



# Remote Learning Plan



District Name:	Elida Local Schools
District Address:	4380 Sunnydale Ave
District Contact:	Joel Mengerink, Superintendent
District IRN:	045773

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](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://www.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



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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	How will <b>instructional needs</b> be <b>determined</b> ? <ul style="list-style-type: none"><li>• Assessments</li><li>• Aligned Instruction to Learning Standards</li><li>• Class pacing guides</li><li>• Graded Work</li><li>• IEP, If applicable</li><li>• WEP, If applicable</li></ul>
Each teacher will need to monitor the remote learning plan to meet the need of our remote learners. This will be similar to what a teacher would do when determining the needs of students who are instructed in class.	
<b>Documenting Instructional Needs</b>	How will <b>instructional needs</b> be <b>documented</b> ?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Clear expectations given to students on expectations, grading requirements, and working from home guidelines.</li><li>• IEP, if applicable</li><li>• Email</li><li>• Schoology Gradebook</li><li>• Graded Assignments and tests</li><li>• Phone calls</li><li>• Video Meetings</li></ul>
Close communication between students, parents, and teachers is very important in the remote learning option.  Parents are able to request remote learning if they feel the return to school is not safe or their child has a medical condition that would put their child at heightened risk.	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? <ul style="list-style-type: none"> <li>• Overall grade for the course, with the course tied to academic content standards.</li> <li>• Students may also be given a pre-test to determine their baseline knowledge of the subject/unit.</li> </ul>
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.	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Overall grade for the course by school policy</li> </ul>
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 they have a passing grade, then credit will be granted.	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? <ul style="list-style-type: none"> <li>• Again, this will be similar to students that are in person, remote learners will be graded by the teacher and given the grade which they have earned.</li> </ul>
For high school courses, if they have a passing grade they will receive credit for the course that counts toward graduation. Students in grades K-8 will be promoted to the next level following school policy and as determined by the teacher, sometimes through discuss between parents, teachers, and the principal.	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <ul style="list-style-type: none"><li>• Students will be logged in online using Schoology.</li><li>• Student completed work will help provide evidence.</li><li>• Assessments completed will help provide evidence.</li><li>• Participation in other course requirements as set by the teacher.</li><li>• Teachers will follow pacing guides as they do in the regular classroom.</li></ul>
<p>Students will be in close contact with teachers and counselors. If students are not logging in or completing assignments, contact will be made to students and parents. Should students not meet online participation requirements it is understood that they will be required to report directly to school.</p> <p>It should also be noted that students may be given assignments that require them to complete projects when not online. Students reporting back online will help to reflect completion.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• The plan will be communicated by teacher in each grade level or subject.</li><li>• Expectations will be set by each teacher varying by grade level and subject matter.</li><li>• Teachers will use estimated work times to help document student participation.</li></ul>
<p>Students need to be actively engaged in their learning through the week. Some of this responsibility falls back on the parent/guardian.</p>	



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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<a href="#">Exceptional and At-Risk Youth</a>
Progress Monitoring	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <ul style="list-style-type: none"><li>• Students will have progress monitored by their teachers.</li><li>• Timely assessments and feedback to students.</li><li>• Parents also have access to view their students account/progress on Schoology.</li></ul>

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
Equitable Access	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <ul style="list-style-type: none"><li>• Students will be issued laptops if needed.</li><li>• Technology staff and in some cases teachers/administrators will be available to help students with technology needs.</li><li>• Due to limited resources and tight scheduling with staff, offering all classes/sections online is not possible. However, the district may further look to offering our alternative online program (Edgenuity) for some electives.</li></ul>

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	<a href="#">Professional Learning Needs</a>
Professional Learning	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Staff will be provided in house professional development with fellow teachers, curriculum director, technologically advanced staff, and the technology departments.</li><li>• Staff have previously had training on many features of Schoology as the district rolled the software out to staff a couple years ago.</li><li>• New training will be around video recording, editing tools, and other advanced features of Schoology. Other training dates will be offered throughout the year, both on days dedicated as professional development and as modules online that teachers can do when they have time.</li><li>• Should the district move to remote learning for all students, all staff will have more frequent hands-on training as they will be still reporting to their school buildings.</li></ul>



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July 31, 2020	No Changes to Date
August 4, 2020	Approved by BOE as working document