

Remote Learning Plan



District Name:	Whitehall City Schools
District Address:	625 S. Yearling Road, Whitehall Ohio 43123
District Contact:	Chris Hardy
District IRN:	045070

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.”*

NOTE: 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 remoteteaching@education.ohio.gov.**

How will instruction take place? (check all that apply)

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

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:</p> <p>WCS assembled a task force of educators and administrators to determine the instructional needs for remote teaching and learning. We have conducted a resource inventory to ensure all of our standards can be taught remotely as necessary. Each course that we are offering has a scope and sequence that will be aligned to remote learning resources for seamless transitions. All students will receive a device to ensure access for all. All gifted and students with disabilities will receive services through remote technology and all IEP meetings will occur through zoom. We have also purchased software for teachers to deliver quality online instruction. Additionally, we are looking at developing a gap analysis when students return in the fall to see how much learning was lost during the Spring term. This will determine how we focus our resources.</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
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Address Documenting Instructional Needs Here:

Through the work of the task force we have created scheduling plans and teacher assignments along with expectations for remote learning. Parents will also attend an orientation addressing remote learning expectations. Those who choose a remote option for the 20/21 school year will also complete an application and sign a consent indicating that they are aware of the remote learning options and expectations.

If in a 100% Online Learning Model all students and teachers will be assigned to teach and learn 100% online.

Course Design: All teachers will be expected to create a 100% online learning version of his/her course. This can be done via a team approach, however, a Google Classroom with sufficient course content that is 100% standards aligned must be ready to go prior to the first day of class. This may be updated and complete weekly, monthly, or quarterly. Content should be based on [district purchased/approved materials](#).

Course Delivery: All teachers will be required to deliver content via synchronous and synchronous means. During a 100% Online Model, teachers will structure their day as they would a traditional model. Every class will have a daily synchronous schedule that will be recorded (at least in part) for those students who cannot attend due to daycare or other childcare issues. Asynchronous (not live) content will be posted a minimum of 1 week ahead so students can see what is next and/or work ahead to accommodate their schedules.

Communication: All teachers will be expected to communicate with their students daily. Announcements, phone calls, newsletters, emails, etc are all acceptable forms of communication. Students who are not working or engaging should be 'checked on' more frequently.

Grading: Assignments should be graded daily and at the very least, as you would in a traditional model. Feedback is integral for student growth and should be detailed and timely. Grading scale will remain the same as it is in the traditional model.

Attendance: Daily attendance is expected. The teacher work day will include: 7 hours and 40 minutes per day as outlined in the contract. Additionally, all teachers will continue to have 30 minutes for lunch, and 44 minutes of planning. If you are sick and unable to work with students, please enter your absence in AESOP.

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Special area teachers with no assigned courses in the 100% Remote Model: Please see your building principal for your assignment for the 20/21 school year. Keep in mind that this year will look different than years past and your work may look different than it had in previous years or will in the future.

Support Staff will assist as follows:

Guidance Counselors/Social Worker

- Provide students with communication regarding scheduling, grades, and graduation
- Communicate with parents as necessary regarding issues related to academics, behavioral and emotional support
- Social Workers and Guidance Counselors should set up and communicate a 4-hour window daily to be available to answer questions and return calls to families

Gifted Intervention Specialists

- Provide daily enrichment instruction in students identified area
- Support students by providing feedback and instruction

Title/ Reading Specialist

- Provide reading intervention support through daily on-line activities designed to support the literacy needs of students
- Monitor Lexia usage to determine which students are meeting their usage goals
- Monitor student assignments and provide feedback and instructional support

ELL Specialists

- Provide daily on-line activities designed to support the language acquisition needs of our students
- Monitor student assignments and provide feedback and instructional support

Intervention Specialists/ Support Intervention Specialist (SIS)

- Provide daily online activities and direction designed for students on your caseload and/or those supported through the “push in model” focusing on individual IEP goals and objectives. Please be cognizant of service minutes.
- Monitor Lexia and assign Skill Builders as appropriate, monitor Achieve 3000, and Aleks.

