

Remote Learning Plan

District Name:	The ESC of Western Reserve
District Address:	8221 Auburn Rd, Painesville, OH 44077
District Contact:	Jennifer Felker, Superintendent
District IRN:	047860

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.**

- 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

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)
Address Determining Instructional Needs Here:	
STARS, SAIL, and Preschool (SPED)	The students will receive virtual instruction through the Zoom platform. Students will receive direct IEP instruction in a 1:1 and/or group format by the program intervention specialist and/or therapists. For consistency purposes, it will be the same staff that works with the students in the program classroom. Materials will be provided to the students/families based

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	on the lesson. Some materials may be mailed home, sent in a virtual manner, displayed in a 'shared screen' format, etc.
ACHIEVE & BRC Elementary & CORE	When students are participating in remote instruction they (including parents/caregivers) will be provided with a schedule of daily instructional times. These will include both core content group instruction as well as intervention and related service minutes. The student will participate from a remote location through Zoom in the group instruction that is taking place in the class he would typically attend. Students (including parents/caregivers) will be provided with a list of materials that are needed for each lesson ahead of time. If these materials are not easily accessible they will be provided to the student by the teacher prior to the lesson. In addition to scheduled Zoom classes and meetings, students will be provided assignments which must be completed.
Gaitway High School	If we are conducting remote learning for Gaitway, we will utilize our Virtual Learning Academy courseware that we have used previously. All students will be enrolled in the courses that they would be taking at Gaitway under normal circumstances. The Gaitway teachers will act as facilitators to the curriculum offered by using Zoom to meet with the students.
The Hale Rd. Building	Edmentum
Broadmoor- Educational Aides	Educational Aide will be used as a support system for teachers
ESCWR Job Training Program	Remote Learning will include live learning sessions in Zoom, Google Classroom for independent work as appropriate, and varied educational websites. Teachers and/or job coaches will provide live instruction on a daily basis during portions of the day that the student would have otherwise participated in community job training. Topics of instruction will include: employability skills, independent living skills and social skills.
Carrington	Zoom, and hybrid learning models if applicable

- Teacher student interactions through online learning platforms(Zoom, VLA, Edmentum)
- Online lessons for students to complete at home
- Offline learning packets of instructional materials for students to complete at home
- Plan and coordinate standard-aligned lessons to build on the learning sequences already underway.
- Considerations for equity and the age/needs of each child when planning, including the needs of any students with disabilities, students with limited technology access and English language learners.

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Documenting Instructional Needs	<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
Address Documenting Instructional Needs Here:	
STARS, SAIL, and Preschool (SPED)	All in-person documentation methods will be utilized in remote settings, including but not limited to: informal/formal observation, student samples, one-on-one interviews/assessments, surveys, coursework, etc.
ACHIEVE & BRC Elementary & CORE	All in-person documentation methods will be utilized in remote settings, including but not limited to: informal/formal observation, student samples, one-on-one interviews/assessments, surveys, coursework, etc.
Gaitway High School	All in-person documentation methods will be utilized in remote settings, including but not limited to: informal/formal observation, student samples, one-on-one interviews/assessments, surveys, coursework, etc.
The Hale Rd. Building	All in-person documentation methods will be utilized in remote settings, including but not limited to: informal/formal observation, student samples, one-on-one interviews/assessments, surveys, coursework, etc.
Broadmoor- Educational Aides	All in-person documentation methods will be utilized in remote settings, including but not limited to: informal/formal observation, student samples, one-on-one interviews/assessments, surveys, coursework, etc.
ESCWR Job Training Program	All in-person documentation methods will be utilized in remote settings, including but not limited to: informal/formal observation, student samples, one-on-one interviews/assessments, surveys, coursework, etc.
Carrington	All in-person documentation methods will be utilized in remote settings, including but not limited to: informal/formal observation, student samples, one-on-one interviews/assessments, surveys, coursework, etc.
<ul style="list-style-type: none"> • Teachers will utilize formative and summative assessments to determine students' areas of weakness which allows them to develop lessons and activities to address individual student needs. 	

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- All in-person LMS and gradebook protocols will be in place for remote learning.
- Documentation of these assessments are communicated regularly with families through options of student work samples, phone calls, or virtual meetings.

