



# Remote Learning Plan



District Name:	Youngstown City School District
District Address:	045161
District Contact:	CEO Justin Jennings
District IRN:	474 Bennington Avenue, Youngstown, Ohio 44505

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 [remotelarning@education.ohio.gov](mailto:remotelarning@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 [remotelarning@education.ohio.gov](mailto:remotelarning@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](#).

**Consider how instruction will take place? (check all that apply)**

- X - Teacher-student interaction through online learning platforms
- X - Online lessons for student to work on at home
- X - Offline lessons and instructional packets for students



# Remote Learning Plan



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 <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> <li>• Created a plan for EL students</li> </ul>
<p><b>Address Determining Instructional Needs Here:</b></p> <p>All K-3 scholars will be assessed in the first weeks of school using DIBELS Acadience. This will inform teachers' progress monitoring schedules as scholars below grade level will be monitored every two weeks and all other scholars will be monitored adhering to a district-adopted progress monitoring calendar. This benchmark data and the YCSD Decision Rules for Grades K-3 will then be used to inform intervention throughout the week for all scholars. Reading Improvement Monitoring Plans will be created and monitored for each scholar reading below grade level.</p> <p>Scholars in grades 2-8 will take a benchmark assessment using the MindPlay reading program. MindPlay is an online educational software designed to assist scholars of all ages with their reading needs. This benchmark data and the YCSD Decision Rules for Grades 4-8 will then be used to inform intervention throughout the week for all scholars.</p> <p>The NWEA MAP will be used as a benchmark assessment for all scholars in grades 2-11 for reading and all scholars in grades K-11 in math. Students in grades 5, 8 and 9 will also take the science assessment. According to NWEA, the remote test taking experience will be nearly identical to its onsite counterpart, with changes mainly in proctor communication and the log-in process. However, the item bank, interface, and test management tools remain the same. Teachers and Teacher Based Teams will utilize the benchmark data as well as the NWEA Learning Continuum to assess and meet scholars' specific learning needs.</p> <p><u>Preschool and Kindergarten</u></p> <p>Teachers will model tasks during synchronous meetings and individual meetings with scholars and will document what children are able to do. Families will be involved by sending pictures and/or videos of their scholar performing tasks or completing activities. ASQ 3 and ASQ:SE will be</p>	



# Remote Learning Plan



conducted using the online version. Parents will receive links to complete it and teachers will review the data to help them assess the instructional needs of each scholar.

The Kindergarten Readiness Assessment will be given to all kindergarten scholars for teachers to measure scholars' readiness for engaging with instruction aligned to the Ohio Learning Standards. Teachers will use this to inform instruction and tiered and targeted interventions for scholars.

All curriculum in grades PK-12 will be aligned to the Ohio Learning Standards and the YCSD 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 scholars' needs are being met.

## Scholars with Disabilities

All scholars 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. Building Special Education Coordinators will work with the teacher(s) to review the progress across the entire "life" of the IEP with particular attention to the quarter in which schools were closed. Related service personnel will be included as appropriate. This review will be the springboard for a meeting with the scholar's guardian to review the goals and objectives, any related services, and consider whether or not any compensatory education is 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 scholars with disabilities whether or not compensatory services are warranted.

The Student Services Department 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.

## Scholars with a Written Educational Plan

All identified and served gifted scholars 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 scholar's needs. The Coordinator of Gifted Services and the teacher of record that serves each gifted scholar in the Math and/or Reading classroom will work collaboratively to create each scholar'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.



# Remote Learning Plan



## Scholars identified as English Learners

Each EL scholar will have the OELPA administered and all supports and services will be based upon the results gained from the assessment. EL teachers and Educational Assistants are available to provide services to EL scholars based upon the OELPA results. EL teachers are responsible to create their group of scholars and notify parents, building administration, staff and the EL Coordinator of the schedule of support.

<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>
--	--

## **Address Documenting Instructional Needs Here:**

Cohorts 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 scholars' 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 YCSD 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 scholar's Google Classroom to help them monitor scholar 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 scholar's performance in the classroom.

