# New Philadelphia CSD Remote Learning Plan

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| District Name: | New Philadelphia City School district |
| District Address: | 248 Front Ave. New Philadelphia, OH.  44663 |
| District Contact: | David J. Brand, Superintendent/CEO |
| District IRN: | 044487 |
| Board Adopted: | 8/17/2020 |

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 <mark>August 21, 2020</mark> 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).***

**Consider how instruction will take place? (check <u>all</u> that apply)**

✓ Teacher-student interaction through online learning platforms

✓ Online lessons for the student to work on at home

✓ Offline lessons and instructional packets for students

## OVERVIEW    PLAN B - MODIFIED IN-PERSON EDUCATION

Model: Students attend school in-person for two days each week: M/Th or T/F and complete three days of remote learning.

In-Person Learning: Students and Teachers will follow their typical schedule with all of their core classes, specials/electives, and any intervention/support needed.

Remote Learning: Students will complete learning activities and assignments based on their grade levels. Each lesson will include a video from the teacher. Video introductions and/or lessons will be posted (Google Classroom or Canvas) by 8:00am for each day of remote learning during the modified in-person learning.

| | Where will remote learning be accessed? | What work needs to be completed on remote learning days? Monday/Thursday or Tuesday/Friday and Wednesday | Wednesday |
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| **PK** | Regular PK Schedule - Monday, Tuesday, Wednesday, Thursday- In-person learning | | **Friday** - teacher prep |
| **Grades K-3** | Google Classroom | One ELA lesson per remote learning day One math lesson per remote learning day | 8:20 - 9:20 PLC/Grade/Dept Collaboration |
| **Grades 4-5** | Google Classroom | One ELA lesson per remote learning day One math lesson per remote learning day One science lesson per week One social studies lesson per week | 9:20 - 3:50 Planning/ Prep/ Video Creation / Communication *30 minute lunch |
| **Grades 6-8** | Canvas | One ELA lesson per day One math lesson per day Three total science and/or social studies lesson per week One lesson per week for each elective course the student is taking. | 7:25 - 8:25 PLC/Grade/Dept Collaboration |
| **Grades 9-12** | Canvas | One lesson per remote learning day for each course the student is taking. | 8:25 - 2:55 Planning/ Prep/ Video Creation/ Communication *30 minute lunch |

| OVERVIEW | PLAN C - 100% REMOTE EDUCATION |
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Model: Students will complete remote learning on four days each week: Monday, Tuesday, Thursday, and Friday. Wednesdays will be used for student skill practice, intervention/enrichment, communication between teachers and students, and teacher planning and preparation. Students will be able to login to "Specials" at 2:30 on Monday, Tuesday, Thursday, and Friday. Staff will report under this model unless we are at a county color-level of "purple." If we are at "purple", then PLC meetings will still take place via Zoom.

Remote Learning: Students will complete learning activities and assignments based on their grade levels. Each lesson will include a live video from the teacher that will also be posted to the LMS (Google Classroom or Canvas) for students who are not able to participate in the live lessons. Video lessons will be posted by 4:00 pm on each remote learning day (M, T, Th, F)

