

2020-21 Remote Learning Plan - Anthony Wayne Local Schools

Description of how student instructional needs will be determined and documented.

Anthony Wayne Local Schools utilizes input from teachers, administrators, staff, students, and parents to develop educational programming for all students. Instructional plans are developed based on this input as well as the State Learning Standards and Social Emotional Learning standards. Instructional and social emotional programming is personalized for individual students in an attempt to meet all students' needs.

The method to be used for determining competency, granting credit and prompting students to higher grade levels.

Anthony Wayne Local Schools will utilize a variety of holistic, formative, and summative assessments to determine student academic competency, grant credit, and promote students to higher grade levels. The District utilizes a variety of vendor and teacher developed assessments to assess mastery of State Content Standards, individual skills, and academic concepts.

The school's attendance requirements, including how the school will document participation in learning opportunities.

Anthony Wayne Local Schools has determined a process to track student attendance in various models and/or modalities to ensure that the district meets all state and local requirements as well as the district's Board adopted instructional school calendar. Three models have been identified by a scheduling committee made up of school faculty and administrators. The models are, full in-person learning, a hybrid in-person and blended learning model, and a remote learning model. The District has also developed an online academy for students who need/want to complete their learning in a remote setting.

- **Attendance Policies and Procedures for each plan:**

- **Full In-Person Learning:** Daily and period by period attendance is taken by the classroom teacher as students are required to be in the building full-time, five days per week.
- **Hybrid (In-person learning + remote learning days):** In the hybrid model, attendance will be taken by teachers based on the student's mode of learning for that day. In this model, students will be in attendance at school two days per week. On these days, teachers will take both daily and period by period attendance. During their remote learning days in the hybrid model, (three days per week for students) attendance will be taken through an "evidence of participation" process. Teachers will determine students are attending and engaging in learning activities by tracking daily logins to

Google Classroom, submitted student work and/or assignments, or attendance in Google Meetings.

- **Full Remote Learning:** In the full remote learning model, attendance will be taken through an “evidence of participation” process with an emphasis on students being “present” online during targeted teacher led virtual meetings. Teachers will determine students are attending and engaging in learning activities by tracking daily logins to Google Classroom, submitted student work and/or assignments, or attendance in Google Meetings.
- **Online Academy:** In the online academy students attendance will be determined utilizing both an evidence of participation as well as the number of minutes engaged in the online course per day. Teachers and point of contact personnel can monitor and track the number of minutes each day that students are engaged in online course work.

A statement describing how student progress will be monitored.

Teachers and administrators will work collaboratively to ensure academic progress is being made. Over the last eight weeks of the 2019-20 school year, teachers became accustomed to adjusting their assessment practices for the remote learning environment. The District will continue to utilize a variety of holistic, formative, and summative assessments to determine student academic competency based on the modality of instruction at a given time. All three plans will dictate to some degree how student progress will be monitored.

Building and District administrators will also collaborate with teachers to evaluate programming at a District level and help to identify areas where we may need additional professional development or training to ensure that all students are progress monitored appropriately. This would include our students with special needs and monitoring progress of specific IEP goals and objectives.

A description as to how equitable access to quality instruction will be ensured.

During the summer, several committees were developed to assist in the creation of our re-start plan. Our technology committee had a key role in this process as access to technology is critical in creating equity for all students in a remote learning environment. Knowing that students may be learning remotely, several plans have been developed to ensure both equitable access to technology and student safety. AWLS is not currently a one to one district. However, the District is fortunate to have a large number of devices for students to use. This school year, students will be assigned a device to borrow and use for the year. This is both equitable and safe for kids. By having their own device, they will have access to technology and the District will not have to ensure that devices are cleaned as devices have been shared by students in the past. The District has also worked with families in need and our community partners who provide high speed internet access to try to assist families who may not have access for their children. Equity is also teacher driven.

Through our summer PD program, our teachers were able to receive training and professional development on teaching in an online environment. We believe this training

will benefit all students as teachers become more accustomed to best practices for designing lessons and activities that can be completed remotely.

A description of the professional development activities that will be offered to teachers.

Teacher professional development actually began over this summer as a result of input from our re-start committees. The District calendar was adjusted to allow teachers to participate in self-directed PD activities related to teaching in an online environment. An MOU was developed in partnership with our local teachers association to accomplish this. Many teachers participated in Google Level 1 and 2 training to better prepare them for instructing and communicating in a remote learning environment. The District will also engage staff in quality PD on social emotional learning and the needs of our students during this time of remote learning.