Remote Learning Plan

District Name:	Groveport Madison Local Schools
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District IRN:	46979

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."*

How will instruction 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
Determining Instructional Needs	How will **instructional needs** be **determined**? • Instructional Sequencing- Pacing charts with focus learning standards • Aligned Instruction to Learning Standards--focus learning standards by quarter • Gap Analysis for ELA, Math, Science, and Social Studies--use of course grades and

	standards mastery. ● 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:

In August, we will have designated time to collaborate on identifying focus standards using our analysis of course grades and standards mastery. We will also use past OST/EOC scores to identify patterns of student performance. We will also review MAP Winter 20 to triangulate our data to identify student needs.

We will also administer the NWEA Map assessment in September of 2020. This will provide additional data to establish student needs and mastery levels.

Teachers may also use the gap analysis tools from the state as needed or applicable. WEPs and IEP will be created with school based teams and family members to ensure services are aligned with student needs.

Documenting Instructional Needs	**How will instructional needs be documented?** ● Through our task force committees--teacher, student, and family expectations have been created and will be shared with all stakeholders. ● Gap Analysis and Focus standards will be identified by collaborative groups after analyzing the data. These will be shared and distributed with all instructors of the course. ● Special Education Teachers and Related Service providers will continue to collaborate with the IEP teams and document all instructional needs and services. ● ELL teachers will review student data and provide screeners as needed to establish student baseline on standard mastery. Personalized lesson plans will be created to provide students with instruction tailored to their need

Address Documenting Instructional Needs Here: Our staff guide book address all additional information.

Attach any Additional Documentation or Notes (if necessary):
Restart Staff Guidebook

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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
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? ● Teacher grading aligned with school board policy. Allowing for mastery learning--retaking and additional opportunities.
Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for granting credit (grading and assessments)
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: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address determine competency, granting credit, and promoting students to a higher grade level with remote learning.

All grading, granting credit and promoting students to a high grade level will follow current board of education policy. Student academic competency will be monitoring and assessed with a balanced assessment system utilizing vendor, district created, and well as individual classroom assessment to monitor student skills and or knowledge in order to be promoted and/or receive credit.

Attach any Additional Documentation or Notes (if necessary):
Restart Staff Guidebook

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Address Student Attendance and Participation Requirements Here:

Blended Learning Model: Teachers will complete daily period by period attendance of students meeting in the fact to face format. They will inform administration if a student is not in attendance for three consecutive days to consider a wellness check and monitoring process.

Remote Learning and Cruiser Digital Academy: Teachers will complete daily attendance of students taking remote classes. The student's attendance is to be entered the following morning. The student's attendance during online sessions should be determined by the student login activity and demonstrated by their level of engagement in their online lessons and/or assigned activities.

Attach any Additional Documentation or Notes (if necessary):
Restart Staff Guidebook

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? ● Created a plan for documenting student participation in remote learning and communicated the plan with families and other stakeholders

Address Monitoring Student Progress Here:

Student logins will be tracked on all online platforms using our GoGuardian software. All expectations of participation and attendance have be communicated in the restart guides for staff and students. We will also use a balanced assessment system and will progress monitor student's demonstration of standards and mastery levels.

Attach any Additional Documentation or Notes (if necessary):
Restart Staff Guidebook
Restart Family Guidebook

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SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? ● Parent/ Family/ Staff surveys have been analyzed for trends and specific needs. ● Technology plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

The District is fortunate to have been provided with the resources to loan each of our K-12 students a Chromebook computer for their personal educational use.

Nearly 80 percent of the District's curriculum and textbooks are available in an electronic format and can be accessed at home or in school, 24-hours a day. In addition, many of the applications can be used "offline," when the student doesn't have Internet access at home or elsewhere.

With Groveport Madison Schools being a "G-Suite" member district, students can use free educational apps from Google, including Google Sheets, Google Drive, Google Calendar, and Google Sites, as well as YouTube to enhance their learning. Students also have access to educational software already available in our schools.

Students use their Chromebook computer to complete homework and other assignments, conduct research, and take school and state assessments. To help keep track of the computers, they have been etched with the school district's logo and a serial number on the outside case. Tracking and Internet filtering software have also been installed on the Chromebooks. In addition, all of the computers have been thoroughly sanitized.

Chromebook computers will be distributed to students the week of August 31. A schedule will be developed for families to check out their child's Chromebook computer. Your school will notify you of the process by which your child will receive their computer. Parents and students will need to sign the Chromebook Agreement Form, which can be found in your FinalForms account.

The Technology Department also will service any Chromebooks that have become broken or otherwise having problems. Should your child's Chromebook computer experience any problem or it has been broken, please notify your child's principal.

Assistance with Internet Access

The District will assist families who may not have access to the internet, including loaning Wi-Fi hotspots to families who demonstrate a need.

Attach any Additional Documentation or Notes (if necessary):

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[Restart Family Guidebook](#)

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	[Professional Learning Needs](#)
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? ● District PD committee has surveyed staff and reviewed our academic data to determine needed professional development for successful remote learning.

Address Professional Learning/Development Here:

We have identified that our teachers need professional development on best practices for remote learning, design and function of digital environments, and community and relationship building. We also will provide professional development on teacher efficacy-collective efficacy-- building on our mindset and intention as a team we can do all things to meet the needs of our students. We will base much of our remote learning work on Hattie, Fry, and Fisher's book Teaching for Engagement and Impact in any setting: Distance Learning Playbook.

Attach any Additional Documentation or Notes (if necessary):
[Welcome Back PD Sessions](#)