Remote Learning Plan 2020-21

District Name:	Lawrence County Educational Service Center (LCESC)
District Address:	304 North 2nd Street, Ironton, Ohio 45638
District Contact:	Jeff Saunders, Superintendent
District IRN:	047910

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...Not later than July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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."

How will instruction take place? (check all that apply)
- X Teacher-student interaction through online learning platforms
- X Online lessons for student to work on at home
- X 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
	How will **instructional needs** be **determined**? X Instructional Sequencing X Aligned Instruction to Learning Standards ❏ Gap Analysis for ELA, Math, Science, and Social Studies X 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:

The instructional needs of students attending the LCESC ED Unit, the LCESC MC Unit, and the Lawrence County Academy will be determined based on information contained in the child's IEP and/or the appropriate age level academic content standards. The processes and plans needed to support both regular education students and special education students will vary significantly based on whether the online learning program is full-time at a distance, local and blended or somewhere else on the continuum between these two models. Remote learning will consist of both teacher-led instruction and activities as well as self-directed activities for students to complete when not physically present at the school.

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

Address Documenting Instructional Needs Here:

Routine data collection procedures will ensure IEPs of students with disabilities are being properly implemented. Instructional plans for all students have been communicated to all stakeholders to provide clear learning targets and promote positive learning outcomes. Documentation (phone calls, progress reports and/or online access to child's progress) will be monitored according to adopted procedures for each program. Progress reports will be shared quarterly. Related service providers will document minutes of therapy provided to ensure specially designed services as stated in the IEP are being met.

Attach any Additional Documentation or Notes (if necessary):

Lawrence County School Calendar

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? **X** Developed and communicated a plan for determining competency X (grading and assessments)
Address Determining Competency Here: Competency will be determined by engagement in a variety of learning opportunities which can be delivered online and/or offline. Progress toward mastering IEP goals will also be closely monitored. Routine data collection procedures will provide evidence of active participation in the remote learning process.	
Granting Credit	What method(s) will be used for **granting credit** for remote learning? **X** Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Credit for remote learning will be determined and granted by each child's local resident district.	
Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? **X** Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here: Promoting students to a higher grade level will be determined by each child's local resident district.	
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? X Created a communication and attendance plan for staff and students
Address Attendance Requirements Here: Teachers will contact students on a weekly basis via phone calls, email, and/or written notes sent home. Teachers will keep a contact log to provide evidence of communication and attendance records.	
Participation Requirements	How will your school district document **student participation** in remote learning opportunities? X Created a plan for documenting student participation in remote learning X Communicated the plan with families and other stakeholders
Address Student Participation Requirements Here: Students will be required to complete assignments weekly through either digital modes (Peak 12, study.com, and/or jump drives) or analog modes (paper/pencil assignments and packets). Parent reports will be collected and saved for anecdotal records. Student activities, assignments, projects, lessons, etc. on both digital and analog modes will be assessed by teachers to determine minutes	

and hours of participation in instruction are being completed in order to meet state requirements and for documentation used for attendance purposes.

Attach any Additional Documentation or Notes (if necessary):
Sample Progress Report.

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? X Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Weekly progress monitoring will be implemented by teachers to ensure an open line of communication is readily accessible for parents and the child's local resident district to monitor their student's progress. Frequent communication through phone calls, email, and/or written notes will provide parents the opportunity to obtain feedback directly from teachers and address areas of need for their student/child. Quarterly progress reports will be issued during the school year to families in accordance with IDEA and the Ohio Operating Standards for the Education of Children with Disabilities. Data collection and assessments will ensure IEPs are being effectively implemented.

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 X Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Students without access to a personal technology device will be provided with an electronic device in order to provide access to instructional content and participate in the remote learning process. For students without internet access, accommodations will be made accordingly (WiFi hotspots) to ensure equitable access to remote learning and instruction is available to them. Student's families who opt-out of remote learning activities (digital modes) will be provided with a paper format of the same materials used for instruction.

Attach any Additional Documentation or Notes (if necessary):

When needed and appropriate, parent(s) and/or student(s) will be provided with training on how to use devices.

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? X Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Students without access to a personal technology device will be provided with an electronic device. For students without internet access accommodations will be made accordingly (WiFi Hotspots) to ensure equitable access to remote learning and instruction is available to them. Student's families who opt-out of remote activities (digital modes) will be provided with a paper format of the same materials used for instruction. An IT staff member will also be available to assist staff, parents, and students with technology use, as needed.

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Attach any Additional Documentation or Notes (if necessary):

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LAWRENCE COUNTY SCHOOL CALENDAR
2020-2021

Monday-Tuesday, August 17, 18	*Teacher In-Service*
==*Due of COVID-19, Districts will be delaying the start of school to August 24 or 31.*==	
Wednesday, August 19	*Start of School*
Monday, September 7	*Labor Day – School Closed*
Tuesday, November 3	*General Election Day – School Closed*
Wednesday, November 25	*Parent/Teacher Conference – School Closed*
Thursday-Monday, November 26-30	*Thanksgiving Break*
Monday, December 21	*Christmas Break Begins*
Monday, January 4	*Classes Resume*
Monday, January 18	*Martin Luther King Jr. Holiday – School Closed*
Friday, February 12	*Parent/Teacher Conference – School Closed*
Monday, February 15	*President's Day Holiday – School Closed*
Friday, April 2	*Good Friday – School Closed*
Monday-Friday April 5-9	*Spring Break – School Closed*
Monday, April 12	*Classes Resume*
Friday, May 28	*Last Day of School*

Days of Instruction	*178*
Days of In-Service	*2*
Parent/Teacher Conf.	*2*
	182 days equal to the required number of hours

- **Include contingency plan for make-up hours according to O.R.C.**