



# Remote Learning Plan



|                   |  |
|-------------------|--|
| District Name:    | Madison Champaign Educational Service Center |
| District Address: | 2200 S US Highway 68, Urbana OH 43078        |
| District Contact: | Dr. Daniel Kaffenbarger                      |
| District IRN:     | 137364                                       |

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)**

- ✓ 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  |
|---|--|
| <b>Resource Link(s):</b>  | <a href="#">Determination of Student Educational Needs</a><br><a href="#">Remote - Blended Instructional Delivery Resources</a><br><a href="#">Exceptional and At-Risk Youth</a>   |
| <b>Determining Instructional Needs</b>  | <p><b>How will instructional needs be 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> |
| <p><b>Address Determining Instructional Needs Here:</b></p> <p>Program staff will determine instructional needs based on data from the following: ETR/IEP data, Progress Reports, pretests, assessments, etc., survey parents/students formative assessments; online assessments</p> <p>MD and ED School-age students attending district classrooms are provided instruction through one or more of the following based on student &amp; family needs and access: Virtual Classrooms, Google Classroom, Zoom Sessions, Google Hangouts and when requested, paper packets. IEP goals are addressed through Zoom Sessions, and Google Classroom. Paper packets are made available to families upon request. Students have access to content on interactive websites that are aligned to their individual needs and goals. Some of these websites include: Education.com, Unique, News2You, Reading A-Z/RAZ Plus, Touch Math, and BrainPOP. Staff will use the data collected from the tools above to help determine educational needs</p> |  |
| <p><b>How will instructional needs be documented?</b></p> <p>Possible/Optional item(s) to consider:</p> <p>Clear instructional plans have been created</p> <p>Clear instructional plans have been communicated with staff, parents, and other stakeholders</p>  |  |
| <p><b>Address Documenting Instructional Needs Here:</b></p> <p>Physical, occupational and speech therapists collect data through virtual evaluations which include: observation, student performance in virtual therapy sessions, interviews, checklists, questionnaires etc. Therapists' evaluations are documented in Evaluation Team Reports (ETRs) to determine the student's needs. Based on needs, data is collected to develop therapeutic interventions for the student's Individualized Education Program (IEP). Therapists collaborate with teachers, related staff and professional providers and agencies to promote positive educational therapeutic outcomes. Students who receive physical, occupational and speech therapy can receive therapy services based on their IEP goals through virtual modalities which may include: Zoom Sessions, Google Classroom, Google Hangouts, phone conferences and video instruction. Paper packets relative to student's IEP goals may be sent to families upon their request.</p> |  |



# Remote Learning Plan



Collaboration with families, students, professional providers and agencies may include phone calls, texts and emails.

Instructional needs will be addressed by one or more of the following:

Student instructional needs will be documented in the ETR & IEP present levels, progress reports, grade cards, teacher collected data on work samples, checklists, rubrics.

Interviews with parents and students

Virtual activities

Surveys and questionnaires

Case notes from individual sessions with social worker

*Parent survey results were analyzed to identify the needs of the MCECSC preschool programs. Administrators, teachers, and other educational staff have collaborated to ensure the health and safety of students and staff, develop social distancing and safety protocols, multiple instructional options for students and families, providing online instructional components for students, and providing social-emotional learning support for staff, students, and families. A remote learning plan and a hybrid model of instruction were created to address the individual needs of all preschool students. Administrators, staff, and families are encouraged to collaborate and select the best option to meet each student's needs. Team collaboration re: child strengths/weaknesses according to most recent student data based on formal/informal student assessments around the Early Learning and Development Standards and ELA/COS findings will be discussed and incorporated into each students' remote learning plan. As warranted, IEP's will be amended. Individual student data collection sheets will be constructed and made accessible to each involved team member to keep the team informed of each child's status-as per each district's expectations.*

**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><br><a href="#">Teacher Level Educational Considerations and Planning</a><br><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?<br><br>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> |
| Address Determining Competency Here: |  |

*For school age (MD and ED) students attending class in districts, competences are measured through grades on report cards every quarter, as well as following each student's IEP using progress monitoring tools to measure the student's achievement toward the annual goals. MD and ED teachers will comply with resident district and state requirements for testing*

*Students will be evaluated on their progress within the Preschool standards throughout the school year through both in-person and remote learning activities. Student progress will be documented within quarterly progress reports and a family report each semester for students on IEPs. For those preschoolers not on IEPs, curriculum assessment data will be provided a minimum of 2 times/school year with parents.*

*Occupational, physical and speech therapy are measured through the student's progress on their specific IEP goals and IEP progress reports. Related services providers will document therapy sessions with electronic or handwritten therapy notes/checklists/records.*

|                        |  |
|------------------------|--|
| <b>Granting Credit</b> | <p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul> |
|------------------------|--|

**Address Granting Credit Here:**  
 ED programs will follow program policies and procedures for granting credits. This will be based on student progress, completion of required coursework, and assessments to earn credit and communicate to resident districts on student transcripts.

|                           |   |
|---------------------------|---|
| <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>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul> |
|---------------------------|---|

**Address Promoting Students to a Higher Grade Level Here:**  
 ED programs will follow district/ program policies and procedures for promoting students to a higher grade level. Program staff will collaborate with parents and district personnel about student progress and needs and to ensure that students are prepared to be promoted to a higher grade level.