| PK | Google Classroom | Four lessons/wk | **Monday, Tuesday, Wednesday, Thursday**<br>Online lessons via Google Classroom | **Friday**<br>Planning/Prep/Video Creation<br>*30 minute lunch |
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| | | **Remote Learning Expectations** | **Monday, Tuesday, Thursday, Friday**<br>**Teacher Schedule** | **Wednesday Teacher Schedule** |
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| **Grades K-3** | Google Classroom | Four ELA lessons/wk<br>Four math lessons/wk<br>Practice work for Wednesday | 8:20 - 9:00  PLC Team Collaboration<br>9:00 - 9:45  Live group activity/lesson (ELA)<br>9:45 - 10:30  Independent assignment (ELA)<br>               Intervention and Feedback<br>10:45 - 11:30  Live group activity/lesson (math)<br>11:30 - 12:15  Independent assignment (math)<br>               Intervention and Feedback<br>12:15 - 12:45  Lunch<br>1:00 - 1:45  Live group activity/lesson (science/social studies*)<br>1:45 - 2:30  Independent assignment (science/social studies*)<br>               *K-3- Additional ELA or math<br>2:30 - 3:50  Teacher prep time - Specials Time | 8:20 - 9:20<br>PLC/Team Collaboration<br><br>9:20 - 3:50<br>Planning/Prep/Video Creation,<br>*30 minute lunch<br>Zoom Sessions/Office Hours<br>Small Group and 1:1 Intervention |
| **Grades 4-5** | Google Classroom | Four ELA lessons/wk<br>Four math lessons/wk<br>Two science lessons/wk<br>Two social studies lessons/week<br>Practice work for Wednesday | | |
| **Grades 6-8** | Canvas | Four ELA lessons per week<br>Four math lessons per week | 7:25 - 2:55<br>Zoom Sessions to take place at the beginning of each class period.  These sessions will last no longer than a | 7:25 - 8:25<br>PLC/Team Collaboration |

| | | Four science and/or social studies lessons per week Two lessons per week for each elective course the student is taking. Practice work for Wednesday | regular class period and may also include time for independent work by students that takes place outside of the Zoom Session. | 8:25 - 2:55 Planning/Prep/Video Creation *30 minute lunch |
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| **Grades 9-12** | Canvas | Four lessons per week per course on student schedule Practice work for Wednesday | | |

| SECTION ONE | INSTRUCTIONAL NEEDS |
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The district is committed to providing high quality, real-life learning opportunities to develop students' potential and prepare them for their next steps in life. Students will be challenged to contribute positively to their school experience, think deeply, grow intellectually, and compete with integrity, regardless of the instructional model used throughout the year.

## Determining Instructional Needs

All K-5 students will complete the Measure of Academic Performance Assessment (MAP) within the first month of school to identify strengths and weaknesses in regards to the adopted academic content standards. Students in grades 6-12 will complete the IXL assessment within the first month of school to identify strengths and weaknesses in regards to the adopted academic content standards. Teachers will use this data to appropriately design instruction and learning opportunities to meet students' needs, provide intervention and enrichment, and target learning gaps so all students can be successful.

## Multi-Tiered System of Support

Student data will be used to place students in Tier I, II, or III to receive appropriate support to be successful both in school and while completing remote learning lessons. Tier I instruction is core lessons that all students receive using grade-level material and state standards to expose all students to appropriate academic content and social-emotional skills. Tier I services will be provided regardless of face-to-face or remote learning. Tier II instruction is additional instruction completed in small groups to work on specific areas of weakness (academic or social-emotional). Tier III instruction is additional, often 1:1, instruction targeting specific skill development (academic or social-emotional). Students will receive Tier II and III on scheduled in-person days or scheduled Zoom sessions, depending on the need and the district's current instructional model.

## Teaching & Learning

After diagnostic assessments are completed, teachers will identify and teach essential standards (as determined by grade level/department teams with the support of the Office of Student Services). Teachers will create and submit daily lesson plans to the building principal. Instruction will:

- Focus on LEARNING & mastery of standards (engaged learning, meaningful work, formative assessments)
- Be personalized (individual student goals)
- Provide timely feedback and communication with students AND parents
- Consist of the local teacher providing instruction (recording or live), to the greatest extent possible, rather than a link to a webpage or YouTube video
- Use district purchased and adopted curriculum and resource.

## Expectations of Work Depending on Instructional Model (Plan A, B, or C)

See the plan details listed in the above *overview* sections.

## Estimated Time for Remote Work

Students are expected to work 5 to 5.5 hours per remote school day. This is a combination of on-line and off-line work.

