Remote Learning Plan

District Name:	ESC of Lorain County
District Address:	1885 Lake Ave Elyria, Ohio 44035
District Contact:	Franco Gallo
District IRN:	048108

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 all that apply)
- ❏ xTeacher-student interaction through online learning platforms
- ❏ xOnline lessons for student to work on at home
- ❏ xOffline lessons and instructional packets for students

Remote Learning Plan

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	[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: ELC Created a plan for preschoolers with disabilities. Classroom instruction will follow the same in person sequence. 6 classrooms will start out with in person instruction and a google classroom. There is one virtual classroom. Students will participate in the Early Learning Assessment either in person or virtually. Students with special needs will participate in either person or teletherapy. If students are unable to access in person services, services would shift to teletherapy. Pathways To Success: High School will be utilizing Edmentum and Apex online platforms. Middle School will be using WRAT to determine math and reading instructional needs.
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: ELCTeachers will follow the same curriculum sequence both in person and online. The same resources and instruction will be available either in person or virtual. For students with special needs their IEP will be used to guide instruction. The plans are shared with staff and parents. Pathway To Success:The plans are shared with staff and parents.

Remote Learning Plan

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:

ELC-All students will participate in the Early Learning Assessment three times a school year either in person or virtually.

PTS High School students will be completing course modules and assessments in order to receive course credit all modules must be completed and mastery of 80% on assessments. PTS Middle School: Virtual classroom assignments must be completed along with assessments to monitor student academic progress. Weekly emails will be sent to parents/students regarding academic progress.

| **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: Online Credit Recovery (Edmentum and Apex)
PTS High School students will be completing course modules and assessments in order to receive course credit all modules must be completed and mastery of 80% on assessments

| **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:
ELC-Does not apply.

Remote Learning Plan

Pathways To Success: Students will be graded on completed classroom assignments and assessments. Using the standard scale as in-person instruction	

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:
ELC-Preschool is not compulsory if parents did not assist with their preschoolers teletherapy or online classroom the teacher will conference with the parent in order to come up with a more supportive schedule for the family.

All enrolled students are required to be actively working on their class assignments Teachers will be involved with monitoring attendance and participation in learning activities. • Online/hybrid learning students will be considered present for a school day based on the combination of online hours logged, offline assignments completed (timed modules completed), and participation in direct learning sessions. A school day will be defined as an average of 5.5 hours per day of participation Students must participate in the online instruction daily and complete assignments for all core subject areas. High School students will be required to complete modules online daily (time-on-task equivalent to minutes in-person instruction Attendance will be taken daily by teachers.

| **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:
ELC-Students will need to physically attend the sessions as a portion of the participation. Students will return weekly activities to the teacher using photos of their work and posting them for the teacher to see through Class dojo.

Pathways-Documentation will be downloaded into student portfolios: classroom activities and assessments

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:
ELC

Pathways Student monitoring will take place daily through questions and answers online. Completion of activities online and assessments using the in-person grading scale. Parents and students will be given weekly progress updates through email and quarterly report cards. Phone calls will be made to answer questions and provide academic support and student progress

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:

ELC- Parents are physically given materials that relate to preschool instruction on a bi-weekly basis. Parents work with their classroom teacher in order to establish if the family has the technology needed. If they do not there are chromebooks available for families to access.

Pathways-Students who have access to the internet and devices will complete the curriculum provided by teachers using the Google Classroom platform. Students also have access to core content online textbooks that can be used as a resource. • Chromebooks will be available to students who do not have access. • If a student has a device but not an internet connection a list of free wireless hotspot locations will be provided. • Another alternative is that students will be given paper copies of the assignments. These paper copies can be mailed, delivered, or picked up (during specific days and times).Students without a computer will be given a chromebook. If a hot spot is needed we will be working with the student's home school.

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:

ELC-Teachers will be provided access to BOOM cards and additional training for online teaching methods. Tech support will be provided by the ESC.

Pathways-Teachers will be provided on-line PD through various sites. Technical Pd will be provided by the ESC. Google Classroom, streaming etc...