

Remote Learning Plan

District Name:	Warren City Schools
District Address:	105 High St NE Warren, Ohio 44481
District Contact:	Stephen Chiaro
District IRN:	0044990

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](#).

- 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

Remote Learning Plan

✓ 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	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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)
<p>Address Determining Instructional Needs Here:</p> <p>The District continues to support instruction by engaging students in remote learning. Our goal is to support our students by providing meaningful academic opportunities while supporting the health and safety of students and their families. The District will provide learning opportunities for students to access learning through online platforms, digital lessons for students to work at home, online instructional opportunities, learning packets, and consistent communication with students and families. The District has adjusted pacing guides to focus on critical learning standards that need mastered. The District has conducted a Gap Analysis to determine critical areas of focus and has an outline of additional supports for students with disabilities through both a digital platform and non-digital materials to support their continued learning and focus on IEP goals.</p> <p>Students With Disabilities will continue to be serviced under the guidelines of their IEP. Students who are identified gifted will continue to be served under the guidance of their WEP.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>Through the Department of Teaching and Learning clear instructional plans have been created.</p> <p>Option 2 – Blended Learning Model</p> <ul style="list-style-type: none"> ● Teacher-led digital and non-digital instruction is provided to students to allow for flexibility and adjustment of instruction to best meet individual student instructional needs. Students would be in school on an A/B schedule, A – Monday/Tuesday, B – Thursday/Friday. Days not 	

Remote Learning Plan

physically in school instruction will be provided in the following ways:

- Teachers provide materials digitally using videos, assignments from district created materials, interactive digital platforms, or supplemental materials which students work independently and submit.
- Students and teachers communicate through digital means, single sign on (Clever) for instructional materials; i.e. video conferencing, teacher created instructional videos (streaming/Youtube) and instruction, other digital platforms, and/or by telephone or Remind.
- Students will access instruction directly through the District single sign on Clever. Through Clever students can access district purchased tools to support instruction and intervention:
 - Online platform
 - ClassKick,
 - NWEA Map,
 - Fueled
 - District adopted texts with digital licenses (CPM, My Perspectives {Savvas} and McGraw Hill and Cengage for Social Studies grades 4-5, 7-HS),
 - Edmentum: Exact Path and Study Island,
 - Learning A-Z: RAZ Kids Plus and Headsprouts
 - Teachers provide online office hours, video online instruction and conferencing with students to support with lessons.

Offline Instructional Packets

- Offline instructional learning packets may be provided for students in grade PK-2. The learning packets are supplemental to the digital instruction.

Option 3 - Remote Learning Model

- Students will receive instruction fully online instructed by either a third party vendor or a Warren City School teacher.

Attach any Additional Documentation or Notes (if necessary):

Instructional Materials and Resources with Teacher Support

- Digital/Printable Academic Resources
- Non-digital Resources
- Remote Learning for Students with Disabilities
- Teacher Resources
- Supplemental Online Learning Resources
- Digital Art, Music, and Physical Education Resources

Student Access & Teacher Communication

Remote Learning Plan

- Students access instruction directly from district provided materials, lessons, create videos or hold virtual classes to enable teachers to upload or select:
 - Study Island
 - Edmentum/Exact Path
 - Learning A-Z
 - Headsprouts
 - Video Teleconferences (Ways to connect with students/families)
 - 365 streaming
 - Youtube
 - Zoom
 - Remind

Teacher offer online office hours and/or teleconferences and modes of feedback (digital, phone, etc...) as a way to communicate to students throughout the day.

- Virtual Parent-Teacher Conferences are held to communicate with families about student progress.
- Teachers hold virtual teleconferences with whole classes, small groups and individual students.

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	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Standard grading policies will continue to be in effect. There will be a combination of both formative and summative assessments. <ul style="list-style-type: none"> K-8 use of Edmentum and NWEA Map for district benchmarks Study Island, Exact Path for intervention Headsprouts for foundational supports in ELA for K-3 Teachers shall provide feedback to students on each assignment to allow for reflection and continued learning. For students struggling with any concept or in any content area teachers shall provide additional instruction and conferencing time (documented) to assist students with clarification to allow learning to occur. 	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Credit will be awarded to students that successfully meet course requirements. Will use the Board adopted grading policy.	
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: <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: Adherence to Board policy.	

Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> Weekly Communication Log turned in by each teacher to their supervising principal for review. Should include contact made/attempted, mode of contact, outcome. For each instructional video conference held teachers should have a log of who was present and who was not. Looking for each student to engage authentically at minimum 93% of the time. Utilize district staff, School Community Family Liaisons, along with other staff to conduct home visits for those not engaging. 	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

Remote Learning Plan

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <ul style="list-style-type: none"> Progress monitoring will occur for each student weekly from completion of assignments as teachers look for areas of strength and weakness in order to address those needs individual to each student for future instruction. Parent/students can monitor completion and grades of assignments. Teachers will hold interim parent conferences regarding student progress. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <p>Equitable Access to Technology</p> <ul style="list-style-type: none"> All students will have access to technology to support digital learning if they do not have access to a device of their own. <ul style="list-style-type: none"> 1:1 devices are assigned on loan to each student to take home Communication to parents about technology access, pick up times for equipment was done in a variety of ways, i.e., robocalls made by building principals, written communication via Remind App, letters sent home and may be posted on school website. Distribution of devices 	

Remote Learning Plan

- District-wide distribution will be assigned by grade levels by building.
 - For those that cannot pick up device at designated time, alternate arrangements will be made.
- District will provide hotspots to families that do not have access to internet.
- Instruction to parents about how to sign up is provided when device is picked up.
 - Device Loan Procedures and sign-off
 - Acceptable Use Policy reviewed with parent
- Students are able to access all instructional materials/lessons from their device by using the district’s single sign on, Clever.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here: PD for staff, parents, and students</p> <p>Staff PD around the technology tools , ongoing PD on the digital tools available within the adopted curriculum/texts, and good pedagogy to support teaching fully remote or in a blended environment. Staff PD will begin in August (prior to the start of school) and be ongoing.</p> <p>Students will receive instruction the first few weeks of school that intentionally embeds digital tools so that students are fluid with the use of the tools provided them. Curriculum maps embed opportunities for students to utilize technology to support their learning.</p> <p>Parents/Guardians will be provided Parent Guides outlining the technology tools their child can access, as well as, guides via video and paper explaining use of these tools. Help line will be set up to work with families experiencing technology difficulties.</p>	



Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):