



Remote Learning Plan Canfield Local Schools

District Name:	Canfield Local Schools
District Address:	100 Wadsworth St. Canfield OH 44406
District Contact:	Mr. Joseph Knoll
District IRN:	048314

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.”*

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):	<u>Determination of Student Educational Needs</u> <u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>
Determining Instructional Needs	How will instructional needs be determined ?



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	<p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Instructional Sequencing Aligned Instruction to Learning Standards Gap Analysis for ELA, Math, Science, and Social Studies Created a plan for IEP and students with disabilities Created a plan for students identified as gifted served with a Written Education Plan (WEP)
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Address Determining Instructional Needs Here:

The district will be benchmarking all K-4 students in reading and mathematics before school starts. The district will also assess students in K-8 using STAR Reading and Math tests three times per year. Restart Readiness Assessments in grade 3 through high school are being explored and training will be provided. Special and Gifted intervention specialists will teach or co-teach and assess their students on WEP or IEP goals regularly. Eligible students will have access to computer-based personalized reading and mathematics programs such as Lexia Reading, ALEKS Mathematics, and ScootPad Reading and Math. Leveled Literacy Intervention and Bridges Intervention will be offered remotely.

<p>Documenting Instructional Needs</p>	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Clear instructional plans have been created Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Address Documenting Instructional Needs Here:

Instructional plans will be communicated to parents and students via Google platform and REMIND app. Instructional plans are aligned to content standards and set by properly credentialed classroom teachers. Instructional plans will follow the same scope and sequence used for in-person education. In addition to synchronous teacher-led lessons, teachers and students will also have access to the Virtual Learning Academy Curriculum which offers 250 courses that are fully aligned to Ohio's Academic Content Standards, which are rooted in the National Academic Content Standards.



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Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	<u>District & Building Level Educational Considerations & Planning</u> <u>Teacher Level Educational Considerations and Planning</u> <u>Non-Building Based Learning Opportunities</u>
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: <i>The district will use performance-based, formative, and summative assessment to inform instruction and assess mastery in a similar fashion to in-person learning.</i>	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here:	



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Teachers will provide feedback to parents and students from performance-based, formative, and summative assessments regularly using multiple forms of communication including Google and Online Gradebook. Teachers will assess and grade in a similar fashion as in-person education using grade-level expectations.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:
Administration and staff uses district board policy to guide decisions about promotion and retention. Classroom teaching staff create and communicate expectations for course completion, success, and promotion. The district utilizes an online gradebook which will be used as the primary form of communication for grades and determination of grade promotion.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	<p><u>Communications Planning</u></p> <p><u>Attendance Considerations for Remote Learning Plans ODE Website</u> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
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Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p><i>Student attendance will be documented through a variety of methods to allow for some flexibility during a pandemic. As much as possible attendance will be based upon attendance in synchronous learning. Attendance concerns will be monitored by teachers and guidance counselors and concerns will be communicated to the building principal. Students and parents will be notified about attendance requirements.</i></p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Address Student Participation Requirements Here:</p> <p><i>Attendance will be documented through presence during synchronous and asynchronous learning activities and lessons, online meetings, and class meetings, daily log-ins, daily interactions (such as phone calls, messages, video chats), and assignment completion. Courses will have an established schedule and will be teacher-directed. Instruction will be both synchronous and asynchronous to allow for student/family schedule conflicts.</i></p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<u>Exceptional and At-Risk Youth</u>



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Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p><i>Staff will be analyzing performance and engagement using a variety of assessment means: formative, summative, normative, and performance. They will communicate this information to parents and students as appropriate. Parents and students will be able to track progress using the online gradebook.</i></p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<p>Technology Needs</p> <p>Data Use: Gathering Stakeholder Input</p>
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <p><i>CLSD surveyed staff twice to determine needs for devices and hotspots and gather feedback about spring remote learning and school restart. The district is committed to provide hotspots and computers to any family in need and has budgeted CARES ACT monies to purchase.</i></p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	<u>Professional Learning Needs</u>
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Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
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Address Professional Learning/Development Here:

The district is using ESC and current staff who are proficient in remote learning strategies and technology. The district has offered and will continue to offer extensive professional development in using technology for remote learning including but no limited to:

Google Classroom, Quizzes and Forms, Google Classroom Support, K-2 Support, Digital Student Feedback, Flipgrid Fun, Google Sites, Screencastify and Loom, Hyperdocs, and using REMIND for parent communication.

Attach any Additional Documentation or Notes (if necessary):