



# Remote Learning Plan



District Name:	Trumbull 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.”*

**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](mailto: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](mailto:remotelarning@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](#).**

**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



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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><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>The Trumbull County Educational Service Center (TCESC) is committed to making sure that students continue to experience the care and commitment of our staff and the routine of daily learning while we are experiencing school closure. We must acknowledge that our approach to remote learning cannot replicate the educational process that happens when school is in regular session (the invaluable social interactions, in-person feedback, camaraderie with teachers and peers, community and extracurricular events, and so on). However, we do contend that quality learning can occur remotely.</p> <p>In response to the COVID-19 pandemic, TCESC has developed a remote learning plan to enable students to continue to learn each and every day while schools are closed. This plan supports the Ohio Department of Education’s Remote Learning Resource Guide. The plan is founded on the four core principles for remote learning.: <b>(1) High-Quality Remote Learning; (2) Responding to Equity; (3) Leveraging Partnerships; (4) Maintaining Quality Schools</b></p> <p>The TCESC continues to support instruction by engaging students in remote learning. Our goal is to support our students by providing meaningful academic opportunities while protecting the health and safety of students and their families. This remote learning plan will help us deploy remote learning so that all students will benefit from the instruction that is taught by our teachers. TCESC will support the whole child by providing flexible learning options and making adjustments based on student needs. A continuum of learning opportunities for students to access remote learning is demonstrated by providing online platforms for teacher-student interaction, digital lessons for students to work at home; non-digital lessons, instructional learning packets, teletherapy and consistent communication with students/families in innovative ways.</p> <p>Our board of education, superintendent, directors, supervisors, and community partners are committed to providing the necessary resources to support our staff and students through this pandemic.</p>	



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<b>Documenting Instructional Needs</b>	<b>How will instructional needs be documented?</b> Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Clear instructional plans have been created</li><li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li></ul>
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## Address Documenting Instructional Needs Here:

- *Teacher-Led Digital & Nondigital Instruction*
- Teacher-led digital and nondigital instruction is provided to students to allow for flexibility and variance in the delivery of instruction.
  - Students can access the instruction at any time - students self-pace their learning once teachers assign it to them.
  - Teachers provide materials digitally using videos, assignments from district materials or supplemental materials which students work independently on and submit.
  - Students and teachers communicate through Google Classroom, Zoom, Loom, Remind, Classroom Dojo, Google Text, Google Meet, and other digital platforms, and/or by telephone.
- *Offline Instructional Learning Packets*
- Offline instructional learning packets are provided to students in grade Pre K-12 students. The learning packets are supplemental to the digital instruction. We are aware that not all students have access to technology, even when we have made it available; thus, we want our students to continue learning as much as possible while schools are closed
- Instructional Materials and Resources with Teacher Support
  - [Digital Academic Resources](#)
  - [Digital Printable Resources](#)
  - [Non-digital Resources](#)
  - Offline Learning Packets - Offline learning packets are Instructional packets consisting of interdisciplinary, exploratory, hands-on activities. In addition, learning packets are mailed to students.
  - Distance Learning Packets - Need example of packets from each department
    - Preschool Packet Example : [Example Packet PS](#)
    - MD Packet Example: [Example Packet MD](#)
    - ED Packet Example: [Example Packet ED](#)
  - [Remote Learning for Students with Disabilities- Each supervisor must update tabs](#)
  - Digital Art, Music and Physical Education Resources- APE website examples are below.
    - [APE example 1](#)
    - [APE example 2](#)
    - [APE example 3](#)
  - Supplemental Online Resources for English Learners
    - [Children Learn English through Nature](#)
    - [Grammar Gorillas](#)
    - <https://www.learningchocolate.com/>
    - <https://newsela.com/>



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- Distance Learning (offline) Packets are provided to English Learner (EL) students who don't have access to the Internet. EL teachers collaborate with content area teachers to accommodate and modify materials as needed within core instruction (see the below section for an example packet).
- [English Example Packet](#)
- Additional material may be added upon approval of Superintendent/ Designee

**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>	<p>What method(s) will be used to <b>determine competency</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 determining competency (grading and assessments)</li> </ul>		
<p><b>Address Determining Competency Here:</b></p> <p>Progress monitoring of IEP Goals. IEP indicates frequency and the method used to report progress: i.e. work samples, observation, checklist, and anecdotal records, curriculum based assessments, portfolios, short cycle assessments, performance assessments, running records, inventories and rubrics.</p> <p>In addition to the above items the following are also utilized for grading:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Digital Academic Resources</a></li> <li>○ <a href="#">Digital Printable Resources</a></li> <li>○ <a href="#">Non-digital Resources</a></li> </ul>			
<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>		
<p><b>Address Granting Credit Here:</b></p> <p><b>Standards-Based Grading Prek-12</b></p> <ul style="list-style-type: none"> <li>● The Report Card is based on essential learning standards for each grade. Teachers will continue to provide standards-based learning opportunities for students.</li> <li>● Students will be assessed on satisfactory achievement toward meeting grade-level expectations during remote learning. Some standards may be left blank because they will not be assessed during remote learning.</li> <li>● Students will be given multiple opportunities to work toward improving their progress by participating in remote learning.</li> </ul>			



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- Refer to parent tracker for documentation of preferred method of communication with parents.
- Student grading occurs quarterly along with interim reports on progress as specified on the students IEP.
- Preschool reporting follows the child assessment process indicated in the attached link. [Preschool Reporting](#)

### Promoting Students

What method(s) will be used for **promoting students to a higher grade level** with remote learning?

Possible/Optional item(s) to consider:

- Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

### Address Promoting Students to a Higher Grade Level Here:

Teachers will play the primary role in making grading decisions regarding student performance. Teachers will consider the totality of the student's performance on the course or grade-level curriculum as it was delivered during the entire school year. Decisions should be made with recognition of the context of the ordered school-building closure.