Reading Improvement Monitoring Plans will be created for each K-3 scholar reading below benchmark as identified through the DIBELS Acadience Assessment. These plans will be created in collaboration with parents and guardians, and scholar progress will be monitored bi-weekly, and then scholars' progress will be updated and communicated monthly.

## IEPs

The majority of our scholars with disabilities are included in the general education classroom where an Intervention Specialist is assigned. Scholars will receive in-class support from both the general



# Remote Learning Plan



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 scholars who may also be in the resource room.

Scholars 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 Student Services Department 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 scholar is determined to receive in-class support based on the OELPA. The EL Teacher will provide that support during the general education class time to ensure that appropriate supports and accommodations are provided to the EL scholars in the class through remote learning.

If a scholar is determined, again based on the OELPA, to receive out of class support time during remote learning then the EL teacher along with an EL EA will provide specific language acquisition support within the times available within the YCSD remote learning plan. EL teachers are responsible to create their group of scholars and notify their parents, building administration, staff, and the EL Coordinator of their schedule.

### Written Educational Plans for Gifted Scholars

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 MAP scores, conferencing with the student via Zoom or phone, graphic organizers, rubrics, scholar products/projects, anecdotal records, scholar presentations, pre-post assessments, checklists, and periodic self-assessment.

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



# Remote Learning Plan



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?  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>		
<b>Address Determining Competency Here:</b>			
<p>Learning goals and the criteria used to determine when scholars meet those goals will be a focus of the remote classrooms. All learning goals will be aligned to the Ohio Learning Standards and the YCSD scope and sequences. Timely and meaningful feedback on scholar work will continue to be a focus as it is in the traditional classroom. Teachers will continue to help scholars see assessments as learning tools that have an integral role in the learning process. Letter grades will be based on evidence of scholar learning and entered in teachers' online grading books frequently as a communication tool to scholars and families.</p>			
<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>		
<b>Address Granting Credit Here:</b>			
<p>Grades are a way to communicate progress with both the scholar and their families, and teachers must assess scholar work and provide meaningful feedback about what scholars are learning. Grades must be as clear and accurate as possible while also taking into consideration the varied circumstances that scholars and schools are facing during this time of remote learning.</p> <p>As our scholars 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 scholars' areas for improvement as noted in grade books, report cards, and/or other platforms for recording progress so that this information is accessible to scholars and families as they navigate the virtual classroom.</p> <p>While we assess scholar learning in new ways, we also review their work holistically by accommodating and supporting those who face challenges accessing remote learning. The guidance</p>			



# Remote Learning Plan



document being developed is designed to help our buildings adapt—not recreate—their grading policies to meet scholars' needs in a remote learning context.

The district will continue to adhere to Board Policy regarding the reporting of scholar progress: The Superintendent (CEO), in conjunction with appropriate staff members, shall develop procedures for reporting scholar progress to parents which:

- A. ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- B. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
- C. specify the issuance of report cards at intervals of not more than nine (9) weeks;
- D. ensure a continual review and improvement of methods of reporting student progress to parents.

<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <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 Here:

YCSD will continue to adhere to Board Policy regarding the promotion of scholars.

A scholar 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. in the opinion of the professional staff, 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.

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



# Remote Learning Plan



SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Created a communication and attendance plan for staff and students</li></ul>
<p><b>Address Attendance Requirements Here:</b></p> <p>Attendance during remote learning will be used as a tool to ensure all scholars have the academic and social-emotional support they need. To help track attendance, teachers will mark which scholars are participating in remote learning daily and which ones aren't to help them better address equity and access challenges. The MTSS team, including building administrators, teachers, social worker, guidance counselor, and parent engagement coordinator, will work to support any scholars identified as needing support and will develop an Attendance Plan if required.</p> <p>As with brick and mortar instruction, attendance is expected and will be closely monitored in a virtual environment. Attendance EAs will continue to track attendance and make phone calls home to inquire why the scholar was not logged into their synchronous classroom or have not posted required work into the Google classroom. Attendance EAs will work closely with the district attendance coordinators who, in turn, will remain engaged in the Attendance Team meetings at the building level ensuring that these continue regardless of the method of instruction.</p>	
<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><b>Address Participation Requirements Here:</b></p> <p>For remote learning, Youngstown City School District 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 scholar(s) through electronic devices. In the synchronous instructional model, scholars logged in at the teacher's attendance time are marked present for that day. Scholars not logged in at the teacher's official attendance time are marked absent.</p> <p>Buildings will be required to take daily attendance under all learning models. This means scholars</p>	



