



Remote Learning Plan



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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 remotelarning@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 remotelarning@education.ohio.gov. The Department will make all plans publicly available at 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.



Remote Learning Plan



SECTION ONE	INSTRUCTIONAL NEEDS
Determining Instructional Needs	How will instructional needs be determined ?
<p>At MCECSC, our Learning Center students are all students on Individual Education Plans, therefore, personalization of learning is required for each student. The learner, IEP team, and teacher will collaborate to determine needs, plans, instructional sequencing, and learning design of the individual student's remote learning plan addressing not only instructional but social and related service needs as well.</p> <p>Our strategy for determining the instructional needs of learners is to assess their current performance (e.g., knowledge, skills, attitudes, competencies, etc.) in an area or topic, and then compare this assessment to desired performance levels (desired state). Data utilized to analyze performance and student learning needs may come from students' multi-factor evaluation and/or evaluation team report, state/standardized assessments as well as classroom formative and summative assessments.</p> <p>Each student's IEP team will also determine how remote instruction is delivered either via computer or internet-based means or delivered through a non-digital experience. This could include the use of high-quality paper learning packets or other non-digital instructional materials that enable students to engage in learning outside of the school building or traditional classroom setting. Some students may also benefit from a combination of these two modalities.</p>	
Documenting Instructional Needs	How will instructional needs be documented ?
<p>As an educational service center, MCECSC only serves students who have individualized educational plans (IEP) in the Learning Centers. Each student's instructional needs will be documented in their Individualized Education Plan. This clear instructional plan is created in conjunction with and communicated to the student, staff, parents, guardians, related service personnel, and other stakeholders.</p>	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Determine Competency	What method(s) will be used to determine competency for remote learning?
<p>MCECSC determines competency by how well students are progressing toward gaining the knowledge and skills within Ohio’s learning standards and learning standards extended as measured by multiple assessments. This is done partly by measuring student performance on annual state tests based on the standards as well as teacher-created assessments and progress monitoring.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning?
<p>Students are granted credit through successful completion of individually prescribed learning activities developed mainly by each student’s instructional team. Letter grades will be used.</p>	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning?
<p>Each student’s IEP team, including teachers, counselors, principals, and parents, will make the decision to promote or retain given the student’s progress towards meeting individually stated goals and demonstration of the knowledge and skills to participate successfully in the next higher grade.</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Attendance Requirements	What are your school district’s attendance requirements for remote learning?
<p>Direct instruction sessions will be scheduled for each student engaged in a remote learning environment on an individual basis as directed by the student’s IEP team. Each student will receive a mix of group and individual online instructional sessions where attendance will be taken. Students will be required to attend/sign-on and participate at the scheduled times based on their individualized remote learning plan. Students may also be assigned offline activities to complete between direct online sessions with their teachers. Students who do not engage in scheduled</p>	

learning activities will be considered absent for the equivalent hours missed.

In order to promote good student attendance teachers are expected to:

- Create lessons that are engaging for students using a variety of strategies
- Be available to answer questions or concerns from students or parent/guardians promptly
- Use connected tools such as Google Classroom and ProgressBook as a platform for assignments, link to resources, etc.
- Evaluate work in a timely manner and provide feedback to students on assignment

Participation Requirements

How will your school district document **student participation** in remote learning opportunities?

MCESC will document student engagement by considering each student’s evidence of participation with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:

- Daily logins to learning management systems.
- Scheduled interactions with the teacher to acknowledge attendance.
 - Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.
- Assignment completion.
 - If using assignment completion to track attendance, teachers should determine the number of hours they expect an assignment to take for a typical student and use that to gauge each student’s attendance.

Students will be expected to:

- Follow the remote learning school schedule while working remotely
- Communicate questions and concerns immediately to teachers and/or related services personnel
- Participate in virtual sessions with teacher and/or related services personnel
- Watch lessons provide by teachers and complete assignments according to given timelines

SECTION FOUR	PROGRESS MONITORING
Progress Monitoring	How will your school district progress monitor student progress with remote learning?
<p>MCESC will monitor student progress by a combination of:</p> <ul style="list-style-type: none"> ● Progress Reports: How has the student progressed toward meeting their goals? ● Classroom Data: How has the student performed on tasks and assignments? Grades, class work, participation, etc. ● Assessment Data: Data gathered from any assessments such as teacher directed formative and summative assessments and standardized assessments like STAR Reading and Math. 	

SECTION FIVE	EQUITABLE ACCESS
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning?
<p>MCESC will establish a Family Plan for each student to document information that may be needed for a student who is placed into a Remote Learning environment while being educated by MCESC. Our goal with this individual plan is to mitigate communication, physical health, mental health, technology access, and food insecurity barriers to ensure student success in a remote learning setting. We strive to achieve equitable family engagement. Access to devices and wi-fi hotspots for families will be deployed when needed and when available.</p> <p>Communicating with parents and families is essential for delivering effective remote learning. In addition to traditional mail, email, phone, video conferencing, and other electronic means MCESC will also be using Parent Square to support communication with staff and families. This communication tool also allows staff to survey students and families, fill out forms and permission slips, and serves as a centralized location for all school communication.</p> <p>Parents/Guardians will be expected to:</p> <ul style="list-style-type: none"> ● Monitor student progress on coursework ● Follow the remote learning school schedule to keep routines in place for students while working remotely ● Communicate questions and concerns immediately to staff 	

District Administration will be expected to:

- Ensure each student has access to appropriate technology resources
- Monitor and assist teachers in the delivery of content for students
- Implement procedures, schedules and guidelines for students and teachers when working remotely

SECTION SIX	PROFESSIONAL LEARNING
Professional Learning	What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?
<p>With remote and blended learning, we see the potential for students that are on altered day schedules and/ or need to be working remotely at times while in the traditional school setting at other times. This approach combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student at times. We have partnered with the national blended learning experts from Modern Teacher to support this professional learning. Modern Teacher includes training for educators to learn about systems & instructional practices that can be established to transition seamlessly between learning remotely and learning at school. All Learning Center Teachers have received Modern Teacher entry level professional development and will continue this work. Some Modern teacher professional development areas of focus that teachers are digging into include; architecting a digital learning environment, architecting a lesson using effective pedagogy, architecting a blended lesson block, architecting a rigorous learning experience, and architecting a learner-centered culture. Along with the learning modules in Modern Teacher being offered, we have designed professional development for educators to take a deeper dive into blended learning with targeted topics such as technology-enhanced tools and creating & hosting distance learning literacy sessions.</p> <p>MCESC has a team of curriculum supervisors that have reviewed a variety of online content/ courses. Professional development focusing on teaching teachers how to teach, monitor, and manage the online curriculum will also be provided. Part of this training centers on helping teachers become familiar with the content provider and program.</p>	