



Remote Learning Plan

The following internal document provides direction and guidance to teachers and support staff about providing learning opportunities to our students during mandated emergency closures. During such times, our shared goal is simple: Making remote learning as manageable as possible for families. That does not mean virtually delivering as much content as we can; we cannot duplicate classroom education at home. Our goal is to stay connected with our students and their families and to work to keep them engaged. Below is a framework of decision points and conclusions that have been reached by a team of administrators and faculty, informed by the experience born from the initial COVID19 closure in the 2019-2020 school year.

We need to work to provide the highest quality experience, while understanding that we are all working under unique circumstances. Our collective effort must go to support each other, our students, and our families.

Decision Points	Conclusions	Notes
Services Per District	Please note that the guidance below is for ESCLEW specific programs that provide services to partner district students, and outlines the basic requirements for remote learning. This plan has been designed to help us align with the districts we serve during remote learning. Our ALC and Early Childhood programs will follow this foundational plan with an understanding there may be additional requirements for attendance, etc.	
Grade Bands <ul style="list-style-type: none"> • What are the 	<ul style="list-style-type: none"> • Early Childhood • ALC grades 1-4, 5-8, 9-12 	Early Childhood Program: *Big

<p>grade bands that will drive our decisions?</p>	<ul style="list-style-type: none"> ● All other teachers assigned to districts will follow their district guidelines. 	<p>Day for Prek Curriculum Online lessons and family engagement will be posted by staff via Seesaw ALC: *EnVision Math, Journeys, TCI, and Pearson - all have online components. Social Emotional via BASE Education, 2nd Step and NewsELA.</p>
<p>Attendance</p> <ul style="list-style-type: none"> ● Means by which attendance will be taken and tracked. 	<ul style="list-style-type: none"> ● ALC <ul style="list-style-type: none"> ○ All student attendance/participation is documented and entered into PowerSchool ○ Daily check in options <ul style="list-style-type: none"> ■ Email ■ Online Classroom ■ Live virtual lesson delivery via Zoom ○ Track weekly student/family engagement ● Early Childhood Program <ul style="list-style-type: none"> ○ Track weekly family engagement ○ All student attendance/participation is documented. ● Related Service <ul style="list-style-type: none"> ○ Track weekly family engagement ○ All student attendance/participation is documented <ul style="list-style-type: none"> ■ Collaborate with classroom teachers 	<p><u>Teachers and Related Service Staff use required documentation tool (here)</u></p>
<p>Instruction</p> <ul style="list-style-type: none"> ● The means by which teachers will connect with and engage 	<ul style="list-style-type: none"> ● Teachers assigned to districts will follow their district guidelines. ● ALC and Early Childhood Program <ul style="list-style-type: none"> ○ Utilize Seesaw Platform <ul style="list-style-type: none"> ■ Assignments and 	<p>Teachers will maintain all lesson plans via Planbook.com Program supervisors</p>

<p>students.</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ■ Communication with families ■ Encourage family engagement ■ Feedback and reflection <ul style="list-style-type: none"> ○ Initiate and offer a minimum of one live virtual session weekly for each AM and PM class. <ul style="list-style-type: none"> ■ Credit will be given based on student participation and demonstration of content proficiency. This could include: <ul style="list-style-type: none"> ● Rubrics ● Assessment results ● QuizzesWork samples/portfolio ● Post videos that align with the daily lesson for each day of the week (teacher created or other [i.e. provided via Curriculum, YouTube] as long as they align with the lesson provided). ● Offer daily office hours on days when there is not direct instruction. <ul style="list-style-type: none"> ○ Daily office hours should happen during the day or portion of the day when teachers are not directly interacting with students (i.e., a teacher has provided pre-recorded videos and lessons but is not personally interacting with direct instruction). ○ These are times when families and or students may contact the teacher for support, questions, intervention, etc. ○ Daily office hours should not overlap into a teacher's planning time. ● Provide specially designed instruction to all students with disabilities and align with goals. 	<p>are responsible for reviewing content weekly.</p>
<p>IEP Goals and Progress Monitoring</p>	<ul style="list-style-type: none"> ● Teachers will coordinate with Related Service Staff as they would in a regular classroom. <ul style="list-style-type: none"> ○ Related staff ENTER the teacher's classrooms or meetings (Seesaw, Zoom, etc.) to provide services to the students. They may also engage in individual therapy sessions via Zoom 	