Teachers and program supervisors should make decisions to promote or retain students while keeping the best interest of the child in mind. If, in the judgement of the teacher and program supervisor, a student is prepared, given the student's demonstration of knowledge and skills in the particular context of the ordered school-building closure to participate successfully in the next higher grade, then the child should be promoted. The general standards for promotion decisions will be discussed jointly between a student's teachers, program supervisor and parents.

Preschool program will continue to implement transition procedures from preschool to kindergarten as indicated in the attached link. [Preschool Transition](#)

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



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <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>Daily interaction between teacher/student/parent via chrome book log-in as appropriate.            Parent/Student tracker will be used for monitoring attendance as required by State Law.            Weekly department meetings will be conducted with departmental supervisors to allow for communication regarding any updates on student participation. Teachers will share, at these weekly meetings, updates on instructional practices that occurred during the week as well as any imminent concerns in regards to families/students who need support during the remote learning phase of the educational process. (i.e) food distribution, access to community supports, mental health resources etc.            After three failed attempts to make contact with student/family, the TCESC supervisor will make contact with the student's home district for the purpose of wellness checks/notifying appropriate agencies.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <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>TCESC uses a parent tracker form which is in the link provided. <a href="#">Parent Tracker Form</a>            This parent tracker form ensures communication between the parent and Teacher.            Instructional staff report directly to their program supervisors the names of students that can not be reached consistently. The program supervisor will involve school district representatives when needed. This information is communicated using the shared google document attached here. <a href="#">Unable to Reach Student Form Tracker</a>            Teachers will send home a weekly participation expectation form for what students are expected to complete for the week. (digital and non digital) <a href="#">Educational Packet Cover Sheet</a>            TCESC consortium classrooms utilize resources established through partnerships in the school districts where classrooms</p>	



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are located. Students and families are given information identified through these services. TCESC preschool programs continue to provide services in collaboration with stakeholders identified in the inter agency agreement. [Inter agency Agreement](#).

The ED department will continue partnerships with the local Trumbull County Mental Health Board.  
The MD department will continue partnership with the Trumbull County Board of Developmental Disabilities per transition opportunities for students.

Education is everyone's business. This is even more true in a crisis. We are grateful for the many community partners, behavioral health experts, churches, 501-3c organizations, parents groups, and other organizations that have supported our students and families throughout this school closure.

- **Community Partnerships**

- TCESC will continue to distribute ongoing information to local agency outreach support. (United Way, Community outreach programs)

- **Behavior Health Supports**

- The district recognizes the importance of consistent and continued care for our students who access our school-based mental health services; therefore, we have contacted each of our mental health partners, and they are continuing to provide access to mental health services.
- Parents are informed that any specific questions or concerns should be directed to your student's therapist and treatment provider. All agencies have options for home visits (as appropriate) or telephone sessions.
- Administrators, teachers, and school psychologists reach out to families to ensure they have open lines of communication during the closure and to make alternative plans if necessary. Our staff will be monitoring emails and reaching out to our school families in need.
  - Two crisis hotlines are listed below:
    - CRISIS HOTLINE: 513-281-2273
    - CRISIS TEXT LINE: 839863 and text 4HOPE

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





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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><b>Address Monitoring Student Progress Here:</b></p> <p>TCESC is ensuring that students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs). Therefore, our TCESC personnel are collaboratively working together during this time to find ways to continue to serve and educate students with disabilities.</p> <ul style="list-style-type: none"> <li><a href="#">Ohio Department of Education - Consideration for Students with Disabilities during Ohio School Closure</a></li> <li>The <a href="#">Parent Tracker Form</a> provides guidance on the conversation that intervention specialists and related services personnel have with parents. All contacts are documented.</li> <li>Efforts are made to provide specialized services to students with disabilities during the time of the school closure. TCESC will make a good faith effort to consider the exact nature and duration of the services provided during this period on a case by case basis depending on the needs of the individual students.</li> <li>Special education guidance is provided to all special education staff through weekly department meetings regarding ETR and IEP meetings during school closure.</li> <li><a href="#">Remote Learning with students with Disabilities</a></li> <li>Special Education staff make available assistive technology for students with disabilities.</li> <li>Text to speech and/or speech to text software for students with learning needs.</li> <li>Audiobooks, digital books (Audible has corporate account options)</li> </ul>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



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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>	<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><b>Address Equitable Access to Quality Instruction Here:</b></p> <ul style="list-style-type: none"> <li>• <b>Mobile Student-Centered Computing - Providing Access for All Students</b></li> <li>• All learners will have access to technology in a one-to-one computing environment. Our goal is to distribute as many devices as possible to support our students.               <ul style="list-style-type: none"> <li>○ 1:1 devices are assigned on loan to each student to take home                   <ul style="list-style-type: none"> <li>■ For students who needed technology devices, they were loaned a Chromebook to use while at home.</li> </ul> </li> </ul> </li> </ul> <p>A technology plan has been developed through the TCESC to ensure each student has access to technology and a device. The device and access will be provided by the student's home school district or through a cooperative plan developed by TCESC.</p> <p>In order to develop the technology plan parent input was gathered and the results are linked. <a href="#">Parent Survey Results</a></p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION SIX	PROFESSIONAL LEARNING
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<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<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>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>
<b>Address Professional Learning/Development Here:</b>	
<p>Professional development is done through the TCESC curriculum and instruction department on the following: zoom, and all google platforms.</p> <p>Opportunities to participate in online professional development relevant to specific programs are shared among department staff.</p> <p>Preschool staff is made aware of Ohio approved Step Up To Quality professional development.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	