



# Remote Learning Plan

District Name:	Butler 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.”*

**NOTE: 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 [remotlearning@education.ohio.gov](mailto:remotlearning@education.ohio.gov).**

### How will instruction 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



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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>How will <b>instructional needs</b> be determined?</p> <ul style="list-style-type: none"> <li>X Instructional Sequencing</li> <li>X Aligned Instruction to Learning Standards</li> <li>X Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>X Created a plan for IEP and students with disabilities</li> <li>X Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Address Determining Instructional Needs Here:</p> <p>The BCESC runs three different types of educational programming: JJC(Juvenile Detention Center), Union Day Therapeutic School for grades 1-12 and Preschool Programming. Face-to-face instruction within the school setting will be the first priority. Remote learning plans will take place if face-to-face instruction cannot take place.</p> <p>JJC-Based upon the transcripts and special factors documents (ETR's, IEP's, 504's, WEP's) received from the District of Residence, (DOR), staff will review each student's current course enrollment, any special factors and then formulate a differentiated plan per student, as documented in each teacher's grade book. BCJJC's education department will work with each student's DOR to determine courses needed for grade level mastery, and graduation requirements (if applicable), in alignment with the Ohio Learning Standards. The BCJJC's education department will utilize the Rubicon Atlas tool to access the curriculum maps for the department, in efforts to determine key concepts that will be required for each respective course and content area.</p> <p>Union Day-The instructional needs for students (grades 1-12) will be determined in alignment with students' Individualized Education Plans, District of Residence (DOR) requirements, individual student's transcripts and Ohio Learning Standards. Union Day staff will work with each student's DOR to determine courses needed for grade level mastery, and graduation requirements. Additionally, staff will then review each student's current course enrollment, any special factors and then formulate a differentiated instructional plan per student, as documented in each student's cumulative file. Teachers will utilize and continue to revisit their curriculum alignment tools to</p>	



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determine key concepts that will be required for each respective course and content area.

Preschool- In order to identify student strengths and needs at the beginning of the year, teachers will use the Brigance, ASQ-SE screenings, and teacher skills checklists to observe children. Teachers will also use these to understand student interests in order to help differentiate instruction using remote learning. They will use the Ohio Early Learning and Development Standards to understand the learning objectives for the developmental levels and ages of the children in the class.

Teachers will collect, rate, and use the information stored in the Teaching Strategies Gold online system to understand each child's strengths and needs in the corresponding objectives and to consider activities that will address those strengths and needs very specifically. This information will be included in the individual planning form that is created along with the general lesson plan. On a continual basis, teachers will collect observations and evidence (which includes checklists, portfolios, photos, videos, data sheets, etc.), enter the collected information into the Teaching Strategies Gold online system and use that information to adjust instruction and to share with parents about student progress throughout the year. Additionally, for children who have IEPs, the collection of this ongoing assessment data will be used to monitor progress on IEP goals and to update their IEP Progress Report.

<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <ul style="list-style-type: none"> <li>X Clear instructional plans have been created</li> <li>X Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
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Address Documenting Instructional Needs Here:

JJC- Given the nature of the facility, students will be provided with a blended learning method for instructional delivery. Paper-based instruction per content area and for specially designed instruction, as well as transition activities (in alignment with students' IEP's when applicable) will be provided. APEX will continue to be utilized as an online platform for credit completion and credit recovery. Chromebooks and Chromebases are provided for students to utilize for online instruction. Wireless internet, with significant whitelisting (for security reasons), is accessible to students in BCJJC classrooms, as well as outside of student living areas. Teachers will call in weekly to check-in with students regarding academic progress, specially designed instruction (for students on IEP's), and transition/vocational goal work. The following summative and formative assessments will be utilized to determine student needs: Scholastic Reading & Math Inventories, any relevant ETR data, APEX assessments, classroom-based assessments, state assessment results, progress monitoring data pertaining to IEP goals and transition activities, etc. Students will receive feedback



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during one-on-one weekly phone check-ins, via e-mail correspondence between teachers and corrections staff, as well as through graded work. Youth leaders and shift leaders are asked to disseminate work and collect it upon completion. A plan for work collection for grading will be coordinated between the Assistant Director of Alternative Programs and Deputy Superintendents, in alignment with continued directives from the state and federal governments. If the BCJJC education department moves to remote learning, this plan will be communicated by the facility administration to parents and students. The education department's administration has communicated the plan to its department staff, as well as the facility staff.

