



# LIBERTY CENTER LOCAL SCHOOLS

## REMOTE LEARNING PLAN



The safety and well-being of our students and staff is always a top priority for us at Liberty Center Local Schools. Safe school plans are in place at each of our schools in case there is an emergency or critical incident that impacts the operations of the building. This includes a plan to utilize technology to continue the educational process for students if there is a need to close the district for an extended period of time.

### Guiding Principles

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Students will have access to meaningful/high-quality educational materials that align to State standards.
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Simplicity is best during this time—simplicity of the framework, of communication structures, and of expectations.
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Parents and other caregivers need access to clear information and ample resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.
- Teachers will be present on the Liberty Center Local Schools campus to execute the remote learning plan in compliance with any current executive or health orders issued by state or local officials.

### Educator Commitments

*As Educators are implementing this Remote Learning Plan, they will....*

- Complete all required tasks, including taking “attendance,” providing instruction via Google Classroom/Seesaw and through instructional videos and/or Office Hours on GoGuardian or Zoom, checking on students' emotional wellbeing, and offering feedback on student learning.
- Be available to students and families via phone, email, GoGuardian or Zoom, Google Classroom or Seesaw for a similar amount of time as they would if schools were operating normally.
  - Electronic communication platforms will be used in accordance with District guidelines.
- Collaborate with colleagues (Teachers, Instructional Coaches, Counselors, Social Workers, Psychologists, Librarians, etc) to address needs that arise along the way.
- Participate in weekly meetings with their co-teachers, grade level teams, and/or collaboration groups.
  - The exact days/times will be determined at the building level by Teachers and Principals.
- Connect families with educational resources that support students with IEPs/504s.

### Student & Family Commitments

*As students and families are implementing this Remote Learning Plan, we need help from parents and families. While we understand that this is a stressful and difficult time, we want to try to ensure student(s) an easy transition to online learning. Here are some ideas:*

- Have students establish and follow regular daily routines to the greatest extent possible.
- Ensure students get enough sleep.
- Designate a specific space to work on remote learning activities.
- Set sensible time limits for students' technology use.
- Review communication from the District and buildings as frequently as possible, but at least weekly.
- Complete assigned activities to the greatest extent possible.

# Instructional Plans

## District-Wide Expectations

- All students will be loaned a device which they can take home.
  - Kindergarten: iPads
  - 1st-12th Grade: Chromebooks
- Grades K-8 will utilize Google Classroom and/or SeeSaw as the main delivery platforms.
- Grades 9-12 will utilize Google Classroom as the main delivery platform.
- Teachers will hold daily office hours and regular check-ins with students or groups of students.
- Virtual Instruction will be held through various methods of direct instruction. This may include, but is not limited to pre-recorded videos or live instruction by the teacher.

## Elementary School Instructional Plan

- Teachers will post a “Welcome Video” that will give students an overview of how to navigate SeeSaw and to explain the online classroom routine and expectations.
- Teachers will post all assignments through SeeSaw, which may link to google classroom in some grade levels.
- Teachers will post weekly expectations and schedule of classwork through SeeSaw Announcements.
- Assignments will cover Math, ELA, Science, Social Studies and Fine Arts that are aligned with the Common Core Standards and the Ohio Content Standards.
- Students will have the option to work at their own pace and be able to “chunk” material so that work can be done easier when adult support is available.
- Intervention Specialists will adapt lessons for students as needed per a student’s IEP/ 504.
- Counselors will work with teachers to support student Social Emotional Learning.
- If students need access to WiFi, please contact Ms. Allison Postl, building principal.
- Technical issues with Chromebooks should be directed to Trevor Hug, Technology Director.

## Middle School Instructional Plan

- Teachers will post a “Welcome Video” that will give students an overview of how to navigate SeeSaw/Google Classroom and to explain the online classroom routine and expectations.
- Teachers will post all assignments through SeeSaw and Google Classroom.
- Teachers will post weekly expectations and schedule of classwork through SeeSaw Announcements.
- Content should be mapped out one quarter at a time.
- Middle School teachers will work together to create instructional material that is aligned to current content and standards from traditional classes.
- These assignments will cover Math, ELA, Science, Social Studies and Fine Arts/ Exploratory classes.
- Intervention Specialists will adapt lessons for students as needed per a student’s IEP/ 504.
- iReady will be assigned and integrated into the weekly schedule.
- Students will have the option to work at their own pace and be able to “chunk” material so that work can be done easier when adult support is available.
- Teachers will create an online syllabus and make it accessible in Google Classroom.
- If students need access to WiFi, please contact Mr. Greg Radwan, building principal.
- Technical issues with Chromebooks should be directed to Trevor Hug, Technology Director.

