



Remote Learning Plan



District Name:	Canton City School District
District Address:	305 McKinley Ave. N.W. Canton, Ohio 44702
District Contact:	Mallory Floyd - Deputy Superintendent
District IRN:	043711

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 remoteteaching@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 remoteteaching@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

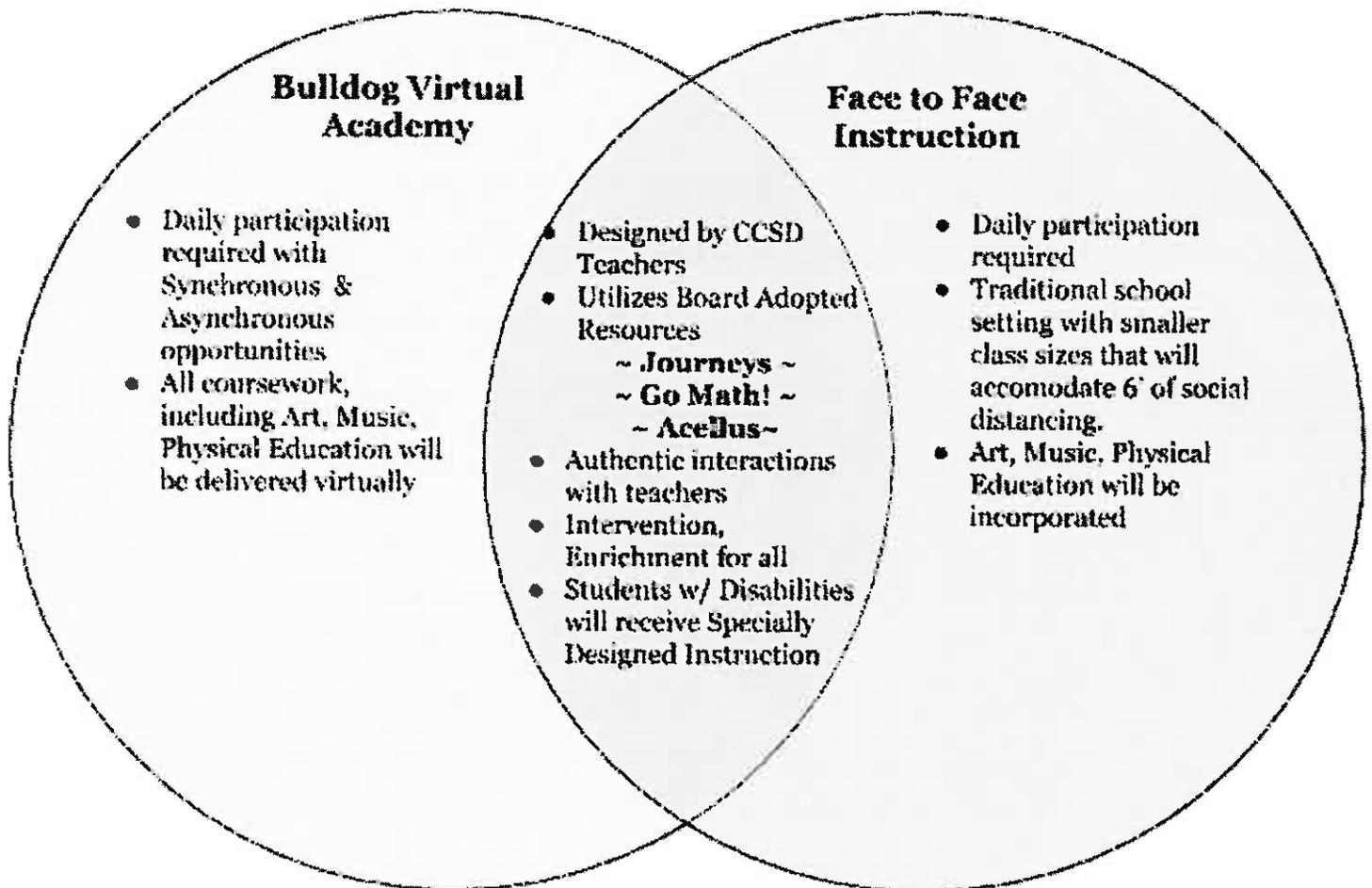


Remote Learning Plan



SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	<p><u>Determination of Student Educational Needs</u> <u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u></p>
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <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)
<p>Address Determining Instructional Needs Here: Canton City School teachers will utilize the Ohio Learning standards and our curriculum maps to guide the instruction needed for the students. To address the instructional levels of our students, we will use NWEA MAP Diagnostic Assessments for all students in grades K-12. Acadience is also used to assess Literacy Skills in grades PK-5. Students with disabilities will continue to receive Specially Designed Instruction and Related Services as described in their Individual Education Plan. Students on 504's will receive their identified accommodations and students identified as gifted will have a Written Education Plan created and implemented.</p>	
Documenting Instructional Needs	<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
<p>Address Documenting Instructional Needs Here: Student performance reports are generated in real time as students complete assessments with MAP and Acadience. Teachers create instructional plans based on individual student data. Remote teachers will plan weekly with face-to-face teachers to ensure consistent content in the event all students end up in a remote situation.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p><u>https://docs.google.com/document/d/1kgSC3YWfQMnofJgSYfIOVrCyKT_rmJqTLds0gHDEgJg/edit</u></p>	

PreK-5 Teaching Pathway in the Canton City Schools during the 2020-2021 School Year



