



Remote Learning Plan 2020-21

District Name:	Alliance City Schools
District Address:	200 Glamorgan St., Alliance Ohio 44601
District Contact:	Christine Gibowicz
District IRN:	043497

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

SECTION ONE	INSTRUCTIONAL NEEDS
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> The online curriculum is aligned to Ohio's Learning Standards. Students will have access to courses in all core areas (English language arts, mathematics, sciences and social studies) and limited access to electives. Students will receive a quarterly learning plan or syllabus. This allows students/families to know exactly what pacing is expected to be completed. Gaps in learning will be identified with summative and formative assessments. Alliance remote K-8 learners will use i-Ready to identify gaps. Students receiving special education services will receive those services/instruction based on IEP specifications. Instructors will review the IEPs/504 plans of each student and make accommodations as needed. Speech and Language Services, OT and PT may be provided by using telehealth services or students coming to an assigned district building during school hours for service. Students who are identified as Gifted will receive services/instruction by an individual with gifted endorsement or an individual who has received the appropriate gifted professional development. Instructors will review the WEP/WAP of each student and make accommodations as needed. Students who are identified as English Language Learners will receive language and literacy support.



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Address Determining Instructional Needs Here: The above digital students' instructional needs have been determined through ensuring equity and access. Alliance City Schools will continue to re-evaluate these needs through ongoing progress monitoring and formative/summative assessments.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> • Students/families will receive a quarterly learning plan or syllabi. • These clear instructional plans will be created collaboratively between teachers, instructional coaches and administrators.
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Address Documenting Instructional Needs Here: The above digital students' instructional needs will be documented by collecting and monitoring the Learning Plans and Syllabi.

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
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Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <ul style="list-style-type: none"> • Students will receive grades or standard proficiency markings for all classes • Students/families will receive a quarterly learning plan or syllabus, which will include the grading policy. • Students' grades are determined based on successful completion and submission of assignments. • Assessments (chapter/unit tests and quizzes) will be scheduled throughout the course and students are expected to complete assessments (tests and quizzes) independently. • Grades are calculated at the end of every nine weeks and reported to parents via the student information system. • Final grades for courses will appear directly on a student's report card.
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Address Determining Competency Here:

- The above digital students' competency will be documented by collecting and monitoring the Learning Plans and Syllabi and/or building handbooks.

Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <ul style="list-style-type: none"> • Students who take high school level coursework will receive credit for those courses upon passing. • Courses taken online will be worth the same amount of credit as those taken in a traditional brick and mortar setting.
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Address Granting Credit Here: Students who take high school level coursework will receive credit for those courses upon passing.



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Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <ul style="list-style-type: none"> ● K-5 To be promoted the student must satisfactorily complete Reading and two (2) or more of the required core subjects of Science, Mathematics, Social Studies, and Language Arts. ● 6-8 To be promoted, the student must successfully earn a minimum of three (3) points and passing grades in the majority of the core academic subjects for two (2) or more of the nine (9) week grading periods. The required core academic subjects are Reading, Science, Mathematics, Social Studies, and Language Arts. In determining earned grade points the following scale will be used: A=4 points; B=3 points; C=2 points; D=1 point; F=0 points. ● 9-12 <ul style="list-style-type: none"> ○ For the official records, student class placement will be determined in the following manner: <ul style="list-style-type: none"> ■ Year 1 at high school = Grade 9 / Freshman (typically less than 5 credits) ■ Year 2 at high school = Grade 10 / Sophomore (typically 5-10 credits) ■ Year 3 at high school = Grade 11 / Junior (typically 10-15 credits) ■ Year 4 at high school = Grade 12 / Senior (typically 15-20+ credits) ○ Students enrolling from schools having different graduation requirements will have their credits prorated for class placement. ○ All incoming students will be informed of these requirements at the time of admission.
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Address Promoting Students to a Higher Grade Level Here: The above Board Policies pertain to digital as well as in-person learning.

