



# Remote Learning Plan



District Name:	Eastwood Local Schools
District Address:	120 E. College Ave. PO Box 837, Pemberville, Ohio 43450
District Contact:	William Welker
District IRN:	050674

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."*

***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](mailto:remotelearning@education.ohio.gov).***

***NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at [remotelearning@education.ohio.gov](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://www.education.ohio.gov).***

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the **Remote Education Planning website**. Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the **Attendance Considerations for Remote Learning Plans website**. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

**Consider how instruction will 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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<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</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:</p> <p>Instruction, whether face-to-face or remote, will be based on the Academic Content Standards as well as the district's work on aligning standards to instruction. Prior to the allowing parents to enroll children in the Eastwood Online Academy, which is the district's option for fully remote learning for students and parents who desire such a program, details regarding attendance, completion of synchronous and asynchronous assignments, and overall expectations were provided. Details regarding the requirements for full day online instruction as well as remote learning days in the district's hybrid model were also provided</p> <p>These guidelines were developed after reviewing surveys from staff about the remote learning outcomes in the spring of 2020, discussions with experts in fully online instructional systems, and consultation with our team.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p> <p><b>No additional documents at this time.</b></p>	



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## SECTION ONE

## INSTRUCTIONAL NEEDS

Resource Link(s):	<u>Determination of Student Educational Needs</u> <u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</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:</p> <p>Due to the challenges of the coronavirus, the district is looking to develop plans to meet the needs of students/parents who would like a fully online experience, as well as providing an educational platform that will allow the district to provide social distancing where practical, while implementing other mitigation strategies.</p> <p>The district has adopted a multi-tiered approach that includes fully in class instruction, a hybrid where students attend school on certain days per week while completing coursework online, and a fully remote option.</p> <p>Instructional needs will be met by aligning the online/remote coursework with the power standards as developed by our staff based on the Ohio standards.</p> <p>Students with disabilities will be served in class when the students are available and online via Google Meet when students are working remotely. All materials will be provided on our platform, Schoology, as well as hard copies where needed and appropriate.</p> <p>WEP goals will be met via Google Meet meetings on Mondays which is the district's fully online day based on the hybrid model. Others will be met via Honors, CCP, or Advanced classes. Student acceleration will be maintained, and new students will be identified for the district's EAGLE Program which provides enrichment for students in grades 3-6.</p>	



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	<u>Teacher Level Educational Considerations and Planning</u> <u>Non-Building Based Learning Opportunities</u>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
Address Determining Competency Here:  Eastwood Local Schools will follow current grading policies for determining competency and granting HS credit for all students. Data will be used to inform decisions regarding promotion and retention in grades K - 8 in accordance to Board Policy. The district will work with its teachers to establish minimum expectations for the frequency of data entry of grades into our student information system for the purpose of timely communication and feedback with families and students. Parents of students at risk of passing courses or graduating will be notified at least bi-weekly and teams will collaborate to find successful interventions to set students on the right path.	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>• Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
Address Granting Credit Here:  Eastwood Local Schools will follow its existing grading policies for reporting grades, determining competency, and granting credit for all students, including those enrolled in remote learning. The district will work with its staff and admin team to establish minimum expectations for the frequency of data entry of grades into Schoology for the purpose of timely communication with families and students. Parents of students at risk of passing courses or graduating will be notified weekly and teams will collaborate to find successful interventions to set students on the right path.	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? Possible/Optional item(s) to consider: <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:  Eastwood Local Schools will follow its existing grading policy for reporting grades, determining competency, and promotion of students in grades K-8. These data points inform promotion and retention in grades K - 8 in accordance to Board Policy. The district will work with its teachers to	



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establish minimum expectations for the frequency of data entry of grades into our student information system for the purpose of timely communication with families and students. Parents of students at risk will be notified weekly and teams will collaborate to find successful interventions to set students on the right path.

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

### **5410 - PROMOTION, ACADEMIC ACCELERATION, PLACEMENT, AND RETENTION**

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee (Policy 2623.02).

#### **Promotion:**

A student will be promoted to the succeeding grade level when s/he has:

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

#### **Academic Acceleration:**

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for



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evaluation for whole-grade or individual subject acceleration will be available at each school building.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a grading period.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty- five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

- A. a parent/guardian, or a representative designated by that parent/guardian
- B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. a principal or assistant principal from the child's current school
- D. a current teacher of the referred student
- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.



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If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within thirty (30) calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

## Retention:

A student may be retained at his/her current grade level when s/he has:

- A. failed to demonstrate proficiency in mathematics and reading and/or the core subjects of science and social studies;
- B. failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level;
- C. scored below proficient level on any State-mandated test.

A student may be placed at the next grade level when retention would no longer benefit the student.

