



Remote Learning Plan

District Name:	Walnut Township Local Schools
District Address:	11850 Lancaster Street, Millersport OH 43046
District Contact:	William M. Kirby, Superintendent
District IRN:	046904

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 August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@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 remotelarning@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.

wa

Consider how instruction will take place? (Check all that apply)

- ✓ Teacher-student interaction through online learning platforms (Buzz, Google Classroom)
- ✓ Online lessons for student to work on at home (assigned by teacher online or during face-to-face)



Remote Learning Plan

✓ Offline lessons and instructional packets for students (packets as an accommodation only)

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	<ul style="list-style-type: none"> • Instructional Sequencing • Aligned Instruction to Learning Standards • Gap Analysis for ELA, Math, Science, and Social Studies • Create a plan for IEP and students with disabilities • Create a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>Students that are engaging in remote learning opportunities through the Laker Flexible Learning Plan will engage in both face-to-face learning to the maximum extent safely possible while also engaging in some work remotely that will be assigned by teachers through online means such as Google Classroom, Buzz (FLVS online learning management system), and through assignments made during face-to-face interactions (both in person and online). The instructional sequence will be a direct result of the information collected by teachers when conducting the beginning of year Gap Analysis for the four (4) core areas. Specifically, WTLSD teachers will use the ODE-provided Gap Analysis tools to identify student’s starting points. Teachers will then use this information to design the beginning of year instruction aligned to the present levels of students.</p> <p>Teachers, both general education and special education, will collaborate with parents, special education supervisor and the IEP team for each student to ensure that the remote learning opportunities are aligned with the goals of each child’s IEP and make any adjustments that are needed to best support the student. Likewise, the Gifted Coordinator and Gifted Intervention Specialist in the elementary will work with students identified as gifted and ensure the student’s WEP and/or WAP will be aligned to student need. By the nature of course assignment, students may have their gifted needs met through course/grade level acceleration practices aligned to board of education policy.</p> <p>As a result of the gap analysis, the teachers of WTLSD are aware of and will be supported in meeting students at their present levels. The district acknowledges that students may be behind where the district would typically expect them to be as a result of the school building ordered closure from March, 2020 thru the end of the year. The district will begin at student’s present level and move them as far through grade-level content as possible given the unique learning environment of remote learning.</p>	



Remote Learning Plan

Documenting Instructional Needs	<ul style="list-style-type: none">• Clear instructional plans have been created• Clear instructional plans have been communicated with staff, parents, and other stakeholders• Scope and Sequence for all grade levels, courses (both FLVS and traditional) will be created, updated and maintained by building principal/curriculum• Updated IEPs, WEP's, and WAP's• Documented Gap Analysis Tool Completion (4 core areas)
--	--

Address Documenting Instructional Needs Here:
Teachers will create clear instructional plans for students that are enrolled in Laker Virtual Academy (entirely remote learning) as well as create clear instructional plans for students engaging in Laker Flexible Learning. The teachers and building principals will set model school schedules for students to follow on fully remote learning days to aid students in organizing and committing to the amount of time needed to be successful. Furthermore, during Blended Learning Days, teachers will facilitate learning in a modified schedule with all students so that students have ongoing support both in person and online while engaging in remote learning.

Teachers will create a clear scope and sequence for each course for the 2020-2021 school year and will utilize the gap analysis tool from above to adjust the starting point for each course aligned to student need. Furthermore, teachers will update all IEP's, WEP's and WAP's, as needed, to ensure that student individual needs are being met.

Students that receive special services, such as services related to a disability, reading or math intervention, language support, and more, will continue to receive accommodations and adaptations per their IEP, 504 or specific learning plans to allow them to access the curriculum and to complete assignments. District teachers and other personnel will be in contact with students and families to assist if needed. Please look for additional communication regarding the specific support being provided based on your child's needs. Always contact the child's teacher first in the case of need for guidance and support.



Remote Learning Plan

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	<ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) Board approved grading scale will be applied to all student work, both face-to-face and remote, equitably Students engaging in Laker Virtual Academy (fully remote learning) will be afforded the option to retake or re-do assignments after the conclusion of the course work for the semester aligned to the FLVS handbook
<p>Address Determining Competency Here: Grading during a period of remote learning will not look different from grading during normal school business. Some general guidelines for grading will hold true for the remote learning program:</p> <ul style="list-style-type: none"> Teachers will provide feedback whenever possible. This feedback does not always constitute a grade, but will help students and families measure learning progress. Teachers will provide more flexibility in grading activities to be sensitive to student and family concerns. They will balance this sensitivity with learning expectations and include participation grades when possible and appropriate. Teachers will determine the balance between quality and participation grades as necessary for their subject and student grade level. For grades 7-12, grade information in the student handbook will be followed. <p>Laker Flexible Learning: Grades earned through Google Classroom and Buzz will be put into Progress Book by the teacher of record. The goal is to ensure that Progress Book demonstrates the students' academic performance for each course/subject. The teacher will maintain Progress Book aligned to board policy.</p> <p>Laker Virtual Academy: Grades earned through Buzz (FLVS online content) will be maintained in the learning management system, Buzz. Teachers will not transfer grades from Buzz to Progress Book as errors may occur during this transfer. Parents will be provided parent access to Buzz to monitor and see student performance. Likewise, parents will have parent level access to see the content in Buzz to assist their child in working on online content from home. Students must complete the assignments in the order in which they are listed in Buzz or risk earning a Zero (0) on any skipped assignment. The sequence of content in Buzz is essential to developing students learning and must be strictly adhered to. Credit recovery courses do pre-assess students and removes work from the</p>	



Remote Learning Plan

course based upon student skills and demonstrated competency. This method is not applied to first time course enrollment or when using Buzz in a blended format with face-to-face instruction. Students must complete discussion-based assessments as this is an essential component to facilitate teacher-student interactions at a time when those may be limited due to the nature of enrolling in courses fully remotely.

