Northwest Local Schools
Remote Learning Plan
2020-2021

Demographic Information	
District Name	Northwest Local Schools
District Address	2309 Locust Street S, Canal Fulton, OH 44614
District Contact	Debora Clark, Director of Instruction
District IRN	049908

Mode of Instruction: Online (Digital) Learning	
X	Teacher-student interaction through online learning platforms
X	Online lessons for student to work on at home
X	Offline lessons and instructional packets for students.

Instructional Needs

Determining Instructional Needs

- The online curriculum is aligned to Ohio Learning Standards which are used by Northwest Local schools, but the online curriculum will not necessarily match the same pacing or activities that are delivered in school buildings.
- Students will have access to courses in all core areas (English language arts, mathematics, sciences and social studies) and limited access to special courses (K-5) and electives (6-12).
- Students will receive a course pacing guide and weekly assignments and due dates. This allows students to know exactly what is expected to be completed on a weekly basis.
- Northwest Local will use Gap Analysis Tools to help identify what learning standards were taught before and during remote learning to identify potential gaps. The Gap Analysis will be used with other resources/tools such as learning progressions, critical areas of focus and model curriculum to plan for instruction.
- The district will also use formative and summative assessment data to gain understanding about each child's knowledge, skills, abilities and learning needs.
- 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 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.

- Students who are identified as English Language Learners will be provide participate in their assigned courses, and receive language and literacy supports, as well as learning activities related to the content area.
- All students will receive instruction focused on social and emotional learning.

Documenting Instructional Needs
- Students will receive support from district staff or county consortium teachers who will facilitate and support student learning, create an online classroom community and communicate regularly with families.
- All courses will have a pacing chart with weekly assignments and due dates. This allows students to know exactly what is expected to be submitted on a weekly basis.
- If 6-12 students wish to accelerate their pace, they may do so as long as they are doing well in the course.
- Each student will be required to submit a specific amount of work each week to maintain the appropriate pace.
- The amount of work required will depend on the specific course taken, although students should assume they will devote approximately 3-5 hours per core course (English language arts, math, science, social students and electives) per week and 1-2 hours per special course per week.
- Learning activities include computer based and hands-on activities.
  o Computer based includes viewing instructional videos and audio clips on the digital platform, completing online assignments, attending Google class meetings for whole class activities and small group/intervention activities when applicable.
  o Hands-on activities include handwritten worksheets, projects, performing experiments, or other paper/pencil tasks.
- 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 student's individual needs and progress.
- Students identified as English Language Learners will receive grade and progress reports. Instructors will use formative and summative assessment data as well as OELPS and OELPA data to information instruction based on student needs.

Determining Competency, Granting Credit and Promotion

Determining Competency
- Students will receive grades for all classes.
- These grades are snapshots in time and give parents and students an understanding of the grade the student is earning in the class at that moment.

- Students grades are determined based on successful completion and submission of assignments as well as grade level attendance and seat time participation.
- Assessments (chapter/unit tests and quizzes) will be scheduled throughout the course and students are expected to complete assessments (tests and quizzes) independently.
- Grades are calculated at the end of every nine weeks and reported to parents via the student information system.
- Final grades for courses will appear directly on a student's report card.

Granting Credit
- Students who take high school level coursework will receive credit for those courses upon passing.
- Courses taken online will be worth the same amount of credit as those taken in a traditional brick and mortar setting.

Promoting Students
K-5 Students
- Completed course requirements and instructional objectives at the presently assigned grade level.
- Demonstrated sufficient proficiency to permit him/her to advance to the educational program of the next grade level.

a. Specific Criteria for Promotion/Retention/Assignment

- Kindergarten – Students may be promoted unless they have not progressed satisfactorily in any two (2) of the following areas: Language Arts, Mathematics and General Development.

- Grades 1-5 – Students may be promoted unless they have not received a passing grade in Language Arts or Math.

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

6-12 Students:
- At the high school and middle school level, promotion to the next grade level is the responsibility of the principal.

- Generally, a student having passed three (3) major academic subject areas (Math, English Language Arts, Science and History) will be promoted to the next grade level.

- If two (2) or more major subjects are not passed, then the student's placement for the following year is subject to academic review.

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

Attendance and Participation

Attendance Requirements

- Student will be required to meet the grade level attendance and seat time expectations as outlined for his/her specific grade level.
  o Attendance will be taken daily via live sessions, completion of assignments, engagement in classroom activities/meets and small group instructional opportunities.
  o Students will be required to participate in both in-person and virtual work in order for full attendance to count for those days.
- Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for student to connect with the teachers and with each other.

Participation Requirements

- A student enrolled in an online learning program, along with their parent or guardian, is required to complete a Parent/Student Orientation. This orientation, conducted by an online coordinator or designee, will provide the necessary information to navigate the online learning platform, and to learn the policies and procedures for successful completion of online learning.
- Elementary (K-5) students are expected to have access to log into their Google Classroom during student hours (8:30 a.m. – 3:00 p.m.). Student will not be online for the entire learning day, students need to be available to engage with their classroom community of learning (Google Meets) to continue growing their social skills, interacting with peers, engaging with their teacher and to take part in small group learning opportunities.
- Secondary (6-12) students are expected to login in during student hours (7:30 a.m. – 2:30 p.m.) for live check-ins, as well to meet with teachers for teacher support and small group learning opportunities. Student will not be online for the entire learning day.

Academic Integrity
- Students enrolled in online learning are expected to make a full commitment to academic integrity. Academic integrity means:
  o Student work on each assignment is completely his or her own.
  o Student collaboration with another student must be pre-approved by the teacher.
  o Plagiarism is never permitted. This include copying or using ideas or words from another person, an online classmate, an internet source or a print source and presenting them as their own.
  o Students will not misuse content on the internet.

- Northwest Local Schools can utilize a myriad of technologies to check student work for authenticity. If staff confirms that a student has plagiarized work in any manner, the student will be subject to consequences as determined by administration and may be removed from the online course with a failing grade.

Progress Monitoring

- The district eLearning coordinator will oversee the district's online learning option.
- District or consortium online instructors will meet with students enrolled in online learning classes on a weekly basis to ensure students are on pace and are submitting assignments on time, participating in the online classroom learning environment, and attending small group learning opportunities when applicable.
- The online instructors will work with students who are struggling to be successful either by failing to stay on pace or by earning failing grades on submitted assignments, by creating a corrective action plan to allow for improvement.
- The online instructor will collaborate with the eLearning coordinator, building administrator and school guidance counselors regarding those students who do not successfully implement a corrective action plan. They will work with the student and parent to determine the best course of action for the student.
- In addition, online instructors will communicate grades for online courses at interim. This communication should allow for dialogue regarding student pacing and submissions for their online course.

Equitable Access

- Northwest will provide a district owned device for students who elect to participate in the online learning option.
- Families are liable for any damage that occurs to the district owned device and will pay for the repair or replacement to ensure that the student can meet his/her learning goals
- Families are required to secure access to reliable internet and ensure that it is maintained through the period of online learning.
- Grading, assessment and reporting policies are consistent with in-person instruction.
- Families are only able to modify their choices at the end of each nine weeks.

Professional Learning

Professional Learning

- District online learning instructors will participate in all district provided professional development learning opportunities throughout the year including convocation day, waiver days, in-service on their own days and any additional training days required by the district.
- Online learning instructors will receive training and ongoing support on the following topic:
  - Orientation training for the online curriculum platforms and courses
  - Google Classroom and Google tools
  - Technology troubleshooting
  - Progress monitoring, attendance and grading
- Online learning instructors will meet with the district online learning director weekly for support and ongoing professional development.