



## Remote Learning Plan

District Name:	Mid-Ohio ESC
District Address:	890 West Fourth Street, Mansfield, Ohio 44906
District Contact:	Jennifer Crum, Director of Student Services
District IRN:	123521

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](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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](#).

**Consider how instruction will take place? (check all that apply)**

- Teacher-student interaction through online learning platforms



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- ☐ Online lessons for student to work on at home
- Offline lessons and instructional packets for students

SECTION ONE		INSTRUCTIONAL NEEDS	
Resource Link(s):		<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>	
Determining Instructional Needs		<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Instructional Sequencing</li><li>• Aligned Instruction to Learning Standards</li><li>• Gap Analysis for ELA, Math, Science, and Social Studies</li><li>• Created a plan for IEP and students with disabilities</li><li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li></ul>	
Address Determining Instructional Needs Here:			
<ul style="list-style-type: none"><li>• Administrators will continue to review received educational information from the DOR's and place students in the correct academic courses to ensure students remain on the appropriate graduation pathway. In addition, records will be reviewed at the end of every term by the administrators to ensure grade promotion is accurate and communicated to the DOR upon discharge from the residential facility.</li><li>• Teachers will provide standards based instruction to students via face to face zoom instruction based, and integrate in extended standards when appropriate.</li><li>• All teachers will have access to IEP's through progress book and will continue to participate in IEP meetings when applicable.</li><li>• All students located in the residential setting are considered at-risk, therefore, once a week teachers will be in the building to grade and make necessary adjustments to curriculum and instruction when appropriate.</li><li>• Remote and/or face to face administration of MAPS testing will be conducted by administrators if necessary, to address learning gaps across the curriculum. Reports will be made available to all teachers.</li></ul>			
Documenting Instructional Needs		<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Clear instructional plans have been created</li><li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li></ul>	
Address Documenting Instructional Needs Here:			
<ul style="list-style-type: none"><li>• Once a week the administrators will gather completed work from each student for the teachers to assess. Work will be graded with appropriate feedback and provided to student the following week. In addition, the teachers will keep their gradebooks up to date to ensure all students are aware of their academic progress.</li></ul>			



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- The building administrator will work with the teachers to develop a Zoom schedule along with detailed log in information and instruction to provide to the facility staff. The Zoom teaching schedule will run from 8AM to 2PM at F.I.R.S.T. School and 9:30AM to 3:30PM at the Abraxas School of Ohio in accordance with the School Calendar.
- Progress reports, grades and comments will be completed on schedule and delivered to guardians and stakeholders electronically or via the mail when necessary. Weekly building meetings will be held to ensure all data is being communicated appropriately to all stakeholders.
- Clear instructional plans will be developed in coordination with the facility staff in order to make learning accessible to all individual.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<b>Address Determining Competency Here:</b> <ul style="list-style-type: none"> <li>• Teachers will prepare standards based packets for all youth for a minimum of two weeks. Packets will be assigned to students and held in the assigned classroom in the facility or placed on the assigned unit. All students will be</li> </ul>	



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allowed to participate in direct instruction through zoom, as facilitated by the PRTF staff and the Mid Ohio Educational Service Center faculty.

- All students with an IEP or 504 plan, will have the opportunity to work one on one or in small groups with the teacher during the scheduled Zoom time to meet the accommodations and SDI outlined on their individual plans.

### Granting Credit

What method(s) will be used for **granting credit** for remote learning?

Possible/Optional item(s) to consider:

- Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:

- Student attendance will be factored into the granting of credits, along with adequate work completion, which will be determined by each individual teacher.
- Student attendance will be taken daily by the facility staff as well as the educator.
- Students will earn credits based on the courses they are assigned and the hours they attend class and complete assignments.
- Students who are taking Edgenuity courses will earn credit based on progress made in their assigned courses.

### 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:

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

Address Promoting Students to a Higher Grade Level Here:

- Grade promotion will be based on credits earned. Students who earn enough credits to move forward to the next grade at the end of the year will be moved forward. Students who do not will be referred back to the DOR for next course of action.

**Attach any Additional Documentation or Notes (if necessary):**





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SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):		<a href="#">Communications Planning</a>	
Attendance Requirements		<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Created a communication and attendance plan for staff and students</li></ul>	
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"><li>• Building administrators and the Technology Manager will provide continued support to the facility staff to ensure all students have access to educational opportunities.</li><li>• Teachers and facility staff members will take attendance each block throughout the day.</li><li>• IEP and ETR meeting will continue to be held via Zoom. Teachers have online access to progress reports and will still be required to complete these reports at the end of each term per the designated reporting period. These reports will be sent to all necessary parties at the end of each term along with grade reports and any other relevant education documentation.</li><li>• Due to instruction being held within the building during school hours, attendance requirements will remain the same as stated in the school handbook, unless a student falls ill and modifications must be considered.</li></ul>			
Participation Requirements		<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Created a plan for documenting student participation in remote learning</li><li>• Communicated the plan with families and other stakeholders</li></ul>	
<p>Address Student Participation Requirements Here:</p> <ul style="list-style-type: none"><li>• Student attendance will be tracked by the classroom teacher as well as the facility staff each block.</li><li>• Participation will be monitored by work assignments completed, as well as interactions with the teach through zoom.</li><li>• Teachers will keep a running records of activities completed by students in their respective gradebooks and notify administrators and other stakeholders if an issue arises with attendance and/or participation in planned classroom activities.</li></ul>			
Attach any Additional Documentation or Notes (if necessary):			



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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<a href="#">Exceptional and At-Risk Youth</a>
Progress Monitoring	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>Developed a Plan to monitor student progress with remote learning</li></ul>
<p>Address Monitoring Student Progress Here:</p> <ul style="list-style-type: none"><li>Progress monitoring for IEP students will be completed through the use of face to face instruction, running records and test scores.</li><li>Teachers will monitor and report each week any need for intervention or adapted materials for students who are struggling to learn through remote learning.</li><li>All gradebooks and attendance reports must be complete at the end of each week.</li></ul>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
Equitable Access	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>Parent/Student surveys have been reviewed</li><li>Technology Plan has been created to ensure equitable access</li></ul>
<p>Address Equitable Access to Quality Instruction Here:</p> <ul style="list-style-type: none"><li>Students in the facility have access to edgenuity through the use of Chromebooks, with safety being monitored through the Mid Ohio ESC technology manager as well as remotely by the classroom teachers.</li></ul>	



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- Students who are not using edgenuity will have remote classes together through the use of zoom instruction.
- All technology is provided by the ESC to all teachers and students for remote learning.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	<a href="#">Professional Learning Needs</a>
Professional Learning	<p>What <b>professional development</b> 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"><li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>
<p>Address Professional Learning/Development Here:</p> <ul style="list-style-type: none"><li>• The Administrators in conjunction with the Technology Manager would provide professional development regarding how to use newly purchased document cameras to enhance lesson delivery.</li><li>• Professional Development will be provided by the Administrators and Special Education Coordinator related to tracking student progress on IEP goals and objectives in this unique learning environment.</li><li>• Additional professional development will be provided on how to effectively use Zoom and/or other meeting platforms to ensure consistent, cohesive lesson delivery.</li><li>• If necessary, training on Edgenuity will be provided to all educators as well as training on Aristotle to ensure safe and effective credit recovery and educational opportunities are continuously provide to all youth.</li></ul>	
Attach any Additional Documentation or Notes (if necessary):	