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- Obtain parent email addresses for IEP meetings that will need to occur while schools are closed. IEP/ETR meetings will still need to follow state/federal timelines. Draft copies will be emailed to parents on the date of the IEP meeting. A cover letter will be provided to you to inform parents of the process being followed once schools are closed. Follow up IEP meetings will be offered at parent request once students return to school. These will be considered an “amended IEP meeting” if changes are made.

Therapists

- Provide weekly online activities or therapy packet of activities to be completed at home designed to support individual IEP goals and objectives. Please be cognizant of service minutes.
- Use this time to complete School Medicaid billing.
- Obtain parent email addresses for IEP meetings that will need to occur while schools are closed. IEP/ETR meetings will still need to follow state/federal timelines. Continue to complete IEPs 48 hours prior to the scheduled IEP meeting for admin review. Email draft copies to parents on the date of the IEP meeting. A cover letter will be provided to you to inform parents of the process being followed once schools are closed. Follow up IEP meetings will be offered at parent request once students return to school. These will be considered an “amended IEP meeting” if changes are made.
- Compensatory services may be provided upon return based on parent request and guidance from ODE/OEC.

Psychologists

- Report writing (as possible) for upcoming evaluations and/or screenings.
- Contact parents as needed via phone or email. (Individual preferred method.)
- Obtain teacher input for upcoming evaluations via email.
- Obtain parent email addresses for ETR meetings that will need to occur while schools are closed. ETR meetings will still need to follow state/federal timelines. Draft copies will be emailed to parents on the date of the ETR meeting. A cover letter will be provided to you to inform parents of the process being followed once schools are closed. Follow up ETR meetings will be offered at parent request once students return to school. We may have to be creative to meet timelines or waive re-evals until we return if testing is unable to be completed.

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- Preschool/Help Me Grow evaluations will be addressed as we receive more guidance from ODE/OEC/HMG.
- Complete School Medicaid billing up to this point.

Attach any Additional Documentation or Notes (if necessary):

<http://www.wcsrams.org/wcsresetrestart2020.aspx>

[Resource Inventory](#)

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
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Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
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Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
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Address Determining Competency Here:

In the elementary buildings we will use benchmarks from our online resources (iReady) to determine benchmark data. Middle Levels will use Aleks and Achieve for benchmarking and 6-12 will all use Edgenuity’s course and unit assessments for online gauging of competency and grading purposes. Additionally, teacher created assignments, assessments, projects and synchronous and asynchronous participation will be evaluated and included in decisions determining competency. These results will be addressed during BLT meetings to determine interventions and resources needed to help students falling below expected progress.

Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments)
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Address Granting Credit Here:

All courses will have daily participation expectations and all assignments and assessments will be

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graded and calculated. Our goal is to ensure the same quality of instruction through remote technology as we would through face-to-face instruction. Our software tracks log-in data along with duration. Teachers will monitor progress in remote programs and provide feedback on progress and competencies.

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)
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Address Promoting Students to a Higher Grade Level Here:

Students will transition to a higher grade level at the end of each school year as they complete grade level or course expectations, with the exception of grade acceleration. This has not changed from current policy, which states that promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option. The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average. Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current

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school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level. "Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - A. The student is a child with a disability entitled to special education and related services under RC 3323.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive

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intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

Attach any Additional Documentation or Notes (if necessary):

<http://www.wcsrams.org/Downloads/Gifted%20Policy%20and%20Plan2.pdf>

Policy Ref: [Adoption date: January 10, 1990]

[Re-adoption date: July 23, 1996]

[Re-adoption date: May 14, 1998]

[Re-adoption date: August 27, 2001]

[Re-adoption date: June 10, 2004]

[Re-adoption date: October 20, 2005]

[Re-adoption date: November 8, 2012]

[Re-adoption date: March 14, 2013]

[Re-adoption date: June 13, 2013]

