

Reset and Restart:
Westfall Local Schools
Remote Learning Plan



Mr. Jeff Sheets, Superintendent



Westfall Local Schools plans to use the following plan to provide instruction to students during the 2020-2021 school year.

Section One: How student instructional needs will be determined and documented.

The district has chosen to use Google Classroom as our LMS (Learning Management System). Teachers will be using Google Classroom as their instructional hub. All assignments, materials, parent and teacher communication will occur through this platform. The following guidance will be used to provide students with quality instruction:

Google Classroom should be used daily as the center of their lesson planning and delivery both in class and online. The same instruction and materials that are being used in class should also be online for students to access.

A Good Blended lesson will have the following elements:

- Collaborative learning- time to talk with peers and interact with the teacher.
- Time to interact with the material: games, videos.
- Learning that is differentiated and personalized for students.
- Challenging activities that help students understand the information.

Students will be able to access materials and instruction through Google Classroom regardless of whether the instruction is taking place in the classroom or online. There will be a balance between online and in class in regards to:

- Learning activities that fit the medium it is being offered.
- Synchronous and Asynchronous learning
- Structure and flexibility
- Independent activities and group activities.



Parent Communication:

Communication with parents will be extremely important. Weekly and daily schedules will be communicated to both parents and students. Clear expectations for in person and online learning will be communicated as well.

Parents will be invited to be part of individual Google Classrooms. The district will also use the school website and social media to communicate with parents.

Hybrid Schedule

Students who are opting for online education only will still follow our hybrid schedule. They will either be in Group A or Group B depending on their last name, or family group.

The following will be used to provide instruction:

- Instruction should be recorded and posted to Google Classroom. If a student misses the “Live” class then they will be able to view the recorded instruction later.
- The same lessons should be taught to **all** students. When a group is not in person, they will be participating in online learning.
 - Here is the schedule that will be used to provide instruction
 - Monday- Group A in person and Group B will join the class online
 - Tuesday- Group A in person and Group B will join the class online
 - Wednesday - Online Learning- Group A and B (see below for details)
 - Thursday- Group B in person and Group A will join the class online
 - Friday - Group B in person and Group A will join the class online
- The Wednesdays of the Hybrid Model are for:
 - Opportunities for students to meaningfully practice skills that have been taught that week.
 - Teachers to front load content for the next lessons
 - Teachers, when it is appropriate, may teach new concepts or skills.
 - Paper/Pencil tasks may be sent home for students to complete and returned. These should be tasks that are more appropriate completing in paper/pencil or that are necessary to meet IEP or 504 accommodations.



- Reaching out to parents.
- Post grades and provide feedback to students.
- Time to:
 - Schedule Google Meets with small groups of students to either review or expand understanding of concepts.

All Remote

This would be the case if we are directed to close the school by the PCPH, or by order of the ODH.

If this takes place teachers should be prepared to:

Provide all the regular classroom instruction completely online. Meeting the following requirements:

- Students should plan to follow their daily class schedule through the use of Google Meets.
- Students should be given any materials that they may need to interact with the class through Google Classroom.
- Students will be expected to participate in class discussions and turn in any assignments given to them by the teacher.
- Teachers will provide students with the same information and instruction that the student would receive if they were attending in person.



Section Two: The method to be used for determining competency, granting credit and promoting students to higher grade levels.

Grading Expectations:

Teachers should follow the guidelines set by your building principal in regards to grades for students.

The information that is in each building's handbook should be followed.

In addition, the following information was shared with teachers, students and parents:

K-5:

- Students should plan to follow their daily class schedule through the use of Google Meets. Students should be “in class” during whole group instruction and when any small group instruction is taking place. When it is not possible for a student to join the class “live” the lesson will be recorded and posted to Google Classroom.
- Teachers will provide students with the same information and instruction that the student would receive if they were attending in person.
- Students will be expected to participate in class discussions and turn in any assignments given to them by the teacher.

6-12:

- Students should plan to follow their daily class schedule through the use of Google Meets. When it is not possible for a student to join the class “live” the lesson will be recorded and posted to Google Classroom. Students may also be part of the class through audio recordings or through by phone through Google Meets
- Students should be given any materials that they may need to interact with the class through Google Classroom.
- Students will be expected to participate in class discussions and turn in any assignments given to them by the teacher.
- Teachers will provide students with the same information and instruction that the student would receive if they were attending in person.



