



Remote Learning Plan



District Name:	Girard City Schools
District Address:	100 W. Main Street Suite 2, Girard, Ohio 44420
District Contact:	Bryan O'Hara, Superintendent
District IRN:	044065

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.

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. The Department will make all plans publicly available at 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](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

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



Remote Learning Plan



SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	<ul style="list-style-type: none"> ● Example of GCS COVID19 Gap Analysis - completed collaboratively at grade level when applicable. ● Example of GCS Reframed Course at a Glance (Gr. 3 ELA) for SY21 first semester.
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"> ● Complete K-12 COVID19 Gap Analysis for ELA, Math, Science, and Social Studies ● Complete reframing of Course at a Glance document all subjects K-12 ● Surveyed families for need of digital learning resources (internet access and devices) ● Created a plan for IEP and students with disabilities Special Education Schedule ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> ● Purchased Gifted Services through the Trumbull County ESC to assist identification and needs of gifted students along with Professional Learning for teachers to write WEPs. ● Share completed COVID19 Gap Analysis horizontally for teachers to reframe their scope-n-sequence ● Course of study documents being used by instructional staff to re-design teaching and learning pedagogies (e.g. modifying google classroom course work and formative/summative assessments. 	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Course at a Glance documents and previous district documents will be reframed using the Covid 19 Gap Analysis document. ● Clear instructional plans have been communicated with staff, parents, and other stakeholders using School messenger, District website, Screen castify, Parent Education Nights ● Align Edgenuity and Google Classroom platforms to reframed curricula
<p>Address Documenting Instructional Needs Here:</p>	
<p>Attach any Additional Documentation or Notes (if necessary): GCS Reset_Restart Family Communication: Part -3</p>	



Remote Learning Plan



SECTION TWO		DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL	
Resource Link(s):			
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 Remote Learning Expectations			
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: Grading Systems Grad Requirements			
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: Promotion & Retention			
Attach any Additional Documentation or Notes (if necessary):			



Remote Learning Plan



SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	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	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> •
<p>Address Attendance Requirements Here:</p> <p>Revised GCS SY21 School District Calendar</p> <ul style="list-style-type: none"> • Created a communication and attendance plan for staff and students • HB 410 requirements will be followed • Attendance will be updated and reviewed weekly • Assignments will factor into attendance. Incomplete assignments will be used to determine unexcused absence. • Excused absences will be updated to include access to the internet and Covid related illness, etc. 	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <ul style="list-style-type: none"> • District will follow HB 410 guidelines • District will utilize guidelines from the Ohio Department of Education Reset_Restart -Attendance • Student assignments (complete and incomplete) will factor into the calculation of excused and unexcused absences.
<p>Address Student Participation Requirements Here:</p> <ul style="list-style-type: none"> • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders • Student and parent Contact Information will be up-to-date (Phone and Email) • Well checks if necessary • Survey to determine need of digital device and access to internet • Regular calls to families when students are not in attendance • Teacher and Coach engagement and communication to determine needs of families • Parent training (Parent Education Night) to train parents on remote learning platforms including Google Classroom. • Review and update attendance data regularly to remove barriers that prevent students from participating and engaging in learning, 	



Remote Learning Plan



- Social-Emotional Supports

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR PROGRESS MONITORING

Resource Link(s):

Progress Monitoring

How will your school district **progress monitor** student progress with remote learning?

Address Monitoring Student Progress Here:

- Our E-learning Learning Model , supported by Edgenuity, creates daily and weekly [progress reports](#) for students and families. Additionally, GCS personnel oversee the registration, course assignment, daily/weekly time on task, and content tutoring.
- Distance Learning Model, supported by Google Classroom, creates daily and weekly [progress reports](#) for students and families, Additionally, GCS personnel designs the curriculum along with course assignment, daily/weekly time on task, and content tutoring and assessment.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE EQUITABLE ACCESS

Resource Link(s):

Equitable Access

What is your school district’s plan to ensure **equitable access** to quality instruction through remote learning?

Address Equitable Access to Quality Instruction Here:

- Parent survey to determine need
- Edgenuity- E-Learning
- Google Classroom-Remote and Hybrid
- Hot Spots for families where needed
- Devices for students when needed

Attach any Additional Documentation or Notes (if necessary):



Remote Learning Plan



SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	<ul style="list-style-type: none">● May 2020<ul style="list-style-type: none">○ SEL○ General Education○ Special Education○ Our Vision Our Athletes● August (7th-15th) Reset_Restart Professional Learning● August 24 - Sept. 4: Draft GCS EPL Schedule
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Professional Learning	What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?
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Address Professional Learning/Development Here:

Using the Google CClassroom platform, our instructional staffs participated in the following:

- In May of 2020,all instructional staff completed 9 hours of Professional Learning which encompassed:
 - 5 tenets of SEL (Identity & Agency, Emotional & Cognitive Regulation, Social Skills, and Public Spirit) (Mandatory for ALL staff)
 - Google Suite & Google Classroom
 - Positive Coaching (Athletic) Strategies
 - Teaching Special Education On-line
 - Differentiating Instruction in a Virtual Setting
 - EdPuzzle, Screencastify, & ZOOM video conferencing resources
- In August 2020, 75% of our instructional staff participated in up to 8 hours of voluntary Reset_Restart Professional Learning, which encompassed:
 - Digital / Remote Teaching & Learning
 - Reframing Curriculum (COVID19 Gap Analysis, Revising Course at a Glance district curriculum sequencing document)
 - SEL, Social Justice, & Cultural Sensitivity
 - Special Education & Gifted Education Transitions
 - Teacher Choice (2 hrs)
- Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Attach any Additional Documentation or Notes (if necessary):
[May & August 2020](#)