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: <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here:	
STARS, SAIL, and Preschool (SPED)	Competency will be monitored through the copious data collection the intervention specialists and the therapists take during the 1:1 and group sessions. If students are not progressing, the therapists and/or intervention specialist will analyze the data to determine the reason behind the lack of progress. Interventions may be put into place, teaching styles may be tweaked, materials may need to be sent home instead of virtually viewed, etc.
ACHIEVE & BRC Elementary & CORE	Assignments completed from the remote location will be graded in the same manner they would if the student were attending school in person. Assignments may be submitted through photos, scan and upload, or other method determined between the parent/caregiver and teacher. Assessment methods will be consistent with those methods used in the classroom, including provision of student accommodations.
Gaitway High School	Teachers will grade online assignments to determine competency of each student's submission. In addition, teachers' online meetings with students are used for informal records of competency.
The Hale Rd. Building	Every three weeks progress is reported to the parents. There are formal and informal

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	measures embedded in the system.
ESCWR Job Training Program	The Job Training Coordinator/Intervention Specialist will provide SDI and will aggregate student data through;
Carrington	Teachers will use the traditional anecdotal records (summative and formative assessments) to determine competency of students.
<ul style="list-style-type: none"> Align instruction with learning standards Create a plan for IEP students with disabilities. Create a plan for students identified as gifted served with a Written Education plan 	
Granting Credit	<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)
Address Granting Credit Here:	
STARS, SAIL, and Preschool (SPED)	Work completion, participation, attendance, etc.
ACHIEVE & BRC Elementary & CORE	Passing course grades will be required to obtain credit.
Gaitway High School	Completion of the course assignments and exams within the class. In addition, any extra assignments required will be used to grant course credit.
The Hale Rd. Building	All of the measures used during a non-COVID-19 school year will be applied. For example, upon completion of a course, the Principal makes the transcript. The transcript is forwarded to the home district. Only the home district can analyze the transcript to determine credits.
ESCWR Job Training Program	Job Training is an elective course (3 credits per year) and follow the ODE JTC standards, employability skills rubric, anecdotal notes , task analyses, age appropriate transition assessments, and employability skills rubric.
Carrington	Completion of indicated required courses as identified with the home district.
<ul style="list-style-type: none"> Teachers will communicate content, grade level standards and success measures to students and families. Teachers will share feedback to students and families in various resources including: rubrics, feedback on assessments, online gradebook options etc. 	

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Promoting Students	<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>	
STARS, SAIL, and Preschool (SPED)	Work completion, participation, attendance, progress in subject areas, IEP progress may be taken into consideration
ACHIEVE & BRC Elementary & CORE	Methods to determine grade promotion for those students who opt for remote learning will be consistent with that of students who attend in person.
Gaitway High School	Because Gaitway High School is a secondary institution, we determine grade promotion by credits earned. As principal, I monitor credits earned semesterly for all of my students.
The Hale Rd. Building	Upon successful completion of classes, there is a translation to completion of credits per district and per ODE requirements. Each student is still attached to his/her local school district. The local district monitors and grants credits.
ESCWR Job Training Program	Employability skills rubric using ODE Job Training Standards
Carrington	Unsure at this time, directives come from home districts.
<ul style="list-style-type: none"> Districts policies and procedures for granting credit for remote learning will be used. Staff will Monitor students work and progress while completing required course work and assessments to earn credit 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<p>Communications Planning</p> <p>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>
Attendance Requirements	<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

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Address Attendance Requirements Here:	
STARS, SAIL, and Preschool (SPED)	Attendance requirements will align with the ODE virtual attendance information. Student attendance will be calculated based on TASK COMPLETION. The program will also track attendance of student participation in the 1:1 and group Zoom sessions in addition to the task completion.
ACHIEVE & BRC Elementary & CORE	Students must log into their scheduled Zoom classes for attendance purposes. Attendance will be documented for morning and afternoon.
Gaitway High School	Students will be required to complete at least (2) assignments weekly for each class that they are enrolled in to make sure that they complete a full semester's class within the time frame of the first semester. Classes contain 36 assignments for a full credit course. Online meetings with the Gaitway High School teacher will also count for attendance purposes. The Gaitway High School principal will document attendance on a weekly basis and report attendance to the individual school districts of residence and to the student's parent/guardian. In addition, the principal will submit attendance to the ESCWR's supervisor of the Gaitway High School program.
The Hale Rd. Building	The Edmentum system tracks log in. It can even determine log in with inactivity. Additionally, teachers are taking daily attendance.
ESCWR Job Training Program	The ESCWR will follow the district plan for which the Job Training Program is located in.
Carrington	Students will be seen on site; however, they are allowed to refuse school. Daily attendance is taken via pen and paper.
<ul style="list-style-type: none"> Fixed schedules: Courses have established schedules for teacher-led instruction. Online learning materials: Online materials are aligned to the curricula of the courses designed to support teacher-led instruction. Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom. 	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders

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Address Student Participation Requirements Here:

STARS, SAIL, and Preschool (SPED)	Programs expect students to participate in the 1:1 and group Zoom sessions to ensure the student IEP goals and objectives are being met. The students' IEPs will drive the pacing, participation, and responsibilities during the virtual instruction time frame. Teachers will embed core subjects in the 1:1 and group Zoom sessions to ensure the students have access to the core curriculum in addition to receiving their direct IEP instruction.
ACHIEVE & BRC Elementary & CORE	Students are responsible for logging in at the indicated time for class and having necessary materials that have been indicated or provided. Students are responsible for turning in all assignments on time and seeking teacher support if they are having difficulty.
Gaitway High School	Students should complete at least (2) assignments per week per course that they are enrolled in online. Courses contain 36 total assignments for a full course credit. Students will be logging onto zoom for individual/group work at least 2 hours per day for assistance with their work.
The Hale Rd. Building	Special education students pacing will be aligned to their IEPs. Regular education students will be responsible for daily submission of assignments. Again, the platform has embedded pacing. Coordinator tracks progress.
ESCWR Job Training Program	The Job Training Coordinator (JTC) assists students with disabilities to participate in making the transition from school to work and obtaining and maintaining employment. JTCs, with the assistance of Job Coaches, facilitate on-the-job training and establish a support network to ensure the student's job success.
Carrington	Due to the non- traditional setting, students are encouraged to participate with educational services. A daily reward and tracking system is maintained by Carrington staff and shared with the Principal nightly.

- Teachers will document participation in learning opportunities and send weekly reports to their supervisor.
- Teachers will communicate regularly with parents and keep a parent communication log.
- If student participation is a concern, teachers will contact the parent, district representative, and immediate supervisor to develop a student learning engagement plan.
- Therapists will document participation in therapy sessions in logs and therapy notes.

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Address Monitoring Student Daily/Weekly Scheduling Here:

STARS, SAIL, and Preschool (SPED)	The programs' schedules will be developed by the intervention specialist, therapists, and the family. Each student will have a calendar with the session times, format, and reoccurring Zoom link. This will keep the families and staff members organized and provide easy access to the direct Zoom link.
ACHIEVE & BRC Elementary & CORE	Remote instruction will be provided to students daily following the school calendar. Core content classes in small group will be done following the regular daily schedule with Zoom access for those in remote locations. Individual sessions to work on IEP goals and related services will be scheduled following the IEP.
Gaitway High School	Teachers will be available from 8AM-4PM Mondays-Fridays if using a virtual platform. All Gaitway teachers will have 4 hours of office hours daily. Principal will be available online from 8AM-4PM daily for meetings with students, parents, or district representatives.
The Hale Rd. Building	Daily schedule- normal school hours for at least the first nine weeks remote. If we graduate to face- face, 1/2 day remote learning will be coordinated with district transportation.
ESCWR Job Training Program	The students in the Job Training Program attend this course part time and full time, Monday-Friday.
Carrington	8:00- 2:30 onsite with limited staff as applicable

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

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STARS, SAIL, and Preschool (SPED)	The intervention specialists and therapists will track student progress through data collection. Data collection will be taken on IEP goals and objectives as well as subject assignments.
ACHIEVE & BRC Elementary & CORE	The student's intervention specialist will track progress in the core content area through assessment. The intervention specialist and related service providers will track progress on IEP goals using the method designated on the student's IEP for each goal.
Gaitway High School	We will track progress in numerous ways. Staff will grade student assignments and update a running record of class completion. Staff will meet weekly, if not more, to discuss student work completion per class. Principal will email students' districts to update them on course completion. Principal will email/call parents and guardians to inform them of students' progress.
The Hale Rd. Building	The lead teacher will track progress and the principal will monitor.
ESCWR Job Training Program	The Job Training Coordinator/Intervention Specialist will track student progress and will use observations, anecdotal notes, task analyses, age appropriate transition assessments, and employability skills rubric.
Carrington	Teachers will monitor progress using all methods used during traditional instruction.

