Remote Learning Plan 2020-2021

District Name:	Canton Local School District
District Address:	600 Faircrest St SE, Canton, OH 44707
District Contact:	Steve Milano, Superintendent
District IRN:	049833

Canton Local Modes of Remote Learning Instruction

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

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."*

INSTRUCTIONAL NEEDS

DETERMINING INSTRUCTIONAL NEEDS

GAP ANALYSIS

Teacher teams (department or grade level-based) will conduct gap analyses of content/course standards taught during the 2019-2020 school year, indicating "to what degree" and "during what time frame" (before or during remote learning) each of the content/course standards were taught.

INSTRUCTIONAL SEQUENCING

Teacher teams (department or grade level-based) will update curriculum maps to reflect results of the previous grade level/course gap analyses. Curriculum map revisions may include the front-loading of vertically-aligned standards from the previous grade level/course as gap analyses indicate.

ALIGNMENT TO LEARNING STANDARDS

Curricular resources have been reviewed utilizing the review tools provided by the Ohio Department of Education and have been board-approved.

STUDENTS WITH DISABILITIES

Students receiving special education services will receive those services/instruction based on IEP specifications. Instructors will review the IEPs/504 plans of each student and make accommodations as needed. Speech and Language Services, OT and PT may be provided by using telehealth services or students coming to an assigned district building during school hours for service.

STUDENTS WITH GIFTED IDENTIFICATION

Students who are identified as Gifted will receive services/instruction by an individual with gifted endorsement or an individual who has received the appropriate gifted professional development. Instructors will review the WEP/WAP of each student and make accommodations as needed.

DOCUMENTING INSTRUCTIONAL NEEDS

CREATION OF INSTRUCTIONAL PLANS

Teachers will use gap analysis documents from the previous grade level or course to update curriculum maps for the current school year. Teachers will regularly analyze student learning and assessment data to determine individual instructional needs and apply this analysis to the development of differentiated instructional plans for students.

COMMUNICATION OF INSTRUCTIONAL PLANS

Teachers will use the Schoology Learning Management System to communicate instructional plans to all students. The Home Access Center will be used to communicate grades to all students. Students and parents have their own individual access to both of these online platforms. In addition, students with IEPs/504's will receive grade and progress reports. Instructors will use formative and summative assessment data to monitor progress and adjust instruction as needed. Students with Written Education Plans (Gifted) will receive grade and progress reports. Instructors will use formative and summative assessment data to monitor progress and adjust instruction as needed. Curricular compacting and acceleration may be considered based on the student's individual needs and progress.

DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

DETERMINING COMPETENCY

Current district handbook guidance for traditional classroom learning will be applied to remote learning.

Grades K-2
100 to 90 = MS Mastered Standards
 89 to 80 = AP Adequate Progress
 79 to 70 = DS Developing Standards
 69 to 0 = AC Area of Concern

Grades 3-12
 100 to 93 = A
  92 to 90 = A-
  89 to 87 = B+
  86 to 83 = B
  82 to 80 = B
  79 to 77 = C+
  76 to 73 = C
  72 to 70 = C
  69 to 67 = D+
  66 to 63 = D
  62 to 60 = D-
   59 to 0 = F

GRANTING CREDIT

Current district handbook guidance for traditional classroom learning will be applied to remote learning.

• Students who take high school level coursework will receive credit for those courses upon passing.
• A final grade of at least a D- or 60% qualifies as a passing score.
• Courses taken online will be worth the same amount of credit as those taken in a traditional brick and mortar setting.

PROMOTING STUDENTS

Current district handbook guidance for traditional classroom learning will be applied to remote learning.

A student will be promoted to the succeeding grade level when s/he has:

A. completed the course and state-mandated requirements at the presently assigned grade;
B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

For students who are receiving special education programs and services, the decision regarding promotion is made through the formal IEP process.

ATTENDANCE AND PARTICIPATION

STUDENTS
Current district handbook guidance for traditional classroom learning will be applied to remote learning.

Tracking Attendance
- Attendance will be reported weekly rather than daily.
- Attendance may include, but is not limited to, student attendance in virtual online lessons.
- Attendance may also include, but is not limited to, student participation in:
  - Daily logins to learning management systems;
  - Weekly interactions with teachers to acknowledge attendance;
  - Assignment completion; and
  - Assessment completion.

Tracking Absences
- Excused absences: Any circumstances for which an excuse is received shall be recorded according to the policies set forth in the 2020-2021 Canton Local District Handbook.
- No evidence: If there is no evidence the students participated or engaged in any way in remote learning, then the student shall be marked with an absence for the hours assigned to that activity.
- Consideration may be made for unique circumstances that are communicated to building principals in a timely manner.

STAFF
Staff will report to their respective buildings daily. Adjustments may be made to the contracted workday to account for evening "office hours" in order to support families who work during the day.

PROGRESS MONITORING

Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. Assessment practices include, but are not limited to:

- Administering diagnostic assessments at the beginning of the year to identify gaps in instruction;
- Observing student engagement during web-based classes;
- Pre-assessing for readiness;
- Assessing during instruction to check for understanding;
- Assessing after instruction to check for mastery; and
- Administering diagnostic assessment midyear to assess growth and gap closing.

A more intensive progress monitoring plan may be developed at any point should a student's learning gap continue to widen.

EQUITABLE ACCESS

DATA USE
Family and staff surveys regarding Spring 2020 remote learning were collected and reviewed by the district leadership team. These survey results influenced professional development needs and decisions regarding best practices for remote learning implementation during the 2020-2021 school year.

TECHNOLOGY
Students are provided with a district-owned device. Information regarding options for wifi access is provided to families. Technology support for devices is provided by submitting a help desk ticket and bringing the device to the school at a designated time.

PROFESSIONAL LEARNING

Professional development activities include, but are not limited to: Schoology Learning Management System; Edgenuity Classroom K-5; Edgenuity Courseware; remote learning digital tools- e.g., Edulastic, Screencastify, Google Suite; student engagement & building relationships with students; assessing learning gaps; progress monitoring; explicit instruction; equitable delivery of instruction.

Professional development plans are communicated to staff via email. The True North Logic platform allows staff to register for sessions and track contact hours for relicensure.