Remote Learning Plan

District Name:	Pleasant Local Schools
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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 <u>all</u> 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

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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:

Pleasant employs a balanced assessment approach to determine the instructional needs of all students. Parent feedback and staff anecdotal records will also be used to determine academic strengths and growth opportunities. Instruction will align to district curriculum blueprints, which are based upon Ohio's content standards. Attention will also be given to the emotional well-being of each student and support services will be identified and put in place.

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:

Pleasant will use formative assessments to determine learning needs. The district has created a digital instructional framework, which will be utilized to assist staff in meeting the needs of their learners. This tool includes online digital resources. Instructional plans will be recorded in the district's online learning management system.

Attach any Additional Documentation or Notes (if necessary):

https://docs.google.com/document/d/1XLN9LCNNCDBsqOTeuJZAayo6upHO_xirEfSk8w4_0rk /edit?usp=sharing

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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:

Pleasant utilizes vendor assessments, teacher created assessments, and department/district created assessments. Assessment results are reviewed during PLC meetings/Department meetings. Interventions, enrichment plans, and support structures are put in place based upon results. Results of assessments are communicated to students and families. Students on IEP's utilize Cognitopia to align their needs to their personalized learning plan.

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:

Grades will be based upon summative assessments and final exam grades. All assessments are aligned to course blueprints and essential questions. Passing grades on these assessments will determine the granting of credit. The board approved grading scale will be used for assigning letter grades and course passage.

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:

Final grades, which are generated from summative assessments and final exam grades, will be used to determine the student's eligibility to advance to the next grade/course. The board approved grading scale will be used for assigning letter grades and course passage. Students who earn passing grades will be promoted to the next grade level. Criteria which is outlined in the Student Handbook and voted on by the Board of Education specifically addresses the method for promotion.

Attach any Additional Documentation or Notes (if necessary):

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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:

Pleasant has created schedules for each of our potential plans throughout the year. During our hybrid and remote plans, students are expected to engage each day during their scheduled times either synchronously or asynchronously. Daily entrance, exit tickets, assignments, summative assessments, etc will be recorded in the district learning management system. If students do not submit responses to these assignments by the end of the assigned time, students will be counted absent for the day. Teachers will set the daily assignments to close at the end of the academic day as outlined in each remote plan. While assignments may be turned in late, students will be counted absent for the day.

Attendance requirements and schedules have been clearly communicated to students and families.

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:

During remote learning, Pleasant will utilize our call system to communicate which plan the district is operating under. Students are expected to engage and complete assignments and projects during the time scheduled outlined in the district plan. Student engagement in online platforms, along with other asynchronous learning times will be monitored for attendance purposes. If a student does not participate, a non-participation protocol will be used to put supports in place for the student and their family, including a possible absence intervention plan.

Attach any Additional Documentation or Notes (if necessary):
[Pleasant Elementary Student Handbook](#)
[Pleasant Middle School Student Handbook](#)
[Pleasant High School Student Handbook](#)

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:

Student progress will be tracked and monitored on a consistent basis. Attendance will be taken daily and recorded in Powerschool. Assessments grades will be also recorded in Powerschool and the district's learning management system. Vendor assessments will be utilized 3 times a year, monitored, and recorded in google drive. The district has assigned 2 Deans of Students to oversee the academic, attendance, and engagement of remote learners. Additionally, the district has reassigned staff to be Student Success Coaches. These staff members will support the remote learners who are not engaged. Quarterly progress reports will be distributed to all families.

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:

Pleasant Local Schools purchased additional ipads to supplement what was currently in inventory, ensuring that each child has a device. Students without internet connection are being assigned a hotspot. Additionally, the district, along with other community locations, have opened up guest wifi to support families.

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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.

Address Professional Learning/Development Here:
The Pleasant Local School District is providing professional development centered around our remote plan and its instructional requirement. Pleasant is emphasizing to staff that this is a unique time to explore the possibilities for personalizing education. Staff will meet with colleagues and collegial instructors for three consecutive days. During these three-day blocks, staff will be required to show proficiency with a number of remote teaching/learning tools including but not limited to Zoom, Canvas, Screencastify and more. Additionally, a second block of professional development will be provided to staff the week before school starts, which will allow for peer collaboration and refinement of online teaching/learning skills.

Attach any Additional Documentation or Notes (if necessary):
Staff, administration, and staff PD instructors will be aided by a *Pleasant Staff Remote Teaching Resource Page* that will be used during the previously mentioned 3 day blocks of PD as well as future professional development and as a quick reference for staff when needed throughout the year.