	<p>as needed. The key here is that the teacher is the lead.</p> <ul style="list-style-type: none"> ○ All parties involved in meeting each student's IEP will work together to ensure IEP goals are a focus and that progress is documented. ○ IEP Goals and Progress Monitoring will be documented on an approved documentation tool (see above). 									
<p>Student Activity</p> <ul style="list-style-type: none"> ● Means by which students will submit work to teachers. ● Time expectations for students to work on their own per subject/grade. 	<p>ALC</p> <ul style="list-style-type: none"> ● Students will submit assignments through Seesaw Classroom or email to their teachers or specialists. ● Beyond the schedule of instruction, the time expectations placed on students should not exceed the following (however, please read the blue box above): <table border="1" data-bbox="475 884 1166 1514"> <tr> <td data-bbox="475 884 784 1014">K - 3</td> <td data-bbox="784 884 1166 1014">30 minutes / Week (ELA, Math)</td> </tr> <tr> <td data-bbox="475 1014 784 1178">4 - 6</td> <td data-bbox="784 1014 1166 1178">60 minutes / week (ELA, Math); 30 min / week (Science, Social Studies)</td> </tr> <tr> <td data-bbox="475 1178 784 1352">7 - 8</td> <td data-bbox="784 1178 1166 1352">90 minutes / week (core classes); 45 minutes / week (electives)</td> </tr> <tr> <td data-bbox="475 1352 784 1514">9 - 12</td> <td data-bbox="784 1352 1166 1514">120 minutes / week (core classes); 60 minutes / week (electives)</td> </tr> </table> <p>Early Childhood</p> <ul style="list-style-type: none"> ● Weekly Heggerty Activity ● 15-20 minutes per day of activities ● 60 minutes of free play ● 15 minutes of gross motor 	K - 3	30 minutes / Week (ELA, Math)	4 - 6	60 minutes / week (ELA, Math); 30 min / week (Science, Social Studies)	7 - 8	90 minutes / week (core classes); 45 minutes / week (electives)	9 - 12	120 minutes / week (core classes); 60 minutes / week (electives)	<p>Teachers will provide paper and pencil work per parent/guardian request. The ESC of Lake Erie West Student Service Office is available to provide support to teachers as needed.</p> <p>Support packs - with manipulatives, crayons, materials needed to complete activities will be included.</p> <p>Districts will provide technology (Chrome books) for students.</p> <p>Early Childhood: Provide home schedule samples and other resources like a bag/container to keep all school items together so they are easily accessed during online class or therapy sessions.</p>
K - 3	30 minutes / Week (ELA, Math)									
4 - 6	60 minutes / week (ELA, Math); 30 min / week (Science, Social Studies)									
7 - 8	90 minutes / week (core classes); 45 minutes / week (electives)									
9 - 12	120 minutes / week (core classes); 60 minutes / week (electives)									
<p>Student Assessment</p> <ul style="list-style-type: none"> ● Means by which students will be tested or 	<ul style="list-style-type: none"> ● The nature and frequency of student assessment largely remains a teacher decision with extra sensitivity to the 	<p>Parents will need to be trained on how to upload and</p>								

