



Remote Learning Plan

District Name:	Eaton Community Schools
District Address:	306 Eaton-Lewisburg RD Eaton, OH 45320
District Contact:	Jeff Parker, Superintendent
District IRN:	043935

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 remotelarning@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 remotelarning@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)

- ✓ Teacher-student interaction through online learning platforms



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- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students

Our Guiding Principles in determining decisions for this plan:

- Provide in-person instruction for all students as much as possible
- Provide a fully online option for K-12 students
- Support the whole child — their mental health, nutritional needs, and safety needs
- All students and families will have access to meaningful, high-quality educational materials that align to State standards and the supports and equipment needed to successfully access those materials
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students’ contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Prepare to shift between delivery models at any time due to COVID-19.
- Create processes and procedures for safely using facilities and transportation
- We will continue to follow guidance by ODH, ODE, OHSAA, Local Health Department

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:

- Eaton Community Schools will thoughtfully sequence learning standards to support gap closing and acquisition of new grade level content standards, using ODE resources and focusing on Power Standards when appropriate.
- Eaton Community Schools will thoughtfully prioritize learning standards for each grade level and course as aligned to the Ohio Learning Standards and Board adopted curriculum.
- In collaboration with grade and department level colleagues, teachers will complete a gap analysis



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to identify curriculum gaps in core content areas.

- State-required reading diagnostics for grades K-3 will occur within the expected timelines. This information will be used as baseline data for planning literacy instruction.
- NWEA’s Measure of Academic Progress (MAP) will be administered to grades K-10 within the first month of school. This will provide baseline data for reading, math and in some grades science instruction.
- Teachers will administer classroom-based pre-assessments for their content areas in grades K-12 to identify student instructional needs, including learning gaps. Student learning goals will be created based on this data.
- Each IEP in the district will be examined and updated (as needed) to make sure students are receiving their specially designed instruction.
- Gifted service providers will continue to deliver gifted services to students on Written Education Plans (WEPs).

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
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Address Documenting Instructional Needs Here:

Based on fall assessments results, staff will develop personalized learning goals in response to identified differentiated instructional learning needs.

- Reading intervention monitoring plans (RIMPs) will be designed for identified K-3 students.
- K-12 students will be supported through age-appropriate, social-emotional learning curriculum in Newsela, as well as other resources.
- Grade level teams for grades K-10 will document student data trends and craft responsive instructional plans to support student learning needs.
- When concerns arise, MTSS teams will design academic, behavioral, and social emotional goals to support K-8 students. Data will be collected, reflecting the impact of prescribed interventions.
- Parents and staff will work in partnership in the communication of all instructional learning plans.



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Attach any Additional Documentation or Notes (if necessary):
Detailed Eaton Community Schools Plan:
[Return 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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

Eaton Community Schools places a priority on timely, meaningful feedback to grow learners, whether we are in an in-person or a remote setting, therefore:

- Grading practices will be consistent across all instructional models, reflect evidence of student learning and engagement, and adhere to district policy.
- Ongoing professional learning will be provided around best practice in assessment and feedback during remote learning.
- Parents registering their child(ren) in remote learning must make commitments for student success. These commitments are:
 - Students must log in on a daily basis and complete assignments in order to be counted as attending. Attendance will be taken each day the same as students who are physically present.
 - Students enrolled in remote learning will be required to remain in the program for a minimum of a nine (9) week grading period. If a written request to change to In-Person learning is not made before the end of the current grading period the student will be automatically continued to be enrolled in remote learning education. This written request must be made at least ten



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(10) calendar days prior to the last day of the nine (9) week grading period and sent to the building principal.

- Students must have access to reliable internet service and/or the means to provide consistent access to the internet. Students who do not have access to internet service may request a HotSpot by contacting the District Office.
- The expectations for classwork and grading will follow district policy for On-campus instruction. Courses taken by students participating in remote learning will be included in calculating GPA and class rank in accordance with district policy and the same as if the student was physically present.
- Some elective courses may not be an option for remote learning. Students may be required to take electives they did not previously register for, in order to obtain the minimum required credits. Some courses may require a student to obtain equipment from campus in order to complete coursework virtually, i.e. Family & Consumer Science, Art, etc. Remote learners in grades 6-12 will receive their schedules at a later date than in-person learners.
- Parents will be responsible for maintaining communication with their child's/children's teacher to create a learning partnership.

Students who commit to participating in remote learning from home, will have the following opportunities: Students in grades K-5 will have the opportunity to follow a live schedule during the school day and will also be given the opportunity to complete their education through recordings at a later time that day. Students in grades 6-12 will be required to follow a live schedule during the school day. The only difference is that they will be learning remote instead of physically being in the classroom.

Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <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:

- Progress reports, grades, GPA and course credit will be granted in recognition of student progress, and achievement in the remote learning experience in correlation to students physically in the classroom.

