Remote Learning Plan

District Name:	Perry Local Schools
District Address:	4325 Manchester Rd Perry, OH 44081
District Contact:	Dr. Betty Jo Malchesky, Assistant Superintendent
District IRN:	047902

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 <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.** **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)

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- ❏ X 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**? Possible/Optional item(s) to consider: ● 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)
Address Determining Instructional Needs Here: Students with learning gaps are identified by universal benchmark measures conducted in August/early September. This information will guide differentiated needs for instruction. In addition, district is highly proficient in the use of Formative Instructional Practices (FIP 2-5) and implementation is expected daily in classrooms as evaluated via the OTES process.	
Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders
Address Documenting Instructional Needs Here: Daily instruction will be synchronous (live, with the teacher) to provide a sense of community Direct teaching may be recorded so students can access as many times as needed for success. Practice and formative assessment will help teachers monitor student learning and schedule support sessions beyond the daily instruction. Not all time of the scheduled class is teaching time by the teacher. The scheduled class is considered a "HOLD" on the student's daily home schedule and will include: ➢ Explicit teaching ➢ Break out groups ➢ Time released back to the student for work completion, submission/demo of learning Hands-on learning or labs can still be conducted together using equipment from home or materials picked up from school at pre-scheduled times by the teacher. Learning will be accessible to English Learners or at-risk students by: (1) Having new learning accessible in advance to review before	

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instruction, (2) key vocabulary with visuals/contextual discussions, and language translation for parents via Talking Points.

Attach any Additional Documentation or Notes (if necessary):

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: ● Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: **Guidelines for Standards-based Learning, Grading, and Reporting**	
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)
Address Granting Credit Here: **Guidelines for Standards-based Learning, Grading, and Reporting**	
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 Promoting Students to a Higher Grade Level Here: **Guidelines for Standards-based Learning, Grading, and Reporting**	
Attach any Additional Documentation or Notes (if necessary):	

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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

Student Attendance	
	● Attendance is required for daily instruction unless the student cannot due to illness. ● Students follow a daily schedule. Families with child-care needs can access anytime via recorded sessions accessible in Google Classroom. ● Students attendance is based on ***access*** and ***engagement*** in instruction + support sessions. If a student is ill but able to work from home, remote learning is accessible via Google Classroom. Grading/Missing Assignments: Should students become too ill to work, the parent or student will email the student's teachers. Students ill and unable to attend remotely will not be penalized in gradebooks; instead an **I/Incomplete** will hold the place in the grade book reminding both students and the teacher to seek re-teaching and complete the necessary work to demonstrate the learning. Late/missing assignments will affect student grades.

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 Participation Requirements Here: Attendance will be taken daily in the student information system - Infinite Campus. Remote student attendance is based on ***access*** and ***engagement*** in instruction + support sessions. If a student is ill but able to work from home, remote learning is accessible via Google Classroom. Grading/Missing Assignments: Should students become too ill to work, the parent or student will email the student's teachers. Students ill and unable to attend remotely will not be penalized in gradebooks; instead an **I/Incomplete** will hold the place in the grade book reminding both students and the teacher to seek re-teaching and complete the

necessary work to demonstrate the learning. Late/missing assignments will affect student grades.

Attach any Additional Documentation or Notes (if necessary):

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? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Practice and formative assessment will help teachers monitor student learning and schedule support sessions beyond the daily instruction. All teachers are required to hold office hours to address any questions or student needs.

Attach any Additional Documentation or Notes (if necessary):

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? Possible/Optional item(s) to consider: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:
 [A survey](#) was sent to families on June 25th accessing their ability to manage online or remote learning. Based on survey results hotspots and WIFI needs have been purchased for families in

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need. Perry Local School will also have a Technology Repair Request Form to help all families with remote technology needs. All K-12 students are provided a Chromebook for instructional access anytime/anywhere. Additionally, any family with no Wifi access are provided internet HotSpots for home use. Also, evening tutoring for families who are unable to support the instructional needs of students at home is provided weekly using a Google Calendar sign up. Supplemental tutoring services are funded by the district's 21st CCLC federal grant award.

Attach any Additional Documentation or Notes (if necessary):

Perry Local Schools Remote Learning 2.0 Plan

August 6, 2020 - Livestream Family Education/Q&A on Remote Learning 2.0

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? Possible/Optional item(s) to consider: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: March 2020 PD May 2020 PD August 17 2020 August 18 2020 PD August 20 2020 PD August 21 2020	
Attach any Additional Documentation or Notes (if necessary):	