

# Remote Learning Plan – James A. Garfield Local Schools

District Name:	James A. Garfield Local Schools
District Address:	10235 State Route 88 Garrettsville, OH 44231
District Contact:	Ted A. Lysiak, Superintendent
District IRN:	049205

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?

- 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
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<b>How will instructional needs be determined?</b> Possible/Optional item(s) to consider:

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	<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>
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## Address Determining Instructional Needs Here:

Throughout the summer a committee of teachers and administrators have met to create instructional plans for the return to school. This plan will be shared with teachers during our opening days and teachers will meet by grade levels/contents to fully explore gaps with instruction and learning and based on this information will create plans to address student learning needs. Teachers in grades 1-4 will use STARS assessments in reading and grade 3 and 4 in math throughout the year to check for understanding. Teachers will monitor student progress through a combination of diagnostic, formative and summative assessment administered throughout the school year.

<b>Documenting Instructional Needs</b>	<p><b>How will instructional needs be documented?</b></p> <p>Possible/Optional item(s) to consider:</p> <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>
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## Address Documenting Instructional Needs Here:

During opening days teachers will work on analyzing gaps with instruction. Teachers will work collaboratively on pacing guides taking into consideration any standard that may have gaps due to the spring shutdown. Instructional plans will be adjusted to narrow the focus of the content standards for each content area. Instructional plans and student progress will be communicated with parents and caregivers, 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	
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
Address Determining Competency Here:	

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Teachers will meet in grade levels/contents to review data that is collected. Teachers will identify who is above, at and below mastery and plan for interventions and enrichment lessons based on this data. Summative and formative assessments will be used to gather this data and will be gathered from several sources.

<b>Granting Credit</b>	<p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
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**Address Granting Credit Here:**  
 Teachers will communicate content, grade level standards and success measures to students and parents. Teachers will provide feedback to students and families through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook and summative assessment results.

<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
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**Address Promoting Students to a Higher Grade Level Here:**  
 Staff will develop the expectations and requirements for successful grade/course completion and promotion to a higher grade level/course. Information such as expectations, grading scale, mastery learning, course progress and successful completion of the course will be communicated to students and parents through multiple formats. The district's online grade book will be used as the primary mode of communication for class grades and final determination of promotion or retention.

**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>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>

**Address Attendance Requirements Here:**  
 Student attendance will be documented through a variety of methods. This will include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system. Specifics for attendance will be communicated to students, staff and parents/guardians. Follow up methods will be implemented for students not engaging in the remote learning platform.