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

# Remote Learning Plan

|  |   |
|--|---|
| <b>Resource Link(s):</b>   | <a href="#">Communications Planning</a><br><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.)   |
| <b>Attendance Requirements</b>   | What are your school district's <b>attendance requirements</b> for remote learning?<br><br>Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Created a communication and attendance plan for staff and students</li> </ul>  |
| <p><b>Address Attendance Requirements Here:</b></p> <p>Teachers will keep daily attendance records.</p> <p><i>Attendance will be documented for both in-person and remote learning. A student will be deemed to be in attendance on remote days by tracking the progress made via digital tools, and/or teacher activities posted on Google Classroom/Private Facebook accounts, etc for each enrolled student. Attendance mediation meetings will continue to be held as needed throughout the school year to create plans to improve in-person school attendance and/or student engagement in remote learning activities.</i></p> <p><i>Related service providers will keep supervisor and district representative informed of any student who is not attending and will develop an action plan, if necessary, to address any attendance issues.</i></p> |   |
| <b>Participation Requirements</b>  | How will your school district document <b>student participation</b> in remote learning opportunities?<br><br>Possible/Optional item(s) to consider: <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><b>Address Student Participation Requirements Here:</b></p> <p><i>Teachers will document participation in learning opportunities.</i></p> <p><i>Teachers will communicate regularly with parents and keep a parent communication log.</i></p> <p><i>If student participation is a concern, teachers will contact the parent, district representative, and immediate supervisor to develop a student learning engagement plan.</i></p> <p><i>Related service providers will document participation in therapy sessions in therapy notes.</i></p>   |   |
| <p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>   |   |

| 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>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> <p><i>Preschool teachers will utilize quarterly IEP progress reports and 2 family reports to track student progress-based on Creative Curriculum/Early Learning Assessment. Preschool assessments will be used to monitor student progress when applicable.</i></p> <p><i>Student progress will be monitored through formative and summative assessments. Students will receive quarterly IEP progress reports and report cards.</i></p> <p><i>Teachers will contact parents weekly or more if necessary to discuss student progress/address any needs/questions/or concerns.</i></p> <p><i>Teachers and related service providers will keep the supervisor and district representative informed of any student who is not making progress and a meeting will be scheduled with family.</i></p> |   |
| <b>Attach any Additional Documentation or Notes (if necessary):</b>  |   |

| SECTION FIVE   | EQUITABLE ACCESS  |
|--|---|
| <b>Resource Link(s):</b>   | <a href="#">Technology Needs</a><br><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> <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> <p>All students have the option to utilize virtual learning.</p> <p><i>Preschool peers will have the opportunity to opt into virtual instruction. Any peer opting into virtual instruction will be doing so for one semester and are still responsible for paying the monthly fee. In the event of an extended school closure, ESC preschool will provide services to students enrolled in Fairhaven Early Learning Academy utilizing digital tools linked through Google Classroom/Private Facebook accounts, school</i></p> |   |

*assignments/intervention activities, and suggestions via email/mail and video conferencing.*

*Students with disabilities are being offered the same learning opportunities as other students in their districts. When appropriate, and based on the individual needs of each student, instruction is delivered electronically. For students who cannot access technology, our staff provides paper/pencil activities specifically designed for each student according to his or her IEP. Our therapies are delivered through tele-therapy, face to face therapy sessions, and/or take home activities. Families are consulted based on schedules established in consultation with each family we serve. Our school psychologists/therapists are maintaining IEP and ETR dates through electronic or telephone communication. The MCESC is maintaining detailed records of all therapies, progress, and interactions.*

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

| SECTION SIX  | PROFESSIONAL LEARNING   |
|--|---|
| <b>Resource Link(s):</b>   | <a href="#">Professional Learning Needs</a>   |
| <b>Professional Learning</b>   | <p><b>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</b></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><b>Address Professional Learning/Development Here:</b></p> <p><i>The ESC has its own LMS through Adobe Captivate Prime. All staff have access to use this for professional development opportunities.</i></p> <p><i>All teachers will have access to professional development created by instructional technology, supervisors, and State Support Teams. Professional learning sessions will focus on utilizing Google Classroom as our learning management system to ensure consistency and optimize the student learning experience. Video conferencing opportunities also will be available for staff as they seek to expand and improve their remote learning skills.</i></p> |   |
| <p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>   |   |