[Re-adoption date: December 12, 2013]

[Re-adoption date: March 8, 2018]

[Re-adoption date: October 10, 2019]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715; 3313.608; 3313.609; 3313.6010; 3313.6012 3314.03 OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources IGBE, Remedial Instruction (Intervention Services) IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee) IGCD, Educational Options (Also LEB)

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SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):		Communications Planning	
Attendance Requirements		What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a communication and attendance plan for staff and students	
Address Attendance Requirements Here: Daily attendance and participation is expected in every grade level and every course during periods of traditional face-to-face learning. Hybrid and 100% only learning will allow for more flexibility due to family circumstances, such as through synchronous and asynchronous participation and completion of assignments along with project completion and email communications. Software will track log-in and duration of time spent in online programs. Teachers will communicate attendance expectations via parent conferences and they will post their course check-in requirements in their Google Classroom Announcements.			
Participation Requirements		How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a plan for documenting student participation in remote learning• Communicated the plan with families and other stakeholders	
Address Student Participation Requirements Here: Attendance will be calculated through software programs, submission of work, and participation in synchronous learning and/or asynchronous learning. Daily attendance will be updated in Infinite Campus as it is during face-to-face attendance. When students check-in with their teacher(s) their attendance will be documented as if they walked into the classroom.			

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Attendance Tracking;

Remote Learning Delivery Method: Attendance tracking may require multiple approaches to account for the differences between *in-school activities*, *teacher-led remote learning* and *self-directed remote learning*.

WCS Current Required Hours of Instruction:

Required Hours of Instruction: KG-6th 910 hrs	
Grades 7-12 = 1,001 hrs.	
Actual Hours: (excludes lunch times)	
Beechwood	1,087.50 hrs (174 x 6.25 hrs)
Etna	1,073.58 hrs (174 x 6.17 hrs)
Kae	1,044 hrs (174 x 6 hrs)
Rosemore 6th	1,136.22 hrs (174 x 6.53 hrs)
Rosemore 7th & 8th	1,049.22 hrs (174 x 6.03 hrs)
WYHS	1,101.42 hrs (174 x 6.33 hrs)

When tracking attendance WCS will provide flexibility in posting attendance from daily to weekly updates. Teachers in K-4 and 6-8 will be cohort based and can update student attendance collaboratively and as a team based on student need. Students who are working 100% online may participate in childcare options during the school day that do not lend themselves to logging in. Teachers should be flexible with these

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families by offering weekly attendance options in lieu of daily. Teachers in grades 9-12 will track attendance per course and are also encouraged to work with families who need a more flexible schedule.

Students who are in the Traditional Model or Hybrid Model will have attendance entered daily and/or per period as done in previous years. Students who are 100% Online will have the following attendance opportunities:

Teacher-led remote learning (synchronous): Synchronous learning will equate to in-person instruction. For example, two-hour synchronous web-based instruction with students in attendance will equal two hours of attendance for each student. .

Self-directed remote learning (asynchronous): In this type of learning situation, we will consider evidence of participation (or lack thereof) with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:

- Daily logins to our learning management system and/or software program(s)
- Daily interactions with the teacher to acknowledge attendance via messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.

Assignment completion. Through this type of attendance, teachers will **determine** the number of hours they expect an assignment to take **for a typical student** and use that to gauge each student's attendance.

Tracking Absences: The typical default for local student information systems is to assume that students are in attendance. We will enter absences into the information system based on occurrences. The following should be considered in tracking absences.