<p>otherwise assessed.</p> <ul style="list-style-type: none"> ● Means by which grades will be reported. ● Means by which teachers will return student work. 	<p>challenges students and families face during such closures.</p> <ul style="list-style-type: none"> ● Each teacher will clearly communicate expectations to both students and parents. ● Expectations of assessment consistency remain when employing this plan. ● ALC - Each teacher should post grades in Powerschool for each student at least once a week. Frequent assessment, formal or informal, is ideal in order to have a sense of student activity and therefore well-being. ● Early Childhood Teachers will document progress via the required documentation tool unless a district has specified otherwise. ● Student work may be returned via Seesaw Classroom or email. ● School-age students who fail to participate or complete assigned work will receive an incomplete for that course. 	<p>share student work.</p> <p>Timeline: A timeline will reflect training for parents on topics like Seesaw, Zoom, etc.</p>
<p>Student Support</p> <ul style="list-style-type: none"> ● Means by which students who need extra support or are on previously designed plans will be supported. ● Means by which students will be assisted with technology issues. 	<ul style="list-style-type: none"> ● ALC students will be expected to attend each assigned Zoom session. ● Students will be supported via Zoom during teacher office hours. ● Teachers and counselors may arrange additional meeting times with students using Zoom. ● ALC Mental Health Professional will offer social-emotional curriculum for grades K-12 via the Seesaw platform. ● Social-emotional support for families may be provided via Zoom. ● Teachers will add specialists into their Seesaw as co-teachers and will share contact information for the Parent Mentor. ● The Health Coordinator will create a Seesaw with information and support for families and students. 	
<p>Equitable Access</p>	<ul style="list-style-type: none"> ● ALC Students <ul style="list-style-type: none"> ○ Each district will provide their students with technology ○ The ALC Director will communicate with the district about families who may not have internet access at home ○ Some students who do not meet the criteria for district technology (i.e., third grade and under) will be provided with technology through the ESCLEW 	

	<ul style="list-style-type: none"> ○ When students are unable to access technology or parents have made a specific request for hard copy materials, the teacher will make every effort to provide the same content that is offered online. ● Early Childhood <ul style="list-style-type: none"> ○ The ESCLEW will provide each family with a touch tablet that will allow students to communicate with the teacher and specialists. ○ The Early Childhood Supervisor will communicate to districts about any families who do not have internet access. 	
<p>Parent Communication & Family Support</p> <ul style="list-style-type: none"> ● Means by which teachers will communicate expectations and concerns to parents. ● Frequency expectations of such communications. ● Means of supporting the social-emotional needs of families. 	<ul style="list-style-type: none"> ● Teachers will engage in two way communication a minimum of two times per week with families and/or students. Use Google Voice for texting or calls instead of a personal phone number. Evidence of communication will be documented in the required documentation tool. ● Two way communication IS: <ul style="list-style-type: none"> ○ Sending an email and getting a response (save as evidence) ○ A phone conversation (document it) ○ A live virtual conversation (document it). ● Two way communication is NOT: <ul style="list-style-type: none"> ○ Posting a message to all families ○ Leaving a message on voicemail. ○ An attempt to call. ○ A one-way email ● If you must use your own phone to call remember the free *67 function allows you to make calls from your phone without sharing your number. Parents will be notified that an “unknown caller” may be a teacher. ● Teachers should make every attempt to respond to parent and student emails within 24 hours. ● Community-wide books studies on salient topics may also be organized through the Seesaw platform. ● Once a teacher has made three documented attempts within one week to contact a family without success, the teacher will report to the program supervisor who will also try and make contact. The district representative will 	

	<p>be notified of the attempts at this time. If there is still no success, the program supervisor will notify the ESCLEW Safety Officer and fill out a well-check request form.</p>	
<p>District Communication & Meetings</p> <ul style="list-style-type: none"> Means by which district faculty and staff will communicate with one another. 	<ul style="list-style-type: none"> Meetings will be held during designated times through Zoom. Other forms of communication (e-newsletter, email, texts, phone calls) remain in use. 	
<p>Professional Development</p> <ul style="list-style-type: none"> Means by which teachers can get support to carry out any aspect of this plan. 	<ul style="list-style-type: none"> Teachers are encouraged to support one another by setting up UnConference-style meetings on Fridays or any other pocket of time that works for participants. Whenever applicable, district-organized PD events will also be listed HERE and advertised via email. The ESCLEW will provide ongoing PD in the following areas: <ul style="list-style-type: none"> See attached timeline Google Voice Seesaw Online manipulatives Virtual IEP Meetings 	
<p>Technology Support</p> <ul style="list-style-type: none"> Means by which staff and students will receive tech support. 	<ul style="list-style-type: none"> Teachers should communicate their own as well as their student technology needs to their immediate supervisors. Supervisors will submit technology requests via the ESC Intranet and communicate such requests to the Director of Student Services. 	

