



Remote Learning Plan



District Name:	East Liverpool City Schools
District Address:	810 W. 8th Street, East Liverpool, OH 43920
District Contact:	Jonathan Ludwig, Superintendent
District IRN:	043919

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 August 21, 2020 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	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> ✓ 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)
<p>Address Determining Instructional Needs Here:</p> <p>The Kindergarten Readiness Assessment (KRA) will be given to all kindergarten students for teachers to measure students' readiness for engaging with instruction aligned to the Ohio Learning Standards. Teachers will use this to inform instruction and tiered and targeted interventions for students.</p> <p>All K-3 students will be assessed in the first weeks of school using DIBELS, 8th Edition. This will inform teachers' progress monitoring schedules as students below grade level will be monitored every two weeks; students on grade level will be monitored quarterly. Data collected from students below grade level and the ELCS D Decision Rules for grades K-3 will determine intervention for these students. Reading Improvement Monitoring Plans (RIMPS) will be created and monitored for each student below grade level.</p> <p>Students in grades K-12 will be assessed in the first weeks of school using STAR Reading and STAR Math. This will inform teachers' progress monitoring schedules as students below grade level will be monitored every two weeks; students on grade level will be monitored quarterly. Data collected from students below grade level will determine intervention for these students. For science and social studies, students will be assessed using the pre-assessments using the Acellus Academy online learning program.</p> <p>All curricula in grades PK-12 will be aligned to the Ohio Learning Standards and the ELCS D scope and sequences and will be grounded in grade-level expectations and standards. High quality instructional materials will be utilized in all content. While instruction will focus on grade-level content, it will also consist of a blend of reviewing material previously learned and new material to ensure that all students' needs are being met.</p> <p><u>Students with Disabilities</u></p> <p>All students identified with a disability will have their IEP reviewed with both the current teacher and the previous teacher unless they are one and the same. Related service personnel will be included as appropriate. This review will be the springboard for a meeting with the student's parent/guardian to review the goals and objectives, any related services, and consider whether or not any compensatory education is</p>	



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required. If so, a plan for how to deliver compensatory services will be developed as well as a discussion of how to deliver Specially Designed Services (SDI) in a virtual environment will be determined. This same discussion will take place with the parents of students with disabilities whether or not compensatory services are warranted. The district Director of Special Education has developed protocols for any face-to-face evaluations that need to be conducted. These same protocols will be adjusted, as needed, for instruction in individual circumstances.

Students with a Written Educational Plan

All identified and served gifted students in grades 1-12 will be on a Written Education Plan (WEP) that will give detailed information on instructional goals aligned to the Ohio Learning Standards and describe curricular goals that will be differentiated (complexity, pace, breadth, depth) based on each individual student's needs. The Coordinator of Gifted Services and the teacher of record that serves each gifted student in the Math and/or Reading classroom will work collaboratively to create each student's plan using the SameGoal program. Plans will be finalized in October/November and mailed home to families. Subsequently, Written Education Plan Progress Reports will be mailed home each quarter to describe each child's progress toward the goals written in the WEP.

English Learners

Each EL student will have the OELPA administered and all supports and services will be based upon the results gained from the assessment.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> ✓ Clear instructional plans have been created ✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Address Documenting Instructional Needs Here:

Teacher Based Teams (TBT) of grade level or content area teachers across buildings will be provided with common planning time each Wednesday. This time will be used to collaboratively create grade-level instruction. Teacher Based Teams will also meet each Wednesday to review student data, identify students' strengths and areas of improvement, and identify strategies to positively impact student performance. Weekly instructional plans will be collected via Google Docs and reviewed weekly by building administrators; administrators will provide timely and meaningful feedback to teachers to inform their instruction. All instructional plans will be aligned to the Ohio Learning Standards and the ELCSD scope and sequences. Teachers will utilize Google Classroom as the common Learning Management System to present and document instruction. Parents will have access to their student's Google Classroom to help them monitor student work and progress. Teachers will also utilize the Remind app to promote two-way communication with families. Families will also have access to ProgressBook, teachers' online grade book, to monitor their student's performance in the classroom. RIMPS will be created for each K-3 student reading below



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benchmark as identified through the DIBELS, 8th Edition. These plans will be created in collaboration with parents and guardians, and student progress will be monitored bi-weekly, and then students' progress will be updated and communicated monthly. IEPs The majority of our students with disabilities are included in the general education classroom where an Intervention Specialist is assigned. students will receive in-class support from both the general education and special education teacher as they would in a face-to-face classroom. The virtual schedule that has been developed allows for the Intervention Specialist to provide additional support time to those students who may also be in the resource room.

Students in self-contained classrooms will have their services delivered based upon individual circumstances and their ability to access virtual learning. In some cases, paper/pencil materials may be provided to the family and the teacher and/or therapist may have to follow some alternate protocols for providing some face-to-face instruction or supporting the family in how to best assist.

