

WESTERVILLE CITY SCHOOLS - 2020-2021 Remote Learning Plan

- ***Description of how student instructional needs will be determined and documented.***

The school district will continue to determine the instructional needs of students using state, district and teacher designed assessments that measure mastery of state and local standards. Results from assessments are used to design classroom instruction intended to meet each student's academic and social emotional needs and to communicate with parents/guardians regarding student performance.

- ***The method to be used for determining competency, granting credit and promoting students to higher grade levels.***

The district maintains several policies that define how competency, granting credit and promoting students to higher grade levels is administered. These include

- Policy and Administrative Guideline 5410 Promotion, Placement, and Retention
- Policy and Administrative Guideline 5460 Graduation Requirements
- Policy 5420 Reporting Student Progress

Teachers will maintain responsibility for assessing student competency and determining grades. Credit and promotion will be determined by relevant board policy and administrative guidelines.

- ***The school's (district's) attendance requirements, including how the school (district) will document participation in learning activities.***

The board of education will amend Policy and Administrative Guideline 5200 Attendance to include procedures to track student attendance during remote learning. Current attendance procedures for in school learning will remain the same as defined by AG 5200.

Modifications to allow for tracking student attendance in remote learning include:

Tracking Remote Attendance for the 2020-2021 School Year Consistent with the Remote Learning Plan submitted to the Ohio Department of Education, the District will provide a variety of instruction models, including both teacher-led remote learning and self-directed remote learning. While attendance will be monitored and collected at the student level, the tracking of attendance does not necessitate knowing what every student is doing at every moment with regard to the student's educational experience. Regardless of the way attendance is tracked, the District will convert to and report attendance in hour increments (i.e., while attendance will not be taken hourly in the remote learning setting, the attendance information collected will be reported in hourly increments for each student.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data.

Teachers are encouraged to verify meaningful attendance in a method selected by the teacher, such as an ungraded quiz at the close of a lesson, a survey or poll questions (unrelated to the lesson and unpredictable) at the end of the lesson, or asking students questions at random throughout a session. In addition to the reasons listed at the beginning of this guideline, absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with notice from a parent/guardian:

- A. temporary internet outage for individual students or households;
- B. temporary technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led learning lessons;
- C. computer/device malfunction;
- D. malfunction of a District-owned device for which the District is providing technical assistance, repair, or replacement.

Attendance in self-directed remote learning (asynchronous) shall be tracked by evidence of participation, which may include, but is not limited to:

- A. daily logins to learning management systems;
- B. daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students;
- and C. assignment completion.

The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. A teacher should adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge.

- ***A statement describing how student progress will be monitored.***

Student progress will be monitored using a system of state, district, and teacher assessments. These assessments will measure student progress in relation to state and local content standards.

- ***A statement as to how equitable access to quality instruction will be ensured.***

The district will provide a digital device and/or hotspot to any student that requests in order to provide equitable access to quality instruction during remote learning. In addition, the district's

Remote Learning Framework states that all in person lessons that are provided during remote learning must be recorded so students may access at an alternative time if necessary.

- ***A statement of the professional development activities that will be offered to teachers.***

The district regularly provides professional development opportunities for staff that is designed to enhance teacher's use of technology in the classroom. At the start of this school year all teachers will be required to complete a series of professional development activities related to using a learning management system to design and implement standards based instructional activities in a remote learning environment.