



# Remote Learning Plan



District Name:	Massillon City School District
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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](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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](#).

**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



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<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Instructional Sequencing</li><li>• Aligned Instruction to Learning Standards</li><li>• Gap Analysis for ELA, Math, Science, and Social Studies</li><li>• Created a plan for IEP and students with disabilities</li><li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li></ul>
<p>Address Determining Instructional Needs Here:</p> <p>In August, PK-12 teachers and district administrators will have designated TBT time to collaborate on identifying/reviewing Ohio focus standards. Staff will utilize local assessments in addition to past OST/EOC scores to identify patterns of student performance. K-8 NWEA MAP Winter 2020 data will also be used to triangulate and identify student needs.</p> <p>The district will administer the NWEA MAP assessment K-8 in September of 2020. This will provide additional data to establish student needs and mastery levels. Teachers <i>may</i> also use the gap analysis tools from the state as needed or applicable.</p> <p>The district will use student data derived from these assessments to support all learners and inform decisions related to specific needs of groups of students like advanced learners, struggling learners and English Language Learners. All learners will have the same opportunity to participate in school via remote methods.</p> <p>WEPs and IEPs will be created with school based teams and family members to ensure services are aligned with student needs.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Clear instructional plans have been created</li><li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li></ul>
<p>Address Documenting Instructional Needs Here:</p> <p>Teachers and administrators will collaborate during TBTs (Teacher Based Teams), BLTs (Building Leadership Teams), and DLT (District Leadership Team) to continue to create and revise clear instructional plans to meet the needs of all students. Plans will continue to be communicated to students and families throughout E-Learning. Instructional plans will be aligned to the district's learning so that students may move in or out of E- Learning with ease to ensure all content is covered.</p>	



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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):** [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?  
Possible/Optional item(s) to consider:  
• Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:  
The Massillon City School District will follow its existing grading policy and student handbooks for reporting grades, determining competency, and granting credit for all students, including those enrolled in E-Learning. These data points will inform promotion and retention in grades K - 8 and earned credit in grades 9 - 12, in accordance with board policy. The district will work with E-Learning teachers to establish minimum expectations for the frequency of data entry of grades into our student information system for the purpose of timely communication and feedback with families and students.

**Granting Credit**  
What method(s) will be used for **granting credit** for remote learning?  
Possible/Optional item(s) to consider:  
• Developed and communicated a plan for granting credit (grading and assessments)

Address determining competency, granting credit, and promoting students to a higher grade level with remote learning.  
All grading, granting credit and promoting students to a high grade level will follow current board of education policy. Students in grades K-3 will receive a standards based report card and ongoing feedback between grading periods. Students in grades 4-12 will receive letter grades based on the district grading scale. Credit will be granted according to completion of work and mastery of learning.

**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:  
• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Attach any Additional Documentation or Notes (if necessary):



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
<p>Address Attendance and Participation Requirements Here:</p> <p>E-Learning teachers will take and report attendance to the E-Learning administrator. The student's attendance is to be entered the following day. The student's attendance during online sessions should be determined by the student login activity and demonstrated by their level of engagement in their online lessons and/or assigned activities. If students need to be absent, parents will need to email the E-Learning administrator at <a href="mailto:e-learning@massillonschools.org">e-learning@massillonschools.org</a> and report the reason for absence.</p> <p>When students are self-directed with their own online learning, evidence of participation and completion of assignments may serve as notification that the student attended school. Other sources of evidence for presuming school attendance include but are not limited to: interactions between teachers and students, email messages, phone and video calls, and online meetings.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
<p>Address Monitoring Student Progress Here:</p> <p>The Massillon City School District will use local resources and assessments to monitor student</p>	



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progress during E-Learning. K - 8 students will continue to participate in benchmarking assessments three times annually in the areas of reading and math. Students falling below expected targets will be continuously monitored by the teacher and may be referred to an intervention assistance team.

Students attending school remotely with individualized education plans like IEPs, WEPs, WAPs, and English Learning plans will be monitored for continued growth toward mastery of goals by caseload managers in special education, gifted education and TESOL teachers. K-5 students participating in E-Learning will follow the same curriculum and pacing as students in buildings. The district will use common assessment data to monitor progress with the general education curriculum. Teacher teams will analyze this data on a regular schedule. When students attending school remotely are not meeting minimum expectations, families will be notified and possible solutions will be discussed. The district will also leverage traditional methods of reporting progress like parent / teacher conferences and our student information system, as well. Meetings will be held remotely using Google Meet.

**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?  
Possible/Optional item(s) to consider:  

- Parent/Student surveys have been reviewed
- Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:  
The district will ensure that all students attending school remotely have access to instruction through the use of a district-owned Chromebook if needed. Additionally, for families without connectivity to the Internet, the district will provide information from local agencies that are available to help families secure access.

**Attach any Additional Documentation or Notes (if necessary):**

## SECTION SIX PROFESSIONAL LEARNING

**Resource Link(s):** [Professional Learning Needs](#)

**Professional** What **professional development** activities will be offered to your school



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<b>Learning</b>	district's teachers to ensure remote learning is successful?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>
<b>Address Professional Learning/Development Here:</b> The Massillon City School District recognizes the need for training and professional development among all stakeholders: teachers, students, and parents. The district's administrative team will collaboratively work to identify the training needs of all groups and will build capacity through the use of remote options and in person options with implemented safety precautions. The district also has three technology teachers who will be available to work with staff and families daily to answer questions and assist with technology and lesson development.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	