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Remote Learning Plan



Avon Lake City School District Remote Learning Plan

District Name:	Avon Lake City School District
District Address:	175 Avon Belden Road, Avon Lake, OH 44012
District Contact:	Dr. Jack Dibee, Curriculum Director
District IRN:	048124

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.**

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. 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.

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Here

Remote Learning Plan



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
- ✓ In-person instruction in schools

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>Instructional Sequencing: All remote learning used throughout the district will follow the instruction sequencing as outlined in the district curriculum frameworks.</p> <p>Instruction Aligned to Learning Standards: In each curriculum framework, the following areas are addressed: identified skills, content, assessments, materials and pacing.</p> <p>Gap Analysis for ELA, Math, Science and Social Studies: Due to the lack of state testing during the 2019-2020 school year, state provided gap analysis is not available. To evaluate gaps in the areas of ELA, Math, Science and Social Studies Common assessments will be utilized and data analyzed to adjust instruction. In addition, ELA and Math will be monitored using NWEA Maps Assessments.</p> <p>Plan for Students with an IEP: All students with an IEP will be serviced by an intervention specialist. Teachers will receive 504 Plans for students who qualify. Students' will continue to receive their full complement of accommodations or curriculum modifications. Services will be delivered either in person or remotely via videoconferencing. Specially designed instruction will be adjusted to meet the needs of students as a result of instruction being online. Students will have opportunities to meet with their Intervention Specialists in small groups or individually to address identified goals on their current IEPs.</p> <p>Plan for Students with a WEP: Students with a written education plan will be serviced in the same fashion as students who attend in person. Gifted Intervention Specialists will provide direct services to students where appropriate or will work with classroom and remote</p>	

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District Logo
Here

Remote Learning Plan



teachers to provide differentiation options for students. The District will offer accelerated, honors and AP courses at the same grade levels where those courses are available in person.

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

Instructional needs will be documented using current district systems including PowerSchool Parent Portal, Response to Intervention and instruction protocols/data collection documents, and Google Classroom. Teacher instructional plans will be documented on a district template and archived in Google Classroom. Instructional plans and needs are communicated to staff and parents using districtwide communication tools including the district website, School Messenger (email, text, phone calls), podcasts, video updates and community feedback sessions.

<p>SECTION TWO</p>	<p>DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</p>
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<p>Resource Link(s):</p>	<p>District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities</p>
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<p>Determine Competency</p>	<p>What method(s) will be used to determine competency for remote learning?</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
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Address Determining Competency Here:

The methods used for grading and assessing students for remote learning are the same as in-person site based learning in school buildings. This includes adhering to district policies and procedures.

Survey based methodology has and will continue to be used for monitoring of student, parent and staff needs to make sure students are able to have their needs met related to technology integration and utilization.

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

The methods used for granting credit for remote learning are the same as in-person site based learning in school buildings. This includes adhering to district policies on granting credit and students meeting the minimum credit requirements for graduation.

Insert School
District Logo
Here

Remote Learning Plan



<p>Promoting Students</p>	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>The methods used for promoting students with remote learning are the same as in-person site based learning in school buildings. This includes adhering to district policies on promotion. Students Academic competency will be monitored using multiple assessments and measurement tools to determine student's skills and mastery of Ohio's Learning Standards to be promoted or receive credit.</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<p>Resource Link(s):</p>	<p>Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
<p>Attendance Requirements</p>	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>The district has outlined specific expectations for student attendance during remote learning. Students are expected to be present in live instruction and at all designated check in times during the defined remote school day hours. Students are expected to participate and make progress on assignments and school work posted in Google Classrooms. Parents will be expected to notify the school if a student will be absent.</p> <p>The district attendance policy is located here: http://go.boarddocs.com/oh/avonlake/Board.nsf/goto?open&id=BMB5F90E204A</p> <p style="text-align: center;">Attendance for Online Students</p> <p>K-8</p> <ul style="list-style-type: none"> Daily attendance used in Power School. If students are in attendance in the morning, they are credited with being in attendance all day, unless we receive notification from parents that they are leaving early or arriving late. Send emails to the building secretary. Attendance needs to be completed in Power School by 10 AM. <p>9-12</p> <ul style="list-style-type: none"> Period attendance is used in Power School Students must be visually present in class to be marked present for class. Attendance needs to be marked every period. 	

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Here

Remote Learning Plan



- Tardies will not be marked.

Participation Requirements

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

Possible/Optional item(s) to consider:

- Created a plan for documenting student participation in remote learning
- Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

Student evidence of participation in remote learning will be documented using several methods. The Following methods include student participation in live Zoom/Google Meets in which attendance will be taken, daily log-ins to Google Classroom “check-in”, and assignment progress/completion.

SECTION FOUR

PROGRESS MONITORING

Resource Link(s):

[Exceptional and At-Risk Youth](#)

Progress Monitoring

How will your school district **progress monitor** student progress with remote learning?

Possible/Optional item(s) to consider:

- Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Students will be progress monitored using various assessments including NWEA Maps, Dibels, common assessments and vendor assessments. Students showing discrepancies may be further evaluated using normed referenced assessments. The district uses Branching Minds as a clearinghouse for progress monitoring data.

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?

Possible/Optional item(s) to consider:

- Parent/Student surveys have been reviewed
- Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Parent survey data was collected and analyzed. Information collected from parent surveys included access to high speed internet, access to computer devices in the home, and ability to navigate district resources and learning systems remotely. The district is in the process of implementing a 1:1 Chromebook plan that will provide every student in the

Insert School
District Logo
Here

Remote Learning Plan



district a Chromebook for remote learning. The district will continue to identify any family/student that does not have appropriate access to the internet and support families with securing this resource. All teachers in the district are appropriately licensed to teach in their content area/grade level. All teachers have a district issued device for their use, capable of providing a remote learning delivery.

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: Based on survey data, the district offered over 5 days of professional development activities covering 25 topics including, grade level/department collaboration and a variety of workshops presented both live and on demand as follows: https://docs.google.com/spreadsheets/d/1bZNsiovLg8pso3C3PEQary-k2dkyESfUeU_5uN04giM/edit?usp=sharing On demand parents workshops were also provided as described here: https://www.avonlakecityschools.org/office-of-curriculum-and-instruction/parent-videos	