



Remote Learning Plan

District Name:	Canal Winchester Local Schools
District Address:	100 Washington Street, Canal Winchester, OH 43110
District Contact:	James Sotlar, Superintendent
District IRN:	046946

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 remotelearning@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 remotelearning@education.ohio.gov. The Department will make all plans publicly available at 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](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

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

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



SECTION ONE		INSTRUCTIONAL NEEDS	
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth		
Determining Instructional Needs	How will instructional needs be determined ?		
<p>Canal Winchester Schools will sequence learning standards to support gap closing and acquisition of new grade level content standards. We will continue to prioritize learning standards for each grade level and course as aligned to the Ohio Learning Standards and board adopted curriculum. Teachers will assess students in the fall to identify existing academic strengths and gaps. NWEA’s Measure of Academic Progress (MAP) will be administered grades K-8 in the fall. It will provide a baseline for reading and math instruction. The teacher facilitator of the self directed courses will be able to customize the learning progression. For teacher led courses, the teacher will collaborate with intervention specialists and the gifted coordinator to accommodate the needs of all students.</p>			
Documenting Instructional Needs	How will instructional needs be documented ?		
<ul style="list-style-type: none"> ● Reading intervention monitoring plans (RIMPs) will be designed for identified K-3 students. ● Students with disabilities will be documented in the IEP and/or Pandemic Plan ● Gifted students needs will be documented in the WEP ● Students receiving additional supports will be documented on a success form and through meetings with parents ● NWEA-MAP instructional reports will be used to identify areas of strength and areas of improvement 			
Attach any Additional Documentation or Notes (if necessary): N/A			



SECTION TWO		DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL	
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities		
Determine Competency	What method(s) will be used to determine competency for remote learning?		
Ohio's Learning Standards identify what students should know and be able to do. Teachers will continue to monitor student progress and assess student competencies based on the learning standards set by Ohio.			
Granting Credit	What method(s) will be used for granting credit for remote learning?		
All courses and assessments have been aligned to Ohio's Learning Standards. Students will earn credit for a course if they have earned a passing grade as defined by Board Policy 5421			
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning?		
All courses are aligned to Ohio's Learning Standards. A student will be promoted to the succeeding grade level when they have completed the course/state requirements, the student has achieved instructional objectives, demonstrated proficiency, and demonstrated the degree of social, emotional and physical maturation for successful learning experience in the next grade as defined by Board Policy 5410.			
Attach any Additional Documentation or Notes (if necessary):			



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SECTION THREE ATTENDANCE AND PARTICIPATION

Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
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Attendance Requirements	What are your school district's attendance requirements for remote learning?
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During hybrid remote learning days, attendance at school is counted for attendance, which follows the state and health department guidelines for operation. There is an expectation for students to complete assignments during the asynchronous at home learning days. Student engagement on online platforms and with other asynchronous learning activities will be recorded, per state guidelines, for attendance purposes. Attendance and participation in asynchronous learning experiences will be confirmed with teacher verification of the student completion of assignments within the online learning platform. In fully remote learning, students will be expected to participate in asynchronous and synchronous learning. During synchronous learning, teachers will record attendance during live instruction, when possible. Activity and assignment completion will also be used when a student is unable to participate in live instruction. Attendance and participation in asynchronous learning experiences will be confirmed with teacher verification of participation in activities and completion of assignments.

Participation Requirements	How will your school district document student participation in remote learning opportunities?
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Teachers will monitor student attendance daily. Teachers will monitor students for daily engagement and submission of work according to established guidelines. If a student's participation does not improve, staff members will make phone calls to families to attempt to increase engagement. The district's Truancy Officer will make calls and visits to the homes of the student when attempts to contact families has been unsuccessful.

Attach any Additional Documentation or Notes (if necessary):



SECTION FOUR		PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth	
Progress Monitoring	How will your school district progress monitor student progress with remote learning?	
<p>Canal Winchester School teachers will provide feedback to students and parents towards Ohio's Learning Standards through daily assignments, written feedback, and grades. In addition to teacher feedback, MAP assessments are administered multiple times a year to monitor student progress towards academic goals. We will be monitoring data and student needs through continued use of the intervention process. Progress reports will be shared with families for all students, including IEP, gifted, and ELL students</p>		
Attach any Additional Documentation or Notes (if necessary):		

SECTION FIVE		EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input	
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning?	
<p>Canal Winchester transitioned to a one-to-one district and devices were provided to ALL students K-12. Additional devices may be made available to preschool students. The district increased the number of Wifi Hotspots to provide students in-need.</p>		
Attach any Additional Documentation or Notes (if necessary):		



SECTION SIX

PROFESSIONAL LEARNING

Resource Link(s):

[Professional Learning Needs](#)

Professional Learning

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

Canal Winchester has created a Professional Learning Plan that includes a comprehensive professional development plan to help teachers enhance remote learning.

- District will use a consistent Framework for online instruction. K-8: Google Classroom, 9-12: Canvas
- Teachers were provided full access to EdgeUBadge training to support online instruction
- Small group sessions provided to staff for opportunities to enhance online classroom
- Teachers have access to different applications within the learning management system
- Additional Professional Development opportunities will be provided as necessary to support student and teacher success

Attach any Additional Documentation or Notes (if necessary):