Pre-School - 5th Grade

VIRTUAL - Teaching as a Virtual Teacher in the Canton City Schools

PK-5 Virtual Teaching Responsibilities:

- Design Lessons utilizing CCSD Curriculum Maps
- Have daily “Authentic Interaction” with students (see explanation below)
- Meet with Grade Level Bulldog Virtual Academy teachers for TBTs (approximately twice per week)
- Meet with building level team teachers twice per month to align lesson design in regards to curriculum maps.
- Assist with daily duties in the school for face to face students (i.e., assist with arrival and dismissal duty, help cover teacher planning periods/lunches if needed)

Instructional Tool	Teacher Responsibility	Time
Acellus	Assign grade level specific lessons based on CCSD Curriculum Maps and monitor student progress. Acellus will: <ul style="list-style-type: none"> ● Grade student work ● Provide interventions ● Track student participation 	Expectation of student learning: Grades PK 1 hour/day Grades K-2 2-3 hours/day Grades 3-5 3-4 hours/day
	Teacher time will be spent monitoring progress based on Acellus reports	
Teacher designed: <ul style="list-style-type: none"> ● Journeys ● Go Math! ● Science/Social Studies Resources <p><i>Teachers are encouraged to use Board adopted resources to design lessons for their Bulldog Virtual Academy students. Lessons can be enhanced with multiple delivery options, i.e., Edpuzzle, ClassKick, Bitmoji Classroom</i></p>	Provide the following Synchronous Opportunities for our students each week: <i>(Recorded in case students are not able to be present during the session).</i> <ul style="list-style-type: none"> ● 3 - thirty minute synchronous Journey Lessons ● 3 - thirty minute synchronous Go Math! Lessons ● OPTION of 1 synchronous or recorded science and social studies lesson per week 	3-4 hours/week of synchronous learning opportunities for students.
	<i>*If teaching a split virtual class, these synchronous lessons can be the same lesson, using the same story/concept. Students will get personalized grade level lessons via Acellus.</i>	
Heggerty	5 - ten minute Heggerty sessions. <i>Teacher choice as to whether it is synchronous opportunity or pre-recorded.</i>	50 minutes/week
Art/Music/PE	1 - thirty minute recorded lesson	30 minutes per special

VIRTUAL - Taking Attendance and Having Authentic Interactions

- ***Authentic Interactions with Students***
 - There should be at least 5 authentic interactions with each student throughout the course of the week.
 - Each daily authentic interaction will count as a day of attendance
 - “Daily Interactions” can be defined as, but are not limited to:
 - Student attendance in a virtual synchronous class lesson
 - Students asynchronously watch a recorded lesson and complete a task shows work towards mastery of the skill
 - Acellus completion based on hours of instruction.
 - Student and teacher connect via email (grades 3+), Google Class, Google Meet, Class Dojo
 - Acknowledgement of student performance on Acellus
- Track attendance in eSchool
- Work in collaboration with School Community Worker when attendance becomes a concern

Pre-School - 5th Grade

Face-to-Face - Teaching as a Face to Face Teacher in CCSD

PK-5 Face-to-Face Teaching Responsibilities:

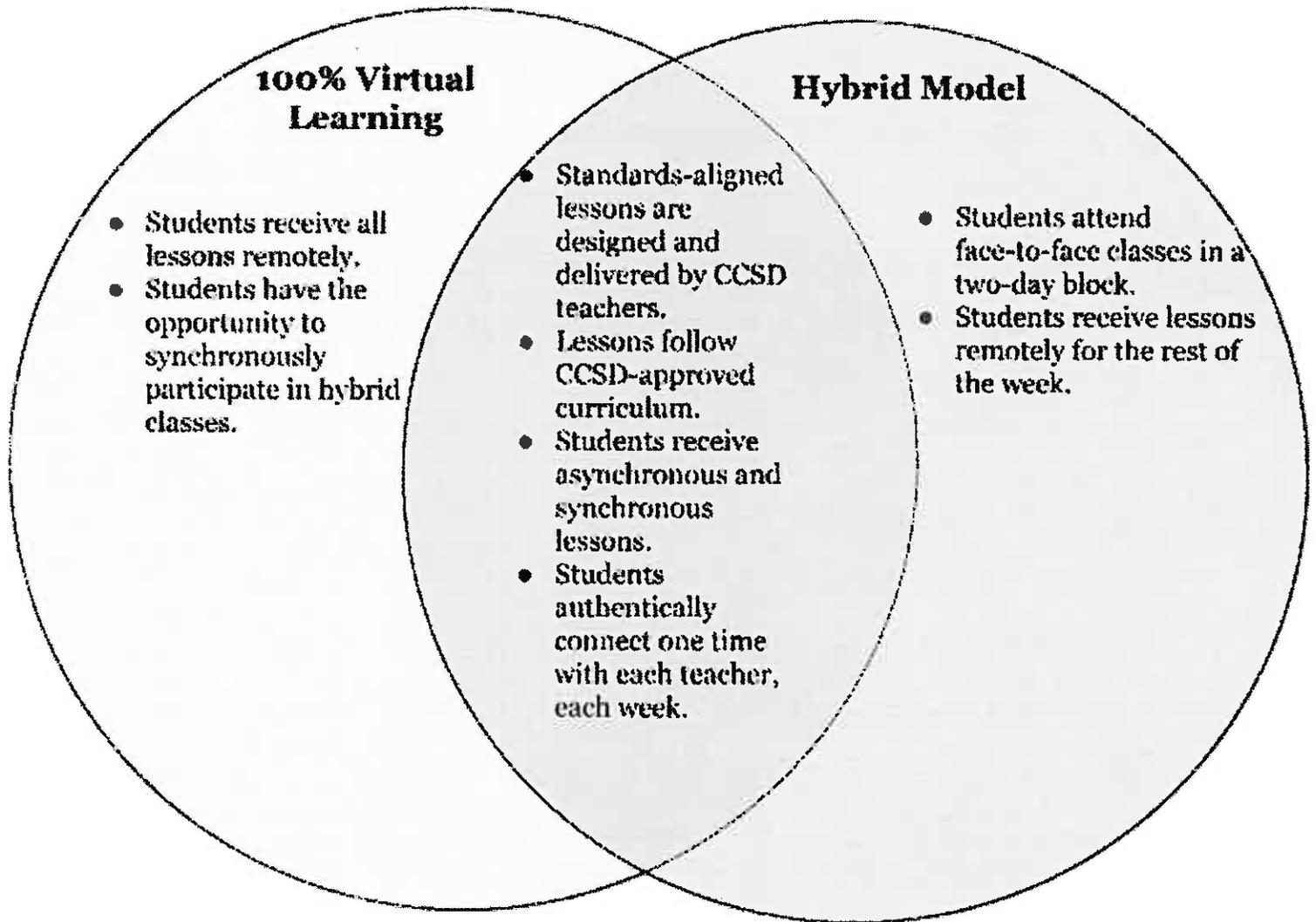
- Design Lessons utilizing CCSD Curriculum Maps
- Meet with TBTs (approximately twice per week)
- Meet with building level team teachers (virtual & face-to-face) twice per month to align lesson design in regards to curriculum maps.
- Assist with daily duties in the school for face to face students (i.e., assist with arrival and dismissal duty, help cover teacher planning periods/lunches if needed)