The Superintendent shall develop administrative guidelines for promotion, placement, and retention of students that:

- A. require the recommendation of the relevant staff members for promotion, placement, or retention;
- B. require that parents are informed in advance of the possibility of retention of a student at a grade level;



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- C. assure that efforts will be made to remediate the student's difficulties before s/he is retained;
- D. assign to the principal the responsibility for determining the promotion, placement, or retention of each student;
- E. provide parents the opportunity to request the promotion, placement, or retention of their child;
- F. provide parents the opportunity to appeal the decision about their child's promotion, placement, or retention.

## SECTION THREE

## ATTENDANCE AND PARTICIPATION

<b>Resource Link(s):</b>	<u>Communications Planning</u> <u>Attendance Considerations for Remote Learning Plans ODE Website</u> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning?  Possible/Optional item(s) to consider: <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 monitored and recorded through various means, such as logging into Schoology, completing an assigned Formative Assessment question at the end of an assignment, completing an online Schoology assignment (recorded in analytics), time and completion of tasks using 3rd party programs like Aleks, Gizmos through Explore Learning, IXL, etc. The tool used to take attendance may be different day to day and class to class. All other attendance policies as listed in the student handbook are in effect.

There will be a distinction based on the course developed by the staff for completion of work assigned in an asynchronous manner. Weekly completion will be determined to satisfy attendance requirements for the class.

Students not logging in or completing any assigned tasks will be considered absent and parents will be notified. Students who persistently do not log-in and complete assigned work will be referred to attendance diversion programs established in the Student Handbook.





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<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <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>
<p>Address Student Participation Requirements Here:</p> <p>Student participation with remote learning opportunities will be monitored using several data points to include: 1) attendance noted when the student is visibly participating in online learning taught by Eastwood Local teachers; 2) completion of assignments; 3) maintenance of pace with online courses; 4) participation in online meetings and group instruction; and 5) electronic monitoring of participation (logins) with online learning. Students are expected to participate in school in accordance with the district's schedule of classes.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION FOUR		PROGRESS MONITORING	
<b>Resource Link(s):</b>	<u>Exceptional and At-Risk Youth</u>		
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed a Plan to monitor student progress with remote learning</li> </ul>		
<p>Address Monitoring Student Progress Here:</p> <p>The district will continue to use local and purchased resources to monitor student progress with remote learning. K - 8 students will continue to participate in universal screenings (benchmarking) three times annually in the areas of reading and math. Students falling below expected targets will be continuously monitored by the teacher and may be referred to an intervention assistance team. Students attending school remotely with individualized education plans like IEPs, WEPS, WAPs, and English Learning plans will be monitored for continued growth toward mastery of goals by caseload managers in special education and gifted education. Students learning from home using remote</p>			



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formats will follow the same curriculum and pacing as students present in the brick and mortar buildings. Teacher teams will analyze this data on a regular schedule. Students attending the Eastwood Online Academy will meet weekly or more with the staff member assigned to monitor the students progress and will provide feedback to administrators and parents. Meetings will be held for students attending the online academy who do not meet minimum expectations. Parents, students, staff and administrators will evaluate their progress and discuss needs for intervention and assess whether or not the platform is appropriate for the student moving forward. The district will also leverage traditional methods of reporting progress like parent / teacher conferences and our student information system, as well. Meetings will be held remotely using Google Meet.

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

## SECTION FIVE EQUITABLE ACCESS

<b>Resource Link(s):</b>	<u>Technology Needs</u> <u>Data Use: Gathering Stakeholder Input</u>
<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> <p>Possible/Optional item(s) to consider:</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:

The district will provide high quality remote instruction through the use of Eastwood staff and vendor services. All students will have the option to determine if they wish to attend the Eastwood Online Academy or in-person education best suits their needs. The district will continue to provide individualized services for qualifying students enrolled in remote learning in the areas of special education, acceleration, gifted, English Learner services, and Response to Intervention. These services can include accommodations, specially designed instruction, and related services, in accordance with individualized plans. The district will strive to provide equitable and parallel learning opportunities to all learners. The district will ensure that all students attending school remotely have access to instruction through use of a district-owned device, if needed. Additionally, for families without connectivity to the Internet, the district will work to secure access through funds from the Broadband Grant. This could include access to current internet service providers as well as wifi hotspot devices to be purchased through the grant.



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Attach any Additional Documentation or Notes (if necessary):

## SECTION SIX PROFESSIONAL LEARNING

Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</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>

Address Professional Learning/Development Here:

The district has a robust eLearning program already with a Director of eLearning who serves all three K-12 buildings in the district. In addition, there are eLearning Consultants in each building who also provide regular professional development to teachers. The district also provided three days of professional development this summer on designing high quality online learning lessons and resources, Schoology which serves as the district's Learning Management System, and vendor online learning tools. In addition, assessment was a large part of the planning for the coming year.

Attach any Additional Documentation or Notes (if necessary):