Union Day-Google Classroom and Zoom will be utilized to allow educators to assign lessons while engaging with and supporting students through classroom discussions, activities, online lessons and the completion of assignments daily. In addition to Google classroom, students in grades 6-12, the APEX curriculum will be used as an added instructional layer. Teachers will instruct and meet with students (via whole group, small group and 1:1) during their respectively scheduled class times to address content questions, specially designed instruction minutes, and transition/vocational goal work. The following summative and formative assessments will be utilized to determine student needs: any relevant ETR data, APEX assessments, classroom-based assessments, state assessment results, progress monitoring data pertaining to IEP goals and transition activities, etc. Students will receive feedback during Zoom sessions, email correspondence (between staff/students/guardians), as well as through graded work. Teachers will outline assignment timelines prior to administering a new assignment. Students' IEP accommodations and modifications are to be honored. The remote learning plan will be communicated to staff the first week of August 2020, during professional development. The plan will be shared with students and their families at the inception of another remote learning period.

Preschool- In class attendance, Zoom calls, Class Dojo, Google Meet and FaceTime application will be used to provide instruction. Hatch Ignite, an online learning tool, aligns with Teaching Strategies Gold and will be used to collect documentation and data. Weekly schedule will include a combination of Face to Face with Remote Learning, all Face to Face, and all Remote Learning depending on program and student needs. The type of instruction provided will depend on district decision-making and ODE guidelines for meeting safety standards. Students that will be instructed through remote learning will be provided with a Hatch Ignite account and documentation sheets to inform teachers and to explain what was accomplished at home. Students that are coming to the classroom on their scheduled days will be instructed and assessed face to face through a variety of instructional strategies (small group, whole group instruction, 1:1). Teachers will use agency-created and



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individually-created checklists to monitor discrete skills, like number and letter recognition. They will use anecdotal notes created while children play and work in groups, which are then transferred into the Teaching Strategies Gold system. They will also make and review notes on student journal entries and other work samples and transfer these into the Teaching Strategies Gold system. Additionally, teachers will use the Teaching Strategies Gold iPad app to directly upload photos, videos and notes into individual student portfolios within the Teaching Strategies Gold system. Three times each school year this data will be formally finalized; within the Teaching Strategies Gold system for reporting and analysis. Teachers will use this data to inform next steps in their instruction. Lesson plans for the 20/21 school year have been developed to include both in class and at home instruction and have been supported by feedback from both parents and teachers, including questions around satisfaction with remote learning. Parents will be sent packets at the start of each week to assist with remote learning. Online access will be predetermined but the internet will only be referenced as part of extension activities. Due to limitations of internet access with some families, instruction through the internet will not be required. Individual Zoom, phone, and Facetime calls will be utilized to monitor individual progress. Formative assessments will be done based on both in person learning and remote learning. Documentation turned in by parents/guardians will provide guidance for teachers to partner in the formative assessment process. Teachers will continue to monitor and use Teaching Strategies Gold as their main assessment tool in the classroom. Summative assessments will be conducted throughout the entire school day while the students are present in the classroom. Finally, Ignite Hatch will be used as a supplemental learning tool that the students can access remotely while informing teachers of their progress.

