



REMOTE LEARNING PLAN

The staff of Euclid City Schools continue to strive to provide an excellent education for our students, grades PK-12. This plan has been developed to meet the requirements of HB164 for remote learning. The goal of remote learning is to ensure learning continues even if school buildings close for in-person instruction. Students will participate in teacher-led lessons through online learning platforms. They will also complete self-directed assignments in offline lessons, interdisciplinary, or hands-on learning activities.

All students in grades PK-12 will begin the year in a remote learning environment. As circumstances change, some students will return to school in a hybrid manner, while others may continue learning only remotely. For the first quarter, the primary learning platform for students in grades K-8 will be Google Classroom and in grades 9-12 Schoology. Students in Pre-K will work through learning packets and offline assignments.

Plans for remote learning were developed as a collaborative effort among classroom teachers, intervention specialists, instructional coaches, department chairs, technology staff, and building and district administrators. Revisions to this plan may occur throughout the year and will be approved through the Superintendent.

During remote learning, instructional will take place through formats including:

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

SECTION ONE

How will instructional needs be determined and documented?

Instructional needs are determined through analyses of Ohio state standards for each grade level and content area, in conjunction with student past performance on state tests. Curriculum guides have been developed to address the core content needs, as well as to bridge any gaps from the previous grade's standards. These pacing guides document instructional sequences, resources, and assessments. They have been developed as a collaborative effort among teachers, instructional coaches, and administrators, and are also reviewed through TBT, SLT, and in district-level meetings. As student needs are more narrowly determined through diagnostic and classroom assessments, pacing guides may be adjusted to ensure adequate instruction in all areas, especially any gap areas.

Teacher instructional plans will identify lesson objectives tied to state standards, instructional strategies, and plans for student assessment in lessons and units. Teacher-based-teams will identify common student needs in the grade level and/or content area. Teams will include a delineation of student performance data, as well as specific strategies that will be consistently used to address any learning gaps. As students are assessed throughout a unit, learning needs will be revisited to check for progress.

Needs of students with disabilities continue to be documented in IEPs. Individual Education Plans include specific strategies that may be used with students to assist in their learning, as well as additional supports that may be needed. School teams, which include teachers, administrators, and intervention staff, working alongside families and students, will continue to communicate throughout remote learning so that students can be successful.

Additionally, remote learning schedules were developed by committees at each level (elementary, middle, and high school). Members of these committees included teachers, instructional coaches, department chairs, and administrators. As instruction takes place remotely, these committees will periodically reconvene to determine if any adjustments need to be made. This will then be communicated to appropriate staff.

Expectations for student learning will be communicated to students and families through the district website, teacher and principal communications, and online learning platforms.

SECTION TWO

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

*What method(s) will be used for **granting credit** for remote learning?*

*What method(s) will be used for **promoting students to a higher grade level** with remote learning?*

Course assignments and assessments will be used to determine competency during remote learning, as in traditional face-to-face learning. General grading policies are outlined in school handbooks. Classroom teachers provide course-specific grading guidelines through communications to families using formats such as online learning platforms, newsletters, and email. Course grades are determined through any combination of individual assignments, course participation, tests/quizzes, and group assignments.

Granting credit for remote learning will be done in the same manner as is done for traditional face-to-face learning. At the secondary level, student schedules have been developed to ensure students continue on their path to graduation. Credit is earned when a student successfully completes the requirements for the course.

The guidelines for promotion to the next grade level will continue to follow our current process. At the secondary level, student quarterly grades are used to determine promotion to the next grade level. Policies for course grades are outlined in school handbooks. At the elementary level, teachers communicate with parents as concerns arise about student competency for the next grade level. Instructional teams that include teachers, support staff, and administrators work together to address student needs. Common criteria are developed so that all elementary schools in the district have common procedures for retention or promotion.

SECTION THREE

*What are your school district's **attendance requirements** for remote learning?*

*How will your school district document **student participation** in remote learning opportunities?*

Students are expected to attend and participate in online learning sessions as they would in face-to-face classrooms. Schedules were created through committees to identify when online teacher-directed sessions will be held and when students participate in self-directed learning.

To meet attendance requirements during remote learning students may engage in the following:

- Students participate in online, teacher-directed learning sessions.
- Students will have individual assignments to complete in self-paced work.
- Students are required to check-in daily through our LMS, Infinite Campus.

Student participation in remote learning opportunities will be reported through our Student Information System. Students, parents, and teachers will be able to document participation/attendance daily. Specific attendance expectations will be consistently communicated to students and families by teachers and administrators. Staff members will work with families to address any obstacles to full participation in remote learning. If there are circumstances that prevent a student from fully participating in an online learning session, students will have opportunities to still receive credit for the learning, in accordance with Board Policy.

SECTION FOUR

*How will your school district **progress monitor** student progress with remote learning?*

Student progress will be monitored through both online publisher-created assessment resources and teacher-created classroom assessment resources. Students in grades 1-8 will take the iReady diagnostic assessment in both reading and math. The results from this will be used to determine instructional strengths and needs. In addition to the diagnostic, growth monitoring checks, and mastery assessments will be used to monitor student progress.

Unit assessments will be used to determine progress on specific standards. Throughout instructional units, teachers will also conduct formative checks during lessons and through independent assignments to monitor student progress. In remote learning, formative checks could include items such as questions during teacher-led online learning classes, a mini quiz, or an online student response.

Through teacher-based-teams and collaborative administrative meetings, student progress will be reviewed. Data visualizations will be developed to assist with analysis of student performance, and we will be able to compare progress this school year compared to previous school years. Teachers will continue to communicate with families about student performance.

SECTION FIVE

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

During the school closure in the spring of the 2019-2020 school year, families of students in grades 3-12 were able to borrow one district-provided chromebook for students to use. About 1500 families borrowed chromebooks at that time, demonstrating that approximately 60% of families would have been without the necessary technology for lessons had we not been able to provide it.

For the 2020-2021 school year, we will provide a device for all students, KG through grade 12. KG through 5th grade students will have ipads and students in grades 6 through 12 will be provided with chromebooks. This will ensure equitable access to technology for all students. For families who may need improved access to internet connectivity, there will be opportunities to come to school buildings to join classroom online sessions or to complete assignments. We are also working with community partners to provide internet access points to a limited number of families across the district. These efforts are to ensure all students are able to effectively access instruction during remote learning.

Family orientation and device pick-up will be held during the first full week of school. During this time, school staff will ensure students obtain and log into a device, understand expectations for online learning, and know where to access informational and help videos. By engaging individually with families, we will confirm that all

students understand the expectations for online learning.

Additionally, common learning schedules were developed at each level (PK-KG, elementary, middle, high) so that instruction is consistent. This allows for equitable access to instruction for students. Additional resources that may be needed, such as workbooks, will be provided to students as well.

SECTION SIX

*What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful?*

Multiple professional development opportunities will be available for teachers to increase their skills in delivering lessons in a remote learning environment. These sessions will be held during the first nine days of the school year, so that teachers are well-prepared to deliver online lessons that are effective and engaging. Topics for professional learning sessions include, but are not limited to:

- Synchronous and asynchronous learning
- Remote learning tools such as Zoom, Loom, Nearpod, and Kami
- Online learning platforms, Schoology and Google Classroom
- Curricular resources
- Use of assessment data