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| District Name    | Lorain City Schools              |
| District Address | 2601 Pole Ave, Lorain, OH, 44052 |
| District Contact | Ross May                         |
| District IRN     | 044263                           |

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)**

- Teacher-student interaction through online learning platforms
- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

The Lorain City Schools Open With Care Plan can be [accessed at this link](#), which contains supporting information for each of the six sections below.

## SECTION ONE INSTRUCTIONAL NEEDS

### Determining Instructional Needs

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
- x Created a plan for students identified as gifted served with a Written Education Plan (WEP)

Address Determining Instructional Needs Here:

Instructional needs will be determined by teachers three ways:

- 1) By assessing students using the standards that have been prioritized from the revised remote learning scope and sequence
- 2) By analyzing the data from NWEA's MAP assessment
- 3) By prioritizing instructional needs based on the collected data in their teacher based teams.

Students with disabilities and giftedness will have their IEPs and WEPs implemented in accordance with the guidance from the resources made available by the ODE. Their needs will be determined through the IEP/WEP teams based on the data collected through progress monitoring their goals and objectives in their plans.

### 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:

Clear instructional plans will be created and documented by teacher based teams through our synchronous and asynchronous approaches to instruction and assessments to determine mastery of standards. Teachers in teacher based teams during the week of August 24th will revise their scope and sequences to reflect the standards that will be prioritized during remote learning. They will then design instruction that aligns with those standards in preparation for school starting with students September 8th.

Lorain City Schools will be using a blend of synchronous and asynchronous instruction that was communicated to staff and families during the week of August 17th. Students in preschool through fifth grade will have synchronous instruction in the mornings and asynchronous learning in the afternoons. Students in grades six through twelve will have synchronous instruction Mondays, Wednesdays, and Fridays, and asynchronous instruction Tuesdays and Thursdays. Teachers will offer small group instruction and office hours during the asynchronous times.

Instructional needs will be documented by teacher based teams after instruction begins and students begin to take assessments that are aligned to the revised scope and sequences.

Clear instructional plans will be communicated to families by teacher based teams primarily through the use of Class Dojo, Remind, Google Classroom and phone calls. We have developed a tiered approach to communication that ensures personal connections with all of our students and a follow-up protocol for the students with whom we need to make repeated contacts to support their engagement during remote learning.

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

**Section Two**  
**Determine Competency, Granting Credit, & Promoting Students to a Higher Grade Level**

What method(s) will be used to **determine competency** for remote learning?

x Developed and communicated a plan for determining competency

(grading and assessments)

Address Determining Competency Here:

Competency will be determined by grading against the revised scope and sequence for remote learning. Teacher based teams will design the assessments based on the prioritized standards and they will assign grades based on the degree of mastery for the assessed standards.

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 will be awarded for credit-bearing classes based on the grade the student attains in the class.

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:

In alignment with the overwhelming evidence that shows that retaining students is an extremely harmful practice to students, every effort will be made to ensure students master standards throughout the year and will be promoted to the next grade at the end of the school year, including from third grade to fourth grade.

Teacher based teams will design assessments aligned to the prioritized standards in our revised scope and sequence and will assess those standards at the determined interval based on grade and content.

## SECTION THREE ATTENDANCE AND PARTICIPATION

### 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:

Attendance will be taken in accordance with the guidance in the ODE Reset and Restart document in three ways: 1) participation in synchronous learning sessions, 2) login through Clever on synchronous days (if not able to be present during synchronous instruction) or asynchronous days, or 3) completion of a project or assignment that spans multiple days.

### 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:

Participation in remote learning will be documented through attendance and work completion.

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

## **SECTION FOUR PROGRESS MONITORING**

### **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:

Progress will be monitored for all students by teacher based teams using assessment results from the prioritized standards. Student progress will be monitored for students with disabilities specifically in accordance with their IEPs.

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

## SECTION FIVE EQUITABLE ACCESS

### Equitable Access

What is your school district's plan to ensure **equitable access** to quality instruction through remote learning?

X Parent/Student surveys have been reviewed

X Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

An initial family survey was conducted in July to learn about needs connected to: meals, medical appointments, mental health/counseling, technology, experiences with remote learning, and concerns about a possible return to school.

To ensure equitable access to remote learning, all students Pre-K through 12, have been provided with either an iPad or a laptop computer. All families that indicated they did not have access to internet that is not their phone, will be provided with internet through a partnership with a local internet service provider. Additionally we are providing synchronous, asynchronous, and semi-synchronous instruction where students and families will have the ability to access learning at multiple different times per day.

All student-facing staff have also been provided with laptop computers to ensure that they have access to technology to design and deliver remote instruction.

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

## SECTION SIX PROFESSIONAL LEARNING

## **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:

Professional development is being, and will be provided through two main vehicles: 1) staff-driven, virtual EdCamps, and 2) collaborative planning time with asynchronous learning opportunities as a follow-up to the EdCamp sessions. The virtual EdCamps have/will occur a total of seven times prior to the start of remote learning. These sessions are organized around the themes of remote communication tools, curricular resources, student services, and social/emotional health and well-being. These sessions will be staff led and staff will choose the sessions they would like to attend.

During the three weeks before remote learning begins, staff will have either two and a half or three and a half days of collaborative planning time with their teacher based teams to develop their remote learning instruction. Asynchronous learning time will be provided each afternoon the following day after an EdCamp for staff to follow-up with session presenters. Additionally, we will conduct EdCamps throughout the remote learning period, approximately monthly, for all staff.

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