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



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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? <input checked="" type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>JJC-BCJJC’s education department will work with each student’s DOR to determine courses needed for grade level mastery, and graduation requirements (if applicable). Mastery will be determined on an individual basis, due the extreme transiency of the BCJJC population. A credit calculation tool has been developed to track daily attrition of credits per content area, due to this high rate of transiency. Furthermore, students’ credits earned at BCJJC are often merged by the DOR with existing credits.</p> <p>Union Day- The requirements will be outlined and discussed within the individual student plans. In efforts to ensure the opportunity for success for all students and across content areas, student competency will be determined by assessing baseline data prior to shifting to a remote learning model. Competency levels will be assessed using the following:</p> <ul style="list-style-type: none"> <li>-baseline academic data</li> <li>-current progress</li> <li>-student participation levels (assessed by attempts and attendance)</li> <li>-documentation provide by therapeutic case managers and therapists</li> <li>-any pertinent notes from team meetings regarding barriers to learning (mental health, physical, cognitive)</li> </ul> <p>Additional supports to increase these outcomes are to include the following elements:</p> <ul style="list-style-type: none"> <li>-implementation of choice menus</li> <li>-rubrics or other methods for communicating expectations and corresponding grade outcomes</li> <li>-opportunity to earn PBIS points (to increase desire to engage and participate)</li> </ul> <p>Preschool- Preschool- Teachers will look at the evidence collected in the form of formal screenings, journal entries with anecdotal notes attached, checklists of discrete skills, data collected from Hatch</p>	



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Ignite and photos and videos entered into the TSG online system. They will compare student work to the examples in both the TSG continuum and the Ohio Early Learning and Development Standards and indicate a level for what the child has done since the last observation. Using the same kinds of tools, teachers collect data on a formal and informal basis toward student learning goals, IEP goals and objectives. They will update IEP progress reports and adjust their instruction to provide necessary support.

<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? X Developed and communicated a plan for granting credit (grading and assessments)
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**Address Granting Credit Here:**  
 JJC-BCJJC's education department will work with each student's DOR to determine courses needed for grade level mastery, and graduation requirements (if applicable). Mastery will be determined on an individual basis, due the extreme transiency of the BCJJC population. A credit calculation tool has been developed to track daily attrition of credits per content area, due to this high rate of transiency. Furthermore, students' credits earned at BCJJC are often merged by the DOR with existing credits.

**Union Day-** Union Day staff will work with each student's DOR to determine courses needed for grade level mastery, and graduation requirements. Mastery will be determined by each student's individual team as well as outlined within the individual student's plan. The requirements will be outlined and discussed within the individual student plans. In efforts to ensure the opportunity for success for all students and across content areas, student competency will be determined by assessing baseline data prior to shifting to a remote learning model. Competency levels will be assessed using the following:

- baseline academic data
- current progress
- student participation levels (assessed by attempts and attendance)
- documentation provide by therapeutic case managers and therapists
- any pertinent notes from team meetings regarding barriers to learning (mental health, physical, cognitive)

**Preschool-** Teachers will collect documentation sheets that outline unit extension activities that were completed through remote learning. Families will be asked to document the activity completed along with the date and time on task with parent/guardian signature and submit to the teaching team. Teachers will also look at any evidence collected in the form of formal screenings, journal entries



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with anecdotal notes attached, checklists of discrete skills, data collected from Hatch Ignite and photos and videos entered into the TSG online system. This data will help to determine readiness for kindergarten.

<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> <p>X Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</p>
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Address Promoting Students to a Higher Grade Level Here:

JJC- Students' grade level promotions will be determined in accordance with students' home district requirements. IEP progress monitoring is being done via phone check-ins, and the collection of work samples both paper/pencil based and via the online platform. For students requiring IEP services, Summaries of Performance (SOP's) upon students exiting services are done in tandem with DOR's.

Union Day- Students' grade level promotions will be determined in accordance with students' home district requirements. Weekly IEP progress monitoring will be done via Zoom, phone check-ins, and the collection of work samples in all goal areas, including progress toward transition activities. Summaries of Performance (SOP's) upon students exiting services are done in tandem with DOR's.

Preschool- Compulsory age for kindergarten is age 6. Students move on with data that has been collected regarding their overall development and progress on IEP goals. Students are assessed using the Kindergarten Readiness Assessment prior to the start of kindergarten.

