

| | |
|-------------------|------------------------------------------|
| District Name: | Parma City School District |
| District Address: | 5311 Longwood Avenue, Parma, Ohio, 44134 |
| District Contact: | Dr, Charles Smialek, Superintendent |
| District IRN: | 044636 |

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 remotelarning@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 remotelarning@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](#).

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): | 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> <p>PCSD teachers will provide an equitable, engaging education for all students that includes intentional instructional choices, high-quality educational resources, and a positive social-emotional environment. Distance learning instruction could contain a mix of synchronous (live instruction through virtual meetings via Google Meets) as well as asynchronous (teacher recorded lessons) every day.</p> <p>In June, PCSD teachers engaged with Teacher Based Teams (TBTs) to plan, collaborate, and share best practices on google classroom and google meet. Through collaboration with Parma Education Association (PEA) teacher leaders, it was determined to purchase district tools to support student engagement with the use of Screencastify, Peardeck, Edulastic, and EdPuzzle. In addition, we have adopted curriculum for K-9 English Language Arts, K-12, Social Studies, Health, World Language, K-4 Music and K-5 Social Emotional 2nd Step. All purchased curriculum materials have a digital platform connected to curricular resources.</p> <p>Plan for Students with Disabilities: Distance Learning schedules are created to provide intentional support for SWD through weekly intervention and enrichment blocks. In addition to this dedicated time, teachers have office hours and conferences and planning to help support students through planning differentiated lessons and units to meet the individual needs of students.</p> <p>Plan for Gifted Served: All teachers are provided a roster of students on their class lists/rosters who are identified as Gifted in any of their qualifying areas. Students who are identified receive a WEP outlining their specific goals, progress monitoring and reporting, as outlined in the ODE guidelines.</p> <p>Plan for Students using Tiered interventions: All students have opportunities to connect virtually in small groups with a teacher who will provide targeted intervention to address learning gap needs.</p> | |

| | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Address Documenting Instructional Needs Here:

Teachers work collaboratively through Teacher Based Teams (TBTs) to analyze pacing with priority standards as a focus to develop clear curriculum maps, units, and lessons. Assessments are analyzed linked to possible learning gaps to prioritize instructional routines to increase student engagement. Curriculum maps, units, and lessons include learning objectives with success criteria, key academic vocabulary, scope and sequence, and formative and summative assessments.

TBTs meet weekly on Mondays to plan for student learning targets and objectives, formative and summative assessments, and enrichments and intervention. Building principals will engage in collaborative dialogue with TBTs to determine the level of support and resources needed on a weekly basis.

The link below provides clarity for instructional guidance during remote instruction. The intention of the 2020-2021 PCSD *Curriculum and Instruction Guidance Framework* is to provide support, clarity, and consistency for all our students and educators. In addition, the 2020-2021 PCSD *Curriculum and Instruction Guidance Framework* is used to communicate intentional instructional guidance that addresses the understanding of the possible challenges and opportunities for our students.

Various structures and organizational supports to plan and communicate for remote instruction include:

- Teacher subcommittee meetings at various levels
- Board Presentation(s)
- Leadership Retreat
- Facebook Live
- Website
- Parma Proud Newsletter(s)
- School Building Newsletter(s)
- Question and answer document for each building submitted to the Senior Leadership Team.

Attach any Additional Documentation or Notes (if necessary):

[PCSD 2020-2021 K-12 Distance Learning Instruction Recommendations & Guidance](#)

[PCSD K-12 Distance Learning Overview PCSD](#)

[Distance Learning Guidelines PCSD K-12](#)

[Student Distance Learning Schedules](#)

| 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) |
| <p>Address Determining Competency Here: Teachers work collaboratively in TBTs to develop weekly common formative and summative assessments that will be utilized to determine student readiness as well as mastery. Students are held accountable for attending and completing lessons. Feedback is provided through Google Classroom (as appropriate). Progress is communicated regularly to parents through Home Access Center with reteaching and reassessment provided as needed.</p> <p>Teachers have a dedicated block of time weekly guided by the below questions for planning, discussion, and documentation of student understanding.</p> <ol style="list-style-type: none"> 1. What do we want students to know and be able to do? (standards) 2. How do we know that students have learned? (assessments) 3. What will we do if students do not understand? (intervention) 4. What will we do if students have already learned content? (enrichment) <p>Teachers are empowered to plan for weekly intervention and enrichment to target learning gaps and provide enrichment to impact student growth and achievement.</p> | |
| 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) |
| <p>Address Granting Credit Here: Teachers determine the level of student understanding through ongoing short cycle formative assessments. Through the use of digital tools (Screencastify, Edulastic, Peardeck, Edpuzzle, and Google platform) creation of assessments will check for understanding so teachers can adjust instruction for our learners and provide guided practice for mastery of content.</p> | |

Remote Learning Plan

Students are assessed and progress communicated to parents regularly through the Home Access Center. Credit/grades are earned and awarded per our regularly established protocol at each building and documented on quarterly report cards.

Students with Disabilities, as well as English Learners, will receive written quarterly progress on IEP goals from intervention specialists.

| | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promoting Students | <p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <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:
 Teacher leaders have developed success criteria linked to Ohio Learning Standards. Success criteria is instrumental to communicate expectations and requirements for mastery of content within a specific course. Specific course information is communicated to students and parents/caregivers through weekly communication that is delivered by our teachers each Monday. Our Home Access Center (HAC) is used to communicate class grades and the final determination of promotion or retention.

