



# Remote Learning Plan - Norton City Schools

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| District Name:    | Norton City Schools                                   |
| District Address: | 4128 South Cleveland-Massillon Rd, Norton, Ohio 44203 |
| District Contact: | Mr. Dana Addis  |
| District IRN:     | 044552  |

## Overview:

The students of Norton City Schools take great pride in their academics, athletics, and achievements in the varied arts. The district promotes high expectations and standards for all students. Norton City Schools offers students a well-rounded educational program through meaningful and intentional learning experiences, innovative opportunities, and inclusive school cultures. With the current state of the COVID-19 pandemic, Norton City Schools remains dedicated to providing students with the same level of educational excellence even if school closures are deemed necessary and unavoidable.

The main goal of Norton City Schools' Remote Learning Plan is to ensure learning continues even through unavoidable school closures or if a student is not physically in a building. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning is not solely defined as online learning. While technology is certainly a supportive tool for remote learning, powerful remote learning can occur through purposeful offline lessons that are designed to 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."***

**Norton City Schools will utilize the following instructional strategies throughout the program:**

- ✓ Teacher-student interaction through the use of Google Classroom
- ✓ Teacher-student interactions, in real-time, through video conferencing via Google Meet



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- ✓ Online lessons for students to complete at home
- ✓ Offline lessons and instructional packets for students to complete at home

In addition to these core instructional strategies, the district's plan addresses the key components needed for remote learning to be an effective educational option. The program components include: determining instructional needs, determining competency, student promotion, attendance, participation, monitoring progress, equitable access, and professional learning of educators. The details associated with each of these components are outlined in the [Norton City Schools- Remote Learning Plan](#), as described in this document.

| SECTION ONE  | INSTRUCTIONAL NEEDS   |
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| <b>Resource Link(s):</b>   | <a href="#">Remote - Blended Instructional Delivery Resources</a><br><a href="#">Exceptional and At-Risk Youth</a>  |
| <b>Determining Instructional Needs</b>   | How will <b>instructional needs</b> be <b>determined</b> ? <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> |
| <b>Address Determining Instructional Needs Here:</b> <p>Norton teachers and administrators will analyze data to determine the instructional needs of our students. The data will include, but will not be limited to the following items: prior years' state testing data trends and Value-Added results/reports, vendor assessments, common assessments, and classroom assessments. Data collected during the Spring 2020 COVID-19 shut down will also be analyzed to determine if interventions are needed for the 2020-2021 school year. Mapping of the content standards by teacher teams will continue, with a focus on any content/learning gaps from the previous year. In addition, dialogue on classroom assessment data will occur during PLC meetings and team time. Considerations for students with IEPs and WEPs will be reviewed as the data is analyzed.</p> |   |
| <b>Documenting Instructional Needs</b>   | How will <b>instructional needs</b> be <b>documented</b> ? <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>   |
| <b>Address Documenting Instructional Needs Here:</b> <p>Teachers will work collaboratively to review curriculum maps and pacing guides, taking into consideration any</p>  |   |



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standards that may have gaps due to the Spring '20 COVID shut down. Instructional plans will be updated, as needed, depending on the learning platform/format that is utilized. Resources and assessments will be reviewed to ensure that the best mode of content instruction is being implemented. Instructional plans will be communicated with parents and stakeholders, along with student progress, through multiple formats and communication techniques.

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

| SECTION TWO   | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL   |
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| <b>Resource Link(s):</b>  | <a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a><br><a href="#">Teacher Level Educational Considerations and Planning</a><br><a href="#">Non-Building Based Learning Opportunities</a> |
| <b>Determine Competency</b>   | What method(s) will be used to <b>determine competency</b> for remote learning?<br>✓ Developed and communicated a plan for determining competency (grading and assessments)   |
| <p><b>Address Determining Competency Here:</b></p> <p>Success measures will be explicitly explained to staff and caregivers. Teachers will continue to meet in PLCs and teams to review the sources of data that are collected. Teachers will determine which students are above mastery level, at mastery level, and below mastery level in specific content areas. They will then design interventions and extensions based on the data. Both formative and summative assessments will be administered using a variety of resources.</p>  |   |
| <b>Granting Credit</b>  | What method(s) will be used for <b>granting credit</b> for remote learning?<br>✓ Developed and communicated a plan for granting credit - grading and assessments  |
| <p><b>Address Granting Credit Here:</b></p> <p>Teachers will explicitly communicate content, grade level standards, and success measures to all involved. Teachers will provide feedback to students, parents, and stakeholders. The feedback will focus on student progress and completion of classes through remote learning. As much as reasonably possible, teachers will follow the grading protocol that has been board approved for Norton City Schools. This will be done through various resources, including but not limited to: Progress Book - the online gradebook, rubrics, formative</p> |   |



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assessments, summative assessments, and student portfolios.