The Director of Special Education has developed protocols for any face-to-face evaluations that need to be conducted. These same protocols will be adjusted, as needed, for instruction in individual circumstances.

English Learners

In-Class support during Remote Learning with General Ed/Content Teacher will occur if a student is determined to receive in-class support based on the OELPA. An Intervention Specialist will provide that support during the general education class time to ensure that appropriate supports and accommodations are provided to the EL students in the class through remote learning. If a student is determined, again based on the OELPA, to receive out of class support time during remote learning then the Intervention Specialist will provide specific language acquisition support within the times available within the ELCSO remote learning plan. Teachers are responsible to create their group of students and notify their parents, building administration, and staff.

Written Educational Plans for Gifted students

All Written Education Plan goals are aligned to Ohio Learning Standards and can be measured and documented in various ways to include, but not limited to, formative and summative assessment data, NWEA STAR scores, conferencing with the student via Zoom or phone, graphic organizers, rubrics, student products/projects, anecdotal records, student presentations, pre-post assessments, checklists, and periodic self-assessment.

Attach any Additional Documentation or Notes (if necessary):



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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:

Learning goals and the criteria used to determine when students meet those goals will be a focus of the remote classrooms. All learning goals will be aligned to the Ohio Learning Standards and the ELCSO scope and sequences. Timely and meaningful feedback on student work will continue to be a focus as it is in the traditional classroom. Teachers will continue to help students see assessments as learning tools that have an integral role in the learning process. Letter grades will be based on evidence of student learning and entered in teachers' online grading books frequently as a communication tool to students and families.

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:

Grades are a way to communicate progress with both the student and their families, and teachers must assess student work and provide meaningful feedback about what students are learning. Grades must be as clear and accurate as possible while also taking into consideration the varied circumstances that students and schools are facing during this time of remote learning.

As our students participate in remote learning, teachers will grade their work, provide feedback and keep their grade books up to date in accordance with the expectations set by the district. Aligning with existing systems will help teachers document students' areas for improvement as noted in grade books, report cards, and/or other platforms for recording progress so that this information is accessible to students and families as they navigate the virtual classroom.

While we assess student learning in new ways, we also review their work holistically by accommodating and supporting those who face challenges accessing remote learning. The guidance document being developed is designed to help our buildings adapt—not recreate—their grading policies to meet students' needs in a remote learning context. The district will continue to adhere to Board Policy regarding the reporting of student progress: The Superintendent, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents which

1. ensure that both student and parent receive ample warning of a pending grade of "failure" or one that



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- would adversely affect the student's status;
- enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
- 2. specify the issuance of report cards at intervals of not more than nine (9) weeks;
- 3. ensure a continual review and improvement of methods of reporting student progress to parents.

Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none"> ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:

ELCSD will continue to adhere to Board Policy regarding the promotion of students. A student will be promoted to the succeeding grade level when s/he has

1. completed the course and State-mandated requirements at the presently assigned grade;
2. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
3. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
4. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	Communications Planning
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Attendance Requirements	What are your school district's attendance requirements for remote learning? <ul style="list-style-type: none"> ✓ Created a communication and attendance plan for staff and students
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Address Attendance Requirements Here:

Attendance during remote learning will be used as a tool to ensure all students have the academic and social-emotional support they need. To help track attendance, teachers will mark which students are participating in remote learning daily and which ones aren't to help them better address equity and access challenges. The multi-tier system of support (MTSS) team, including the Attendance Officer, building administrators, teachers, social worker, and school counselor will work to support any students identified as



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needing support and will develop an Attendance Plan if required. As with brick and mortar instruction, attendance is expected and will be closely monitored in a virtual environment. The district Attendance Officer will continue to track attendance and make phone calls home to inquire why the student was not logged into their synchronous classroom or have not posted required work into the Google classroom.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <ul style="list-style-type: none"> ✓ Created a plan for documenting student participation in remote learning ✓ Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:

For remote learning, ELCSD will utilize a mixture of synchronous and asynchronous instruction. Synchronous instruction may be very similar to on-campus instruction. Synchronous instruction is a two-way, live instruction between a teacher(s) and student(s) through electronic devices. In the synchronous instructional model, students logged in at the teacher’s attendance time are marked present for that day. Students not logged in at the teacher’s official attendance time are marked absent. Buildings will be required to take daily attendance under all learning models. This means students will have to be present for in-person learning, logged in at the specified attendance taking time for synchronous remote learning, and/or demonstrate engagement for asynchronous remote learning each day to be counted present for credit purposes.

During synchronous instructional time, students will be able to earn participation points based upon the content being discussed. A maximum of ten (10) points will be able to be earned per synchronous class meeting. This provides an opportunity for students to be actively engaged and for the teacher to interact with students in a discussion format. For any student unable to access the synchronous class, they are able to earn the same points by listening to the recording of the class then either providing the teacher with an email outlining five (5) comments related to the discussion that was held or having a conversation with the teacher in regard to the class recording. Asynchronous instruction does not require all participants to be virtually present at the same time.