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- **Excused absences:** Any circumstances for which an excuse is received—regardless of whether the particular time frame covered by the excuse is part of an in-school experience or a remote experience—should be recorded based on past practice. To the extent that remote learning creates new situations where granting an excused absence may be warranted, districts may need to establish new policies for excused absences based on existing options in Ohio Administrative Code 3301-69-02.
 - Students who are exposed to COVID-19 will be marked excused if they are unable to complete assignments via online technology. Students exposed to COVID-19 and asked to quarantine will be given the opportunity to complete school work with the 100% Online cohort until their quarantine is lifted and they are symptom free with no fever for 24 hours.
- **No evidence of exposure, engagement or participation:** If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student should be marked with an absence for the hours for that remote learning activity.
- **Remote learning cannot be used to make up absences from in-school learning:** In most cases, participation in remote learning should **not** be used to give credit for time the remote learning plan requires a student to be in school. For example, if students are on a staggered schedule of in-school learning on Tuesday and Thursday and remote learning Wednesday and Friday, students absent from in-school learning on Tuesday cannot make up those hours later in the week for attendance purposes with additional remote learning hours. (This may be possible in cases where in-school learning is only discretionary or on an “as-needed” basis or in cases when an otherwise healthy student is under quarantine or isolation.)

Attach any Additional Documentation or Notes (if necessary):

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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:</p> <p>All of our software programs that will be used for core courses have data dashboards. We will monitor the progress via the data we receive from our software along with documented progress on benchmark assessments. The district also purchased Tableau, which will display all student benchmarking and behaviour indicators. Teachers will communicate with students on progress and adapt assignments to meet individual needs. Teachers will grade and monitor progress via face-to-face/traditional classroom assignments; online lessons and assessments; and synchronous sessions with individual, small, and large groups of students. Teachers will continue to meet in TBTs regardless of the instructional model and will continue to address the needs of all students through research based strategies and interventions. WCS will continue to focus on Teacher Clarity and the Common Instructional Framework.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <div style="border: 1px solid black; height: 50px;"></div>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure equitable access to quality

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	<p>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:</p> <p>In March of 2020 WCS surveyed all families within the district to determine device and internet needs. Recently it was decided that all students will receive a device that runs all of the online software programs. We are currently researching cost-effective ways to provide internet access to those who do not currently have it. This purchase will provide all students with access and opportunities to our instructional program regardless of the instructional model for the 20/21 school year. Students learning in traditional face-to-face settings will have access to teachers, counselors, and support professionals who will facilitate the learning to meet the needs of all students. Additionally, students with disabilities will receive additional services and/or resources as indicated by their IEPs.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>100% Online Learning Survey + Internet</p>	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <p>We have addressed this issue by moving the start of school back by 14 days to address professional development needs as determined by the task-force, teachers, and district leadership. All new software programs and tools will be included in this professional development along with race, equity, and social emotional sessions. The professional development will be offered online through</p>	

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[re]set / [re]start

webinar formats. COVID-19 Specific PD will be held on August 14th for all staff.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2	17	18	19	20	21
4	AM				
5	ReThink Ed 8:30-10:30 (Part 1)	Edgenuity (6-12) 9-11	ReThink Ed 8:30-10:30 (Part 2)	Acheive 3000/TBD	BUILDING PRINCIPAL TIME 8-3
6	Edgenuity (6-12) 9-11	Go Math (K-4) 9-11	Reach for Reading 8:30-11:00	WOSU Google 9-3; we will break these down when we hear back from Amy (K-12)	
7	WOSU Google 9-3; we will break these down when we hear back from Amy (K-12)	Number Talks (TBD)	Rosetta Stone 9-11	iReady K-5 9-10:30	
8	Nearpod SEL 9:30-11:00 MS			iReady K-5 11-12:30	
	PM				
			Reach for Reading 12:30-3:00	iReady K-5 1:30-:3:00	
	ReThink Ed 1:00-3:00 (Part 2)	Dr. Howard 12:3-30	ReThink Ed 1:00-3:00 (Part 2)		
	Nearpod SEL 6-12 1:30-3 HS	Study Sync 1-2:30 (HS)	Aleks 1-2:30 (M/HS) Math Only	Glencoe Science (HS) 1-2:30	
	Lexia 1:00- 3:00 K-2	Go Math (K-4) 1-2:30		Hold for SAVAS	

Attach any Additional Documentation or Notes (if necessary):