Instructional Tool	Teacher Responsibility	Time
Acellus	Assign grade level specific lessons based on CCSD Curriculum Maps and monitor student progress. Acellus will: <ul style="list-style-type: none"> ● Grade student work ● Provide interventions ● Track student participation 	Expectation of student learning: <p style="text-align: center;">Grades PK-2 2-3 hours/week</p> <p style="text-align: center;">Grades 3-5 3-4 hours/week</p>
Teacher time will be spent monitoring progress based on Acellus reports		
Teacher designed:	<ul style="list-style-type: none"> ● Typical Instructional Schedule 	Typical Face-to-Face instructional schedule
<ul style="list-style-type: none"> ● Journeys ● Go Math! ● Science/Social Studies Resources 	<p><i>Teachers are encouraged to use Board adopted resources to design lessons for their Face-toFace students in the event that we go 100% remote.</i></p> <p><i>Lessons can be enhanced with multiple delivery options, i.e., Edpuzzle, ClassKick, Bitmoji Classroom</i></p>	
Heggerty	5 - ten minute Heggerty sessions.	50 minutes/week
Art/Music/PE	Traditional Specials Classes in the classroom - Possibly serving one school per week to limit the number of people in each building. More information to come...	30 minutes per special

Taking Attendance

- *Typical attendance procedures using eSchool*
- *Utilize School Community Worker as needed*

6-12 Teaching Pathway in the Canton City Schools during the 2020-2021 School Year



Teaching as a Hybrid Teacher in the Canton City Schools

6-12 Hybrid Teaching Responsibilities:

- Plan and “vet” lessons on Wednesdays with content area teachers or partner support teachers (“Vetting” - Are my instructions clear? Do my links work? etc.)
- Design standards-aligned lessons using CCSD, board-approved materials and curriculum (Use all the creative strategies and apps you’ve learned in EdCamps!)
- Plan content lessons in weekly chunks - Design a student time log with suggested assignment completion times
- Post times of F2F classes and provide Google Meet Invite for virtual synchronous opportunities
- Post following week’s lesson on Fridays
- Authentically interact with each student at least once a week (suggestions below)
 - Face-to-face/Synchronous lesson interaction
 - Other asynchronous communication opportunities (FlipGrid, etc.)
 - Google Classroom interaction (can include assignment completion)
 - Email/Video chat to discuss student time log and course work
 - Teacher Support Time
- Provide two hours a week of open teacher support - Teacher Support Time (TST) (flex)
- Make weekly attendance calls
- Submit daily attendance into eSchool
- Participate in assigned TBTs



Remote Learning Plan



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: All courses are standards aligned and competency is determined by mastery of standards.	
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: Credit is granted by completion and passage of course. Passage is determined by district grading practices.	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Students will be required to show mastery of grade level standards.	
Attach any Additional Documentation or Notes (if necessary): <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	



Remote Learning Plan



SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<u>Communications Planning</u> <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)
Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>Students will have to participate daily in either asynchronous and synchronous instruction with their virtual teacher(s) In grades PK-5, they will take daily attendance due to the requirement of daily authentic interactions (email, phone calls, google meets) In grades 6-12, weekly attendance will be taken, course by course, based on assignment completion, student logs, authentic teacher interactions, and synchronous/F2F class participation.</p>	
Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <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>Students can participate in learning via class check-ins, assignment completion, and email. Teachers will monitor participation of Asynchronous and Synchronous remote experiences. Families and community stakeholders are kept up to date by the district website, mailings, and all district and building social media sites.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>https://docs.google.com/document/d/1s1hR3IBKEdjzIBpj_8rZ6YPJHepCFcFkRbb5EN8mUCg/edit?ts=5f401879</p>	

Attendance Reporting Recommendations

Districts must track attendance for all students, regardless of the mode of learning. (OAC 3301-69-02)

Attendance Foundations

The Canton City School District is committed to increasing student attendance in a face-to-face and virtual learning setting. Attendance foundations include:

- maintaining contact information for students and families,
- building strong relationships that can endure through time and distance,
- paying attention to health and safety first,
- emphasizing student presence and engagement in lessons,
- using a multi-tiered system to support the whole child to remove participation barriers, and
- leveraging community partnerships for mental health and well-being initiatives.