- Teachers and administrators will collect and analyze data from a variety of assessment sources including formative and summative assessments.
- Regular communication with students and families will be implemented throughout the remote learning platform
- Student progress will be communicated through various formats for students with and without online availability.

Address Monitoring Home-School Communication Here:

STARS, SAIL, and Preschool (SPED)	Phone calls, emails, Zoom meetings, mailings, etc.
ACHIEVE & BRC Elementary & CORE	Communication with families takes place via email, phone calls or scheduled Zoom conferences depending on parent preference. Communication will take place at minimum on a weekly basis. In many cases, more often.
Gaitway High School	Gaitway staff will communicate with parents and school districts using text, phone, and email.
The Hale Rd. Building	Weekly communication to parents will occur via email. Reports on progress are provided

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	every 3 weeks.
ESCWR Job Training Program	The Program Director and teachers will continue to provide a daily email of communication, phone calls, text messages, and communication apps for families.
Carrington	No contact with parents. School is onsite at Carrington and the Principal and Superintendent correspond with Carrington Owner as needed.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district’s plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

STARS, SAIL, and Preschool (SPED)	The programs will ensure that families have access to technology and the internet in order to participate in a virtual format, if applicable. Some parents do not want the virtual format so the programs will develop individualized plans to suit the various needs of the families. (Example: distance learning bags which contain educational materials, assignments, information on how to access pre-recorded lessons, etc.)
ACHIEVE & BRC Elementary & CORE	For those students who do not have internet access but would like to have it, we will work to make it accessible for instruction. Devices to access instruction will be provided to all.
Gaitway High School	Students who need computers will be provided with Gaitway technology by the principal. If a student has a need for paper assignments due to a restriction of technology use by the court or parents, he or she will be provided with coursework on paper. Staff will communicate with these students by phone if needed. All students will be able to use Zoom to meet with their instructors in a small group or individual basis.
The Hale Rd. Building	Equitable education and access is provided because Chromebooks were already distributed to our students. Additionally, there is an Intervention Specialist that will assist in designing

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	instruction.
ESCWR Job Training Program	<p>The Job Training Program will provide equitable access to quality instruction through the following;</p> <ol style="list-style-type: none"> 1. Shift attitudes of teaching staff to embrace intentional planning for online and blended instruction. 2. Intentionally teach the technology to staff, students, and parents. 3. Provide teachers with Professional Learning opportunities 4. Embrace innovation, especially with Community employer partnerships and include them in the remote learning lesson plans. 5. Plan for a potential return to district-wide online learning.
Carrington	ALL students will have access to face- face and virtual learning. SWDs receive additional services on Fridays.
<ul style="list-style-type: none"> ● Teachers and staff members will continue with professional development and will meet the following students needs by using online platforms. Group and staff members in the following position will have the opportunity for PD. <ul style="list-style-type: none"> ● General education teachers, aides, and administrators ● Speech Language Pathologists ● Occupational and Physical therapists ● Preschool teachers/therapists ● MD and ED teachers ● Students will be available to interactive content as well as paper packets as families request. ● High mobility students and students in high risk environments require additional attention during remote learning. Staff understand that they are mandated to report to their administrators. 	
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?

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	<p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
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Address Professional Learning/Development Here:

STARS, SAIL, and Preschool (SPED)	All program staff will have professional development opportunities to support the transition to virtual learning. The trainings will include training on the Zoom platform, HIPPA, FERPA, virtual educational platforms, etc.
ACHIEVE & BRC Elementary & CORE	PD related to remote learning platforms will be provided to all to start the school year before students begin.
Gaitway High School	Staff members will be provided with opportunities to attend professional development during the school day if needed. Principal will instruct on use of Zoom, Google Classroom, etc.
The Hale Rd. Building	Remote Learning PD will be made affordable to teacher(s) and other types of communication provided by the principal.
ESCWR Job Training Program	The ESCWR will provide continuous PD to teaching staff through our Learning Catalog. In addition the Job Training Teachers will continue to participate in the ESCWR Transition PLC monthly as well as other Transition PD that are offered through OCALI and SST4.
Carrington	PD from Principal for school opening occurs on 8-13-20 and ongoing as needed.

- LGCA and ESCWR will provide additional training to all programming staff as needed in all areas of education: technology platforms/integration, instructional methods, legal/Health Department updates, etc.

Attach any Additional Documentation or Notes (if necessary):

[ESCWR PD Day Schedule - August](#)