



Edison Local Schools Remote Learning Plan 2020-2021

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| District Name: | Edison Local School District (Formerly Berlin-Milan) (ELSD) |
| District Address: | 140 S. Main Street Milan, OH, 44839 |
| District Contact: | Tom Roth - District Superintendent |
| District IRN: | 046789 |

The Edison Local School's goal for remote learning is to provide flexibility in delivering instruction to students during the 2020-2021 school year. 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 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?

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home



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| SECTION ONE | INSTRUCTIONAL NEEDS |
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| 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 ? <ul style="list-style-type: none">● District vendor assessment data (i-Ready)● Student assessment scores● Locally developed assessments● COVID gap analysis data for each subject● Student progress and feedback● IEP504/EL requirements (if applicable) |
| <p>Edison teachers worked on gap analysis for English & Language Arts (ELA), Math, Science and Social Studies in May 2020 to determine standards that require revisiting or review. Many also met over the summer and all will work within their grade level and subject bands for five more days prior to students entering school. This data will drive instruction for the 2020-2021 school year. In addition, we will use the i-Ready assessments for math and reading in grades K-8 throughout the 2020-2021 school year to check student understanding. For grades 9-12 as well as social studies and science courses, we will use locally developed assessments to measure progress with our students.</p> | |
| Documenting Instructional Needs | How will instructional needs be documented ? |
| <p>Teachers will continue to sequence their instruction covering the learning standards for each course. Teachers will work collaboratively within their grade levels and subject areas on pacing guides, taking into consideration any standard that may have gaps due to the spring COVID-19 shutdown. Instructional plans will be adjusted as needed depending on the selected learning platform. Instructional plans will be communicated with parents and caregivers, along with student progress, through multiple formats and communication techniques.</p> | |
| <p>Communication between students, parents, and teachers will continue to be a priority in the remote learning environment.</p> | |



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| SECTION TWO | | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL | |
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| Resource Link: | | 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? <ul style="list-style-type: none">• Overall grade for course which is tied to academic content standards | |
| Teachers will continue to meet in teams to review data that is collected. Teachers will determine who is above, at, and below mastery and plan for interventions and enrichment lessons based on this data. Summative and formative assessments will be used to gather this data and will be gathered from several sources. Overall competency for the course standards will be indicated by the student's final grade in that class. | | | |
| Granting Credit | | What method(s) will be used for granting credit for remote learning? <ul style="list-style-type: none">• Overall grade for course following language in student handbooks. | |
| Teachers will communicate content, grade level standards and success measures to students and parents. Teachers will provide feedback to students and families through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook and summative assessment results. Final grades in the class will be used to determine credit for the content of each course. | | | |
| Promoting Students | | What method(s) will be used for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none">• Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. If a passing grade, then credit will be granted. | |
| Expectations and requirements for successful course completion and promotion to a higher grade level/course in a remote setting will be similar to current in-person grade level promotion policies listed in the student handbook. A student will be promoted to the next grade K-8, similar to the way students are promoted from one grade to the next as determined and in discussion with parents, teachers, and the principal. | | | |



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| SECTION THREE | ATTENDANCE AND PARTICIPATION |
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| Resource Link(s): | Communications Planning |
| Attendance Requirements | What are your school district's attendance requirements for remote learning? |
| <ul style="list-style-type: none">● Student participation in the Remote Learning instruction is required and will be monitored by teachers.● Specifics for attendance will be communicated to students, staff and parents/guardians.● Activity/Engagement will be monitored through daily and weekly check-ins and the completion and submission of assignments. Through this collective effort, Edison students and their families who have not engaged in remote learning will be contacted by the teachers and administration.● Edison Local Schools will make a good faith effort to accommodate ALL students to ensure their continuity of education. Completion of assignments will be monitored using Google Classroom. Lack of assignment completion, and participation in synchronous activities will be addressed as per the student handbook. | |
| Participation Requirements | How will your school district document student participation in remote learning opportunities? |
| <ul style="list-style-type: none">● Student participation will be evaluated by the following:<ul style="list-style-type: none">○ Engagement at online meetings and classes○ Completion of assignments and formative assessments and completion of summative assessments○ Collaboration with peers and teachers and accessing of provided resources through the remote learning platform.● Students are expected to work on assignments daily and teachers will monitor progress.● Flexibility will be provided; however, attention to due dates is important to ensure proper learning of material before moving on to new content. | |
| Students need to be actively engaged in their learning throughout the week. | |



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| SECTION FOUR | PROGRESS MONITORING |
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| Resource Link(s): | Exceptional and At-Risk Youth |
| Progress Monitoring | How will your school district progress monitor student progress with remote learning? |
| | <ul style="list-style-type: none">• Teachers assess the learning of their students and make adjustments to instruction based upon analysis of student progress data from a variety of assessment sources including formative, summative, rubrics, etc.• Student participation will be evaluated by the following:<ul style="list-style-type: none">○ Engagement at online meetings and classes○ Completion of formative and summative assessments |

| SECTION FIVE | EQUITABLE ACCESS |
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| 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? |
| | <ul style="list-style-type: none">• All students will have access to reliable internet, through Charter, Buckeye Cable, and Mobile Hotspots we are able to get high quality internet to all students.• ELSD is providing Chromebooks to all students grades 2-12 and on an as needed basis for students prek-1st .• The K-12 Edison Digital Academy will be offered as an option for students who choose to not attend in-person classes. |

| SECTION SIX | PROFESSIONAL LEARNING |
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| 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? |
| | Professional Development Opportunities will be provided through North Point Educational Service Center (NPESC) and State Support Team Area Two (SST2) and other educational support programs like Priority instructional content in ELA and Math by Achieve the Core. ELSD has planned grade level and subject level gap analysis studies for the first five staff days. We also have a technology coach to provide support to our staff as they adjust to remote instruction. This coach will work with all staff to provide learning opportunities which will benefit our students. |