



Plain Local Schools Remote Learning Plan

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| District Name: | Plain Local Schools |
| District Address: | 901 44th Street NW Canton, OH 44709 |
| District Contact: | Mr. Brian Matthews, Assistant Superintendent |
| District IRN: | 049932 |

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.”*

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

| SECTION ONE | INSTRUCTIONAL NEEDS |
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| Resource Link(s): | Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth |
| 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) |

Address Determining Instructional Needs Here:

Instructional needs are determined utilizing the same methodologies as the district’s face-to-face and hybrid instructional methods. Students completed course selection through the Counseling Department and the Special Education Department worked through its normal process for identifying students in need of ID, MD, and IS services. Families were provided with a survey during the Summer of 2020 indicating whether they were interested in the Eagle Online program or attending school according to the hybrid plan. The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year. The public was appraised of the plan to provide a remote learning option at the Plain Local Board of Education meeting held in July 2020. The plan was then communicated through various means including the district website, building newsletters, and the district’s social media platforms. Families were encouraged to complete an interest survey through which district personnel were able to personally contact each family interested in the remote learning option, answer questions, and discuss potential class enrollment.

Online materials are aligned to the curricula of the courses designed to support teacher-led instruction. The courses and their aligned learning materials are equivalent to the content provided to face-to-face teachers and meet the content area standards as adopted by the Ohio Department of Education.

Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.

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| Documenting Instructional Needs | How will instructional needs be documented? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Clear instructional plans have been created• Clear instructional plans have been communicated with staff, parents, and other stakeholders |
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Address Documenting Instructional Needs Here:

Students and families were contacted individually to answer questions about programming. In conjunction with a school counselor, members of the Curriculum Department created student schedules to mirror the classes they would be taking in a face-to-face learning environment. Schedules were loaded into the district’s Student Information System (SIS) and electronic grading book. The SIS and electronic grade book documents students’ Individualized Educational Plans (IEP), 504 plans and academic progress. Learning plans will be evaluated at the end of each nine week period to determine movement to and from remote learning.

Attach any Additional Documentation or Notes (if necessary):

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| 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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) |
| Address Determining Competency Here: Student competence will be determined using the same grading procedures as Plain Local’s traditional and hybrid learning programs. Grades K-4 students are evaluated using standard-based reporting while grades 5-12 are evaluated through formative assessments (20%) and summative assessments (80%). | |
| 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: Students meeting the 60% class average for student work in grades 5-12 and making satisfactory practice according to the standards in grades K-4 will be promoted. | |
| 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 granted credit for courses in grades 5-12 and determined to meet the ODE standards satisfactorily in grades K-4 will be promoted to a higher grade level. | |
| Attach any Additional Documentation or Notes (if necessary): | |

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| SECTION THREE | ATTENDANCE AND PARTICIPATION |
| Resource Link(s): | Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (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? |

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| | Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students |
| Address Attendance Requirements Here: Students will be required to attend virtual classes with the same expectations for engagement as face-to-face instruction. Teachers will provide at minimum one activity requiring student engagement on each day for each class. This could be an interactive activity such as a discussion, an exit ticket, or a class session on a virtual platform such as Google Meet. Students not meeting attendance expectations are subject to the same consequences as face-to-face students. If a situation arises where a student is coming close to meeting the truancy threshold, he/she may be required to return to school face-to-face. Up-to-date contact information will be utilized in maintaining regular contact with students and families through email, phone, and virtual meetings. This contact is crucial to ensure that students maintain connection with their schools and teachers and attend school regularly. A Chromebook will be provided to all students to ensure that they have the ability to complete assignments and engage in class on a regular basis. | |
| 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 |
| Address Student Participation Requirements Here: Participation in learning opportunities will be monitored using the same attendance tool in the electronic gradebook used by teachers instructing students face-to-face. Courses have established schedules for teacher-led instruction. Teachers will be maintaining a regular bell schedule and students will have designated times where they will login and check-in with their assigned teachers for direct instruction and work on assignments. | |
| Attach any Additional Documentation or Notes (if necessary): | |

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| SECTION FOUR | PROGRESS MONITORING |
| Resource Link(s): | Exceptional and At-Risk Youth |
| Progress Monitoring | How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning |
| Address Monitoring Student Progress Here: | |

All classes taught virtually have been assigned a Plain Local teacher for the purpose of monitoring. Teachers will monitor progress and where deficits are noted, teachers will make contact with students and families to arrange for intervention. Students will be completing pre- and post-assessments evaluating standards being taught at all grade levels, i-Ready diagnostics at the elementary level. Regular monitoring of IEPs, 504s, and Written Education Plans will be undertaken by district teachers, administrators, and case managers.

Attach any Additional Documentation or Notes (if necessary):

| SECTION FIVE | EQUITABLE ACCESS |
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| Resource Link(s): | Technology Needs Data Use: Gathering Stakeholder Input |
| 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 |

Address Equitable Access to Quality Instruction Here:

The Assistant Superintendent is the single point of contact who works with school administrators to ensure all Plain Local students are instructed by teachers who are properly trained and licensed. The district provides an annual orientation to new teachers at the beginning of the school year. The school district hires properly licensed teachers to instruct content areas and grade levels and documentation of this will occur in the same manner as face-to-face instruction. Principal and District Attestation forms will be used to document proper licensure of all teachers including new teachers and teachers instructing in programs supported by Title I funds. The Assistant Superintendent's office annually reviews the board policies and procedures regarding employment and licensure requirements. The district provides opportunities at the district level to provide professional development opportunities earning CEUs. These are documented for teachers in the Teacher Professional Learning Portal. Teachers instructing virtually will be subject to the same OTES requirements as face-to-face teachers.

Attach any Additional Documentation or Notes (if necessary):

| SECTION SIX | PROFESSIONAL LEARNING |
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| Resource Link(s): | Professional Learning Needs |
| 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.

Address Professional Learning/Development Here:

All teachers were provided a week-long training in the Florida Virtual platform and curriculum being utilized by Plain Local. Teachers new to the district also attended a boot camp provided by the curriculum department designed to provide training in district protocols and technology tools. In addition, a technology specialist and the Director of Eagle Online will provide professional development opportunities throughout the year and on district-sponsored inservice days.

Attach any Additional Documentation or Notes (if necessary):