



Ashland City Schools Remote Learning Plan August 20, 2020

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Remote Learning Guiding Principles:

- Students shall be present and engaged in their learning.
- Students will have access and exposure to engaging teaching and learning opportunities.
- A multi-tier system will be utilized to support the whole child.

Remote learning should continuously support whole-child success and meaningful academic opportunities, while protecting the health and safety of students, parents, caregivers and educators. By definition, remote learning is a continuum of education delivery that can be both online and offline. Remote learning should be responsive to known equity issues. The goal of remote learning is to ensure that learning continues when the learner and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting.

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.

As the school year proceeds and circumstances evolve, school districts are able to amend their 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.

Key Definitions:

- Remote Learning: Remote learning occurs when the learner and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting. As used in this plan “remote learning” can include approaches that are digital or analog.
 - Digital mode: Digital mode describes remote learning that is delivered via computer or internet-based means. Digital mode remote learning requires students to have technology devices and, in most cases, internet access. Successful use of digital mode remote learning is dependent upon regular interaction between the student and educator.
 - Analog mode: Analog mode describes remote learning that is delivered through a non-digital experience. This could include use of high-quality paper learning packets or other non-digital instructional materials that enable students to engage in learning outside of the school building or traditional classroom setting.
 - Teacher-led: Teacher-led remote learning occurs when a student is not in the school building but is synchronously interacting remotely with a teacher or other educator.
 - Self-directed: Self-directed remote learning occurs when a student is largely responsible for the accomplishment of the learning on his or her own. This can include learning with support from a teacher or other educator. Self-directed remote learning may be either internet or non-internet based.
 - Remote online: Remote online learning is online learning that is accomplished by students away from the school building.

Section One: Instructional Needs

How will instructional needs be determined?

Instructional needs will be determined by administering locally developed common assessments, state and local diagnostic assessments, and nationally normed vendor assessments. These locally administered universal screeners and benchmark assessments include the following: Benchmark Assessment System (BAS), CORE, PAST, HMH Reading Inventory and Star Math. Students will be benchmarked four times throughout the year to monitor progress toward learning goals. Those students who fall below grade level targets will be progress monitored to insure progress toward learning goals.

Teachers will also complete a gap analysis for all content areas, based on Ohio’s Learning Standards, to identify individual or grade level deficits in learning.

Assessment strategies will be both formative and summative in nature to guide instruction and gauge student learning progress for remote learning students. Common assessments will be given to students in content areas to insure the attainment of consistent, rigorous learning goals.

How will instructional needs be documented?

- Clear instructional plans will be created in the learning management system (LMS), Canvas.
- Clear instructional plans will be communicated by educators to students, parents, and other stakeholders.
- Digital platform reports will be monitored by teachers assigned to student(s).
- Teachers will maintain Dashboard Data for remote learners.
- Classroom and Student Level Performance targets are aligned to on-grade level goals as determined by Ohio's Learn Standards.
- Student performance will be monitored by teachers and administrators using the Ohio Improvement Process (OIP).
- IEPs, 504s, MTSS/RtI Plans, Attendance Plans, Report Cards will be monitored to insure student progress.

Address Documenting Instructional Needs:

Teachers will monitor student progress and mastery of online content using available reports within the digital platform. As instructional needs are identified, teachers will be responsible for differentiating and personalizing instruction of course content for each student. This may include additional remediation and intervention or adjustments to course pacing or content extensions.

Parents will be enrolled as observers in their child's online courses within the LMS, Canvas. Parents/guardians may log-in to Canvas at any time to see grades, pacing, course material, and teacher feedback. Contact information is present within the course so a parent may contact the student's teacher(s). Families will be able to monitor student progress using Progress Book. Parents can elect to receive notifications related to missing assignments through Canvas/Progress Book.

Section 2: Determining Competency, Granting Credit and Promoting Students

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

- Students are required to complete state and local assessments.

- Student work will be graded the on the mastery of Ohio’s Learning Standards. The district’s grading policy, found in the Student Handbook(s), will be used to document their achievement.
- Students’ learning and achievement will be graded using the same grading scale adopted for all ACS students.
- Students will receive progress reports four times throughout the school year.
- Timely assessments, both formative and summative, will be included as part of the online feedback regularly provided to students.
- Teachers will provide strategic feedback to students and families.
- Teachers will hold virtual conferences with students and families to review progress.

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

- Students will be promoted or receive credit based on mastery of course content and work completion. Standards for course completion for credit or promotion are consistently applied to all ACS students.
- The criteria for promotion, or to receive credit, will be communicated and monitored by the teacher(s) assigned to the student.
- Progress Reports and parent-teacher conferences will be utilized to monitor and communicate progress toward promotion or the awarding of credit.
- The standards for promotion and credit acquisition are applicable to all students and based on state and district requirements.

Section 3: Attendance Policy

School attendance will be tracked weekly in the learning management system (LMS) Canvas, and reported in hourly increments. Parents are required to complete a weekly log in Canvas to document the hours their child spent on remote learning. Ohio requires that all students’ attendance and achievement is tracked to insure students are receiving an appropriate education.