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: <ul style="list-style-type: none"> ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:



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- Assessments, awarded grades, and earned credit provide evidence of student learning level and achievement and will be used to designate grade level promotion or advancement to a higher level. course. Specifically:
 - Information will be provided to students and families through the student handbook and board policy regarding procedures Promotion and Retention of Students.
 - Communication with parents regarding promotion/retention will be ongoing.
 - The decision to promote, place, or retain students will follow district policy.
 - Students failing to complete coursework may be required to complete alternative assignments or may not be promoted.

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: <ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students

[Address Attendance Requirements Here:](#)

- It is the expectation that all students participate in learning five days per week.
- If a student is unable to “attend” for any reason, parents/guardians are expected to contact the office just as if they were sick or leaving for an appointment.
- School teachers will take attendance during each daily live (synchronous) session. Additionally, attendance and participation in asynchronous learning experiences will be confirmed with teacher verification of student completion of assignments within Google classroom. Attendance will be recorded by teachers. Attendance will be entered by school secretaries into the district’s student information system.
- Middle and high school students are expected to log into class at the start of each class and remain until released by the teacher. Teachers will record attendance each period during live instruction in ProgressBook, the district’s student information system.

Note: Attendance and participation in asynchronous learning experiences will be confirmed



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with teacher verification of student completion of assignments within Google Classroom.

- The attendance plan has been and will continue to be communicated to parents and staff. The attendance plan has been communicated through email and the frequently asked questions posted on the district website.

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:](#)

- Teachers will monitor student attendance daily and record in ProgressBook.
- Teachers will monitor students for daily engagement and submission of work according to established guidelines.
- Principals and counselors will monitor the engagement and attendance of students and identify priority students.
- Parents will be contacted through ParentSquare for teachers/principals to communicate attendance challenges, participation weaknesses, and any other concerns with the students' success in remote learning.

Attach any Additional Documentation or Notes (if necessary):
[Attendance Considerations for Remote Learning Plans | Ohio Department of Education](#)

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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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
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[Address Monitoring Student Progress Here:](#)

- Teachers will use a variety of classroom assessments, including curriculum-based tools from Lexia, Heggerty, Orton-Gillingham, along with teacher-developed progress checks to monitor the learning progress of students. These may be administered through formal digital



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assessment platforms, digital tools for learning product development, and personal interactions in a Google Meet session.

- Students on RIMPS and students with disabilities will be evaluated using typical progress monitoring strategies administered remotely at intervals typical for those populations.
- Exceptional and at-risk students will receive additional instructional opportunities as needed from staff.
- NWEA’s Measure of Academic Progress (MAP) will be administered to grades K-10 in the first month of school to determine student progress and growth and to inform next steps for reading, math and in some grades, science instruction.
- Teachers will use teacher developed formative and summative assessments to identify student needs and progress.
- Documentation of student progress will be recorded in ProgressBook.

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: <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:](#)

- Family surveys have been reviewed and utilized in the creation of this plan.
- All students will have access to Chromebooks for completing assignments under the Remote Learning Plan. Dates have been established for families to pick up these devices, as well as hotspots if needed.
- Recognizing that some families of elementary students may need to make childcare arrangements that restrict participation in synchronous learning, lessons will be recorded and posted in teachers’ Google classrooms to make them available for viewing at a later time.
- Each student is provided a Google Account for accessing email and classroom materials.
- Tech support is available to families during established hours.



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- Each child is assigned an Intervention Specialist as a case manager who will coordinate intervention services following each individual child’s IEP written goals and objectives.
- Related Service personnel will follow each child’s IEP and may provide practice activities for students to engage in offline.
- Staff will utilize Google Classroom for students in the district.
- Special populations will continue to receive services as follows:
 - English learners
 - The EL Coordinator will work with the EL teacher to schedule remote intervention services.
 - EL staff will facilitate communication with parents and teachers to coordinate learning..
 - Gifted students
 - Students with a Written Education Plans will follow their assigned online learning schedule for their grade band.
 - Gifted service providers will deliver instruction for gifted courses (elementary and middle school gifted ELA, compacted math, Advanced Placement) using the same delivery format as described above for the relevant grade band.
 - K-5 literacy intervention support
 - Literacy Intervention Support specialists will provide lessons and small group learning opportunities for students based on individual needs.

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: <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:

- Professional development topics offered throughout the summer, prior to school starting, as well as throughout the school year:



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- Online teaching and learning pedagogy through Modern Teacher. Specific module titles are “Architect a Digital Learning Environment” and “Architect a Rigorous Learning Experience”.
 - Instructional strategies for remote learning
 - Curriculum gap closing
 - Assessment in a digital classroom
 - Using Google Classroom Suites
 - Various Google tools for instruction
 - Professional learning in a remote setting
 - Commitments and expectations for distance learning
 - Supporting instruction in Google Classroom, Google Meet, Loom, and other instructional Apps and Extensions
 - Supporting social-emotional learning of students.
 - Continuing modules to support remote teaching and learning within Modern Teacher.
- During remote learning, teachers will continue to receive PD in:
 - Utilizing Google Classroom, Google Meet, Loom, and other instructional Apps and Extensions
 - Assessing students and providing formative feedback
 - Curriculum gap closing
 - Continuing modules to support remote teaching and learning within Modern Teacher.

Attach any Additional Documentation or Notes (if necessary):