



Remote Learning Plan



District Name:	Mahoning County Educational Service Center
District Address:	7320 N. Palmyra Rd. Canfield, OH 44406
District Contact:	Traci Hostetler, Superintendent
District IRN:	048280 (Mahoning County Educational Service Center) and school based classrooms

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)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Therapist-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
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"> <input type="checkbox"/> Instructional Sequencing <input type="checkbox"/> Aligned Instruction to Learning Standards <input type="checkbox"/> Gap Analysis for ELA, Math, Science, and Social Studies <input type="checkbox"/> Created a plan for IEP and students with disabilities <input type="checkbox"/> Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> ● Students at Manor Elementary K-6, utilize teacher prepared lessons through Google Classroom, Google Hangouts and Zoom Sessions provided 1:1 and if appropriate, small groups with parent consent. Paper packets are made available to families upon request. The Manor teachers continue to utilize instructional resources for Reading and Math that are familiar to students, specifically: <i>BrainPop, Prodigy, Reading and Science A-Z, Spell City, ReadWorks, Scholastic Strategies, Starfall and happynumbers.com.</i> ● Preschool students are provided instruction through Google Classroom, Zoom Sessions, Tadpoles, Google Hangouts and when requested, paper packets. Preschool IEP goals are addressed through Zoom Sessions, Google Hangouts, Google Classroom, and individual or small group sessions. Paper packets are made available to families upon request. Preschoolers families are supported through regular phone calls, emails and text. ● MD and ED School-age students attending district classrooms are provided instruction through Google Classroom, Zoom Sessions, Google Hangouts and when requested, paper packets. IEP goals are addressed through Zoom Sessions, Google Hangouts, 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: <i>Unique, News2You, Reading A-Z/RAZ Plus, Edmark, Touch Math, IXL and BrainPOP.</i> 	

- Students that attend class in districts and students in preschool are offered the same opportunities as students in the districts in which they attend, based on their individual needs and abilities.
 - Needs are assessed and delivery is determined through IEP analysis, teacher collaboration, staff meetings, MCECSC Teaching and Learning (T&L) professional development, MCECSC T&L Virtual Office Hours.
- 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. Collaboration with families, students, professional providers and agencies may include phone calls, texts and emails.

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

Instructional needs for identified MD and ED school-age and Manor K-6 students are documented in the Evaluation Team Report (ETR). From the ETR, Individualized Education Program (IEP) goals and objectives are developed to address deficiencies and are documented by the methods for measuring the student’s progress towards annual goals. The teacher collects data and reports progress to parents according to the reporting period indicated on the student’s IEP.

MD and ED school-age teachers utilize formative and summative assessments to determine students' areas of weakness which allows them to develop lessons and activities to address individual student needs. Documentation of these assessments are communicated regularly with families through options of student work samples, phone calls, or virtual meetings.

Teachers address the social and emotional needs of school-age ED and Manor K-6 students through collecting data and documenting the information using interviews, virtual activities, surveys, questionnaires, etc. From this information, teachers are able to develop lessons to meet each student’s individual needs. Teachers collaborate with the MCECSC program social worker and counselor to discuss and develop an individualized plan to support the student emotionally while on remote learning in the home. This plan is monitored by the teacher and social worker to ensure

progress on social and emotional goals.

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.

Attach any Additional Documentation or Notes (if necessary):

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 type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: <ul style="list-style-type: none"> Manor K-6 students competences are measured through ongoing formative and summative assessments, grades on report cards, and following each student's IEP using progress monitoring measures outlined in the IEP. Manor teachers will comply with the student's resident district for any other required testing which may include the KRA-R, Third Grade 	

Reading Guarantee/Reading Improvement and Monitoring Plan for those who qualify, any local and state testing and any assessment for the identification of gifted students.

- 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 the student’s resident district for any other required testing which may include as appropriate the KRA-R, Third Grade Reading Guarantee/Reading Improvement and Monitoring Plan for those who qualify, any local and state testing (Alternate Assessment for MD students) and any assessment for the identification of gifted students.
- Preschool competences are measured through ongoing observations using the Early Learning Assessment, IEP progress reports and teacher made checklist.
- Occupational, physical and speech therapy are measured through the student’s progress on their specific IEP goals and IEP progress reports. Therapists will document therapy sessions with electronic or handwritten therapy notes/checklists/records.

Granting Credit	What method(s) will be used for granting credit for remote learning? <input type="checkbox"/> Developed and communicated a plan for granting credit (grading and assessments)
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Address Granting Credit Here:

- ED Program housed at Austintown Fitch High School will follow the district’s policies and procedures for granting credit for remote learning. MCECSC Supervisors will communicate with district personnel to monitor students’ progress with completing required coursework, assignments, and assessments to earn credit.
- School-age (MD and ED) students and Manor K-6 program will follow the district’s policies and procedures for granting credit for remote learning. MCECSC Supervisors will communicate with district personnel to monitor students’ progress with completing required coursework, assignments, and assessments to earn credit.

Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <input type="checkbox"/> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:

- School-age (MD and ED) and Manor K-6 students will follow each district’s policies and

procedures for promoting students to a higher grade level. MCEC Supervisors will collaborate with district personnel through IEP meetings, conference calls, and emails to ensure that students are prepared to be promoted to a higher grade level with remote learning. Ongoing data will be collected on IEP goals. Summative and formative assessments will be used to determine students areas of strengths and weaknesses. Grades on assessments will be used to consider promoting students to higher grade levels.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning		
Attendance Requirements	What are your school district's attendance requirements for remote learning? <ul style="list-style-type: none"> <input type="checkbox"/> Created a communication and attendance plan for staff and students 		
Address Attendance Requirements Here: <ul style="list-style-type: none"> ● Attendance will be monitored through the classroom teacher/therapist. ● Teacher/therapist 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. 			
Participation Requirements	How will your school district document student participation in remote learning opportunities? <ul style="list-style-type: none"> <input type="checkbox"/> Created a plan for documenting student participation in remote learning <input type="checkbox"/> Communicated the plan with families and other stakeholders 		
Address Student Participation Requirements Here:			

- Teachers will document participation in learning opportunities and send weekly reports to their supervisor.
- Teachers will communicate regularly with parents and keep a parent communication log.
- If student participation is a concern, teachers will contact the parent, district representative, and immediate supervisor to develop a student learning engagement plan.
- Therapists will document participation in therapy sessions in logs, MCECSC Student Data Entry Program, and therapy notes.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p><input type="checkbox"/> Developed a Plan to monitor student progress with remote learning</p>

Address Monitoring Student Progress Here:

- Student progress will be monitored through formative and summative assessments. Students will receive quarterly IEP progress reports and report cards.
- Teachers will contact parents weekly or more if necessary to discuss student progress/address any needs/questions/or concerns.
- Teachers/Therapists will keep supervisor and district representative informed of any student who is not making progress and a meeting will be scheduled with family.
- Progress of preschool students will be monitored using the Child Outcome Summary, IEP progress reports, trimester progress reports and Early Learning Assessment in fall and spring.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs
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	Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district’s plan to ensure equitable access to quality instruction through remote learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/Student surveys have been reviewed <input type="checkbox"/> Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <ul style="list-style-type: none"> ● <i>Digital access</i> was assessed and made possible for students as appropriate. Online instruction is completed via Zoom, Google Classroom, Google Hangouts, phone conferencing, email, and tele-therapy. ● <i>Family engagement and resources</i> that aren’t electronic will be delivered at each district in paper/pencil form, or at the homes of families. ● <i>Students with disabilities</i> 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 and 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. ● <i>High mobility students and students in high risk environments</i> require additional attention during remote learning. Staff have been reminded that they are mandated reporters. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Created and communicated a Professional Learning plan that includes

professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

- MD and ED teachers will participate in a three part professional series focused on:
 - Resources and Strategies to Make Online Instruction More Engaging for Students
 - Quick and Efficient Data Collection Methods
 - Supporting the Social Emotional Needs of Students
- Preschool teachers/therapists will participate in ongoing professional development focused on:
 - Literacy
 - Teaming with the Related Service
 - IEP Development
 - Supporting Social/Emotional Development
 - Time Management
 - Google Classroom, Google Meet & Zoom
 - How to Engage Student Remotely
 - Step Up To Quality Rules & Regulations
- Occupational and Physical therapists will participate in ongoing professional development focused on:
 - Virtual activities to promote sensory-motor and visual-perceptual-motor skills
 - Virtual activities to promote gross motor, safety, adaptive equipment and functional mobility skills
 - Virtual activities to promote social-emotional skills
 - Virtual activities to promote functional daily living skills
 - ETR/IEP development
 - Best practices for virtual assessments and therapy
 - Monthly virtual OT/PT meetings will include sharing of therapeutic activities that promote positive therapeutic outcomes
- Speech Language Pathologists will participate in ongoing professional development focused on:
 - Successful teletherapy practices for therapy and assessment of students with communication needs
 - Utilizing teletherapy practices for students with varying degrees of Augmentative and Alternative Communication needs
 - ETR and IEP Development
 - Meeting the social and emotional needs of our students and families
 - Supporting classroom instruction and peer interaction remotely

- School Psychologists will participate in ongoing professional development focused on:
 - Supporting students, teachers, and families through virtual means
 - Best practices for virtual assessments of students with learning needs
 - ETR development with recommendations that support virtual instruction
 - Meeting the social & emotional needs of our students and families
 - Supporting classroom instruction and peer interaction remotely
 - Regular virtual school psychologist staff meetings will include sharing of updates, resources, and best practice methods to support students, families, and districts
- Professional Development for teachers and administrators will be delivered virtually and/or blended throughout the school year. Our Teaching & Learning Department offers:
 - Virtual Technology Integration Training
 - Virtual Content and State Initiative Meetings
 - Virtual Office Hours for Teachers
 - Virtual Curriculum Meetings
 - Virtual Principal Meetings
 - Virtual School Counselor Meetings
 - Virtual Graduation Meetings
 - OTES 2.0 Bridge and New Administrator Training
 - Database of Instructional Videos
 - Database Technology Implementation Videos
 - [Recorded Google Classroom Support](#)
 - [Recorded Virtual Professional Development](#)
 - [Remote Learning lessons and units](#) K-12 ELA, Math, SCI, SS lessons and units for teachers