Perry Local Schools
Remote Learning Plan   2020-2021

District Name:	Perry Local Schools
District Address:	2771 East Breese Road Lima, Ohio 45806
District Contact:	Kelly L. Schooler, Ed.D.
District IRN:	045781

The Perry Local Schools goal for remote learning is to provide flexibility in delivering instruction to students during the 2020-2021 school year. 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 as well. The following plan has been designed to meet the educational needs of our students and families--whether because of school closure or because of family choice. The remote learning plan will be delivered online or in certain circumstances via paper packets depending on the age of the student(s), subject matter, and if online networking is not possible.

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to <mark>August 21, 2020</mark> 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.

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	How will **instructional needs** be **determined**? ● District Assessment ● Aligned Instruction to Learning Standards ● Graded Work ● Student Input ● IEP if applicable

Each teacher will need to monitor the remote learning plan to meet the needs of our remote learners. This will be similar to what a teacher would do when determining the needs of students who are instructed in person.

Documenting Instructional Needs	How will **instructional needs** be **documented**?

Address Documenting Instructional Needs Here:
- Clear expectations give to students on grading requirements and working from home guidelines
- IEP if Applicable
- Email
- Progreswsbook
- Graded assignments and tests
- Phone call communication log

Close communication between students, parents, and teachers is very important in the remote learning option.

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
Determine Competency	What method(s) will be used to **determine competency** for remote learning? ● Overall grade for the course, with the course tied to academic content standards.

Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. If a passing grade, then credit will be granted.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? ● Overall grade for course in school policy

Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. If a passing grade, then credit will be granted.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning. Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. If a passing grade, then credit will be granted.

If a passing grade in a HS course, then HS credit will be granted toward graduation. A student will be promoted to the next grade K-8, similar to the way students are promoted from one grade to the next as determined and in discussion with parents, teachers, and the principal.

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? ● Student login to VLA through progressbook ● Student work completed and turned in ● Assessments completed ● Participation in coursework as directed by the teacher
Students will be in close contact with teachers and counselors. If students are not logging in or completing assignments, contact will be made to student and parents.	
Participation Requirements	How will your school district document **student participation** in remote learning opportunities?

Address Student Participation Requirements Here:
● To be counted as remote asynchronous present, the student does not have to be present at a designated official attendance time but must be engaged in one of the following ways during that day:
    1. Shown daily progress in the Learning Management System (LMS)
    2. Daily progress via teacher-student interactions
    3. Completed/Turned-in assignments to the teacher (potentially via email, on-line, or mail).
The District plans for students who are currently not on campus due to COVID-19 at time of remote learning transition to receive instruction through a remote instruction method. The use of a remote instruction method for such students would result in engaged students being counted as they can participate either as remote synchronous present or remote asynchronous present as designed by the teacher.	

Students need to be actively engaged in their learning throughout the week.	

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? ● Students will have progress monitored by their teacher/s using district progress monitoring tools ● Timely assessments and feedback to students using VLA district curriculum and district aligned curriculum

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? ● Students will be issued chromebooks if needed ● Technology staff will be available to help students with technology needs

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?

Address Professional Learning/Development Here:

- Staff will be provided in house professional development with fellow teachers and technology staff in addition to specific training by VLA
- Staff will have supports in Google Classroom, Jefferson County Virtual Learning Academy, Google Docs, Google Apps, Chrome Extentions and more.

- Staff questions and supports on any technology remote learning questions, youtube progressbook, grading, comments, videos, PDF's, Forms, recording while learning, livestream video, zoom, loom, screencastify and ESC resources.
- Staff will be coming in on different days/times throughout these trainings via zoom or in person. All sessions will be recorded for teachers to be able to look back on the sessions throughout the 20-21 school year.

- Existing professional development commitments from 2019-2020 that can be adapted and need to be completed:
    1. LETRS
    2. 95% Group
    3. Heggerty
    4. Kagan

Protocols for IT support, Copyright and Student Privacy, FERPA, resources concerning cybersecurity

https://drive.google.com/file/d/1UN8ecYBO7eld5iRn0LiBa4HLGeih7ssc/view?usp=sharing

Educator Safety

- The District placed appropriate safeguards for accountability and liability when deciding to use 1:1 Live Video Conferencing with a student. These safeguards included having two adults or two students on a video call. In the future, we can consider utilizing classified staff to be video partners on live calls.

Special Education guidance and requirements set from spring and will continue to document service expectations.