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

<b>SECTION THREE</b>	<b>ATTENDANCE AND PARTICIPATION</b>
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<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
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<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning?
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	X Created a communication and attendance plan for staff and students
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Address Attendance Requirements Here:

JJC- Student attendance is determined by facility programming guidelines, for BCJDC and BCJRC respectively.

Union Day- Student attendance is tracked by each teacher per his/her respective class periods. Teacher led learning will be in one hour increments. For example, a one hour web based teacher based lesson will account for one hour of attendance. Additionally evidence per participation in asynchronous learning will be documented by tracking daily logins in the APEX system as well as participation in office hours, assignment completion, and goal completion. Student attendance concerns will be communicated to students' therapeutic case managers, as well as, District of Residence, in order for each student's team to discuss the impact of attendance and academic progress. Participation requirements will be outlined and discussed within the individual student plans, if participation is lacking, the student's therapeutic case manager will help the team navigate any needed changes to the student's learning plans, in efforts to account for learning access barriers.

Preschool- Student attendance will be tracked by the teaching team on the days they are in classroom instruction and meeting with a teacher remotely using a 90% attendance expectation. Remote learning expectations will be outlined and discussed with parents if attendance is poor. The Family Support Specialist and teaching team will maintain communication and problem solve to increase remote learning participation.

<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>X Created a plan for documenting student participation in remote learning</p> <p>X Communicated the plan with families and other stakeholders</p>
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Address Student Participation Requirements Here:

JJC- Student participation is documented through APEX logs, as well as participation in weekly check-ins and attempts made to complete paper/pencil assignments. Moreover, this will be communicated to the aforementioned stakeholders at the time the remote learning plans are communicated.

Union Day- Participation requirements will be outlined and discussed within the individual student plans, if participation is lacking, the student's therapeutic case manager and teacher will help the



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team navigate any needed changes to the student’s learning plans, in efforts to account for learning access barriers. Also, this will be communicated to the aforementioned stakeholders at the time the remote learning plans are communicated.

Preschool- Students will be expected to attend either in-class instruction or remote instruction. Students who are not in attendance in person will be expected to complete remote learning activities with family support and family documentation. Students that do not meet the 90% attendance requirement will participate in a written attendance plan documenting steps to improve regular attendance with any necessary support.

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

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 style="padding-left: 40px;">X Developed a Plan to monitor student progress with remote learning</p>
<p>Address Monitoring Student Progress Here:</p> <p>JJC-Teachers will call in weekly to check-in with students regarding academic progress, specially designed instruction (for students on IEP’s), and transition/vocational goal work. The following summative and formative assessments will be utilized to determine student needs: Scholastic Reading &amp; Math Inventories, any relevant ETR data, APEX assessments, classroom-based assessments, state assessment results, progress monitoring data pertaining to IEP goals and transition activities, etc. Students will receive feedback during one-on-one weekly phone check-ins, via e-mail correspondence between teachers and corrections staff, as well as through graded work.</p> <p>Union Day-Google Classroom and Zoom will be utilized to allow educators to assign lessons while engaging with and supporting students through classroom discussions, activities, online lessons and the completion of assignments daily. In addition to Google classroom, students in grades 6-12, the APEX curriculum will be used as an added instructional layer. Teachers will instruct and meet with</p>	



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students (via whole group, small group and 1:1) during their respectively scheduled class times to address content questions, specially designed instruction minutes, and transition/vocational goal work. The following summative and formative assessments will be utilized to determine student needs: any relevant ETR data, APEX assessments, classroom-based assessments, state assessment results, progress monitoring data pertaining to IEP goals and transition activities, etc. Students will receive feedback during Zoom sessions, email correspondence (between staff/students/guardians), as well as through graded work. Teachers will outline assignment timelines prior to administering a new assignment. Students' IEP accommodations and modifications are to be honored.