## Individualized Education Plan (IEP)

- Students who have an IEP that reflects a Level 3 setting are to attend all four (4) days for in-person learning under Plan B.
- Students who have an IEP that reflects an inclusive/co-taught setting will follow the rotation of in-person instruction and remote learning instruction under Plan B. Additional support will be provided by an intervention specialist for student access, intervention, accommodations, and modifications.
- Specially designed instruction will be delivered both on in-person teaching days, as well, as remote learning Fridays for individual instructional groupings based on need.
- Instructional support and oversight will be provided by Mrs. Christina Ziga-Budd, Student Services Director.

## Written Education Plans (Gifted)

- Students identified as gifted will receive enrichment opportunities and a challenging curriculum by their teacher with support and oversight by our Gifted Coordinator - Mrs. Amy Wentworth, Asst. Superintendent/CAO.
- Instructional support and oversight will be provided by our Gifted Coordinator - Mrs. Amy Wentworth, Asst. Superintendent/CAO.

## Delivery of Services

- Occupational therapy, physical therapy, and speech services will be delivered in accordance with the student's Individualized Education Plan. This can be delivered via in-person instructional days, remotely, and/or itinerantly based on the student's needs.
- Related services will not be provided during in-person core instruction for ELA or math.

## Students Unable to Attend Access the Digital Lessons & Instruction

The District understands that certain circumstances may prohibit or hinder students from being able to attend in-person classes due to high-risk health concerns or other related matters. Families should contact our central office to discuss concerns and options by calling 330-364-0600.

| SECTION TWO | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL |
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Regardless of the instructional model, the New Philadelphia City School District will continue to assign work based on essential standards, monitor progress, provide feedback, and report academic performance through our existing grading system, credit requirements, and academic policies adopted by the Board of Education. Our focus is on LEARNING and mastery of essential standards.

Students in Grades K-2 receive standard-based marks for their work. The classroom teacher will communicate about student progress with parents throughout each quarter. A standards-based report card will be issued at the conclusion of each grading period as formal documentation of student progress.

Students in Grades 3-12 receive letter grades based on their work. Grades are posted in ProgressBook. Parents and students can regularly check to see their academic progress. Teachers are expected to update grades on a weekly basis. At the conclusion of each grading period, a formal report card will be made available in ProgressBook for parents and students to view.

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skills, mental ability, age, physical maturity, emotional and social development, social issues, home conditions, and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor, and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with the approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third-grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
   A. The student is a child with a disability entitled to special education and related services under RC 3323.
   B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
   C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
   D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

| **SECTION THREE** | **ATTENDANCE AND PARTICIPATION** |
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Attendance is mandatory and the District will follow Board Policies. Under all learning scenarios, students are required to attend school (in-person or remotely). There are exceptions and valid excuses for absences as outlined in the Board's Policies.

**Hourly Increments:** Attendance will be converted and reported in hourly increments. Staff will report attendance in Progress Book on a daily basis. Students are expected to work 5 to 5.5 hours per school day. At the end of the school year, students must have 920 hours of attendance (or 230 hours per quarter).

**Remote Learning:** Students are expected to work 5 to 5.5 hours per school day. Students may work up to ten hours per day to "get ahead" or to "catch up" if they choose. Attendance hours will vary by the type of remote-learning activity. Synchronous teacher-led remote learning can equate to hour-for-hour in-person instruction, but asynchronous self-directed remote learning may require analyzing "evidence of participation." Evidence of participation can include daily logins, student-teacher interactions, and assignment completion. Using assignment completion as evidence of participation means determining how many hours an assignment should take a typical student to complete, and counting that time as attendance hours. For example, a long-term project may be expected to take eight hours over two weeks and will count for eight hours of student attendance. Daily or weekly tasks (e.g. journaling) can also be logged according to how much time students are expected to spend on the activity (i.e. 15 minutes per day equals 1.25 hours per week). Although the default is to assume attendance, if there's no evidence of student exposure, engagement, or participation, that child should be marked as absent for the hours assigned to that remote-learning task.