## High School Instructional Plan

- Teachers will post a “Welcome Video” that will give students an overview of how to navigate Google Classroom and to explain the online classroom routine and expectations.
- Teachers will post all assignments through Google Classroom.
- Teachers will create an online syllabus and post it in Google Classroom.
- Teachers will map essential learning one quarter at a time and content will be broken down into standards-aligned units.
- Intervention Specialists will adapt lessons for students as needed per a student’s IEP/ 504.
- Teachers will have the flexibility to provide multiple ways to collect evidence of learning.
- If students need access to WiFi, please contact Mr. Larry Black, building principal.

- Technical issues with Chromebooks should be directed to Trevor Hug, Technology Director.

## Instructional Schedules

### Elementary Instructional Schedule

- Virtual instruction will be held through live instruction on GoGuardian and/or pre-recorded instructional videos that teach the lesson/standard/instructional outcome.
- Teachers will be available during regular scheduled class periods to provide expectations, answer questions, and provide support.
- All lessons will be recorded and available for students to complete outside of regular school hours.
- Teachers will have 24 hours to respond to a Seesaw message or email from parents outside of regular school hours.
- Students will receive: 15-20 min instruction in english language arts, math, science/social studies + 20-30 minute learning activities. Science and social studies may be integrated within english language arts and math when possible.
- The elementary schedule will allow parents the flexibility to access instruction and assignments when it is convenient for them.
- Art, Music and Physical Education will have pre-prepared lessons that introduce the content to students and then teacher follow up sessions to ensure students have learned the curriculum.

### Middle School Instructional Schedule

- Virtual instruction will be held through live instruction on GoGuardian and/or pre-recorded instructional videos that teach the lesson/standard/instructional outcome.
- Teachers will be available during regular scheduled class periods to provide expectations, answer questions, and provide support.
- All lessons will be recorded and available for students to complete outside of regular school hours.
- Teachers will have 24 hours to respond to a Seesaw message or email from parents outside of regular school hours.
- Students will receive: Students will receive: 20-30 min instruction in each subject level + 20-30 minute learning activities
- Art, Music and Physical Education will have pre-prepared lessons that introduce the content to students and then teacher follow up sessions to ensure students have learned the curriculum.
- Modified Schedule:
  - Core 1: 8:00-8:50
  - Core 2: 9:00-9:50
  - Specials/Lunch/Recess: 10:00-12:00
  - Core 3: 12:00-12:50
  - Core 4: 1:00-1:50
  - iReady Time: 2:00-2:45

### High School Instructional Schedule

- Virtual instruction will be held through live instruction on GoGuardian and/or pre-recorded instructional videos that teach the lesson/standard/instructional outcome.
- Teachers will be available based on a modified 2 hour delay schedule for class instruction. They will also be available from 8 AM until 10AM daily for phone calls, emails or online conversations.
- All lessons will be recorded and available for students to complete outside of regular school hours.
- Teachers will have 24 hours to respond to phone calls or emails from parents outside of regular school hours.
- Students will receive: Direct instruction or video lessons at the time of their regularly scheduled class each day for ELA, Science, Math and Social Studies.
- Art, Music and Physical Education will have pre-prepared lessons that introduce the content to students and then teacher follow up sessions to ensure students have learned the curriculum.

- Other non core classes will meet as scheduled
- Modified schedule:
  - 1st 10-10:38
  - 2nd 10:38 - 11:13
  - 3rd 11:16 - 11:51
  - 4th 11:54 - 12:29
  - Lunch
  - 5th 1:00 - 1:35
  - 6th 1:38 - 2:03
  - 7th 2:06 - 2:41
  - Daily debrief (2:45 - 3:00)

## Grading

### Essential Grading Recommendations

- The emphasis for schoolwork assigned, reviewed, and completed should be on mastery, not compliance. Teachers should determine the purpose of the work and what should be graded.
- Students should be provided with feedback on assignments.

### Elementary Grading

- Grades K, 1 and 2 will be utilizing Standards Based Grading.
- Grades 3 and 4 will have letter grades that reflect student mastery.
  - Letter grading based on the school handbook will be used.

### Middle School Grading

- Letter grading based on the school handbook will be used.
- Teachers will post guidelines for grading and assignments in Google Classroom.
- Teachers will report grades weekly for students in Powerschool. Parents can access student grades at any time, through the Powerschool Parent Portal.
- Students are assigned grades based upon test results, homework, projects, and classroom participation.
- Each teacher may place a different emphasis on these areas when determining a grade and will inform the students at the beginning of the course.
- Students will receive a report card at the end of each nine-week period indicating their grades for each course of study.
- When a student appears to be at risk of failure, reasonable efforts will be made to notify the parents so they can talk with the teacher about what actions can be taken to improve effort and poor grades.