Recommendation Guidance Resources

ODE Reset and Restart - Attendance Considerations for Remote Learning Plans

Ohio Administrative Code 3301-69-02

House Bill 410

Attendance Recording Procedures

ATTENDANCE IS NOT INTENDED TO TRACK THE QUALITY OF STUDENT WORK. ATTENDANCE IS EVIDENCE OF PARTICIPATION. STUDENTS WHO ARE PHYSICALLY PRESENT OR WHO HAVE "CHECKED IN" (SEE BELOW) ARE CONSIDERED "IN ATTENDANCE." ATTENDANCE DOES NOT REFLECT THE GRADE A STUDENT WOULD EARN ON AN ASSIGNMENT.

In order to achieve a daily instructional routine for students, it is recommended that families arrange the student's schedule to match the CCSD class times. We are hopeful that the majority of students will engage in lessons during the day, either face-to-face, synchronously or asynchronously. Due to the complexity of our families' lives during this pandemic and due to the various student and parent work schedules, however, it may be impossible for some students to check in during the CCSD school day schedule. Therefore, some students may need to check in later in the day.

If a student has checked in each day, that student is to be marked present. Attendance is not meant to track the quality of student work. Student mastery of content will be reflected in student grading.

Methods for Daily Student Check-Ins

All students will be expected to check in with each of their teachers each day. Teachers will determine whether a student has checked in through a variety of methods including:

- Physical verification (face-to-face, synchronous Google Meet)
- Google Form question completion regarding lesson receipt and understanding of directions
- Assignment completion within five days of due date
- Student presence in and/or contribution to an online discussion forum
- Students completion of questions, journal entry or other materials posted in Google Classroom
- Student completion of Entrance and Exit Ticket for an asynchronous lesson
- Student check-in during Teacher Support Time
- Student and teacher email interaction

Daily Attendance Procedures

eSchool attendance defaults to a student being present, unless the teacher enters an "X" in the absence column. The varying attendance scenarios are as follows:

Face-to-Face PK-5 students - Teachers will take attendance each day in eSchool at the beginning of the day.

K-5 Bulldog Virtual Academy students - Teachers will need to determine daily attendance by making sure that a student has checked in each day. This check-in may be any of the options listed above.

6-12 Face-to-Face single period students - Teachers will take attendance each day in eSchool at the beginning of the period.

6-12 Face-to-Face double period students - Teachers will take attendance on the assigned day in eSchool at the beginning of the period. If a student is absent, teachers need to enter an "X" in the absence column for that day and then later enter an "X" in the absence column for the second day of that block. Again, if the student is present, nothing needs to be marked on either day of the block because "present" is the default.

6-12 Virtual students - Teachers will need to determine daily attendance by making sure that a student has checked in each day. This check-in may be any of the options listed above.

All attendance has to be entered into eSchool by the end of the week. It is recommended that teachers make any attendance corrections on the Wednesday cleaning day.

There will be no tardies for virtual learning students.

10 Day "Look Back" Attendance Feature

For virtual learning students who may not be able to check in with the teacher on a given day, but has completed five of the check-in options, that student can be counted present for five days.

Example - At the end of a week, a student has completed all assignments by due dates and/or participated in online forums and/or completed the asynchronous Entrance/Exit tickets, etc. to add up to five. This student would be considered present for five days. If the student only has completed four check-in options, the student would be considered present for four days, etc.

Example - A face-to-face student comes to class, but does not participate and may even put his/her head down for the whole class. That student is still considered to be present. This is the same situation as a virtual student who does not put forth a best effort on an assignment or only completes a Google Form verifying receipt of an assignment and an understanding of instructions. Quality of work will be determined by a grade, not attendance.

Teachers have a 10-day window to update attendance in eSchool.



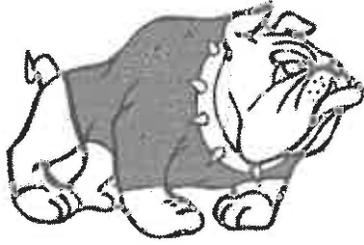
Remote Learning Plan



SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<u>Exceptional and At-Risk Youth</u>
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>Canton City Schools has developed district expectations for teaching as a virtual and hybrid teacher. See attached Notes for specifics. Building Care Teams will convene as necessary to address social emotional needs, mental health needs, academic needs and any access to special programming.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<u>Technology Needs</u> <u>Data Use: Gathering Stakeholder Input</u>
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>iPads have been purchased for every student in grades PK-12 and hot spots are being provided to families as needed. Parent surveys have been studied and addressed. A technology hotline has been established to address parental concerns.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>https://docs.google.com/document/d/18bavA0GDxISLislw8diECchBt8r3L5vFP2rKhDWAMYcle/edit?ts=5f3fe592</p> <p>https://docs.google.com/document/d/1on6wufGkGunwK8XijCcHAwuEfpUEHPLc7kcgaa9uD2M/edit</p>	

SECTION SIX	PROFESSIONAL LEARNING
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Canton City School District PK-5 Technology & Curriculum Distribution & Open House

We invite families to attend these “Virtual Open Houses” by the scheduled appointment time, based on the last name of the youngest child in the grade band.

