



## WICKLIFFE CITY SCHOOLS REMOTE LEARNING PLAN

District Name:	Wickliffe City School District
District Address:	2221 Rockefeller Road, Wickliffe, Ohio 44092
District Contact:	Joseph Spiccia, Superintendent
District IRN:	045088

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](mailto: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](mailto:remotelearning@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](#).

**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
<b>Resource Link(s):</b>	<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>Instructional needs will be determined utilizing the following:</p> <ul style="list-style-type: none"> <li>- Current district adopted curriculum scope and sequence guides of the OLS are utilized for instructional sequencing. Adjustments to sequence will be made based on student performance data on diagnostic assessments, as well as, qualitative and quantitative data from teacher instruction, assessment and observation.</li> <li>- Use of AIMSWeb and Fountas and Pinnel progress monitoring tools and individualized learning path               <ul style="list-style-type: none"> <li>- Student performance will indicate possible gaps/or areas of enrichment for both intervention and enrichment based on OLS and grade level proficiency</li> </ul> </li> <li>- Use of formal and informal formative assessments specific to OLS and course curriculum expectations</li> <li>- All instructional resources utilized are aligned to OLS and publishers (digital and/or print) are from the Ohio Approved Textbook Publishers listing</li> <li>- All students will be provided all support services in based on 504, IEP requirements, ELD expectations, and WEP/WAP plans               <ul style="list-style-type: none"> <li>- Services will be provided live in both digital and in-person formats</li> </ul> </li> </ul>	
<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>Instructional needs will be documented utilizing the current systems and structures.</p> <ul style="list-style-type: none"> <li>- Infinite Campus Parent Portal will continue to be the primary communication tool of student performance (grades, work completion, and progress)</li> <li>- Google Classroom will be the learning management system for all WCSD students for the 2020-21 school year. Class meetings will be conducted via Zoom.               <ul style="list-style-type: none"> <li>- Daily lessons, with all necessary resources will be available and archived for all</li> </ul> </li> </ul>	
<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>
Method(s) will be used to determine competency for remote learning will be the same as traditional, site-based or school based learning. <ul style="list-style-type: none"> <li>- Students will demonstrate levels of proficiency of the grade/course designated OLS through a collection of evidence and summative assessments.</li> <li>- Teachers will provide feedback and guidance</li> <li>- All current district adopted grading and reporting guidelines will be followed</li> </ul>	
<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>
Method(s) will be used for granting credit for remote learning will be the same as traditional, site-based or school based learning. <ul style="list-style-type: none"> <li>- Students will demonstrate levels of proficiency of the grade/course designated OLS through a collection of evidence and summative assessments.</li> <li>- Teachers will provide feedback and guidance</li> <li>- All current district adopted grading and reporting guidelines will be followed</li> </ul>	
<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>
Method(s) will be used for promoting students to a higher grade level with remote learning will be the same as traditional, site-based or school based learning. <ul style="list-style-type: none"> <li>- Students will demonstrate levels of proficiency of the grade/course designated OLS through a collection of evidence and summative assessments</li> <li>- Teachers will provide feedback and guidance</li> <li>- All current district adopted grading and reporting guidelines will be followed</li> </ul>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<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 for remote learning:            Monday - Friday: Students follow a daily schedule and login-to live learning with the classroom teacher. Attendance will be taken by class period and documented using Infinite Campus.            Student attendance guidelines per ORC and WCSD policies.</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>Students follow a daily schedule and log-in to live learning with the classroom teacher. Attendance will be taken by class period and documented using Infinite Campus.            Student attendance guidelines for Remote Learners and in-person are identical, per ORC and WCSD policies. Details outlined in WCSD Opening Plan shared with all stakeholders at community meeting, via the website, and through weekly updates            The weekly updates from the district to all stakeholders, include all planning stages. options for learning, and guidelines for potential closures based on current health department guidelines.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote 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>Progress monitoring of student performance will be the same for "in-person" and remote learners. Student individual learning needs will be supported for both intervention and enrichment based on frequent review of formative and summative assessment data. Individual student growth will also be monitored utilizing adaptive diagnostic assessment tools, with alignment to OLS and grade level expectations. Building Leadership</p>	



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Teams will review student growth and identify potential candidates for Tier 2 and Tier 3 intervention, as well as, enrichment during pre-scheduled building data review sessions a minimum of 3 times over the school year.

The Wicklife Schools will continue to use the I.C. platform to archive and document all student academic performance data.

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

SECTION FIVE	EQUITABLE ACCESS
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<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
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<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>
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As indicated, students "in-person" and remote, will have equivalent learning experiences, access to the same instructional resources, and demonstrate mastery utilizing the same assessment instruments. Families were provided with a comprehensive description of the options available to each learning in the household. Families were asked to choose the option that was in the best interest of their child/children.

All Wickliffe students are assigned an individual electronic device (lap top in grades 5-12 and iPad in grades K-4) to be used daily to receive instruction 'in-person' and remotely. Families will be provided support to obtain reliable Wi-Fi, as needed. The Wickliffe Family Resource Center staff are available to help families, as needed.

The Wickliffe Technology Usage and Guidelines Policy will be shared with all families. Parents and students must agree to the term and conditions of the usage agreement.

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

SECTION SIX	PROFESSIONAL LEARNING
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<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
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<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> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created and communicated a Professional Learning plan that includes professional</li> </ul>
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development to help teachers enhance remote learning.

### Address Professional Learning/Development Here:

During the first 5 work days of the school year, WCSD staff will provide access to differentiated professional development, specific to the digital platforms and instructional tools required for remote learning, as well as enhanced education pedagogy to support student success in a digital platform.

All staff will have the opportunity to schedule small group or individual sessions with district curriculum specialists to provide additional support.

During the additional scheduled 3 all staff Waiver/PD Days, additional professional development sessions will be provided, based on identified needs and requests.

Staff members will receive professional development compensation (per the CBA) for participating in approved professional development sessions outside of the contracted school day/year.

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