

# Blue Lion Remote Learning



District Name:	<b>Washington Court House City School</b>
District Address:	<b>306 Highland Ave. Washington Court House, Ohio 43160</b>
District Contact:	<b>Thomas Bailey, Superintendent</b>
District IRN:	<b>045013</b>

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.”*

## 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

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<b>SECTION ONE</b>	<b>How will student instructional needs be determined and documented?</b>
	<p>Washington Court House City Schools has instructional plans that are appropriately sequenced and aligned to Ohio’s Learning Standards. We recognize that students may have gaps in their learning due to last year’s school closures and, therefore, we plan to assess students in a variety of ways at the beginning of the school year to determine instructional needs (including, but not limited to, local assessments, MAP, DRA, etc). Teachers will document learning needs in an online gradebook and/or within ProgressBook. In addition, we will have individual plans for students with disabilities (IEPs and 504s), students identified as gifted (WEPs), students in grades K-3 with reading support needs (RIMPs), and English language learners (ELPs). Each plan is shared with all connected staff members and parents.</p> <p>In addition, we conducted face-to-face parent interviews and student diagnostic assessments prior to the school year beginning in order to identify individual student needs.</p>

<b>SECTION TWO</b>	<b>What method(s) will be used to determine competency, grant credit, and promote students to a higher grade level?</b>
	<p>Teachers will continue to use existing systems of formative and summative assessments to determine competency, grant credit, and promote students to a higher grade level. Standards-based grades will be used in grades K-2. Letter-based grades will be used in grades 3-12. Decisions regarding credit and promotion will be the same as in non-remote settings.</p>

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### SECTION THREE

#### What are the school district's attendance requirements for remote learning and how will the school district document participation in remote learning opportunities?

Consistent attendance will be expected and monitored through our Student Information System, with teacher oversight. Each student will have at least one dedicated staff member to monitor attendance. Participation in asynchronous learning opportunities will be documented through our learning management system. Teachers will document students' participation in synchronous learning opportunities. Teachers will be responsible for documenting attendance and participation and will be responsible for contacting families should students show signs of non-participation.

### SECTION FOUR

#### How will student progress be monitored?

Student progress will be monitored through a variety of means. In all grade levels, students will continue to take a variety of formative and summative assessments to help to identify areas of student learning growth and needs. In grades K-8, students will have daily interactions with their teacher, providing opportunities for small group instruction and progress monitoring. In grades 9-12, students will interact with each teacher virtually and provide standards based curriculum through FutureED. All teachers will continue to enter grades, providing an additional tool for families to monitor students' progress.

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### SECTION FIVE

### EQUITABLE ACCESS

Equitable access is a foundation of our learning models. All students in grades K-12 are provided with a district-owned device so that they are able to access learning resources from home. In addition, we have surveyed families to identify families who have no or limited internet access so that we can provide additional resources, where needed. Additionally, our ESL Supervisor works proactively to ensure that families have access to critical information in a language in which they understand. Our Special Services Team also works with individual families to ensure that students with disabilities have access to quality instruction. Finally, our Prevention Coordinator will work closely with families to ensure other community-based supports are accessible through our wellness and success program. In addition community resource information is readily available to all students and families within each building.

### SECTION SIX

### What professional development activities will be offered to the school district's teachers?

All Washington Court House City Schools teachers will engage in professional development activities from August 10 - August 21, 2020, followed by ongoing professional development opportunities throughout the school year. Professional development activities are designed to prepare teachers to seamlessly shift from in-person instruction to full-time remote learning and/or to engage students in full-time online learning. Professional development topics will include a focus on relationships and community building, pedagogical best practices, technology tools for remote learning, formative and summative during remote learning, and tools and techniques for providing meaningful feedback during remote learning. Professional development will include a mix of synchronous and asynchronous learning opportunities that mirror the best practices that teachers are expected to adopt.