Asynchronous instruction may be provided in a self-paced online course with intermittent teacher instruction, preassigned work with formative assessments posted for students in their Google Classrooms, watching pre-recorded videos of instruction with guided support. In the asynchronous instructional model, students will engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. School grading guidelines for remote student work will be consistent with those used before COVID-19 for on-campus assignments. In order to take attendance in this model, teachers should check daily for student “engagement”. If students are engaged for the day, they would be marked as present. Staff may also determine “engagement” by student progress in the student’s Google Classroom, the turn-in of assignment(s) that day, or progress from teacher/student interactions made that day.

Attach any Additional Documentation or Notes (if necessary):



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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>✓ Developed a Plan to monitor student progress with remote learning</p>
<p>Address Monitoring Student Progress Here:</p> <p>All students' performance will be documented via ProgressBook, teachers' online grade book. Families have access to this as well as teachers' Google Classrooms. Teachers will also use the Remind app to encourage two-way communication with families.</p> <p>The MTSS process will be used to progress monitor students deemed at-risk academically and/or behaviorally. Each school has identified members of their staff that will meet monthly to discuss student supports and progress. The team may meet more often if deemed necessary. Social workers, guidance counselors, and parent engagement coordinators are members of the MTSS teams as well to ensure that all stakeholders are involved in providing support to students.</p> <p>ELCSD teachers will meet in cross-building TBTS as grade-level teams and content areas to discuss instructional best practices, methods, and strategies. This will help to ensure the equity of instruction across the district. During this planning time teachers will continue to monitor students' academic progress in all academic areas; including, but not limited to ELA, math, social studies, science, social sciences, and SEL.</p> <p>ELCSD will continue to utilize TBTs, the framework and model throughout the year as a means of progress monitoring. ELCSD teachers will continue to use grade-level assessments. Assessments will be virtual, formative, and summative through our online platforms and by student work. Student progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during grade-level TBTs. Similar to our current MTSS model, if teachers identify academic concerns or adjustments, differentiation of instruction will occur as identified through our MTSS intervention plan. With distance learning, ELCSD will continue to monitor instructional delivery through our weekly TBTs and make adjustments to scaffold learning as needed.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<p>Technology Needs</p> <p>Data Use: Gathering Stakeholder Input</p>
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction</p>



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	through remote learning? ✓ Parent/Student surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access
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Address Equitable Access to Quality Instruction Here:

ELCSD is committed to ensuring all students have equitable access to instruction. The district has surveyed families to identify those needing technology and internet access, and the necessary technology and internet access will be provided to all families in need.

Given device limitations and family circumstances, students should not be penalized for not participating in synchronous learning and should be given another option. For example, any live instruction teachers choose to offer should be available in an asynchronous, recorded format as well.

Students with Disabilities

Students will have their services delivered based upon individual circumstances and their ability to access virtual learning. In some cases, paper/pencil materials may be provided to the family, and the teacher and/or therapist may have to follow some alternate protocols for providing some face-to-face instruction or supporting the family in how to best assist. The Director of Special Education has developed protocols for any face-to-face instruction in individual circumstances.

Gifted Students and those on Written Educational Plans

All gifted students and those on a Written Education Plan will work on their Math and/or Reading goals through their school-issued technological device to receive instruction. students will use this device to receive instruction, turn in assignments, and take assessments. If a gifted student and those on WEPs would need one-on-one instruction or conferencing, students can participate with their teacher through Google Meet.

Attach any Additional Documentation or Notes (if necessary):



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SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> ✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <p>Professional development began in the spring to support teachers in strategies to support students instructionally and technologically during remote learning. The ELCSD Technology Integration team hosted live and recorded webinars to support teachers in their use of Google Classroom, the Zoom platform, as well as various tools to support and engage students.</p> <p>The Director of Curriculum, Literacy Specialist, and building principals worked with our instructional vendors to host live and recorded webinars on how to best use our resources online. Amplify, UFLI, and Really Great Reading Phonics, also hosted webinars to support teachers in their online instruction. During the summer months, the Technology Integration team provided teachers with continued professional development on the Google Suite with the intent that all teachers obtain a working knowledge of how to utilize and embed the features from the Google Suite into their daily instruction. August 24 through September 4 will be devoted to teachers' professional development. PD will be provided by the Technology Integration and County Health Department, building Principals, as well as various vendors used to support students' instruction. During remote learning, each Wednesday will be devoted to teachers' collaboration and professional learning. The focus will be on collaborative instructional planning, assessment, reflection, and then increasing professional knowledge to support student instruction. Building administrators and instructional coaches will lead and facilitate this weekly collaboration and professional learning opportunities. An onboarding plan is being created to support new educators in the district and will begin to be implemented in August.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	