

EASTERN LOCAL SCHOOL DISTRICT

Remote Learning Planning Guide

2020-2021

(Pursuant to Sub.H.B. 164)

School District Name: Eastern Local School District

School District Address: 50008 State Route 681 Reedsville, OH 45772

District Contact: Steve Ohlinger, Superintendent *SO 7/24/2020*

District IRN: 048512

Approved by the Board of Education: July 23, 2020

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Overview:

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."

Description of how student instructional needs will be determined and documented:

The instructional goal of remote learning is to minimize the disruption that a possible temporary or long-term shutdown would have on the instructional process for students attending the Eastern Local School District (ELSD). While the online option is preferred, it is understood that the limited technological

infrastructure and financial resources within the district and community may create hardships for those that lack connectivity. As such, teachers will make every effort to help ensure that all remote content is in line with the current academic needs of their students and will make all efforts to support student learning during any school-wide shut down.

Instructional needs for each students and/or classroom experience will be determined by our individual instructors following the requirements and guidelines as written in Ohio's Learning Standards.

The ELSD has made the determination to utilize the learning platform, Google Classroom, for its online component. For students/families lacking internet connectivity, the Google Classroom platform allows for students to use their phones to call into the class meeting and have two-way communication with their teacher and other attendees.

Additionally, for those students/families lacking internet connectivity, printed or electronic packets of curricular materials will be provided to these students. The expectation will still be the students will be calling into the classroom meeting for additional learning or assistance in completing these curricular packets of learning materials.

Instructional needs will be documented by our teachers through the use of monthly curricular maps that will be submitted to their respective building administrator. These maps will be utilized to develop the methodologies of the delivery of the high quality instruction as well as the modalities of meeting the needs of each of their students, whether this be through Google Classroom, Google Meets, Remind App, etc. Weekly lesson planning shall outline how the learning activities and content provided to the students in a remote setting is in line with the regular curriculum presented to students in the normal face-to-face instructional environment. These weekly lesson plans will provide the detail of the individual lessons as outlined by the curriculum maps.

Each of our three building principals will also be included in the Google Classroom platform for each teacher's classes. This will enable our building principals to assist when referencing parental questions and/or concerns. This inclusion of the building principal into the online platform will be in conjunction to the above stated lesson planning and is not intended to replace lesson planning by our teachers.

Along with a pre-determined classroom meeting time for lesson delivery, it is expected that teachers will set aside time, daily/weekly, for "office hours". This time will be utilized for additional assistance for individual/small group help sessions or for answering parental questions.

Method for determining competency, granting credit and promoting students:

Inasmuch as feasibly possible, student competency will be determined in the same manner as would be determined in a traditional face-to-face classroom setting. Teachers shall monitor the progress and successful completion of the presented/assigned curriculum and then assign a performance grade for each student's successful level of mastery of the content. Grading standards for remote learning will be consistent with the normal methodology used by each teacher and in accordance with school and district policies. With guidance from administration, teachers may modify existing grading criteria to better fit the remote learning environment if it is necessary to help students more effectively deal with

the challenges of this type of service delivery (e.g. removing penalties for late work, provide larger testing windows, etc.)

All remote learning grades shall be entered into our student database system, Infinite Campus, as would be done if in a traditional face-to-face delivery method. Grades earned during remote learning would have the same weight as any taken during times when school is fully or partially open and will be consistent with district grading policies. Final grade calculations for each quarter, as well as the school year, may represent a mix of remote and in-person instructional time.

All assignments in Google Classroom will show grades; however, just as when students are in a face-to-face learning environment, all assignments may not be recorded as an official grade in the grade book. Some assignments will be only counted for completion or attendance while others will be counted as grades. Students will be expected to check for teacher feedback to ensure that skill attainment is moving forward in the right direction.

Depending upon the nature of the course, credit and/or promotion will be determined by the calculated “final” grade as determined by the level of success of each student on their assigned classroom curricular materials. These final grades determination for credit and/or promotion will be consistent with the Eastern Local School District’s Board of Education policies.

