



2020-2021 Remote Learning Plan

District Name	Elmwood Local Schools
District Address	7650 Jerry City Road Bloomdale, OH 44817
District Contact	Tony Borton, Superintendent
District IRN	050682
Board Approval to for Remote Learning	07-13-2020

The Elmwood Local School District has used remote learning with a small subset of students through our Royal Academy for the past few years. The full student body was forced into remote learning back in March due to COVID-19. While our goal for most students is to go back to school in a “normal” fashion, we anticipate there will be further disruptions to the educational process during this school year as the epidemic continues.

The following plan was developed in the event that Elmwood Local is required to implement remote learning for our students and for those parents who feel that in person learning is not safe for their child. This plan outlines our thoughts on the process, we know flexibility will be needed to allow us to alter the plan so that we can meet the students needs as we move forward.

Per the requirements indicated in HB 164, The Elmwood Local School District’s Remote Learning Plan will include the following:

How will Instruction take place?
<p>Elmwood defines remote learning as an educational delivery model whereas a student receives instruction not in the traditional brick and mortar building. Students can receive remote learning instruction in numerous ways:</p> <ul style="list-style-type: none"> • Teacher/student interaction through online learning platforms. <ul style="list-style-type: none"> ○ Google Classroom, Zoom, and Royal Academy will be the primary management tool for curriculum, assessment, and feedback. • Students will be provided multiple opportunities for daily contact with teachers. • Remote camera access (Zoom, Google Meets) into a traditional setting away from the actual school facility. • Online lessons for students to work at home. • Offline lessons and instructional packets for students.

How will student instructional needs be determined and documented?

- Assessments will be given to determine and document students' instructional needs.
- Assessment types may include: formative, summative, pre, post, progress monitoring, and other teacher input.
- Teachers will continue to monitor students' progress to help design instruction throughout the course of the school year.

What method will be used for determining competency, granting credit, and promoting students to higher grade levels?

- Teachers will instruct through a variety of strategies that promote differentiation.
- Weekly instructional strategies may include:
 - Live online sessions
 - Recordings of live online sessions
 - Pre-recorded lessons
 - Online educational programs
 - Google Classroom lessons
 - Parent consultations
 - Office hours to address parent/student questions
- To start the year, the teachers may use a variety of grade level assessments to help assess each student's current level of achievement. This data will be used to differentiate work for students and guide curriculum.
- Each teacher will assess mastery of content based upon completion of state standards for their subject areas.
- Each student will complete assignments and assessments as instructed.
- The District will continue to determine competency, grant credit, and promote students as it has done in the past.
- Teachers will continue to examine each student's progress on a case by case basis and if necessary alter the plan as needed.
- The District will monitor guidance given by the State in regards to these areas and make changes in the plan as needed.
- Students will be monitored throughout the course for progress and success rate.
- Once the teacher of record determines that a student has successfully completed all the work and assessments, they will grant the student full credit.
- Students will have their grades done in 9 week quarters to meet extra-curricular and Board policy grading practices.

What is the school's attendance requirements, including how the school will document participation in learning opportunities?

- Students are expected to participate in all scheduled remote activities. Lack of participation will result in an unexcused absence unless the Principal is notified by a parent or guardian of a legitimate excuse.

- Participation will be tracked by the teacher and reviewed by administration.
- Students are expected to participate in learning activities, complete assignments, and assessments as directed.
- The District will follow our local Board and State policies in regards to attendance.
- Students attendance will be based on engagement and completion of assignments as well as teacher interaction.
- Participation may be determined in many ways including: assessments, classwork, monitoring of online programs, projects, virtual class meetings, and other methods determined by the teacher.
- Building truancy teams will monitor and enforce habitual truancy policies.

How will student progress be monitored?

- Student grades will be kept up-to-date in Progress Book to allow for students, teachers, administrators, and parents to monitor student success and progress.
- Teachers will share information with parents via Google Classroom, email, and phone calls.
- Students that appear to be falling behind will be contacted by teachers, aides, or administrators via email and/or telephone.
- Students who have missing assignments may be referred to the Principal for additional follow up and/or parental contact.
- Students showing lack of progress will be provided intervention from the content area teachers as well as intervention specialist when appropriate.
- Students will be monitored daily/weekly depending on the circumstances of each child. If a parental contact is made, and the student still lacks progress, a meeting will be set up with the building administrator to determine the reason for lack of progress.
- An at-risk plan may be used at any time to detail the expectations of remote learning and what supports are available to the student and family.
- Parent/Guardians are expected to work with the school to monitor student progress/log-in time and help their student developed a schedule that keeps student on track.

How will school provide and ensure equitable access to quality instruction?

- The District plan includes utilization of varying online programs provided through one platform to allow equitable access to quality instruction for all students.
- The District will provide the same services that are available to a child physically attending school to any child who is attending via the remote learning plan.
- All students have equal access to co-curricular and extra-curricular activities.
- All students have equal access to support staff such as mental health counselors, school counselors, and special education services.

- All students will be provided a technology device for online instruction.
- Should online access not be an option for a student (or other barriers), the District will examine the best way to provide equitable access to quality instruction.
 - This may include: way to access internet at school, nearby library, or setting up services from a local provider. We will investigate additional resources as needed to help all students have equal access.

What professional development activities will be offered to teachers for remote learning?

- Teachers will have ongoing access to resources to further their understanding of Google Classroom, Google Meets, Zoom, Screen Castify, EdPuzzle, etc.
- Teacher-led professional development, conversations, and demonstrations to enhance online instructional practices will happen throughout the year as needed.
- Professional development time is included in our Board adopted calendar and will be utilized to continue to meet the needs of staff members in regard to training.

In conclusion, we believe in the following best practices for remote learning:

- As much as possible, the District will utilize a fixed schedule for all classes.
- Online learning materials will be aligned to the curriculum and provided through one online platform.
- The expectations of our staff will be clearly defined to our students, parents, and others involved in the educational process.
- Our plan for remote learning will be communicated to the students, parents, staff, and stakeholders through various avenues.
- Should the plan need to be adjusted we will adjust and resubmit.