



Remote Learning Plan

District Name:	Wilmington City Schools
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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 remotelarning@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 remotelarning@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.



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Instruction will take place:

→ Teacher-student interaction through online learning platforms

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> • Instructional Sequencing • Aligned Instruction to Learning Standards • Gap Analysis for ELA, Math, Science, and Social Studies • Created plans for IEP and students with disabilities
Address Determining Instructional Needs Here:	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> • Clear instructional plans have been created
Address Documenting Instructional Needs Here:	
<p><i>The district will continue to use our pre and post assessments and formative assessment strategies to identify the instructional needs. Our Curriculum and Instructional Return to School Task Force created lesson planning templates and guides to follow and plan when working in the hybrid model. They have developed plans if we need to move to an all remote learning mode of instructional delivery. The teachers will have an Essential Curriculum Plan to start school.</i></p>	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to determine competency for remote learning? <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p><i>The district will continue to follow our existing grading policies according to our BOE policies and handbooks. We will work with our teachers and administrators to determine and establish minimum expectations for the frequency of data entry of grade into our student information system. We will continue to provide frequent and timely feedback to our students and families. The balanced system will allow teachers to both inform their instruction and determine student mastery.</i></p> <p><i>Goals for the Curriculum and Instruction Plan</i></p> <ul style="list-style-type: none"> Determine the best path for documenting and communicating curriculum gaps from grade to grade. Determine an instructional path for each mode of instruction. Determine a way to increase two-way parent engagement in student learning (possibly start how we are reaching parents via an app) Determine ways to increase student participation and engagement in lessons and activities by asking for input and feedback regarding specific practices. Consider ways to alter traditional back to school events (i.e. orientation, open house, step up days) to address the need of a distanced or digital format. 	
Granting Credit	What method(s) will be used for granting credit for remote learning? <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:

The district will continue to follow our existing grading policies according to our BOE policies and handbooks. We will work with our teachers and administrators to determine and establish minimum expectations for the frequency of data entry of grade into our student information system. We will continue to provide frequent and timely feedback to our students and families. We will use a balanced assessment system that utilizes vendor assessment, district created assessments as well as teacher created assessments to monitor student skills and knowledge.

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:

- Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

The district will continue to follow our existing grading policies according to our BOE policies and handbooks. We will work with our teachers and administrators to determine and establish minimum expectations for the frequency of data entry of grade into our student information system. We will continue to provide frequent and timely feedback to our students and families. The data points will inform promotion and retention of students in grades K-8 and earned credit in grades 9-12.

Staff will work on providing interventions and ongoing communication to parents and students that are not making adequate progress.

SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts)		



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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:

- Created a communication and attendance plan for staff and students

Participation Requirements

How will your school district document **student participation** in remote learning opportunities?

Possible/Optional item(s) to consider:

- Created a plan for documenting student participation in remote learning
- Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

The district will offer remote and virtual learning and will track attendance details to the degree our student information allows. We will maintain communication with parents and monitor the login times, work completion, attendance in live virtual meetings, and communication logs.

The district will continue to follow the Ohio Department of Education's requirements on tracking and reporting absences.

Attach any Additional Documentation or Notes (if necessary):

WCS Virtual Education Information:

It is important to note that this opportunity is very different from the remote instruction that took place in the Spring of 2020. Below is a table that outlines a few of the many differences. It is important, in making a decision for your student, to recognize that the Virtual Education option for the Fall of 2020 will require a bigger commitment on the part of both the parent and student due to the nature of a full schedule with a full year's curriculum.

Remote Learning Spring 2020	Full Virtual Education Fall 2020
Compassion and grace in all facets of the process due to the onset of COVID-19.	Higher expectations and accountability for students in engaging in full digital content.
Students were highly recommended to complete all	Students will be required to log the minimum



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activities and assignments but were not penalized for not doing so.	number of weekly hours and meet all assignment deadlines.
Expectations for student pacing were not formalized.	More formalized daily and weekly pacing for student work.
Very flexible expectations for contact with the teacher.	Required times for contact with the assigned WCS teacher.
Students were able to complete all courses in which they were currently enrolled.	Some electives may not be available.
Students at some grade levels navigated multiple systems for learning.	All content housed on one platform, specific for K-5 and 6-12.
The experience lasted for nine weeks.	Students commit through a semester.

