Remote Learning Plan

District Name:	Avon Local Schools
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District IRN:	048116

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 <mark>August 21, 2020</mark> 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.

Consider how instruction will take place? (check <u>all</u> that apply)
- X   Teacher-student interaction through online learning platforms
- X   Online lessons for student to work on at home
- X   Offline lessons and instructional packets for students

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	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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)

Address Determining Instructional Needs Here:

PreK-5 Our students will be coming to school or they will be fully digital at home learners. We have teachers with digital only students in Prek-5 (Digital only classrooms). In grades 6-12, our students who choose digital learning will follow a "normal bell" schedule and sign in remotely to each class as if it occurs in person according to their schedule. This asynchronous learning is our grades 6-12 model. In grades 6-12 instructional sequence, assessments and gap analysis are done just as we would normally do them because the students are learning on the same schedule as their peers. IEP and WEP needs are met by the general education teacher, or interventionist if the IEP calls for that specific support. WEP's will be written in the fall as normal. We will MAP test our student in-person learners and digital learners to identify any large gaps that have occurred since the March closure of schools.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:

Our instructional plans, scope and sequence and curriculum maps remain the same. We will with our models (Prek-5 and 6-12) we can deliver instruction as we have in the past to students.

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? Possible/Optional item(s) to consider: • Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: We will follow the same grading and competency guidelines as in the past. We recognize the digital students can seek more support while at home and have created guidelines to follow to maintain testing/grading integrity.	
Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: • Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: We will maintain our current process of grading and granting credit. We have communicated our process and students and parents can access powerschool to be informed of progress.	
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: Students are expected to meet the grade level standards to be promoted to the next grade level. This standard doesn't change with digital learners from our two models. If students aren't meeting the expectations at each marking period our RTI teams will intervene and create a plan for the student to follow to be successful.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	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.)
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students
Address Attendance Requirements Here: Our students are expected to follow the schedule daily in grades PreK-5 as outlined by their digital teacher. Students in grades 6-12 follow their daily schedule as if they were in school learning. Period attendance is taken with all digital learners.	
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:	

Period attendance is taken with all our digital learners. When attendance isn't required for a period due to a "work session" for students the work will be collected and they will be used for attendance. Expectations for attendance have been communicated to families and students.

Attach any Additional Documentation or Notes (if necessary):
Call the school attendance line just as you would if you were in school to report an absence. 440.934.1770. Communicate with your classroom instructor via email if you are in need of your makeup work. The Lorain County courts will be monitoring attendance for online education in the same manner as in person education. Likewise, if a student should become quarantined or ill for an extended period of time, please contact your assistant principal who will team with your school counselor to devise a plan. These standards may be altered by the administration as needed as this is an ongoing process.

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 are required to follow their schedule given to them. Teachers will be assessing weekly. Assessment data can be accessed through powerschool and the RTI team can target students who are struggling with the digital learning path. In addition, we are MAP testing all Kdg-8 students three times a year to monitor the growth of students. We will use this data to refer students to the RTI team as well to monitor closely and create plans.

Attach any Additional Documentation or Notes (if necessary):

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:

We surveyed our parents and asked them:

If can they can bring their own device while we place them on our network

If they need a chromebook, even for our in-person learners

We are now a one to one district due to so many parents sending students to school with their own chromebooks. We have a system for "daily loarners" that might not be charged. We have a system to check a new chromebook if one breaks. In working with our county library system, we have provide 45 hot spots to families at home that need internet access.

Attach any Additional Documentation or Notes (if necessary):

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: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

We started school 5 days later with students but staff reported for professional development

We have 10 additional PD hours each semester we can train staff outside the school day

We have an October and January PD day

We have created a PD plan to address remote learning that covers big ideas such as:

Googlemeets, Zoom, pacing, internet safety, teaching on a block schedule, Kami, Adobe, Google Classroom, Google Forms, web camera and microphone usage, communication with students and parents.

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Attach any Additional Documentation or Notes (if necessary):