<p>Shared Resources</p>	<ul style="list-style-type: none"> ● ESC of Lake Erie West Remote Learning Resource List ● Amazing Educational Resources ● Ohio Ed Tech Resources for Online Learning ● Ohio Ed Tech YouTube Library ● InfOhio Video Library ● InfOhio Educator Tools This is really good. <ul style="list-style-type: none"> ○ Recommended: use the search bar with <i>specific</i> search terms first. Then, broaden terms. ○ Otherwise, explore it. Links often lead to whole collections. ● PBS Learning Media ● Exploring with Cody and/or Virtual Field Trips ● Scholastic Learn from Home ● Remote Learning Resource Guidance from ODE ● Junior Achievement 	
--------------------------------	--	--

<p>Collaborators</p>	<table border="1"> <tr> <td data-bbox="500 999 808 1182">Tracy Rife, Teacher - Early Childhood</td> <td data-bbox="815 999 1123 1182">Beth Taylor, SLP - Early Childhood</td> <td data-bbox="1130 999 1472 1182">Michelle Lemon, PT - Early Childhood and ALC</td> </tr> <tr> <td data-bbox="500 1190 808 1308">Effi Theiss, Mental Health - ALC</td> <td data-bbox="815 1190 1123 1308">Rachel Herrick, Teacher - Early Childhood</td> <td data-bbox="1130 1190 1472 1308">Jennifer Schupp, Teacher - Early Childhood</td> </tr> <tr> <td data-bbox="500 1316 808 1434">Alyssa Pick, SLPr - Early Childhood</td> <td data-bbox="815 1316 1123 1434">Melissa Romero, Curriculum Consultant - Early Childhood</td> <td data-bbox="1130 1316 1472 1434">Leanne Meiring, Teacher - Alternate Learning Center</td> </tr> <tr> <td data-bbox="500 1442 808 1598">Lara Gromes, Teacher - Alternate Learning Center</td> <td data-bbox="815 1442 1123 1598">Karen Huntley, SLP - Early Childhood and Alternate Learning Center</td> <td data-bbox="1130 1442 1472 1598">Julie Swartz, SLP assigned to WLS</td> </tr> <tr> <td data-bbox="500 1606 808 1724">Amy St. Marie, Supervisor - Early Childhood</td> <td data-bbox="815 1606 1123 1724">Julie Carter, Supervisor - Related Services</td> <td data-bbox="1130 1606 1472 1724">Marc Opsincs, Director - Alternate Learning Center</td> </tr> </table>			Tracy Rife, Teacher - Early Childhood	Beth Taylor, SLP - Early Childhood	Michelle Lemon, PT - Early Childhood and ALC	Effi Theiss, Mental Health - ALC	Rachel Herrick, Teacher - Early Childhood	Jennifer Schupp, Teacher - Early Childhood	Alyssa Pick, SLPr - Early Childhood	Melissa Romero, Curriculum Consultant - Early Childhood	Leanne Meiring, Teacher - Alternate Learning Center	Lara Gromes, Teacher - Alternate Learning Center	Karen Huntley, SLP - Early Childhood and Alternate Learning Center	Julie Swartz, SLP assigned to WLS	Amy St. Marie, Supervisor - Early Childhood	Julie Carter, Supervisor - Related Services	Marc Opsincs, Director - Alternate Learning Center
Tracy Rife, Teacher - Early Childhood	Beth Taylor, SLP - Early Childhood	Michelle Lemon, PT - Early Childhood and ALC																
Effi Theiss, Mental Health - ALC	Rachel Herrick, Teacher - Early Childhood	Jennifer Schupp, Teacher - Early Childhood																
Alyssa Pick, SLPr - Early Childhood	Melissa Romero, Curriculum Consultant - Early Childhood	Leanne Meiring, Teacher - Alternate Learning Center																
Lara Gromes, Teacher - Alternate Learning Center	Karen Huntley, SLP - Early Childhood and Alternate Learning Center	Julie Swartz, SLP assigned to WLS																
Amy St. Marie, Supervisor - Early Childhood	Julie Carter, Supervisor - Related Services	Marc Opsincs, Director - Alternate Learning Center																