Program Description

For the 2020-2021 school year, Wilmington City Schools will offer a digital learning platform as a non-traditional instructional option for students and families grades K-12 who choose 100% virtual education for either the semester or the entire school year.

The curriculum platforms are as follows:

- K-5 Florida Virtual School (FLVS)
- 6-12 APEX Learning
- Course offerings are limited to basic core academic areas in most grade levels.
- High school - Students will be scheduled in a minimum of 5 semester-long courses in order to be on track for graduation with minimum requirements.

After committing to the Virtual Education, parents will receive additional communication via the preferred email provided in the opt-in form.

Eligibility Information

The following eligibility requirements must be met in order to enroll:

- Students must have daily access to a computer, internet service, email, and telephone in order to maintain contact with teachers, staff, and administration. (The district will provide a device for each student and will work with families who need internet access.)



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- Students enrolled in Full Time Virtual Education are required to adhere to all district policies with regard to attendance, participation, and completion of coursework.
- Students must also participate in on-site state testing at school.

Required Instructional Hours and Work Completion

To meet the state's requirements, families are required to have their student complete the following minimum hours of schooling each week:

Grade(s)	Recommended Hours Per Day	Recommended Hours Per Week	Recommended Hours Per Year
Grades K-6	4-5	25	910
Grades 7-12	5	25	1,001

** It is highly recommended that the instructional hours be spread throughout the day. It is important that the student and parent have an agreed upon schedule that allows for breaks and flexibility based on individual learning needs.*

***Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.*

Attending school on a consistent basis is crucial for student success. The same holds true for consistent student engagement on a virtual learning platform.

Student attendance will be measured and monitored based on the number of student hours logged in the virtual platform, engagement with district staff, and completed assignments based on the outlined due dates.

While the access to the digital program allows students to work ahead or catch up, the expectation of course completion remains. Students are able to take days off that align with the school calendar.

A student may be disenrolled for non-school attendance if a student has not logged into the digital platform, not submitted work, and has not responded to multiple contact attempts from school staff after 5 days.

Attendance Reporting Requirements



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- **Alert School of Student Absences** – Attendance is based on students logging into the digital platform as well as the regular submission of coursework. Regardless of the amount of time a student misses due to absences, the student is required to complete all hours required in a week.

Maintaining Good Academic Standing in the Virtual Education Program

A student demonstrating adequate participation (and therefore progress) in school is based on several criteria and is a combination of measures. These measures include the student daily logins, course percentage completion, and amount of communication with the teacher. Students are expected to submit assignments in each course every week school is in session. A student is in good academic standing based on weekly progress and work submissions as defined by course pace charts and percent complete, as well as regular communication with teachers. ***Therefore, even though a student may be recording a high number of student logins and/or hours, failure to make adequate weekly progress and/or regular communication with teachers, in all courses, may place the student at risk for disenrollment.***

Virtual Education Roles and Expectations

Parent	<ul style="list-style-type: none"> ● Create and support student with an at-home digital learning schedule. ● Assist student in navigating the digital site and advocate for student when questions arise if student is not able. ● Ensure student completes the minimum number of weekly logged hours in addition to meeting due dates for assignments. ● Alert school of student absences. ● When requested, meet digitally with teacher, program facilitator, and/or principal. ● Ensure student is on- site (at school) for Ohio's State Assessments on specified dates. ● Check email for important updates, including required meetings.
Student	<ul style="list-style-type: none"> ● Follow the at-home digital learning schedule. ● Complete the minimum number of weekly logged hours and required assignments. ● Navigate the digital site for learning and ask questions when they arise. ● When requested, meet digitally with teacher, program facilitator, and/or principal. ● Participate on-site (at school) in Ohio's State Assessments on specified dates.
Staff	<ul style="list-style-type: none"> ● Support student with the at-home digital learning schedule by providing feedback, grading, and answering questions. ● Assist student in navigating the digital site. ● Monitor the completion of the minimum number of weekly logged hours and assignments and report progress to administration.



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- Schedule student for Ohio's State Assessments on specified dates.

Athletic Eligibility

- All 7th and 8th grade students must be enrolled in and earn passing grades in a minimum of four courses each and every grading period to have continuing eligibility. Students must also have at least a 1.2 grade point average.
- All high school students must be enrolled in and earn passing grades in a minimum of five one-credit courses each and every grading period to have continuing eligibility. Students must also have at least a 1.2 grade point average.

