



Remote Learning Plan



District Name:	Pandora-Gilboa Local School
District Address:	410 Rocket Ridge, Pandora OH 45877
District Contact:	Mr. Todd Schmutz
District IRN:	049395

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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs



Remote Learning Plan



	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)
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> • Instruction aligned to learning standards • Instruction delivered via online platforms (Google Classroom, Schoology, Zoom meetings, etc.) • Building-wide schedules to determine instructional blocks, small group instructional time, and individual learning time by appointment • Intervention specialists will work directly with students with IEPs to meet students' instructional needs and to provide instructional support 	
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"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <ul style="list-style-type: none"> • Clear communication with students and parents via Google Classroom, Schoology, and Progressbook • Communication with students and parents via email and telephone call • Comments and feedback on formative and summative assessments provided to students as deemed necessary by the classroom teacher • Building-wide Google form tracking student progress on assignments 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



Remote Learning Plan



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? 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: <ul style="list-style-type: none"> Will follow district grading policy, with courses aligned to academic content standards 			
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: <ul style="list-style-type: none"> Will follow district policy on granting credit Communication of grades and academic progress through Progressbook Intervention specialists will send home quarterly progress reports to parents 			
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: <ul style="list-style-type: none"> Will follow district policy on grade level promotion and graduation Each student at the high school level has an individualized graduation plan that tracks credits earned toward graduation. This plan is created jointly between the student and the school guidance counselor. 			
Attach any Additional Documentation or Notes (if necessary):			

SECTION THREE

ATTENDANCE AND PARTICIPATION



Remote Learning Plan



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	<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"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> Students are expected to participate in all scheduled remote learning activities. Student participation will be tracked by the teachers, and contact will be made to students and parents. 	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</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
<p>Address Student Participation Requirements Here:</p> <ul style="list-style-type: none"> Participation in remote learning activities will be tracked by the teacher, and building-wide Google forms tracking student progress on assignments will be utilized by the teaching staff and reviewed by building administrators. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <ul style="list-style-type: none"> Teachers will monitor student progress, and assignments will be assessed according to the district grading policy. Teachers will communicate grades via Progressbook to allow students, parents, and administrators to monitor student progress 	



Remote Learning Plan



- Teachers may also use Google Classroom and/or Schoology to communicate information regarding student progress and grading to students and parents
- Teachers will have built in “communication hours” set at 8:00 - 9:00 am and again at 2:00 – 3:00 pm to communicate with students and families to discuss progress, answer questions, provide feedback, and discuss potential interventions as needed.
- Intervention specialists will schedule one-on-one appointments to meet with their students weekly via Zoom to discuss student progress and to reevaluate student instructional and learning needs.

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
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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
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Address Equitable Access to Quality Instruction Here:

- Students in grades 5-12 will be issued Chromebooks. Students in grades k-4 will be issued Chromebooks at the request of the family.
- Wi-fi is available on the school campus that can be accesses to families in the school parking lot.
- The technology staff will be available to families to help with technological needs
- Intervention specialists will schedule one-on-one appointments to meet with their students with IEPs weekly via Zoom. If circumstances allow, this meeting may take place on school campus.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
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Remote Learning Plan



Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: <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: <ul style="list-style-type: none">• Staff will be provided in-house professional development delivered by fellow teachers and the technology staff.• The subcommittee on remote learning has identified Google Classroom and Google Apps for Education as main targets for professional development. We have already identified a teaching staff member who is Google Certified who is willing to deliver targeted professional development to teachers at a beginning level and to those at an intermediate to advanced level.• Training dates and times will be determined by school administrators in conjunction with our in-house trainers if and when we are called upon to move to remote learning.	
Attach any Additional Documentation or Notes (if necessary):	