Technology & Curriculum Distribution	
August 24 - August 28	<p style="font-size: 1.5em; margin: 0;"><u>Grades 3-5</u></p> <p style="font-size: 0.8em; margin: 0;"><i>*For Arts & AIM, this will be for grades 3-8.</i></p>
August 31 - September 4	<p style="font-size: 1.5em; margin: 0;"><u>Grades PK-2</u></p> <p style="font-size: 0.8em; margin: 0;"><i>*Due to a delay in shipment, PK-2 distribution is postponed until the 2nd week of school.</i></p>

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-11:00	A-E	F-J	K-N	O-S	T-Z
12:30-3:00	O-S	T-Z	A-E	F-J	K-N
3:30-6:30		A-K		L-Z	

During these scheduled times, you will:

- Complete any registration requirements
- Receive student iPads (all students PK-5)
- Receive Curricular resources (for Bulldog Virtual Academy Students)
- Get a digital snapshot of your child’s classroom and teacher
 - Return any technology that was distributed in the spring
 - *(this must be turned in prior to getting new technology)*



Masks & 6’ of social distancing will be required during distribution.

If the scheduled times do not work for you, please call your child’s school to schedule an alternative time to pick up educational resources.

Canton City School District Grades 6-12 iPad Distribution

(MASKS MUST BE WORN AND SIX FEET OF SOCIAL DISTANCING MUST BE MAINTAINED AT ALL TIMES.)

School	<u>Monday</u> August 24	<u>Tuesday</u> August 25	<u>Wednesday</u> August 26	<u>Thursday</u> August 27	<u>Friday</u> August 28
AIM	A-E - 8:30-11:30 O-S - 12:30-3:00	F-J - 8:30-11:30 T-Z - 12:30-3:00 A-K - 3:30-6:30	K-N - 8:30-11:30 A-E - 12:30-3:00	O-S - 8:30-11:30 F-J - 12:30-3:00 L-Z - 3:30-6:30	T-Z - 8:30-11:30 K-N-12:30-3:00
ARTS	A-E - 8:30-11:30 O-S - 12:30-3:00	F-J - 8:30-11:30 T-Z - 12:30-3:00 A-K - 3:30-6:30	K-N - 8:30-11:30 A-E - 12:30-3:00	O-S - 8:30-11:30 F-J - 12:30-3:00 L-Z - 3:30-6:30	T-Z - 8:30-11:30 K-N - 12:30-3:00
Crenshaw	6th Grade A-K Front Door #1 L-Z Back Door #6 9am - 12pm 2pm - 5pm	7th Grade A-K Front Door #1 L-Z Back Door #6 9am - 12pm 2pm - 5pm	8th Grade A-K Front Door #1 L-Z Back Door #6 9am - 12pm 2pm - 5pm	By appointment 9am - 12pm 2pm - 5pm 5pm - 7pm	By appointment 9am - 12pm 2pm - 5pm
Lehman	Last Names A-K <u>Grade 6</u> - Door 1 <u>Grade 7</u> - Door 2 <u>Grade 8</u> - Door 13 8:30AM- 12:00PM 1:00PM- 4:00PM	Last Names L-Z <u>Grade 6</u> - Door 1 <u>Grade 7</u> - Door 2 <u>Grade 8</u> - Door 13 8:30AM- 12:00PM 1:00PM- 4:00PM	Last Names A-K <u>Grade 6</u> - Door 1 <u>Grade 7</u> - Door 2 <u>Grade 8</u> - Door 13 8:30AM- 12:00PM 1:00PM- 4:00PM	Last Names L-Z <u>Grade 6</u> - Door 1 <u>Grade 7</u> - Door 2 <u>Grade 8</u> - Door 13 8:30AM- 12:00PM 1:00PM- 4:00PM	By appointment
STEAMM	Appointment link will be communicated via All Call, Remind, Email and Social Media to families for times 10 am to	Appointment link will be communicated via All Call, Remind, Email and Social Media to families for times 10 am to	Appointment link will be communicated via All Call, Remind, Email and Social Media to families for times 10 am to	Appointment link will be communicated via All Call, Remind, Email and Social Media to families for times 10 am to	Appointment link will be communicated via All Call, Remind, Email and Social Media to families for times 10 am to