If you have any questions about athletic eligibility with this program, please contact the Athletic Department at 937-283-7218.

Mandatory Participation in On-Site State Testing

Students participating in Full-Time Virtual Education will be required to take the Ohio's State Assessments on-site in accordance with Ohio public school requirements. Earning a diploma is contingent upon participation and meeting minimum requirements, as set forth by the Ohio Department of Education, including testing.

Below are the required assessments by grade level:

	Language Arts	Math	Science	Social Studies	Other
Grade 3	X	X			
Grade 4	X	X			
Grade 5	X	X	X		
Grade 6	X	X			
Grade 7	X	X			
Grade 8	X	X	X		



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High School	English 2	Algebra 1 Geometry	Biology	US History Government	ACT
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Below are the state testing windows for each assessment.

DATES	ASSESSMENT
October 19 - 30, 2020	Grade 3 English Language Arts
November 30, 2020 - January 8, 2021	High School End-of-Course Tests
February 23 - March 23, 2021	11th Grade - ACT Test
March 22 - April 23, 2021	All Grades - English Language Arts
March 29 - May 7, 2021	All Grades - Mathematics, Science, Social Studies

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

Address Monitoring Student Progress Here:

The district will continue to use our assessments during remote learning and our staff will use any supplemental assessment for the students on virtual learning as needed. Student progress will be monitored daily and weekly. Students on an IEP will be monitored for continued growth toward mastery of goals by staff. Any student on an IEP that has opted in for the full time Virtual Education Program will have the IEP team convened to discuss any specific needs.



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Our hybrid remote plan prioritizes our students with Academic Goals on their IEP. They will attend school in smaller groups on additional days.

The district may consider placing minimum standards for data entry by teachers. We will provide traditional methods of reporting progress such as virtual parent/teacher conferences.

Attach any Additional Documentation or Notes (if necessary):

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

Address Equitable Access to Quality Instruction Here:

The district will provide high quality remote instruction through the use of our teacher experts and qualified vendor services. We will continue to provide support and services for intervention and enrichment.

The district will ensure that all students have access to a Chromebook device. Each student in grades K-12 will be issued a device. We will work with families to determine the need if the device travels back and forth in the hybrid model. We are also providing solutions for families with connectivity issues.

Attach any Additional Documentation or Notes (if necessary):

Goals for the Technology and Connectivity Planning Team:

- Inventory total number of devices available at each grade band.



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- Survey individual parents regarding need for devices.
- Determine distribution of devices for yellow and red modes. (more than one device per family?)
- Determine a check out and check in system for device distribution.
- Determine connectivity solutions for yellow and red.
- Create a Tech Support System (digital, call) including break/fix. Determine fee structure (if any) for repairs.
- Devise a training protocol for using devices at home.
- Add forms to Final Forms.(if needed)

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><i>Our staff will be provided additional training to ensure remote learning is successful. We have added three additional days of training for staff. Our Return to School Task Force has developed training for teachers to use APEX and Florida Virtual Learning School. We are providing training in specific technology tools and communication tools.</i></p> <p><i>Goals for the Application & Professional Learning Team:</i></p> <ul style="list-style-type: none"> • Determine the most appropriate LMS for each grade band. • Identify the most appropriate applications for student learning. • Gain an understanding of each LMS and selected applications. 	



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- Identify a common live communication application to promote digital lessons.
- Devise a list of all applications for which parents will need some level of support.
- Provide short learning opportunities for parents before and during the digital experience.
- Identify applicable resources for red, yellow, and green instructional modes.
- Develop a plan for sharing resources with parents and how to give support to parents.
- Determine the best mode for professional development for each of the above.
- Provide multiple support options for additional professional learning, support desk, etc.
- Develop an App table with links and resources

Attach any Additional Documentation or Notes (if necessary):

Topics:

- Google Classroom or SeeSaw and Google Meets
- Screencast-o-matic
- Flipgrid
- Nearpod

Each session will be leveled for novice and experienced users.

Resources:

[9 Big Questions Education Leaders Should Ask to Address Covid-19](#)

[2 Simple Ways to Improve Online K-12 Instruction](#)

[5 Apps to Enhance Distance Learning in Middle and High School](#)

[How to Improve Distance Learning for Students With IEPs](#)