



20/21 Remote Learning Plan



District Name:	East Central Ohio Educational Service Center
District Address:	834 East High Ave New Philadelphia, Ohio 44663
District Contact:	Randy Lucas, Superintendent
District IRN:	050620

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 remotelarning@education.ohio.gov.

How will instruction take place? (check all that apply)

- X Teacher-student interaction through online learning platforms
- X Online lessons for the student to work on at home
- X Offline lessons and instructional packets for students



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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> <ul style="list-style-type: none"> X Instructional Sequencing X Aligned Instruction to Learning Standards Gap Analysis for ELA, Math, Science, and Social Studies X Created a plan for IEP and students with disabilities N/A Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>We will be using the scope and sequencing of curriculum materials in conjunction with aligning lessons to the state standards, specifically focusing on the power standards. Benchmarking assessments will be utilized in the fall to identify specific learning gaps for individual students. These gaps will be addressed by providing interventions as needed. We will be assessing progress of individual students based on their areas of need and interventions will be provided as needed. All preschoolers will be screened prior to the start of school using the DIAL-4 and ASQ-3. The preschools nor alternative education facilities do not currently serve any gifted students.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> X Clear instructional plans have been created X Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>Clear instructional plans have been developed using one of three ways: through the developed preschool and alternative education remote learning plans, amending the IEPs, or progress monitoring of the interventions that have been implemented. Communication of the instructional plans with staff, parents, and other stakeholders have occurred through staff meetings, planning meetings, and individual student meetings.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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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? <input checked="" type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Preschool teachers will utilize the ELA, screening tools, and curriculum based assessments (which can be adapted and offered remotely as needed) to monitor student progress/competency. Alternative education teachers will utilize STAR, LEXIA, and IXL ongoing assessments and as well as assessments built into the online curriculum of LEXIA and Odysseyware to continually monitor student progress and competency. Grading will align with online curriculum expectations.	
Granting Credit	What method(s) will be used for granting credit for remote learning? <input checked="" type="checkbox"/> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: The alternative education programs will award credit by aligning with the policies adopted by the districts of residence for each student. The grades for courses offered via the alternative education Odysseyware and Lexia programs will follow program expectations and guidelines.	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <input checked="" type="checkbox"/> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: The alternative education programs will promote students to a higher grade level based on grading and assignments and as per the policies adopted by the districts of residence of each student.	
Attach any Additional Documentation or Notes (if necessary):	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's attendance requirements for remote learning? X Created a communication and attendance plan for staff and students
Address Attendance Requirements Here: In a remote learning option, teachers are expected to use the developed online form which documents daily student attendance. In the alternative education remote learning program attendance is aligned by documenting course progress and completion rates.	
Participation Requirements	How will your school district document student participation in remote learning opportunities? X Created a plan for documenting student participation in remote learning X Communicated the plan with families and other stakeholders
Address Student Participation Requirements Here: Student participation is documented through monitoring student engagement in the remote learning platforms and/or programs. Families and students have been informed of the plan to monitor student participation to document student engagement.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress	How will your school district progress monitor student progress with remote



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Monitoring	learning? <input checked="" type="checkbox"/> Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: Teachers will monitor student performance levels and results of ongoing assessments built into online platforms or paper assessments. Teachers will adjust assignments and/or courses to provide intervention and/or additional support as results show necessary.	
Attach any Additional Documentation or Notes (if necessary):	

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? <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: Parent/Student and Facility surveys were conducted to request information including, but not limited to: parents' preferred method of contact, student ability to access internet and/or online programs, and facility operations under COVID regulations. Equitable access was ensured by providing the preferred format for each individual student and family including paper packets as requested or technology.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional	What professional development activities will be offered to your school



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Learning	district's teachers to ensure remote learning is successful? X Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
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Address Professional Learning/Development Here:
Teachers will be provided with ongoing professional development to maximize the features built into the online platforms and programs. The ECOESC technology department has developed on demand technology training which is available to all staff including the following topics :

- The Beginner's Guide to Podcasting
- Zoom Breakout Rooms
- Zoom and Interactive Tools
- Google Classroom 101
- Google Classroom 201 (includes Google Sites)
- Google Tips & Tricks (Part 1)
- Google Tips & Tricks (Part 2)
- Google Drive - Docs, Sheets, Slides
- Google Meet
- Gmail & Calendar

Attach any Additional Documentation or Notes (if necessary):