	6pm. Families may also call into the school to set up an appointment.	6pm. Families may also call into the school to set up an appointment.	6pm. Families may also call into the school to set up an appointment.	6pm. Families may also call into the school to set up an appointment.	6pm. Families may also call into the school to set up an appointment.
Compton	Students/Guardian Will be contacted by Program/Staff to communicate technology pickup. Times for pickup will vary per guardian request. 8:30 AM - 6:30 PM. Will conduct pickup at main entrance.	Students/Guardian Will be contacted by Program/Staff to communicate technology pickup. Times for pickup will vary per guardian request. 8:30 AM - 6:30 PM. Will conduct pickup at main entrance	Students/Guardian Will be contacted by Program/Staff to communicate technology pickup. Times for pickup will vary per guardian request. 8:30 AM - 6:30 PM. Will conduct pickup at main entrance	Students/Guardian Will be contacted by Program/Staff to communicate technology pickup. Times for pickup will vary per guardian request. 8:30 AM - 6:30 PM. Will conduct pickup at main entrance	Students/Guardian Will be contacted by Program/Staff to communicate technology pickup. Times for pickup will vary per guardian request. 8:30 AM - 6:30 PM. Will conduct pickup at main entrance
McKinley Downtown AND McKinley Main	Seniors Morning Session 10:00-1:00 <u>A-F</u> - 10:00-11:00 <u>G-N</u> - 11:00-12:00 <u>O-Z</u> - 12:00-1:00 Afternoon Session 3:00-6:00 <u>O-Z</u> - 3:00-4:00 <u>G-N</u> - 4:00-5:00 <u>A-F</u> - 5:00-6:00	Juniors Morning Session 10:00-1:00 <u>A-F</u> - 10:00-11:00 <u>G-N</u> - 11:00-12:00 <u>O-Z</u> - 12:00-1:00 Afternoon Session 3:00-6:00 <u>O-Z</u> - 3:00-4:00 <u>G-N</u> - 4:00-5:00 <u>A-F</u> - 5:00-6:00	Sophomores Morning Session 10:00-1:00 <u>A-F</u> - 10:00-11:00 <u>G-N</u> - 11:00-12:00 <u>O-Z</u> - 12:00-1:00 Afternoon Session 3:00-6:00 <u>O-Z</u> - 3:00-4:00 <u>G-N</u> - 4:00-5:00 <u>A-F</u> - 5:00-6:00	Freshmen Morning Session 10:00-1:00 <u>A-F</u> - 10:00-11:00 <u>G-N</u> - 11:00-12:00 <u>O-Z</u> - 12:00-1:00 Afternoon Session 3:00-6:00 <u>O-Z</u> - 3:00-4:00 <u>G-N</u> - 4:00-5:00 <u>A-F</u> - 5:00-6:00	Makeup Day 10:00-2:00
Important: Freshman students will not be able to pick up their iPad until Thursday as their device is not ready.					

ALL IPADS WILL BE PICKED UP AT THE DOWNTOWN CAMPUS. (DO NOT GO TO MCK MAIN.)

All Mck Main, Downtown, and FA students will enter on the 4th Street circle.

All students are required to come, regardless of whether or not they turned in their iPad in the spring.

TECHS	Seniors Morning Session 10:00-1:00 <u>A-L</u> - 10:00-11:30 <u>M-Z</u> - 11:30-1:00	Juniors Morning Session 10:00-1:00 <u>A-L</u> - 10:00-11:30 <u>M-Z</u> - 11:30-1:00	Sophomores Morning Session 10:00-1:00 <u>A-L</u> - 10:00-11:30 <u>M-Z</u> - 11:30-1:00	Freshmen Morning Session 10:00-1:00 <u>A-L</u> - 10:00-11:30 <u>M-Z</u> - 11:30-1:00	Makeup day 10:00-2:00
	Afternoon Session 3:00-5:00 <u>A-L</u> - 3:00-4:00 <u>M-Z</u> - 4:00-5:00	Afternoon Session 3:00-5:00 <u>A-L</u> - 3:00-4:00 <u>M-Z</u> - 4:00-5:00	Afternoon Session 3:00-5:00 <u>A-L</u> - 3:00-4:00 <u>M-Z</u> - 4:00-5:00	Afternoon Session 3:00-5:00 <u>A-L</u> - 3:00-4:00 <u>M-Z</u> - 4:00-5:00	

All TECHS students are required to come whether or not they turned in their iPad in the spring.

Early College Students must use the Tuscarawas Entrance door #1.

Bring in books and school materials from last year. Turn in signed paperwork.



Remote Learning Plan



Resource Link(s):	<u>Professional Learning Needs</u>
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.
<p>Address Professional Learning/Development Here:</p> <p>We are holding Professional Development for certified and classified staff before the start of school. All staff were given some non-negotiable topics for PD (Health and Safety, Building Virtual Relationships, Equity, etc) and other topics that could be chosen to improve their personal skill set. Ongoing professional learning will take place throughout the school year.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>A link to our Professional Development Calendar for the start of the 2020-2021 school year is attached.</p> <p>https://docs.google.com/document/d/1vQnPTOdIqFOWQw7BeHotxWaz8GxbnQH5GNZsUQwGxQ</p>	

Welcome to this Historic 2020-2021 School Year!

Below is the agenda for Professional Development for the week of August 17, 2020. We would like to thank the teachers, administrators, support staff, and parents who spent many hours helping to plan the CCSD Restart for this year. Many of the PD topics and methods of delivery are at their recommendation. By providing organizational structures, chunked content, and differentiated delivery modes, we hope to model possible ways to offer virtual lessons to our students.

For those who need the big picture first, the “Week at a Glance” chart lists the general topics for the week. On this chart is a link to each day’s agenda, complete with a suggested time schedule, necessary content links, personal reflection opportunities, topic and lesson integration, peer interaction time, and lesson feedback. These are all characteristics teachers may want to include in their weekly blended lessons.