# Remote Learning Plan



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, scholars 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 scholars to be actively engaged and for the teacher to interact with scholars in a discussion format. For any scholar 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 scholars in their Google Classrooms, watching pre-recorded videos of instruction with guided support. In the asynchronous instructional model, scholars 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 scholar 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 scholar “engagement”. If scholars are engaged for the day, they would be marked as present. Staff may also determine “engagement” by scholar progress in the scholar’s Google Classroom, the turn-in of assignment(s) that day, or progress from teacher/scholar interactions made that day.

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

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<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>



# Remote Learning Plan



### Address Progress Monitoring Here:

All scholars' 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.

The MTSS process will be used to progress monitor scholars deemed at-risk academically and/or behaviorally. Each school has identified members of their staff that will meet monthly to discuss scholar 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 scholars.

YCSD teachers will meet in cross-building cohorts as grade-level teams 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 scholars' academic progress in all academic areas; including, but not limited to: ELA, Math, Social Studies, Science, Social Sciences, and SEL. YCSD will continue to utilize Teacher Based Teams (TBTs), the framework and model throughout the year as a means of progress monitoring. YCSD teachers will continue to use grade-level assessments. Assessments will be virtual, formative, and summative through our online platforms and by scholar work. Scholar 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. Curriculum guides for each academic area will continue to be followed. With distance learning, YCSD will continue to monitor instructional delivery through our weekly TBTs and make adjustments to scaffold learning as needed.

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

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> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> </ul>



# Remote Learning Plan



- Technology Plan has been created to ensure equitable access

## Address Equitable Access to Quality Instruction Here:

YCSD is committed to ensuring all scholars 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, scholars 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. In addition, YCSD is considering the option of running an alternate school day schedule to accommodate the needs of scholars and families where the traditional time of the school day is not convenient. The proposed alternate school schedule would have licensed teachers and support staff available from 12:00-7:30 p.m.

### Scholars with Disabilities

Scholars 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 Student Services Department has developed protocols for any face-to-face instruction in individual circumstances.

### Gifted Scholars & those on Written Educational Plans

All gifted scholars 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. Scholars will use this device to receive instruction, turn in assignments, and take assessments. If a gifted scholar and those on WEP's would need one-on-one instruction or conferencing, scholars can participate with their teacher through Zoom.

Parent Engagement Coordinators are located in each building and communicate frequently with families in response to scholar needs. Parent engagement coordinators collaborate weekly with administrators and teachers as part of each building's MTSS and attendance teams. Parent engagement coordinators have received district cell phones to support their communication with families during the remote learning. Working with a community organization, scholar desks and school supplies have been provided to several families in need of learning spaces for their children during remote learning.



# Remote Learning Plan



Attach any Additional Documentation or Notes (if necessary):

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> <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:**

Professional development began in the spring to support teachers in strategies to support scholars instructionally and technologically during remote learning. The YCSD 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 scholars.

The Academic team worked with our instructional vendors to host live and recorded webinars on how to best use our resources online. These included Pearson MyPerspectives, an ELA program used in grades 6-12 ELA courses, National Geographic Panorama, an ELA program used in grades K-5 ELA classrooms, and McGraw Hill Math, used in grades K-12 math courses. Resources used to support scholars’ foundational reading skills, such as Amplify 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 and Apple platform with the intent that all teachers obtain a working knowledge of how to utilize and embed the features from the Google suite and Apple platform into their daily instruction.

August 19 through 28 will be devoted to teachers’ professional development. PD will be provided by the Technology Integration and Academic teams, building Principals, Instructional Coaches, as well as various vendors used to support scholars’ 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



# Remote Learning Plan



increasing professional knowledge to support scholar 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.

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