SECTION THREE	ATTENDANCE AND PARTICIPATION
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <ul style="list-style-type: none"> ● Students/families will receive a quarterly learning plan or syllabus, which will include the attendance requirements. ● Digital students will be required to meet the grade level attendance and seat time expectations as outlined for his/her specific grade level. <ul style="list-style-type: none"> ○ Attendance will be taken daily via live sessions, completion of assignments, engagement in classroom activities/meets and small group instructional opportunities.



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	<ul style="list-style-type: none"> ○ Students will be required to participate in both in-person and virtual work in order for full attendance to count. ○ Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with the teachers and with each other.
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Address Attendance Requirements Here: Students will be required to meet the grade level attendance and seat time expectations as outlined for his/her specific grade level. This will be communicated with students/families via a quarterly learning plan or syllabus.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <ul style="list-style-type: none"> ● Students in grades kindergarten through 12th grade will be required to complete 5.5 hours of instruction activities a day including time each day in Acellus programming, the completion of projects, special lessons, logs, labs, etc. ● Preschool will be required to complete 12.5 hours of instruction activities each week including time each day in Acellus programming, the completion of projects, special lessons, center/play, etc. ● Grades 6-12 students will attend classes every other day, A day or B day. During the off day, students are expected to participate in blended learning activities.
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Address Student Participation Requirements Here: Participation requirements are based on the recommendations of the Acellus program and state guidelines.

SECTION FOUR	PROGRESS MONITORING
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Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <ul style="list-style-type: none"> ● The home building principal, in collaboration with Alliance Alternative Academies Principal, will oversee the district's online learning option. ● District or consortium online instructors will meet with students enrolled in online learning classes on a weekly basis to ensure students are on pace and are submitting assignments on time, participating in the online classroom learning environment, and attending virtual small group learning opportunities when applicable. ● The online instructors will work with students who are struggling to be successful, either by failing to stay on pace or by earning failing grades on submitted assignments, by creating a corrective action plan to allow for
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	<p>improvement.</p> <ul style="list-style-type: none"> • The online instructor will collaborate with the home building principal, principal of Alliance Alternative Academy, and school guidance counselors regarding those students who do not successfully implement a corrective action plan. They will work with the student and parent to determine the best course of action for the student. • K-8 students will take the i-Ready Diagnostic three times per year to monitor progress, growth and identify gaps in reading and math.
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Address Monitoring Student Progress Here:
Monitoring student progress will be a collaborative effort between the teacher, home building principal, and the Alliance Alternative Academy principal. Addressing the needs of struggling students will be informed by student data and in collaboration with teachers, families, and home building principals.

SECTION FIVE	EQUITABLE ACCESS
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Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <ul style="list-style-type: none"> • Alliance will provide a district-owned device for students who elect to participate in the online learning option. • Families who do not have secure internet access will be provided a hot spot by the district for use through the period of online learning. • Grading, assessment and reporting policies are consistent with in-person instruction. • Families are only able to modify their choices at the end of the semester.
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Address Equitable Access to Quality Instruction Here: All ACS students have a device issued from the district. Any families who do not have internet access are provided a hot spot from the district.

SECTION SIX	PROFESSIONAL LEARNING
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Professional Learning	<p>Alliance City Schools' professional learning for teachers providing digital instruction will include the following:</p> <ul style="list-style-type: none"> • Delaying the start of school from August 18th to August 24th to focus on professional learning for teachers • Acellus Teacher Certification Course and Developer Training - 2 hours • Virtual Acellus training with the Acellus company rep - 1 hour • Digital program systems, structures, policies, and procedure training for
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	<p>teachers and principals will be provided by Alliance's Digital Academy principal - 3.5 hours</p> <ul style="list-style-type: none">• Ongoing month TBT support provided by Alliance's Digital Academy principal• Ongoing TBT support provided by building principals, instructional coaches and technology resource teachers• Grades 6-12 teachers blended learning training - 2 hours
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Address Professional Learning/Development Here: Alliance's digital instruction professional learning was developed collaboratively between administration and teacher leaders.