August 17-21 2020 Professional Development Calendar (Week at a Glance)

Monday	Tuesday	Wednesday	Thursday	Friday
17 (Daily Agenda Link)	18 (Daily Agenda Link)	19 (Daily Agenda Link)	20 (Daily Agenda Link)	21 (Daily Agenda Link)
Building Virtual Class Relationships - all staff Exit Ticket - “Triple T” EdCamp - all staff iPad Training - Pk-2, Mason, Clarendon, Youtz Classroom Prep - 3-5 Blended Lesson Design - 6-12 OIP Administrator Training	Health and Safety - all staff Exit Ticket - “3-2-1” EdCamp - all staff iPad Training - ARTS, Crenshaw, STEAMM, Compton Team Lesson Planning - 6-12	Cultural Humility - all staff Exit Ticket - “Six-Word Memoir” EdCamp - all staff PK - Thematic Teaching and Learning Collaboration Lesson and classroom preparation - K-5 6-8 - Pearson Platform (Social Studies, Math, ELA) Vertical Alignment - (Music, CTE, Art, Spanish, HPE) Team Lesson Planning - 6-12 SCW Training Admin Title IX Training	Title IX Training - all staff Exit Ticket - “Acronym” EdCamp Application Presentation - all staff OIP Website Training - all staff Blended Lesson Planning - all staff SCW Training	EL Information - all staff Exit Ticket - “Five Ways” Building preparation for iPad distribution Building preparation for “Open House” Building Preparation for week of August 24

Monday - August 17, 8:00-3:30

MORNING

8:00-11:30 Principal discretion with the incorporation of the three non-negotiables.

Non-negotiables

- Building virtual class relationships - all staff (30 minutes) (asynchronous)
- Exit Ticket (10 minutes) (Google Form for all to complete)
- EdCamp Library* (45 minutes) (asynchronous)

*Staff members will be asked to choose one skill/strategy featured in an EdCamp to use to design an activity/lesson to present to their grade/department on Thursday.

- Application Brainstorming (30 minutes) (synchronous)
(Google Meet with Grade/Department - What sessions did you attend? What did you learn that could apply to your classes?)

10:00 - Principal OIP training

AFTERNOON

PK-5 - 12:30-3:30

- **PK-2, Mason, Clarendon, Youtz**
Staff first watch Apple training videos.
iPad Training - LINK to Video Folder (asynchronous)

iPad Q&A via Google Meet (Aaron & Carolyn): iPad Running Start Meeting (synchronous)

12:30-2:00 - All PK-2

2:00-3:30 - Mason, Clarendon, Youtz

12:30-3:30- Belden, Cedar, Gibbs: Principal Discretion

6-12 - 12:30-3:30

Blended Weekly Lesson Design Overview

Teaching in a Block - (30 minutes) **12:30 McKinley, 1:15 Crenshaw, ARTS, Lehman** (synchronous)

CLT (47 minutes + questions afterward - worth the listen) **Middle School Only (HS has done this already.)** (asynchronous)

Think Aloud - Instructional Design for Remote Learning (Piece #1: Template) Think Aloud-Instructional Design for Remote Learning (Piece #2: Template) (asynchronous)

Day 1 Survey (Google Form for all to complete)

Tuesday - August 18, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

8:00-9:00 - Health and Safety presentations by building nurse (all staff is to report) (1 hour) (synchronous)

9:00-1:00 - Child Nutrition Group 1 @ Timken Commons

9:00-9:15 - Exit Ticket (15 minutes) (Google Form - all staff should complete)

9:15-10:00 - EdCamp Library (45 minutes) (asynchronous)

10:00-10:30 - EdCamp Application Brainstorming (30 minutes) (synchronous)

(Google Meet with Grade/Department - What sessions did you attend? What did you learn that could apply to your classes?)

10:30-11:30 - Principal Discretion

AFTERNOON

12:30 - 3:30

- PK-5

Principal Discretion (suggestion to plan for Tech Distribution/Open House)

- Grades 6-12 -

Crenshaw, STEAMM, Arts, Compton (Flipped class - videos done ahead of time. Q&A afterward - optional) (asynchronous)

■ iPad Training Link to Video Folder - 12:30-3:30 p.m.

■ iPad Q&A via Google Meet (Aaron & Carolyn): iPad Running Start Meeting (synchronous)

Lehman, McKinley Main, McKinley Downton, TECHS

■ **Team lesson planning**

Day 2 Survey (Google Form for all to complete)

Wednesday - August 19, 8:00-3:30

MORNING

Non-negotiables

8:00-10:00 - Cultural Humility and Debrief Cultural Humility Presentation (All staff is to report) (2 hours of engaging content!) (asynchronous)

Exit Ticket (20 minutes) (Google Form - all staff should complete)

10:00-12:00 - Administrator Training - Title IX

10:15-11:00 - EdCamp Library (45 minutes) (asynchronous)

11:00-11:30 - Application Brainstorming (30 minutes) (synchronous)

(Google Meet with Grade/Department - What sessions did you attend? What did you learn that could apply to your classes?)

AFTERNOON

12:30-3:30

- PK - Thematic Teaching and Learning Collaboration (Flanagan and Furr)
- Grades K-5 - Principal Discretion (Principal will not be present)
- Grades 6-8 - Social Studies, Math, ELA (Pearson Platform) (synchronous)
- Grades K-12 - Vertical Alignment Meetings - Music, CTE, Spanish, Art (synchronous)
- Grades 6-12 - Other areas Principal Discretion
- SCW meeting with Esber (meeting #1)

1:30-3:30 - Administrator Training - Title IX

Day 3 Survey (Google Form for all to complete)

Thursday - August 20, 8:00-3:30

MORNING

Non-negotiables

8:30-10:00 - Title IX Training for Certified and Classified Employees- all staff (1 hour) (asynchronous)

Exit Ticket (15 minutes) (Google Form for all to complete)

10:30-11:30 - EdCamp Application presentations - all staff (Brainstorming groups share a sample lesson using an EdCamp strategy.) (60) (synchronous)

AFTERNOON

12:30-2:00 - OIP Training - all teachers (1 hour) (asynchronous) PLEASE WORK THROUGH THE ENTIRE AGENDA