Granting Credit	<ul style="list-style-type: none">• Developed and communicated a plan for granting credit (grading and assessments)• Student handbook (both elementary and secondary)
------------------------	--

Address Granting Credit Here:
Students in both Laker Flexible Learning and Laker Virtual Academy must adhere to the student handbook for grading for the building in which the grade level is based. The teachers will follow the grading principles outlined in the handbook for their respective building (standards-based grading in some elementary grades, letter grades in some grades and letter grades in all grades 7-12). In order for students in grades 7-12 to earn high school credit, the student must pass the course based upon the board-adopted policy on earning credit. Students must complete assignments based upon the due dates scheduled by the teacher and/or online facilitator. The goal of scheduling due dates is to support students staying on a pace in which they will successfully complete the content by the semester break and end of year.

Promoting Students	<ul style="list-style-type: none">• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
---------------------------	--

Address Promoting Students to a Higher Grade Level Here:
Students will advance to a higher grade level once they have successfully met the requirements for the enrolled grade they are in. If a student completes all grade level content prior to the conclusion of the academic year, the student will be moved forward to the next grade level content to support future learning and growth. At the secondary building, students will be enrolled in additional courses once they have passed the courses in which they are enrolled to earn more credits towards high school graduation.



Remote Learning Plan

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	<ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students
--------------------------------	--

Address Attendance Requirements Here:
 Attendance tracking will require multiple approaches to account for the differences between *in-school activities*, *teacher-led remote learning* and *self-directed remote learning*.

- **Teacher-led remote learning (synchronous):** Teachers will take attendance during teacher-led remote learning activities such as Google Meets and other virtual platforms. The teacher will check off on those students that are present for the remote learning.
- **Self-directed remote learning (asynchronous):** For asynchronous remote learning, the teacher will focus on collecting **evidence of participation** (or lack thereof) with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:
 - Daily logins to learning management systems.
 - Daily interactions with the teacher to acknowledge attendance.
 - Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.
 - Assignment completion.
 - If using assignment completion to track attendance, teachers should **determine** the number of hours they expect an assignment to take **for a typical student** and use that to gauge each student’s attendance. In this case, a 3 hour assignment would be divided equally over the remote learning days to account for attendance.

Student attendance for remote learning will be tracked through a spreadsheet and entered manually by the building secretary. The district will continue to refine attendance procedures to ensure compliance with HB410.



Remote Learning Plan

Participation Requirements	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders
-----------------------------------	--

Address Student Participation Requirements Here:
 Student participation in remote learning will be documented through a shared spreadsheet building-wide for each building so that the teachers, principals and secretaries are able to enter up-to-date information in the SIS, make initial contact with parents/students if attendance/participation is falling short of expectations and be able to adjust delivery options for students to better meet their needs.

SECTION FOUR	PROGRESS MONITORING
---------------------	----------------------------

Resource Link(s):	Exceptional and At-Risk Youth
--------------------------	---

Progress Monitoring	<ul style="list-style-type: none"> ● Developed a Plan to monitor student progress with remote learning
----------------------------	---

Address Monitoring Student Progress Here:
 Students that are at-risk or exceptional will be monitored through traditional methods that are used during fully face-to-face operations. Intervention specialists, gifted intervention specialists and other educational specialists and principals will monitor student progress towards goals in IEP's, WEP's and WAPs in order to ensure success. The district will strive for early identification of students struggling academically in order to make adjustments to the plan, goals and educational delivery models to support students. The special education supervisor will work with IS's to develop a tracking tool for student's on IEP's.

SECTION FIVE	EQUITABLE ACCESS
---------------------	-------------------------

Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
--------------------------	---

Equitable Access	<ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access
-------------------------	--

Address Equitable Access to Quality Instruction Here:
 The district has invested in additional Chromebooks in order to afford students in grades K-2 to retain a device at home and have a device at school. This will ensure younger students are not transporting devices back and forth to school which likely will lead to more damage to devices. Further, high speed internet may be a challenge for up to 15% of our population. As such, the district has invested in 50 cellular hotspots to be signed out by students that need them to support remote learning online. The technology department will continue to monitor student access issues and make



Remote Learning Plan

adjustments and purchases of equipment to support remote learning for all students.

SECTION SIX	PROFESSIONAL LEARNING
-------------	-----------------------

Resource Link(s):	Professional Learning Needs
-------------------	---

Professional Learning	<ul style="list-style-type: none">Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
-----------------------	--

Address Professional Learning/Development Here:
The district moved the start of the year from August 19, 2020 to August 25, 2020 for students while still having staff report on August 17. August 17 -21 will be professional development days for teachers to gain a higher degree of skills to support online learning for students. The professional development plan is as following:
August 17: District Convocation, Staff COVID19 Training, PPE Distribution, Building Meetings
August 18: Buzz (FLVS) 101, Scope/Sequence, Gap Analysis
August 19: Buzz (FLVS) 201, Special Education Training, Blended Learning Training
August 20: Buzz (FLVS) 301, Google Classroom Beginner, Intermediate, Advanced
August 21: Local Buzz Training for Teachers of Record, Google Classroom Integration with Other Google Programs, Social Emotional Learning (SEL), WTEA Meeting
August 24: Teacher Work Day

The district also has September 28, 2020 and 3 early release days to support ongoing professional development for staff.