Attendance requirements, including how participation in learning opportunities will be documented:

Attendance will be tracked daily through a variety of methods. Each teacher will have scheduled whole class and/or small group meetings using Google Meet throughout the week. Attendance of these scheduled meetings will be mandatory for attendance purposes. If students are unable to use the video conferencing feature due to limited internet access or other unforeseen reason, phone call will be permitted into the meeting and will be acceptable for attendance purposes. Another method of attendance tracking will be the submission of assignments. Students will need to be timely in turning in assignments by the noted due date in Google Classroom. Another method of tracking attendance can take place by logging into an assigned website for classroom work, such as IXL, MobyMax, completion of assigned curricular packets, or other methods as determined by the administration.

Documentation of attendance will follow district protocols same as if students were in a traditional face-to-face instructional setting. The use of the student database system Infinite Campus will be the mode of documenting student attendance.

How student progress will be monitored:

As outlined in the previous sections of this document, student progress will be monitored through the use of Google Classroom, Google Meet, as well as individual phone conversations between the teacher and student(s).

This monitoring can also be used to gauge the wellbeing of our students. Inasmuch as school work being important, the social and emotional needs of our students is also paramount during the stressful times

of an extended school closure. Teachers will work closely with their individual building administrator and school counselor when the need arises to assist a student with their social and emotional needs.

How equitable access to quality instruction will be ensured:

Equitable access can take on many connotations. Some students will not have the access to internet connectivity to complete learning activities assigned on this platform, while other students may not have equitable access by determination of being at risk. At risk students in a remote learning environment can be limited to equitable access by nature of their situation. These at risk students are, but not limited to, students with disabilities (as determined by their IEP and/or 504 plan), homeless students, students in foster placements, etc.

The ELSD is committed to providing equitable programming for all of our students. Our district will provide internet connectivity in our school parking lots for those parents/students who desire to work through the district's online platform. Our teachers will provide, on an as needed basis, paper packets of curricular materials relating to the timing of the concepts being taught.

All learners will continue to require flexible and responsive support for their academic, behavioral, and wellness needs. The ELSD has committed resources to support ongoing intervention in 2020-2021. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction and individualized instruction per a child's need. Support staff and resource teachers, including school counselors, psychologists, and social workers, will work flexibly across the school to address student needs.

Special Education services for students with disabilities will include an adherence to their Individualized Education Plans, completion of their Specially Designed Instruction, monitoring of their progress with specific data points, and full compliance with all federal and state requirements. Special Education services will include more synchronous learning opportunities through Google Meet, Zoom, telephone, or face-to-face, when applicable and in coordination with the Meigs County Health Department. Intervention Specialists will be available for students throughout the course of the traditional school day and will arrange intervention for each child per that child's Least Restrictive Environment and Specially Designed Instruction requirements. This will include all aspects of a child's IEP including academic, behavioral, or social goals, accommodations and modifications, and any related services.

When necessary, virtual meetings will be used to convene special education procedural meetings, such as Suspected Disability, reevaluation, eligibility, IEP Annual Reviews, etc. To the greatest extent possible, the district will adhere to federal and state timelines for initial evaluations and reevaluations. Any changes to the district's traditional protocol will be documented via a Prior Written Notice. The district will utilize _____ to digitally sign all Special Education records.

Professional development opportunities offered to teachers:

ELSD Professional Development will be provided to address technological platforms, remote learning tools, and pedagogical supports. Google Classroom will be the district's primary Learning Management System and Professional Development will be supported to address all aspects of its functionality and

use across the district. Additionally, other G Suite tools, including Accessibility Features, will be taught to the staff in order to meet the needs of all students.

Professional Development tools will be highlighted by those staff members who have authenticated their use during the primary Covid-19 shutdown. These tools will address the following aspects of Remote Learning: Content Area Resources, Teaching Strategies for Online Learning, Student Remediation and Supplemental Tools, and Assessing Student Knowledge. Professional Development for these tools will be provided in a face-to-face format with small groups. Additionally, each session will be made available via live-stream recordings or screencasts to all staff members.

Finally, the district will provide Professional Development highlighting evidence-based frameworks of Remote Learning opportunities. The goal of the district will be to *progress* instruction in a remote format and teachers will need clarification on what that looks per grade level. The district will provide clear expectations for Remote Learning Classrooms in terms of content addressed, expectations of student participation, quality and quantity of asynchronous and synchronous communication, Social and Emotional supports, assessment of student progress, and reflection upon practice.

Professional Development will be developed in collaboration with the District Curriculum Coordinator, the K-8 Technology Instructor, and teachers representing Math, Science, Social Studies, English Language Arts, Special Education, and World Languages with grade bands K-12 represented.