Building Debrief (30 minutes) (synchronous)

2:00-3:30 - Blended lesson planning

SCW meeting with Esber (meeting #2)

Day 4 Survey (Google Form for all to complete)

Friday - August 21, 8:00-3:30

ALL DAY

8:00 - 3:30 - Principal discretion

Non-negotiables

EL translation process (Office Staff and teachers should attend) (30 minutes) (asynchronous)

Slides from presentation

Quick Tips Sheet for Staff

Exit Ticket for the EL / LEP Presentation

7:00-11:00 - Child Nutrition - Group 2 @ Timken Commons

12:00-4:00 - Child Nutrition - Group 3 @ Timken Commons

Suggestions for the rest of the day -

Building preparations for iPad distribution

Building preparation for "Open House"

Any other preparation for week of August 24

High school team - time for teachers to create a welcome video/picture/anything that can be emailed to students and then viewed on iPad

August 24-28 2020 Professional Development Calendar

(Week at a Glance)

Monday	Tuesday	Wednesday	Thursday	Friday
24	25	26	27	28
Technology/Supply Distribution Building welcomes	Technology/Supply Distribution Building welcomes	Title IX for Admin 10:00-12:30 and 1:00-3:30 Technology/Supply Distribution Building welcomes	Technology/Supply Distribution Building welcomes	Technology/Supply Distribution Building welcomes

Monday - August 24, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

- **8:30-11:30 - Executive Functioning PD** Grades 6-12 Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), Interpreters, SLP's, OT's, COTA's, PT's, School Psychologists & Principals
 - meet.google.com/onc-ymgk-dkm

AFTERNOON

Non-negotiables

- **12:30-3:30 - Executive Functioning PD** Grades PK-5 & Arts Academy Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), Interpreters, SLP's, OT's, COTA's, PT's, School Psychologists & Principals
 - meet.google.com/tstj-ofdu-btd

Tuesday - August 25, 8:00-3:30

MORNING
8:00-11:30

AFTERNOON

Wednesday - August 26, 8:00-3:30

MORNING
8:00-11:30

Non-negotiables

AFTERNOON
Non-negotiables

Thursday - August 27, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

- 8:30-9:15 **RESTART Plan Overview-** The Arts Academy & PK-5 Building IEP Teams: Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), Interpreters, SLP's, OT's, COTA's, PT's, School Psychologists, Principals
- 9:30-10:15 **RESTART Plan Overview-** Middle Schools & AIM Academy Building Teams: Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), Interpreters, SLP's, OT's, COTA's, PT's, School Psychologists, Principals
- 10:30-11:15 **RESTART Plan Overview-** High School Building IEP Teams: Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), Interpreters, SLP's, OT's, COTA's, PT's, School Psychologists, Principals
- Student Success Coaches with A. Ramsey

AFTERNOON

Non-negotiables

- 12:30-1:15 **RESTART Plan Overview-** Early Childhood Team: Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), SLP's, OT's, COTA's, PT's, School Psychologists, Principals
- Student Success Coaches with A. Ramsey

Friday - August 28, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

AFTERNOON

Non-negotiables

Acellus PD 10:00-10:30: High School and Middle School Intervention Specialists

August 2020 Professional Development Calendar

(Week at a Glance)

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
Remote relationship building with students and families Go through expectations for remote learning and Google Meets Team blended lesson planning	Remote relationship building with students and families Go through attendance and grading expectations Team blended lesson planning	Remote relationship building with students and families All About Me/Passion Projects/Google Show and Tell/iMovie/Other class get-to-know you activities Team blended lesson planning	Remote relationship building with students and families Wellness calls Team blended lesson planning	Remote relationship building with students and families Wellness calls Team blended lesson planning

Monday - August 31, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

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AFTERNOON

Non-negotiables

•

Tuesday - September 1, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

- Asynchronous Learning: Special Education Procedure & Law Extravaganza! Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), SLP's, OT's, COTA's, PT's, School Psychologists, Principals (120 minutes)

AFTERNOON

Non-negotiables

- 12:30-2:00 Grades 6-12: Special Education Procedure & Law Building Team Share Out! Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), SLP's, OT's, COTA's, PT's, School Psychologists, Principals
- 2:00-3:30 Grades PK-5: Special Education Procedure & Law Building Team Share Out! Intervention Specialists, Special Education Assistants and Aides (Follow Alongs), SLP's, OT's, COTA's, PT's, School Psychologists, Principals

Wednesday - September 2, 8:00-3:30

MORNING

8:00-11:30

AFTERNOON

Non-negotiables

Thursday - September 3, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

- **SDI & DATA DAZE! Asynchronous Activity** Grades PK-12: Intervention Specialists, Special Education Assistants and Aides (Follow Along), SLP's, OT's, COTA's, PT's, School Psychologists (90 Minutes)

AFTERNOON

Non-negotiables

- 12:30-2:00 **Grades 6-12: SDI & DATA DAZE Share Out!** Intervention Specialists, Special Education Assistants and Aides (Follow Along), SLP's, OT's, COTA's, PT's, School Psychologists, Principals
- 2:00-3:30 **Grades PK-5: SDI & DATA DAZE Share Out!** Intervention Specialists, Special Education Assistants and Aides (Follow Along), SLP's, OT's, COTA's, PT's, School Psychologists, Principals

Friday - September 4, 8:00-3:30

MORNING

8:00-11:30

Non-negotiables

AFTERNOON

Non-negotiables