district based on the completion of the course objectives and grades.</p>	

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>Students will be expected to regularly complete online assignments through the NOVA coursework. They will also be expected to complete textbook assignments and submitted through email and/or texts. Attendance will be documented for remote learning. A student will be deemed to be in attendance on remote days by tracking the progress made using the online platforms (NOVA, email, Google, Zoom, texts, 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' academic and individual needs. Failure to do so will be reported to the home district and appropriate outside agencies such as the juvenile probation department.</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
<p>Address Student Participation Requirements Here:</p> <p>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.</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>	

Progress will be monitored based on completion of online and textbook 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. Weekly progress reports will continue to be sent to parents, home districts and juvenile probation departments (if applicable).

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: <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here: The Opportunity School 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. We will also work through the home district and our data acquisition site (NWOCA) to work to provide internet access for those that need it.	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: <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: The teacher and school supervisor will meet at least once weekly 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 the teacher 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 the teacher and paraprofessional will investigate the remote learning resources available on the ODE site and incorporate them into lessons when appropriate.	