



# Remote Learning Plan



District Name:	Allen County Educational Service Center
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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](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](#). 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)**

- X Teacher-student interaction through online learning platforms
- X Online lessons for student to work on at home



# Remote Learning Plan



X Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p><b>How will instructional needs be determined?</b></p> <ul style="list-style-type: none"> <li>• Instructional Sequencing</li> <li>• Aligned Instruction to Learning Standards &amp; Extensions</li> <li>• Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>• Implement IEP and Monitor Progress</li> <li>• Graded Work</li> <li>• Formative Assessment Practices</li> <li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Each teacher will monitor the remote learning plan to meet the needs of our remote learners. This is similar to what a teacher does when determining the needs of students who are instructed in person.</p>	
<b>Documenting Instructional Needs</b>	<p><b>How will instructional needs be documented?</b></p> <ul style="list-style-type: none"> <li>• IEP and Progress Monitoring</li> <li>• Clear expectations communicated to students and parents through, letters, phone logs, and emails</li> <li>• Attendance will be taken regardless of platform of instruction</li> <li>• Formative and summative assessments</li> </ul>
<p>Documenting communications between students, parents, and teachers and stressing to families the importance of two-way, consistent and constructive communication.</p>	

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>	<p><b>What method(s) will be used to determine competency for remote learning?</b></p> <ul style="list-style-type: none"> <li>• Course Progress</li> <li>• Formative &amp; Summative Assessments</li> <li>• Attendance</li> <li>• Participation</li> </ul>
<p>Teacher will use professional discretion to determine course completion using formative &amp; summative assessment, when applicable, progress on IEP goals, and attendance/participation data.</p>	



# Remote Learning Plan



<b>Granting Credit</b>	<p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <ul style="list-style-type: none"> <li>• Overall grade for the course - same as in-person instruction.</li> </ul>
<p>Same as students learning in-person, remote learners will be graded by the teacher and given the grade they earn. If a passing grade, credit granted.</p>	
<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <ul style="list-style-type: none"> <li>• Will be promoted to a higher grade level using the same standards as in-person</li> </ul>
<p>Same as students learning in-person, remote learners will be graded by the teacher and given the grade they earn. If a passing grade, credit granted and promoted in the same manner as in-person.</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<p><a href="#">Communications Planning</a>  <a href="#">Attendance Considerations for Remote Learning Plans ODE Website</a> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <ul style="list-style-type: none"> <li>• Student login through Google Meets/Classroom in order to participate in live class instruction or watches recording of the live class</li> <li>• Student completes and submits assignments and assessment</li> </ul>
<p>Remote student attendance is the same as in-person attendance. Students are expected to login and participate along with the live instruction. If missed, they are expected to watch the recorded version and submit all assignments and assessments. If attendance expectations are not met, the Truant officer will be notified.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <ul style="list-style-type: none"> <li>• Teacher attendance if logged into live instruction</li> <li>• If a student does not login to live instruction, an instruction log is to be filled out by parent/guardian and/or a written reflection of the recorded instruction submitted.</li> </ul>
<p>Student logs into live instruction or watches recorded version. If a student does not login to live instruction, an instruction log is to be filled out by the parent/guardian and/or a written reflection of the recorded instruction is to be submitted.</p>	



# Remote Learning Plan



SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Progress monitor via:</p> <ul style="list-style-type: none"> <li>• Teacher observation during live sessions</li> <li>• Use of visual learning software's data collection component</li> <li>• Conferences with parents/guardian.</li> </ul>
<p>Teachers will progress monitor students during live instruction in one-on-one sessions through Google Classroom/Meets. Utilize visual learning software to assist in data collection. Conferencing with parents/guardians can take place via phone calls or using online tools.</p>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Chromebooks will be made available when necessary</li> <li>• Districts will be contacted for assistance in supplying internet access</li> <li>• Homework packets will be available as a last resort.</li> </ul>
<p>Students will be lent Chromebooks if necessary. If hotspots are needed, we will contact the student's home district for assistance in getting this need filled. For those students where it is not possible to furnish internet access, homework packets will be made available.</p>	

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <li>• Full staff professional development on remote learning</li> <li>• Online tutorials</li> </ul>
<p>Inhouse professional development will be made available to staff on a variety of online platforms. Assistance will be given throughout the year as the need arises.</p>	