Preschool- Following the State guidelines, IEPs will be reviewed using Zoom meetings with families at a minimum of annually. Data will be reviewed by teaching teams on an ongoing basis and IEPs will reflect the goals for the students. Goals and instruction will be adjusted to meet the needs of each individual student, per IDEA. Zoom and Google will be used to meet with and support students both individually and in small groups per schedule and IEP goals.

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

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>	What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning? <input checked="" type="checkbox"/> Parent/Student surveys have been reviewed <input checked="" type="checkbox"/> Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:  
 JJC- Given the nature of the facility, students will be provided with a blended learning method for instructional delivery. Paper-based instruction per content area and for specially designed instruction, as well as transition activities (in alignment with students' IEP's when applicable) will be provided. APEX will continue to be utilized as an online platform for credit completion and credit recovery. Chromebooks and Chromebases are provided for students to utilize for online instruction.



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Wireless internet, with significant whitelisting (for security reasons), is accessible to students in BCJJC classrooms, as well as outside of student living areas.

Union Day- Given the diverse population of learners served at Union Day Therapeutic School, students will be provided with layers of options to account for at-home resources, and student learning styles. For example, with the aid of therapeutic case managers, each family will be surveyed (again) to determine at-home resources and capabilities (such as internet access). From there, the need for additional supports/resources will be determined (such as internet hotspots, laptops, paper-based instructional materials, etc.)

Preschool- Due to the diverse population that the BCESC Preschool services, students will be provided with two options to assist with learning. Families will be provided with a weekly paper packet with detailed activities that build on that week's unit. Additionally, families will be provided with links or websites that offer extension activities that continue to build on the skills and standards addressed in the unit of the week. Teaching teams can work together on identifying individual family needs and to determine the best way to deliver instructional materials for remote learning. Families that do not have access to the internet will not be expected to use online resources but instead, be provided with packets with detailed activities and followed up with phone calls by the teacher.

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

SECTION SIX	PROFESSIONAL LEARNING
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<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
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<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> <p style="padding-left: 40px;">X Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</p>
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Address Professional Learning/Development Here:  
 JJC-BCJJC teachers will collaborate with other BCESC alternative educators to continue to discuss and share best practices. Additionally, BCJJC staff will continue to work with a contracted



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curriculum strategist for professional development around remote learning, while taking into consideration the special factors in the environment. BCJJC staff will continue to engage in trauma responsive care training, in alignment with SEL and PBIS standards that are currently in practice. Students will continue to receive therapeutic services via the BCJJC court staff, as part of their ongoing programming. In closing, the four department committees [PBIS, Facility Educational Leadership Team (FELT), Innovative Learning Team (ILT), and Community and Social Outreach (CSO)] will continue to serve as task forces to problem-solve COVID-19 related needs as they arise.

Union Day-Union Day staff will collaborate with other BCESC alternative educators to continue to discuss and share best practices. Additionally, Union Day staff will continue to receive professional development around remote learning to include maximizing the usage of Google Classroom. Also, Union Day staff will continue to engage in trauma informed care training in conjunction with the therapeutic provider (Talbert House), in alignment with SEL and PBIS standards that are currently in practice. Students will continue to receive therapeutic services via Talbert House, as part of their ongoing programming. In closing, the professional committees [PBIS, Building Leadership Team (BLT), Innovative Learning Team (ILT), and Community and Social Outreach (CSO)], as well as the administrative team, will continue to serve as task forces to problem-solve COVID-19 related needs as they arise.

Preschool- All preschool staff will collaborate with other staff and attend professional development that addresses meeting the social emotional and academic needs of our preschool students during this time of remote learning. As an ESC, preschool staff will work alongside Head Start teachers that have already begun implementing classroom instruction under the new safety guidelines and restrictions through the Summer 2020 Cares Act funding. Teachers will collaborate in the fall to reflect on best practice around the new guidelines. Administrators and coaches will attend training around trauma and social emotional learning to better support staff. Teachers will be trained around Covid-19 safety. This includes topics such as: food safety, sanitizing, disinfecting, health checks, proper PPE use, self assessment for illness, reporting procedures, what to do in case of illness, and FERPA/HIPAA regulations.

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