



## Remote Learning Plan Weathersfield Local Schools

District Name:	Weathersfield Local Schools
District Address:	1334 Seaborn Street Mineral Ridge OH 44440
District Contact:	Damon J. Dohar, Superintendent
District IRN:	050252

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](mailto: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](mailto:remotelarning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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.



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**For 2020-2021 instruction will take place in the following manners for the Remote Learning Plan:**

- Teacher-student interaction through online learning platforms
- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

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:</p> <p>The staff will administer Lexia Rapid Assessments for the English Language Arts for all grades K to 12. In this manner, there will be a baseline score for the beginning of aligned instruction. Furthermore, grades k to 6 will administer iReady for a baseline of data for Math instruction. For grades 7 to 12, there will be staff engineered and administered testing to gauge a baseline for Math. In addition, grades 4-12, will administer staff engineered testing for Social Studies and Science baselines.</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:</p> <p>Teachers will work collaboratively through their BLTs on pacing guides taking into consideration any standard that may have gaps due to the spring COVID-19 shutdown. Instructional plans will be adjusted as needed depending on the learning platform that is being utilized. Instructional plans will be communicated with parents and caregivers, along with student progress, through multiple formats and communication techniques.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



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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>
<b>Address Determining Competency Here:</b>  Teachers will continue to meet in BLT teams to review data that is collected. Teachers will determine who is above, at and below mastery and plan for 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 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>
<b>Address Granting Credit Here:</b> 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 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>
<b>Address Promoting Students to a Higher Grade Level Here:</b> Staff will develop the expectations and requirements for successful course completion and promotion to a higher grade level/course. Information such as expectations, grading scale, mastery learning, course progress and successful completion of the course will be communicated to students and parents through multiple formats. The district's online grade book will be used as the primary mode of communication for class grades and final determination of promotion or retention.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

<b>SECTION THREE</b>	<b>ATTENDANCE AND PARTICIPATION</b>
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<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans ODE Website</a> (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
<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>
<p>Attendance Requirements: Student attendance will be documented through a variety of methods. This will include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system. Specifics 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.</p>	
<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>
<p>Student Participation Requirements: Student participation will be evaluated by the following: engagement at online meetings and classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers and accessing of provided resources through the remote learning platform.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

<b>SECTION FOUR</b>	<b>PROGRESS MONITORING</b>
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	How will your school district <b>progress monitor</b> student progress with remote



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	<p>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><b>Monitoring Student Progress:</b> Teachers and administrators will analyze data from a variety of assessment sources including formative, summative, rubrics, etc. Regular communication with students and families will be implemented throughout the remote learning platform. Student progress will be communicated to all stakeholders through various formats</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<p><a href="#">Technology Needs</a></p> <p><a href="#">Data Use: Gathering Stakeholder Input</a></p>
<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:</p> <p>Surveys were sent to parents/guardians and students to gather feedback from the spring remote learning. This data gathered who had access to the internet and devices as well. Our district is purchasing an additional 120 chromebooks this summer so every student in the district will have a device to use at home. In addition, we are purchasing wifi hotspots for the families without internet access at home. Finally, we are considering installing wifi hotspots on the outside of our buildings so students can access the district wifi from the parking lots and stadium if they want/need to come to the buildings to complete work.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<p><a href="#">Professional Learning Needs</a></p>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p>



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Possible/Optional item(s) to consider:

- Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

### **Professional Learning/Development:**

Multiple opportunities are being provided to staff for the 2020-2021 school year. First, to address the social emotional side of all of this, teachers will have professional development (PD) on the importance of meeting social emotional needs during our three to five days of offered PD prior to the opening of school. We have contracted with a group, the Vinson Group, who will serve as a technology coach to provide support to our staff. This coach will work with large groups, small groups and individuals to provide opportunities for growth for the staff which will benefit our students. Finally, we will continue to work with outside organizations such as our local ESCs to provide curriculum support throughout the year. Staff may work with the ESC curriculum consultants to ensure delivery of high level instruction at all levels.

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