Tracking Absences

Parents are required to communicate absences to the teacher or school assigned to their child for remote learning. This should be done via Canvas or by calling the school where they reside. All absences should be reported within 24 hours of the absence. Communicating with the teacher or school will ensure attendance is accurately recorded.

Students must log-in and complete assignments as presented in the weekly assignment schedule found in Canvas to validate their attendance is recorded accurately. Students not logging-in and completing assignments will be considered unexcused, and may possibly be considered truant. Logging-in and completing assignments provides evidence that students are

completing the requirements for remote learning. The State of Ohio's guidelines for absences and truancy will be enforced with remote learning students. [Excessive Absences and Truancy](#).

Absences – please see the Ashland City Schools [Attendance Policy](#).

Attendance Measures

Attendance for remote learning will be based on time spent in, or a combination of, the following modes:

- *Digital mode*: Digital mode describes remote learning that is delivered via computer or internet-based means.
- *Analog mode*: Analog mode describes remote learning that is delivered through a non-digital experience. This could include use of paper learning packets/workbooks or other non-digital instructional materials that enable students to engage in learning.
- *Teacher-led*: Teacher-led remote learning occurs when a student is not in the school building but is synchronously interacting remotely with a teacher or other educator. This may include communication time spent between the teacher and the student.
- *Self-directed*: Self-directed occurs when a student is largely responsible for the accomplishment of the learning on his or her own.

Documentation of Attendance:

1. Parents/guardians must furnish accurate contact information to the school and update information as needed.
2. Parents/guardians will complete a log in Canvas, for *self-directed and/or analog mode* learning hours.
3. Teachers will document participation in remote learning as validated by the LMS, Canvas. This includes *teacher-led learning* (synchronous and asynchronous), communication with teacher(s), and assessments, etc.
4. Hours for *assignment completion* will also be calculated by the teacher for specific projects or activities and will be used to calculate attendance hours.

Section 4: Progress Monitoring

How will students be progress monitored?

Students progress will be monitored through the use of data collected from formative and summative assessments. Summative assessments for state, local, and nationally normed vendor assessments will be utilized for remote learners. Data will be reviewed by the teacher assigned to the student, by teacher-based team(s) (TBT), and the school's Building Leadership Team (BLT) to ensure remote learners are on-track to meet grade level or content learning goals. Also, school level Response to Intervention (RTI) teams will intervene when needed to develop plans for students who are not meeting targeted goals. Interventions will be put in

place to close the gap for remote learners, and progress monitoring assessments will be used to track progress toward individual goals.

Teachers will record and communicate the student's achievement and progress via Progress Book. Engagement in remote lessons, completion of assignments, communication, and summative scores will be documented in Progress Book. Students and parents/guardians have access to Progress Book data. Consistent, two-way communication regarding student progress is also recorded in Canvas.

Section 5: Equitable Access to Quality Instruction

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

Our goal is to ensure that every child has access to a device and to make accommodations for families who do not have internet/wifi access so that they can fully participate in remote learning. The LMS, Canvas, was purchased to support a consistent platform for delivery of educational services and will be used by all remote learners and educators.

Optional item(s):

- Parent/Student surveys have been completed to assess student and family needs for technology.
- If needed, each student will receive a district device which should be used for completing school work and participating in virtual instruction.
- Students and families electing to participate in remote learning who have individual learning plans (IEPs, 504 Plans) will receive the support and accommodations indicated in their plans.
- Analog solutions (i.e., packets) will be available for families on a case-by-case basis.
- Teacher(s) have been assigned to all remote students to support their learning.
- Additional technology coaches have been added to support students and educators.

Section 6: Professional Development for Educators

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

- Teachers participated in LMS training provided by the district for one week in August.
 - The LMS training for Canvas was provided in-person and is available virtually to accommodate educators.

- Additional technology coaches have been secured to support teachers' professional learning.
- Four half-day sessions of follow-up training for the LMS will be provided in September to support teachers in the development of on-line instruction.
- Teachers will participate in three half-day sessions to collaborate with grade level or departmental colleagues to develop lessons and assignments for remote students.
- Teachers will participate in four additional professional learning days throughout the school year to support the development of remote learning.
- Teachers will engage in professional learning to utilize programs that supplement the regular curriculum and engage remote learners.

Best Practices

Fixed Schedules: Teachers will create and publish weekly schedules for remote learners outlining the opportunities for virtual instruction, time to communicate with the teacher(s), collaborate with other students, and communicate the assignments for the week that must be completed. Communicating the weekly schedule ensures students are engaged and on-track with their learning.

Clear Expectations: Teachers will clearly communicate on a weekly basis the learning requirements for students. Students are expected to demonstrate their engagement and achievement by participating and completing the work assigned to them in Canvas. The completion of school work and participation is evidence of "attendance", and the students' successful completion of these requirements will impact their overall achievement. However, latitude will be provided for students to complete their school work; the use of virtual instruction allows for students to have flexibility in their schedule. However, expectations will be clearly communicated to maintain pacing and appropriate learning.

On-line Learning Materials: The on-line learning materials have been organized based on the district's adopted curriculum and Ohio's Learning Standards. Teachers have collaborated in the design and delivery of the on-line instruction in the Canvas. Intensive teacher involvement and collaboration has created a remote learning environment which is compatible to the in-person classroom and provides remote learners with an appropriate education.