Lastly, students will be promoted to a higher grade level by demonstrating mastery of grade level standards per our Board policy protocol.

Attach any Additional Documentation or Notes (if necessary):
[PCSD 2020-2021 K-12 Distance Learning Instruction Recommendations & Guidance](#)
[PCSD K-12 Distance Learning Overview PCSD](#)
[Distance Learning Guidelines PCSD K-12](#)
[Student Distance Learning Schedules](#)

| | |
|--------------------------|-----------------------------------------|
| SECTION THREE | ATTENDANCE AND PARTICIPATION |
| Resource Link(s): | Communications Planning |

| | |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Address Attendance Requirements Here:

- Students are required to attend live, teacher-led learning sessions via Google Meet/Google Classroom.
- Students are required to engage in online-learning activities, complete learning activities that may occur offline, and take teacher led assessments.
- Staff will implement systems to engage students who are not attending.
- Mondays is a consistent Remote Learning day for all students with scheduled synchronous (on-line) and asynchronous (off-line) lessons on Tuesday-Friday each week.

| | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Address Student Participation Requirements Here:

- Student participation is determined by attendance in live, teacher-led learning sessions via Google Meet.
- Student participation will be measured by student engagement in online-learning activities, completion of learning activities that may occur offline and assessment data.
- Attendance is taken daily Tuesday through Friday by teachers.
- The initial attendance check will take place in the first learning block at each level. In addition, teachers will keep daily attendance records and communicate issues and concerns without building administration, guidance staff, and home liaisons to wrap around our students and families. The school will follow up with communication home daily for students that are absent from teacher-led instruction.
- Monday attendance is calculated based on student login and participation/completion in online digital tools.

Attach any Additional Documentation or Notes (if necessary):

[PCSD 2020-2021 K-12 Distance Learning Instruction Recommendations & Guidance](#)

[PCSD K-12 Distance Learning Overview PCSD](#)

[Distance Learning Guidelines PCSD K-12](#)

[Student Distance Learning Schedules](#)

| 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> <p>Tiered Intervention Support: Learners are progress monitored through benchmark, formative, summative assessments, and curriculum based measures.</p> <p>Students with Disabilities and English Learners: Goals and objectives are progressed-monitored on a monthly basis and reported on a quarterly basis to families. Teachers and support staff collect data during teacher led instructional contact with students.</p> <p>Gifted Students: Students with a gifted identification and are served through services, and progress monitored through formative and summative assessments as indicated through their WEP plan. Students identified, but not served, are progress monitored through benchmark, formative, summative assessments, and curriculum based measures.</p> | |
| <p>Attach any Additional Documentation or Notes (if necessary):</p> <p>PCSD 2020-2021 K-12 Distance Learning Instruction Recommendations & Guidance PCSD K-12 Distance Learning Overview PCSD Distance Learning Guidelines PCSD K-12 Student Distance Learning Schedules</p> | |

| SECTION FIVE | EQUITABLE ACCESS |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Link(s): | <p>Technology Needs Data Use: Gathering Stakeholder Input</p> |
| 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 |

Address Equitable Access to Quality Instruction Here:

Families were surveyed last spring following the forced remote learning period to gather input on strategies and digital programs that were effective. This input was analyzed by administration and PEA subcommittees to incorporate best practices in all PCSD remote learning plans.

In addition, our learners are provided with 1:1 IPAD for grades PK-1 and a 1:1 chromebook for grades 2-12 for use at home during Remote and Blended Learning times. Virtual Open House with teachers and Technology nights with district staff is planned for August and September. The purpose of this structured time is to offer assistance for families with use of the technology in addition to training for logging into curricular programs and web tools to increase student engagement.

Recorded videos are posted on the district website for parent/student access at any time along with an email that “help” requests can be sent to. Members of our technology department will respond to these requests immediately.

Lastly, the district purchased hot spots for families who qualify and access points for outside the PCSD properties to increase connectivity for our families and students.

Attach any Additional Documentation or Notes (if necessary):

[PCSD 2020-2021 K-12 Distance Learning Instruction Recommendations & Guidance](#)
[PCSD K-12 Distance Learning Overview PCSD](#)
[Distance Learning Guidelines PCSD K-12](#)
[Student Distance Learning Schedules](#)

| SECTION SIX | PROFESSIONAL LEARNING |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Link(s): | Professional Learning Needs |
| Professional Learning | <p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <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:

Administration: A copy of the “Digital Learning Playbook” is provided with a two-day training for all building principals and members of their administrative team. The “Digital Learning Playbook” is

used as a guide for the Building Leadership Team (BLT) to support Teacher Based Teams (TBT) with the organizational structure and support to increase the level of communication for our families and student engagement in a remote setting.

Teachers: teacher leaders are provided an opportunity for Google Certification to develop experts at the building level to wrap around TBT to support teachers for functionality of web tools. This past June teachers worked in TBTs to support each other and engaged in district purchased webtools and application modules to increase their level of understanding expertise for a remote instructional setting. In addition, during the months of June and September teachers are provided multiple opportunities to engage in professional learning and purposeful collaboration. Key topics addressed are related to teaching and learning in a remote setting, implementation of new and currently adopted curriculum resources to ensure student and teacher success.

Attach any Additional Documentation or Notes (if necessary):

[PCSD 2020-2021 K-12 Distance Learning Instruction Recommendations & Guidance](#)

[PCSD K-12 Distance Learning Overview PCSD](#)

[Distance Learning Guidelines PCSD K-12](#)

[Student Distance Learning Schedules](#)