Section Three: The school's attendance requirements, including how the school will document participation in learning opportunities.

- Students will participate in learning five days per week. Students in grades K-5 should plan to follow their daily class schedule through the use of Google Meets. Students should be “in class” during whole group instruction and when any small group instruction is taking place. When it is not possible for a student to join the class “live” the lesson will be recorded and posted to Google Classroom. Attendance and participation will be determined by the completion of assignments within Google Classroom.
- Students in grades 6-12 should plan to follow their daily class schedule through the use of Google Meets. When it is not possible for a student to join the class “live” the lesson will be recorded and posted to Google Classroom. Students may also be part of the class through audio recordings or by phone through Google Meets. Attendance and participation will be determined by the completion of assignments within Google Classroom.
- Teachers will maintain records of assignment completion and that will be converted to hours of attendance.
- If a student is unable to “attend” for any reason, parents/guardians are expected to contact the office just as if they were sick or leaving for an appointment.
- Attendance will be entered by school secretaries into the district’s student information system.



Section Four: How student progress will be monitored.

The district is using I-Ready as our benchmarking assessment tool to monitor progress in grades K-8. In grade 9-12 teachers will use teacher created assessments to monitor progress as well as using the resources provided by ODE.

Assessments: The following guidelines should be followed for giving assessments.

- Students should be taking their assessments online. That would be the case if students are in person that day or if they are joining the class online.
- Formative assessments should be utilized to frequently check to make sure that students understand the material being presented. This might include the following examples:
 - Entrance and Exit Slips
 - Learning and Response Logs
 - Graphic Organizers
 - Class Discussions

TBT's will be used to analyze data to ensure that students are making progress and are completing assignments online.

In our elementary school, additional staff members will be used to support teachers with students who are participating in online instruction. These staff members will be expected to support teachers in the following ways:

- Checking in with students to answer questions about instruction minimum of 2 contacts per week.
- Working with students who are struggling to keep up with the instruction
- Reaching out to parents to help support their questions/needs.
- Guiding online students in navigating Google Classroom
- Monitor work completion
- Work with classroom teachers
- Reporting any questionable and inappropriate behavior to the assistant principal.
- Monitoring students' social emotional well being and working with classroom teachers and guidance counselors.
- Coordinating the materials that go home every 3 weeks to online students.



Section Five: How equitable access to quality instruction will be ensured.

Special Education Students: Hybrid Model

1. Low incidence/resource room students will be attending Monday, Tuesday, Thursday and Friday.
 - They can do some inclusion time with support on Thursdays and Fridays.

2. Special Education students with academic goals will all be here Thursday and Friday with an additional day either Monday or Tuesday.
 - Two days will be the days they are in inclusion and the IS will co-teach with the teacher and provide SDI small groups.
 - If a grade level has a large number of special education students, an aide will help support inclusion in one group while the IS is with the other.
 - On the extra day they will NOT be in any regular education or specials, only lunch and recess.
 - The additional day will be spent meeting SDI and supporting them with their digital assignments.
 - Transportation will be provided for them on this additional day.

Special Education Students: All Remote Model

If the decision is made to go to our remote learning model, then a schedule will be made for special education students to come to school on some days to receive SDI and related services.

This schedule will be determined by a student's IEP.



Section Six: Professional development activities that will be offered to teachers.

Teachers will be provided ongoing PD in the use of Google Classroom. The emphasis will be on teachers gaining the following skills:

Google Classroom:

- Create a classroom
- Invite students to a class by email
- Add classwork content
- Post an announcement
- Send a private message
- Create and Grade assignments
- Set up a class for differentiated learning
- Import Grades from a form

Google Forms:

- Configure your form
- Create a form and add questions
- Send a form through email
- View responses
- Add images and video to a form
- Advanced setting configuration
- Set up a form to a page based on an answer
- Install an Add-on or Extension

Google Slides:

- Add a Video to the presentation
- Add an image to a presentation.
- Insert a hyperlink to a specific slide
- Change the slide master
- Create Link Text

In addition teachers will receive PD in the use of the following online instructional support tools:

- FlipGrid
- EdPuzzle
- Google Read and Write and Snapverter



The district has also chosen to spend PD days planning for instruction for the year. Teachers will work together to analyze gaps in student learning caused by the shutdown of school last spring. Teachers will also be meeting to determine essential standards and pacing for the year.