ECSD Remote Learning Plan

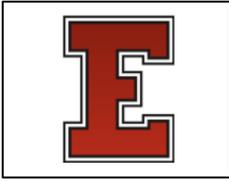|	
District Name:	Elyria City Schools
District Address:	42101 Griswold Road, Elyria OH 44035
District Contact:	Ann Schloss, Superintendent
District IRN:	043943

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."*

NOTE: The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to <mark>August 21, 2020</mark> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@education.ohio.gov.
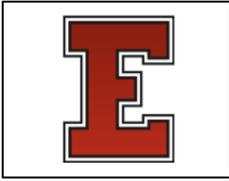
How will instruction take place? (check all that apply)

- ✓ 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
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? ❏ 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:
Administrators and teachers from all stakeholder groups collaborated at the end of May to provide input and work within and across grade levels to determine needs for next year. The district w The data will be a driving force for instruction for the 2020-2021 school year. In addition, we will use the NWEA MAP assessments for math and reading in grades 3-9 three times throughout the 2020-2021 school year to check student understanding. For grades PK-2 and 9-12, we will use locally developed assessments to measure progress with our students.

Documenting Instructional Needs	How will **instructional needs** be **documented**? ❏ Clear instructional plans have been created ❏ Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:
Teachers will work collaboratively through their TBTs on curriculum maps 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 learning platform that is being utilized. Instructional plans will be communicated with parents and caregivers, along with student progress, through multiple formats and communication techniques.

Attach any Additional Documentation or Notes (if necessary):

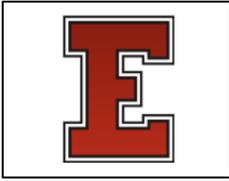| SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to **determine competency** for remote learning? ❑ Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: The district has common summative assessments for every PK-12 course. Students must show growth demonstrated through formative and summative assessments throughout the year both in person and remotely. Teachers will continue to meet in TBT 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.	
Granting Credit	What method(s) will be used for **granting credit** for remote learning? ❑ Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: 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,	
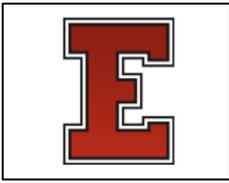
including but not limited to: rubrics, feedback on formative assessments, online gradebook and summative assessment results.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? ❏ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:
Staff will develop the expectations and requirements for successful course completion and promotion to a higher grade level/course. Information such as expectations, grading scale, mastery learning, course progress and successful completion of the course will be communicated to students and parents through multiple formats. The district's online grade book will be used as the primary mode of communication for class grades and final determination of promotion or retention.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? ❏ Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:
A remote learning attendance policy has been written for our at home learners. The policy includes a variety of methods. Presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system. Our Virtual Attendance policy with specifics for attendance will be communicated to students, staff and parents/guardians.
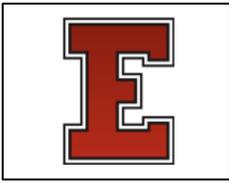
Participation Requirements	How will your school district document **student participation** in remote learning opportunities? ❏ Created a plan for documenting student participation in remote learning ❏ Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:
Student participation will be evaluated by the following: engagement at online meetings and classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers and accessing of provided resources through Google Classroom.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? ❏ Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:
Teachers and administrators will analyze data from a variety of assessment sources including formative, summative, rubrics, etc. Regular communication with students and families will be implemented throughout the remote learning platform. Our district partners with NWEA MAP and will be assessing students in ELA and Math along with common assessments PK-12. Student progress will be communicated to all stakeholders through various formats.

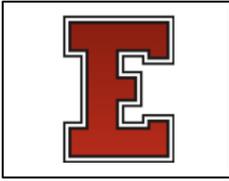**Attach any Additional Documentation or Notes (if necessary):**

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? ❏ Parent/Student surveys have been reviewed ❏ Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here: Surveys were sent to staff, parents/guardians and students to gather feedback from the spring remote learning. The data data gathered informed us on who had access to the internet and devices as well. Our district is purchasing an additional 2000 chromebooks this summer so every student in the district will have a device to use at home if needed. In addition, we are purchasing wifi hotspots for the families without internet access at home.	
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? ❏ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: Multiple opportunities are being provided to staff for the 2020-2021 school year. We have offered virtual and in person sessions around the digital classroom, We also have a Teaching and Learning Coordinator who serves as a technology coach to provide support to our staff. This coach will work with large groups, small groups and individuals to provide opportunities for growth for the staff which will benefit our students. Finally, we will continue to work with outside organizations such as our local ESCs to provide curriculum support throughout the year. Staff may work with our Academic Services Department that specializes in all content areas to ensure delivery of high level instruction at all levels.	

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