### High School Grading/Credit Granting

- Letter grading based on the school handbook will be used.
- Teachers will post guidelines for grading and assignments in Google Classroom.
- Teachers will report grades weekly for students in Powerschool. Parents can access student grades at any time, through the Powerschool Parent Portal.
- Students are assigned grades based upon test results, homework, projects, and classroom participation.
- Each teacher may place a different emphasis on these areas when determining a grade and will inform the students at the beginning of the course.
- Students will receive a report card at the end of each nine-week period indicating their grades for each course of study.
- When a student appears to be at risk of failure, reasonable efforts will be made to notify the parents so they can talk with the teacher about what actions can be taken to improve effort and

poor grades.

## Attendance

### District Attendance Guidelines

- Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment.
- Teachers will also be responsible for assigning and documenting students completion of work in a remote learning environment and/or participation in online classes and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.
- Technology can be used to determine if a student is participating in learning opportunities.

### Elementary Attendance

- District is working on establishing an attendance policy in accordance with Ohio Department of Education guidance.

### Middle School Attendance

- District is working on establishing an attendance policy in accordance with Ohio Department of Education guidance.

### High School Attendance

- District is working on establishing an attendance policy in accordance with Ohio Department of Education guidance.

## Support Services

### Special Education Services

- The Special Education Co-Taught Teachers will provide synchronous and asynchronous instruction in conjunction with general education teachers following their IEP's.
- Each students' IEP will be reviewed to ensure that staff are supporting students daily as scheduled on their IEP.
- The Special Education Coordinator, Intervention Specialist, Principal, and General Education Teachers will review each student's progress through their grade level meetings.
- General Education Teachers will be given support from the Special Education Coordinator and/or the Intervention Specialist to provide ideas for lessons, accommodation of assignment/assessments, and implementation of computer applications/programs.
- Related services will be available via teletherapy unless the parent opts out. More information will be provided.

### Counselor Services

- Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school

counseling process and school counseling relationship .

- Educate students about appropriate conduct in the online setting and using digital literacy as a tool to have an impact on students.
- Encourage students and families to use appropriate online resources to enhance academic, career, and social/emotional development.
- Implement action plans for at-risk students in grades 6-12 to support students' academic, career, and social/emotional development.
- Provide school counseling services to individuals and groups of students using electronic and virtual formats.
- Provide programming to meet student needs at the individual, group, and school-wide levels.
- Advocate to address inequities in achievement, attendance, discipline, opportunity, and resources
- Collaborate with families, teachers, staff, administrators, and education stakeholders for student achievement.
- Counselors will work with teachers to support student Social Emotional Learning.
- Counselors will monitor student 504 plans.

## Building Communication Plans

### Elementary Communication Plan

- Every Monday, teachers (or teams) will share weekly learning plans with students and families on Seesaw.
- Every Friday, teachers will provide information about students/families who are not participating regularly during the week, who might need support from administration, counselors or other resources outside the building (food distribution, access to social emotional supports, etc.) that could not be solved during the week.
- If students need to access instructional material outside of the daily school hours, recordings of lessons, pre-recorded videos, and presentations will be uploaded to SeeSaw.
- Ms. Postl will craft building level weekly messages to families, which will be sent out every Friday afternoon and will preview the week ahead.
  - This is an opportunity to inform parents/guardians and to build community with families.

### Middle School Communication Plan

- A remote learning schedule will be posted to the Middle School Page of the District Website. This plan can be found on the Main Page.
- To access grade level schedules, click on the grade to the left. A remote learning schedule will be present. Parents and students should align children's in-person schedule with the remote learning schedule to determine when/where they can access their core instructional subjects on a daily basis.
- If students need to access instructional material outside of the daily school hours, recordings of lessons, pre-recorded videos, and presentations will be uploaded to Google Classroom.
- Every Monday, teachers (or teams) will share weekly learning plans with students and families on Seesaw.
- Every Friday, teachers will provide information about students/families who are not participating regularly during the week, who might need support from administration, counselors or other resources outside the building (food distribution, access to social emotional supports, etc.) that could not be solved during the week.
- Mr. Radwan will craft building level weekly messages to families, which will be sent out every Friday afternoon and will preview the week ahead.
  - This is an opportunity to inform parents/guardians and to build community with families.

### High School Communication Plan

- Teachers will share learning plans with students at the beginning of each day.
- Every Friday, teachers will provide information about students/families who are not participating regularly during the week, who might need support from administration, counselors or other resources outside the building (food distribution, access to social emotional supports, etc.) that could not be solved during the week.
- If students need to access instructional material outside of the daily school hours, recordings of lessons, pre-recorded videos, and presentations will be uploaded to Google Classroom.
- Mr. Black will craft building level weekly messages to families, which will be sent out every Friday afternoon and will preview the week ahead.
  - This is an opportunity to inform parents/guardians and to build community with families.