Remote Learning Plan

District Name:	Perry Local School District
District Address:	4201 13th St. SW Massillon, Ohio 44646
District Contact:	Mr. Nathan Stutz
District IRN:	049924

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. 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 - 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:
- Coursework Crosswalk
- Preassessments for each course in digital platform
- Screeners for math and reading: i-Ready and AIMSWeb Plus
- Additional diagnostics utilized as deemed necessary by teachers
- Language Loss Analysis for English Learners conducted
- Develop plan for EL students based on LLA results
- Students with disabilities-participate in screeners, diagnostics and preassessments
- Plans adjusted to meet special education needs-services provided as identified through general education teachers and intervention specialists
- Utilize previous gifted identification to create plan for gifted qualified students-Written Education Plan (WEP); Curriculum compacting and PBL's provided by staff with appropriate professional development, supported by GIS, and monitored by Gifted Director

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:
- Gifted students-Written Education Plans
- Special Needs students-IEP's
- Reading Improvement Plans with progress monitoring
- Course Assessments
- Progress reports for grade level content; weekly parental updates

Attach any Additional Documentation or Notes (if necessary):

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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: ● Perry Local School District policies and guidelines ● Grades viewable in Home Access Center (HAC) ● Program includes progress tools/information for parents	
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: ● Perry Local School District policies and guidelines	
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: ● Perry Local School District policies and guidelines ● If acceleration is considered, the district acceleration policy/guidelines approved by ODE will be used	
Attach any Additional Documentation or Notes (if necessary):	

SECTION THREE	ATTENDANCE AND PARTICIPATION
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	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

Address Attendance Requirements Here:
- Log in daily to lessons
- All absence reasons must be reported to course instructor
- Extended absences must be reported to the Virtual Academy Administrator
- Pacing must be maintained

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:
- Live direct instruction lessons-teacher will take attendance in eSchool
- Other platforms-daily report of log in, time on lesson, progress and scores
- Teacher will document weekly student/teacher checkpoints
- Plan posted on website and communicated at orientation

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:
- Virtual Learning Academy Administrator will hold bi-weekly check-ins with teachers
- Teachers contact parents weekly

- Teachers conduct 2-3 teacher/student checkpoints per week
- RIMP students-progress monitoring intervention reports
- Intervention Specialists monitor progress and IEP goals weekly
- Teacher monitors gifted cluster group student progress on compacted work or PBL with GIS support and monitored by Gifted Director
- Parents and student oriented how to check progress within digital platform or HAC

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:
- Final Forms used to provide learning option to all students
- Access to school device K-12 if needed
- Hot spots available for at-risk students
- Orientation for parents and students
- Tech support for device and course management
- Teachers as well as parents/students have access to EL teachers for language supports
- Communication occurring in home language as needed

Attach any Additional Documentation or Notes (if necessary):

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.

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Address Professional Learning/Development Here:
- Training for teachers on Digital platform supported by SCESC and provided by Perry team
- Training for teachers on Google classroom and digital tools supported by SCESC and provided by Perry team
- Google tutorial video library
- Collaborative meetings with remote learning instructors

Attach any Additional Documentation or Notes (if necessary):