



# Remote Learning Plan



[bit.ly/remotlearningtrumbull](https://bit.ly/remotlearningtrumbull)

**With the passage of House Bill 164, schools now have the option to consider remote learning plans as they prepare for the 2020-2021 school year. The deadline for submitting a remote learning plan has been extended to Aug. 21, 2020 to allow school leaders sufficient time to develop their remote learning models.**

District Name:	Lordstown Local School
District Address:	1824 Salt Spring Road SW Warren, Ohio 444481
District Contact:	Gregory Bonamase
District IRN:	050203

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 August 21, 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.”*



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### 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

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>	<p>How will <b>instructional needs</b> be determined?</p> <ul style="list-style-type: none"> <li>• Instructional Sequencing</li> <li>• Aligned Instruction to Ohio’s Learning Standards</li> <li>• Analyze learning gaps for <a href="#">ELA K-4</a>, <a href="#">ELA K-12</a>, <a href="#">Math</a>, Science, &amp; <a href="#">Social Studies</a></li> <li>• Created a plan for IEP and students with disabilities</li> <li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Address Determining Instructional Needs Here: Instructional needs will be determined by progress monitoring measures of student learning and pre-assessing students to place where they need to be to grow educationally.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be documented?</p> <ul style="list-style-type: none"> <li>• Clear instructional plans have been created.</li> <li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders.</li> </ul>
<p>Address Documenting Instructional Needs Here: We will be documenting instructional needs by grading assignments, using gradebook and charting students needs and checking for understanding by remote learning (google classroom/zoom meetings, emails and phone contacts). Monitoring TVLA (Fuel education on-line program)</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



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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>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>	
Address Determining Competency Here: Competency will be determined by attendance in the on-line classes and work being completed. Progress monitoring of students will take place by assignments and assessments completed.			
<b>Granting Credit</b>		What method(s) will be used for <b>granting credit</b> for remote learning? <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>	
Address Granting Credit Here: Students will be granted credit or assigned grades by graded assignments in the course they are studying. Students will be required to complete work and turn it in on a deadline. Classroom participation and attendance will also account for credit and grades.			
<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>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>	
Address Promoting Students to a Higher Grade Level Here: Students may be promoted to a higher grade level after they have completed all the standards in their present level. The district will be using the Ohio Department of Education Content Standards.			
<b>Attach any Additional Documentation or Notes (if necessary):</b>			



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SECTION THREE		ATTENDANCE AND PARTICIPATION	
<b>Resource Link(s):</b>		<a href="#">Communications Planning</a>	
<b>Attendance Requirements</b>		What are your school district's <b>attendance requirements</b> for remote learning? <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>	
Address Attendance Requirements Here: Attendance will be daily with teachers. Setting up a classroom schedule for students to follow. On-line fuel education and teacher logs of hours of in class and completion of assignments			
<b>Participation Requirements</b>		How will your school district document <b>student participation</b> in remote learning opportunities? <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>	
Address Student Participation Requirements Here: Teachers will be required to use a Google Doc to track and monitor progress. Grading of assignments will be on a weekly basis. They will be required to assign two to three assignments a week to be completed on a deadline. Daily check in will be completed by Zoom Conferencing, or when attending face to face or within Google Classroom. Monitoring hours logged into our on-line learning program.			
<b>Attach any Additional Documentation or Notes (if necessary): Attendance needs to be recorded daily on remote learning. (Whether online or by phone) See attached worksheet/comments for teacher record keeping.</b>			

SECTION FOUR		PROGRESS MONITORING	
<b>Resource Link(s):</b>		<a href="#">Exceptional and At-Risk Youth</a>	
<b>Progress Monitoring</b>		How will your school district <b>progress monitor</b> student progress with remote learning? <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>	
Address Monitoring Student Progress Here: Staff will be responsible to meet with students/classes on a daily			



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basis. Posting at least two or three assignments a week for completion with deadlines attached. They can also post video/audio recorded lessons for students to watch. This will be followed by a Zoom meeting or Google Hangout. Daily records will be kept by staff on communication with families and students. This will assure progress monitoring of student growth.

**Attach any Additional Documentation or Notes (if necessary): See attached Teacher record sheet and note worksheet to monitor students.**

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<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>● Parent/Student surveys have been reviewed.</li> <li>● Technology plan has been created to ensure equitable access.</li> </ul>

Address Equitable Access to Quality Instruction Here: Chromebooks will be available to students if needed and internet access will be available through the district, if students do not have at home access, either by providing for prepaid hotspots for families or by setting up hotspots within the community.

**Attach any Additional Documentation or Notes (if necessary): Updating all students to new laptop computers so they have the ability to video lessons and work out of Zoom or Google Hangout for online classes.**



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SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"><li>● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>
<p>Address Professional Learning/Development Here: Google classroom (Beginners/2.0 more advance), Setting up Google Meet/Zoom PD for remote learning, How to use Google Forms, Using online whiteboard, Screencastify, How to Build a Google Site, Creating HyperDocs using Google Platforms. See attached agenda of Sept. 2nd Professional Learning Day.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b> Moving forward with Virtual Classroom (Progressbook Integration Tool) through Jefferson County ESC and Trumbull County ESC. Agenda for Professional Learning Day.</p>	



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**September 2 - Lordstown Schools - Professional Learning Day 7:30 - 2:30**

Duration of sessions - 1.25 hrs each

Both staffs will attend an SEL Session - Helping Students to Cope with Trauma  
**Technology Integration Sessions - Pick 2**

Google Classroom for Beginners
Google Classroom 2.0 (more advanced features)
Setting up Google Meet for Remote Learning
SEL - Helping Students to Deal with Trauma
How to use Google Forms for Remote Learning
Using Online Whiteboards for Remote Teaching
Using Screencastify for Remote Learning
Google Site - How to build a Google Site
Creating a HyperDoc using Google Docs
Using EdPuzzle with Google Classroom

**2. Work Time -Time to work on new technology learned with TCESC support.**

**3. Content Support Sessions**

Grades K-5
Grades 6 - 12 Specialists
Grades 6-12 Social Studies
Grades 6-12 Science
Grades 6-12 ELA/WL
Grades 6-12 Math
School Counselors