**In-School Learning:** Attendance for in-school activities will be taken as in the past when students are in-school (Reported daily in Progress Book). Remote learning should not be used to make up in-school absences, unless a student is in quarantine or in-school learning is discretionary.

| **SECTION FOUR** | **PROGRESS MONITORING** |
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K-5 students will be given the Measure of Academic Performance Assessment (MAP) in the fall, winter, and spring to measure academic progress. 6-12 students will be given the IXL Assessment in the fall, winter, and spring to measure academic progress. In addition, all students will take common formative assessments in their core academic subjects every three weeks. Results will be reviewed by students, teachers, principals, and other academic administrators and staff. These results will be used by teachers to design instruction and provide the necessary support for students to be successful. Students needing additional support may be assigned to intervention groups to receive additional 1:1 or small group assistance in addition to their core academic instruction with their class. Students in these groups will be monitored through common formative progress monitoring assessments to measure growth and achievement at least once every three weeks. Teachers will document progress monitoring and share it with students and parents.

| SECTION FIVE | EQUITABLE ACCESS |
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Students in Grades K-12 will be issued a Chromebook and charger to complete remote learning lessons.   A limited number of our students do not have internet service at home.  Parents are asked to contact the school if they do not have access.  We will work with families to find a solution on an as-needed basis.  This includes support from local internet providers.  Families with no internet service at home can call 1-844-488-8395 for 60 days of free internet.  All installation fees will be waived.  We have a limited number of Hotspots available for students to utilize, as well.

There are several locations students and parents can use to access the internet to work on assignments, receive remote instruction, download assignments, or submit assignments within the community.  Those locations are updated and shared with families.

If a student is having issues with their device, they are to call the District's Technology Help Desk at 866-779-7748  for support.

Student, Parent, and Staff remote learning resources are available on our website at www.npschools.org

| SECTION SIX | PROFESSIONAL LEARNING |
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These challenging times require the increased use of technology and online platforms not typical under normal operations.  To provide staff and families with the tools and resources to be successful, the district is providing several opportunities to learn more about technology and resources related to COVID-19 and remote learning.

**Summer Volunteer Professional Development**
To prepare for the 2020-2021 school year, the district is offering various volunteer professional development opportunities for teachers to enhance remote learning instruction and achievement.

**Public School Works - COVID-19 Training**
Education and training for all employees is essential. Such training must include how to properly put on, use, take off and dispose of personal protective equipment; appropriate handwashing; physical distancing; use of face masks, in line with requirements; identifying symptoms; staying home when sick; managing stress and anxiety during the COVID-19 pandemic; proper cleaning and disinfecting procedures; and strategies to reinforce these concepts with students and parents. Adequate education must be provided for all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect employees and students from infection.

All employees will be required to complete the COVID-19 training modules prior to working with students through our existing Public School Works training platform.  These assignments, as well as other yearly required training, will be sent to all staff on August 1 through email to complete.

**Ten Days of Professional Development Prior to Students Attending School**
All staff will take part in both required and optional training during the first ten days of school to prepare for remote learning with students.  This includes training in regards to literacy, working online with students with an IEP or WEP, online tools, and technology resources.

    NPHS Staff Professional Development Plan
    WMS Staff Professional Development Plan
    Elementary Staff Professional Development Plan

**Job Embedded Professional Development**
The District provides all staff with job-embedded professional development.  This is achieved through approximately 40 minutes daily of Professional Learning Communities (PLC).  During the PLCs, staff receives training and collaborates with other professionals.

**Remote Learning Training for Parents & Students**

To support district parents and community members during remote learning, the district is adding new offerings to provide training on how to use Google Classroom, Canvas, ProgressBook, and other technology tools being used by teachers.  These sessions will be offered both in-person, following all proper health and safety protocols, and through distance learning (Zoom).

**Other Resources**

- New Philadelphia City Schools
- Ohio Department of Health
- Ohio Public Health Advisory System
- COVID-19 Health and Prevention Guidance for Ohio K-12 Schools
- Planning Guide for Ohio Schools and Districts
- CDC School Recommendations