



Willard City Schools Remote Learning Plan

District Name:	Willard City Schools
District Address:	123 W Whisler Dr, Ohio 44890
District Contact:	Jeff Ritz (Superintendent)
District IRN:	045096

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.

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. The Department will make all plans publicly available at 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.

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
Resource Link(s):	<u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>
Determining Instructional Needs	How will instructional needs be determined? Possible/Optional item(s) to consider: <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)
Address Determining Instructional Needs Here:	
<p>Willard City Schools teachers and administrators will analyze data to determine instructional needs of students. This data will include but will not be limited to: End of Course Exam scores, OELPA scores, Value-Added results, vendor assessments (NWEA Maps), and common and classroom assessments. WCS will take steps to ensure quality student learning will continue during Remote Learning.</p>	
<p>Educators will determine and assign lessons sequentially while engaging with and supporting students through classroom discussions, online lessons, the completion of assignments, and other measures of differentiation.</p>	
<p>The instructional content utilized in the remote learning platform is aligned to all state learning standards and has been vetted by district teams and curriculum directors to ensure that any gaps are eliminated through supplemental content.</p>	
<p>Curriculum mapping by teacher and teacher teams will continue.</p>	
<p>Considerations for students with IEPs and WEPs will be reviewed.</p>	
TEACHERS WILL PREPARE FOR REMOTE LEARNING BY:	
<ul style="list-style-type: none">• Providing instructional resources and materials through remote means such as Google Classroom and Google Meet.• Reviewing district-supplied remote learning materials.• Setting “office hours” to connect with students and support their learning remotely.• Participating in group professional learning and attending virtual learning sessions intended to support remote learning.• Ensuring that they are monitoring District communication for up-to-date information regarding school closures and remote learning plans.	
LEADERS WILL PREPARE FOR REMOTE LEARNING BY:	
<ul style="list-style-type: none">• Providing socio-emotional support and an overall positive remote school culture.	



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- Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Ensuring all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability
- Reviewing district-supplied remote learning materials.
- Setting office hours to connect with parents to support remote learning for students.
- Participating in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment.
- Ensuring that they are monitoring District communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families.

Instructional plans will be communicated to stakeholders through district created materials and distributed through the district's communication platforms (One Call, Text message, posted on website and social media accounts, Remind, and Dojo messaging.)

Documenting Instructional Needs	How will instructional needs be documented? Possible/Optional item(s) to consider: <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:

As part of our continued review and development of the remote learning plan, our team will take into consideration the following items:

- We will routinely utilize ODE guidance on best practices to sharpen and strengthen our plan as necessary.
- We will work closely with educational service centers, information technology centers, state support teams and other partners.
- We will routinely consider, review, and revise short- and long-term learning goals for students. We will determine plans for helping teachers think through instructional sequencing and aligning instruction to Ohio's Learning Standards.
- We will think through our framework for delivering remote instruction that uses a mix of options, as appropriate, identified in the remote learning spectrum.
- We will consider plans for how educators collaborate, plan and engage together—consistent with appropriate social distancing—to build thoughtful instructional lessons.
- We will consider the developmental appropriateness and age of the student, especially in the expectation to interact with technology. Younger children will need the help and support, and in some cases, the supervision or participation, of an adult.
- We will consider how to address each student's individualized education program (IEP) and how to implement the student's specially designed instruction.
- We will consider how to best support English learners.
- This plan will be communicated to stakeholders through district created materials and distributed through the district's communication platforms (One Call, Text message, posted on website and social media accounts, Remind, and Dojo messaging.)

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	<u>District & Building Level Educational Considerations & Planning</u> <u>Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities</u>
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <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:

Learner competency will be determined through the utilization of assignments and assessments delivered through both blended and fully online learning. As students complete online content, data will show basic competency from which additional instruction/remediation can be differentiated to meet learner needs.

Formative and summative assessments will be administered using a variety of resources. Data will be reviewed at Teacher Based Team (TBT) meetings. Teachers will determine above, at and below mastery level students. Interventions and extension activities will be provided.

This plan will be communicated to stakeholders through district created materials and distributed through the district's communication platforms (One Call, Text message, posted on website and social media accounts, Remind, and Dojo messaging.)

STUDENTS WILL PREPARE FOR REMOTE LEARNING BY:

- Engaging in remote learning activities being offered by their teachers, school and/or the District.
- Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Ensuring they set up a remote work space and calendar to manage their time.

Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Credit will be granted based upon the submission and grading of student work. Students will receive a grade at regular 9 week intervals. A final grade will be determined at the end of the year based upon the Board approved grading scale.</p> <p>This policy for granting course credit will be communicated to stakeholders through district created materials and distributed through the district's communication platforms (One Call, Text message, posted on website and social media accounts, Remind, and Dojo messaging).</p>	
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 be promoted to a higher grade level after earning required credits.

This policy for student grade promotion will be communicated to stakeholders through district created materials and posted on the website and in student handbooks.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<u>Communications Planning</u> Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
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">• Creating a communication and attendance plan for staff and students

Address Attendance Requirements Here:

Our remote learning attendance policy will follow all state guidance and will require multiple approaches to account for the differences between in-school activities, blended learning and fully on-line instruction.

Student attendance may be documented through a variety of methods. These methods may include the following: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations. Strategies to intervene with students not engaging in the remote learning platform may include the following: email(s) to the student and/or caregiver, phone calls to the caregiver, Remind messages, Dojo messages, letters through USPS, video conferences, or home visits.

Students will be required to submit assignments and attend and participate in any remote lessons in Google Classroom.



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The following guidance will be considered in our tracking of student absences.

- **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.
- **Unexcused absences:** 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.

The attendance policies will be communicated to stakeholders through district created materials and distributed through the district's communication platforms (One Call, Text message, posted on website and social media accounts, Remind, and Dojo messaging).

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
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Address Student Participation Requirements Here:

Student participation will be documented through the completion of online lessons, learning activities, and assessments along with learning in an off-line environment through completed assignments, activities, and projects. Teachers will frequently and consistently engage with students throughout the learning day using our district's communication platforms and video conferencing tools.

The participation expectations will be communicated to stakeholders through district created materials and distributed through the district's communication platforms.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<u>Exceptional and At-Risk Youth</u>
Progress Monitoring	How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Formative and summative assessments will be administered using a variety of resources. Data will be reviewed at Teacher Based Team (TBT) meetings. Teachers will determine above, at and below mastery level students. Interventions and extension activities will be provided.

Teachers will progress monitor students in Tiers 2 and 3 to monitor growth, plan instruction, and differentiate student support.

Progress will be posted in Progressbook. Students and parents will be able to log into Progressbook and monitor student progress daily/weekly.

The assessment calendar will be communicated to stakeholders through district created materials and distributed through the district's communication platforms.

Attach any Additional Documentation or Notes (if necessary):



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SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<u>Technology Needs</u> <u>Data Use: Gathering Stakeholder Input</u>
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Parent/Student surveys have been reviewed• Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here: WCS has reviewed Parent/Student surveys in an effort to specifically address issues of equity across all demographics. We have designed instructional delivery and resources to be flexible so that we can accommodate the unique situations of children and families within our district. The district will continue to support the whole child and focus on social-emotional health along with academic success. In our surveys and plan for equitable access we have addressed the following: Digital access: The district will continue to supply students with Chromebooks and will identify and supply resources and the internet for families through the purchase of additional hotspots, as needed. Family resources: Identify and supply needs that extend beyond technology to include food, health, safety, and the social emotional needs of the child and family. Additionally, we have addressed the challenges of adults working while trying to support their child's learning by communicating frequently and consistently throughout the day. Students with disabilities: Teachers have new challenges as they work to provide students with disabilities the educational services most similar to the mode described within their individualized educational programs. Our intervention specialists will continue to communicate frequently and consistently with children and parents to monitor the success of the services and the new delivery methods. High mobility students: As a district our priority is to closely watch this population that is at a greater risk of falling behind educationally, struggling with health and safety concerns, and facing increased social-emotional concerns as the lack of structure and security is enhanced. The technology plan will be communicated to stakeholders through district created materials and distributed through the district's communication platforms.	



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Attach any Additional Documentation or Notes (if necessary):

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.

Address Professional Learning/Development Here:

Professional development of our remote learning plan will be delivered through 7 hour voucher day training, plus 3 additional days of staff development time prior to the start of the school year. Reinforcement and review will be provided as necessary throughout the school year during scheduled weekly sessions.

Student engagement, instruction, and assessment professional development learning topics may include but are not limited to Google Suite, Google Classroom, Google Meet, Screencastify, EdPuzzle, PearDeck, Achieve the Core, and digital textbook resources.

Professional development opportunities that support instruction and assessment as well as student engagement and social/emotional learning will be available for district personnel to ensure success during remote learning.

Administration will implement regular "check-ins", review teachers' professional growth plans and review lesson plans to determine effective implementation of the PD topics. Feedback from teachers and administration may inform additional PD supports needed throughout the year.

The professional development plan will be communicated to stakeholders through district created materials and the district's communication platforms.

Attach any Additional Documentation or Notes (if necessary):