



# Remote Learning Plan Poland Local Schools

District Name:	Poland 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.”*

## How will instruction take place?

Teacher-student interaction through online learning platforms

Asynchronous and Synchronous Online lessons for student to work at home



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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Instructional Sequencing</li> <li>Aligned Instruction to Learning Standards</li> <li>Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>Created a plan for IEP and students with disabilities</li> <li>Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Address Determining Instructional Needs Here: Teachers participated in in-service activities in the Spring, as well as building level meetings at the end of the year to determine and plan for student needs moving forward into the current school year. The Board of Education has approved the request to push back the start of school which will give our staff an additional 12 more days to meet within their grade level teams prior to students entering school. This data will be a driving force for instruction for the 2020-2021 school year. In addition, we will use Measures of Academic Progress (MAP) assessments for Reading, Mathematics and Science in Grades K-10 three times throughout the 2020-2021 school year to progress monitor student learning. For grades 11-12, we will use common assessments as well as other locally developed assessments to progress monitor our students.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Clear instructional plans have been created</li> <li>Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p>Address Documenting Instructional Needs Here: Teachers will work collaboratively through their grade level/department teams to identify standards that were not sufficiently covered due to the Spring 2019 shutdown. They will adjust their scope and sequence to incorporate these standards and ensure that emphasis is placed on these standards regardless of the learning platform that is being utilized. Instructional plans will be communicated with parents and guardians, along with student progress through multiple formats and communication mediums.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
Address Determining Competency Here: Teachers will meet in their grade level/department teams to review data that is collected. Teachers will determine who is above, at, or below mastery and plan interventions and enrichment lessons based on this data. Summative and formative assessments will be used to gather this data and will be gathered from several locally developed sources.	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
Address Granting Credit Here: Teachers will communicate content, grade level standards and success measures to students and parents. Teachers will provide feedback to students and families through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook (Progressbook) and summative assessment results.	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
Address Promoting Students to a Higher Grade Level Here: Staff will collaboratively develop the expectations and requirements for successful course completion and promotion to a higher grade level/course. Information including expectations, grading scale, mastery of content and course progress and outcomes will all be communicated to students through multiple modalities. Progressbook will continue to be the primary mode of communication for class gade and final determination of promotion or retention.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
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<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
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<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
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Address Attendance Requirements Here: Student attendance will be documented through a variety of methods. This will be inclusive but not limited to: presence at online meetings and classes, accessing online resources and/or completion of work assigned through the remote learning system. Expectations for attendance will be communicated to students, staff and parents/guardians. Follow up methods will be implemented for students not engaging in the remote learning platform.

<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>
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Address Student Participation Requirements Here: Student participation will be evaluated by the following criterion: engagement at online meetings and classes, assignment completion, participation in formative assessment, completion of summative assessments, quantity of collaboration with peers and teachers and accessing resources and materials through the remote learning platform.

**Attach any Additional Documentation or Notes (if necessary):**



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SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Developed a Plan to monitor student progress with remote learning</li> </ul>
<p>Address Monitoring Student Progress Here: Teachers and administrators will analyze data from a variety of assessment sources inclusive of formative, summative, rubrics etc. Ongoing communication with students and families regarding expectations will be implemented through the remote learning platform and student progress will be communicated to all stakeholders via various formats.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Parent/Student surveys have been reviewed</li> <li>● Technology Plan has been created to ensure equitable access</li> </ul>
<p>Address Equitable Access to Quality Instruction Here: The District conducted multiple surveys to staff, parents and guardians to gather feedback from the Spring Remote Learning Platform. This data was inclusive of determining who had access to the internet and devices. The District determined that only 15 family units did not have connectivity at home, and funding was secured to assist these families with wifi access. In addition, over 250 devices were loaned out to families for student use at home. The District also purchased additional chromebooks so that students in grades 6-12 are in a 1:1 situation. The District is applying for the Broadband Ohio Grant to secure additional funding to assist families with wifi access, as well as to purchase hot spots which will help with connectivity gaps. The District secured Zoom Pro capability for all staff members, as well as Same Goal Pro access which enables intervention specialists to obtain signatures electronically. The District purchased additional webcams and Clever Touch Display boards to aid in remote learning.</p>	



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Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>

Address Professional Learning/Development Here: The District will be conducting inservice activities to begin the 2020-2021 school year. In conjunction with the Jefferson County Virtual Learning Academy, staff will have ample time to build and customize modules to prepare for the upcoming school year. The District reopening committee, which is inclusive of 30 PEA, OAPSE and administrative team members has been meeting weekly throughout July and August to update and respond to the latest guidelines from the Governor's Office, Ohio Department of Health and Mahoning County Board of Health as well as updates from the Mahoning County Educational Service Center. The Director of Technology has secured additional personnel to aid staff and students in the shift to remote learning. The District has organized a sub-committee of staff members to examine virtual platform offerings (Canvas, Newrow, Edulastic, Jefferson VLA) and determine which platform best meets the needs of students and staff. We will continue to work with the Mahoning County Educational Service Center to obtain curricular support. Staff will continue to have access to instructional consultants and administrators to ensure that a high level of rigor and support is available to support high quality instruction moving forward.

Attach any Additional Documentation or Notes (if necessary):