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| <b>Promoting Students</b> | What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?<br>✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments) |
|---------------------------|---|

**Address Promoting Students to a Higher Grade Level Here:**

Staff will develop the expectations and requirements for successful course/classroom completion and promotion to a higher grade level. Information, such as course expectations, grading scales, levels of standards mastery, course progress, and successful completion of the course will be communicated to students and parents through multiple communication formats. Progress Book, the district’s online gradebook program will be used as the main mode for communicating course grades and final determination for retention or promotion of students.

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

| SECTION THREE  | ATTENDANCE AND PARTICIPATION   |
|--|--|
| <b>Resource Link(s):</b>   | <a href="#">Communications Planning</a>  |
| <b>Attendance Requirements</b>   | What are your school district’s <b>attendance requirements</b> for remote learning?<br>✓ Created a communication and attendance plan for staff and students  |
| <b>Address Attendance Requirements Here:</b>   |  |
| Student attendance will be documented through a variety of methods. This will include: presence in online teacher-led Google Meets and classes, accessing online resources through Google Classroom, daily interactions with teachers (messages, emails, telephone calls, video chats, etc.), and/or completion of work assigned through Google Classroom that addresses the expectations as they were communicated to students. Specifics for the remote learning attendance will be communicated to students, staff, and caregivers. Follow up methods will be implemented for students not engaging in remote learning. Staff will also be required to document contact in a communication log. |  |
| <b>Participation Requirements</b>  | How will your school district document <b>student participation</b> in remote learning opportunities?<br>✓ Created a plan for documenting student participation in remote learning<br>✓ Communicated the plan with families and other stakeholders |



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## Address Student Participation Requirements Here:

Student participation will be evaluated by the following: engagement in Google Classroom or Google Meets, completion of assignments and formative assessments, completion of summative assessments, collaboration with peers and teachers, access of provided resources through remote learning.

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

| SECTION FOUR  | PROGRESS MONITORING  |
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| <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 style="text-align: center;">✓ Developed a Plan to monitor student progress with remote learning</p> |
| <b>Address Monitoring Student Progress Here:</b>  |  |
| <p>Teachers and administrators will analyze data from a variety of assessment sources - formative, summative, rubrics, portfolios, vendor assessments, etc. This data will be specifically analyzed for those students on IEPs and WEPs to determine their standards mastery level. Regular communication with students and families will be implemented throughout the remote learning platform and other methods the district utilizes. Specific resources to help with intervention or extensions of standards will be communicated to families and students, and implemented within the remote learning platforms. Student progress will be communicated to all stakeholders through various formats.</p> |  |
| <b>Attach any Additional Documentation or Notes (if necessary):</b>   |  |

| SECTION FIVE             | EQUITABLE ACCESS   |
|--------------------------|--|
| <b>Resource Link(s):</b> | <a href="#">Technology Needs</a><br><a href="#">Data Use: Gathering Stakeholder Input</a>                                    |
| <b>Equitable Access</b>  | <p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> |



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|  | <ul style="list-style-type: none"> <li>✓ Parent/Student surveys have been reviewed</li> <li>✓ Technology Plan has been created to ensure equitable access</li> </ul> |
| <p><b>Address Equitable Access to Quality Instruction Here:</b></p> <p>Surveys have been created and distributed to both families and staff to review the success of our prior COVID 19 remote learning plan, and another to determine access to technology. Based on survey results, it was determined that approximately 400 devices would have to be distributed to families in order for their children to participate in remote learning. The district will communicate to families where they can access free wifi within the community should they need it. If families are still unable to access technology, resources and assessments (aligned to the grade and content standards) will be sent home for student completion via a packet process as in the past. Staff will have regular communication with all families to discuss student progress, as well as, ease and access to learning resources.</p> |  |
| <p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>   |  |

| SECTION SIX  | PROFESSIONAL LEARNING   |
|--|---|
| <b>Resource Link(s):</b>   | <a href="#">Professional Learning Needs</a>   |
| <b>Professional Learning</b>   | <p>What <b>professional development</b> activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <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> |
| <p><b>Address Professional Learning/Development Here:</b></p> <p>Multiple professional development opportunities will be available for all district staff. Training that supports and promotes student engagement, instruction, and assessment will be offered to ensure remote learning success for all students including our exceptional learners. Professional development opportunities will include, but not be limited to: Google Suite, Google Classroom, Google Meet, Screencastify, Achieve the Core resources, CommonLit, Khan Academy, online textbook resources, social emotional topics, PBIS, etc. Administration will implement regular “check-ins” and review each teacher’s professional growth plan to determine if any additional supports are needed throughout the year.</p> |   |
| <p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>   |   |