



Remote Learning Plan



District Name:	Wauseon Exempted Village Schools
District Address:	930 E. Oak St. Wauseon, Ohio 43567
District Contact:	Mr. Troy Armstrong, Superintendent
District IRN:	045641

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 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](#).

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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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: Instruction will be aligned with Ohio's learning standards to the fullest extent possible. Formative assessment will be utilized to identify student learning needs, as well as careful review and analysis of IEPs for students with disabilities and WEPs for gifted students. Gap analysis and data review in core content areas will be used to inform instruction.</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: Google classroom will be the primary platform for instructional delivery, as well as content specific digital platforms that are developmentally appropriate for learners and aligned to curriculum. A detailed and clear instructional plan for each grade band has been developed with the input from administration, teachers and support staff. Instructional plans will also be communicated to parents and families.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) 		
Address Determining Competency Here: Assessment and grading will follow consistent practices within each grade band/building. Multiple means of assessment will be used, including both formative and summative, with a focus on student understanding of grade level/content area learning standards. The emphasis for schoolwork assigned, reviewed and completed will be learning, not on compliance. Grading will focus on the continuation of learning and prioritize connectedness and care for students and staff. Clear expectations will be provided to students and families regarding grading criteria of learning standards with ongoing feedback to facilitate learning.			
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: Course credit will be granted to those students taking courses that earn credit (all high school level courses). Credit will be granted following as described in Board policy with the understanding that teachers may need to exercise flexibility based on individual student situations in a remote learning environment.			
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: Students will be promoted to next grade level using standard practice and established board policy. Teachers and administrators will review			



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individual student situations that require additional discussion and/or flexibility where grade level promotion is in question.

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: An attendance plan that uses uniform policy and encourages consistent student attendance will be implemented. Student attendance will be monitored using classroom management software with a clear definition of what constitutes regular attendance. Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines. Administration, with input from teachers, will develop guidelines for tracking attendance in the remote learning environment. Policy will also include guidelines for students who do not have internet access.</p>			
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>Address Student Participation Requirements Here: Teachers will be responsible for assigning and documenting students completion of work and participating in online classes. Follow-up with</p>			



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parents/guardians will occur as appropriate when it appears a student is not participating in learning opportunities. Expectations for students participating will be communicated to students and families.

Attach any Additional Documentation or Notes (if necessary):

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: Continuous progress monitoring will take place, as teachers will be required to hold daily office hours and regular check-ins with students or groups of students. Additional targeted check-ins will be done for students who need additional support. Feedback will be given in a regular and consistent manner on formative assessments and teacher check-ins as much as possible.</p>	
<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: Students' physical, emotional and</p>	



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psychological safety will be prioritized using external guidance and operational preparations. Streamlined communication will be utilized and mental health and social-emotional supports will be emphasized. Teachers and staff will be provided with time for planning and collaboration to prepare to address the variation in learning needs for students, including our most vulnerable students for whom remote learning will be a challenge. Technology needs will be regularly assessed, including student access to remote learning. Services for students with disabilities will continue in accordance with their educational plans with a focus on consistent communication, progress monitoring and additional supports for remote learning.

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: <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: Professional learning will include specific COVID-19 education, including health and safety guidance, as well as social-emotional health considerations. Educator readiness and training will focus on online curriculum and instructional tools, as well as review of learning management software and best practices to ensure teachers are prepared for a successful transition to remote learning.	
Attach any Additional Documentation or Notes (if necessary):	