



## Remote Learning Plan-Windham Exempted Village Schools

District Name:	Windham Exempted Village Schools
District Address:	9530 Bauer Avenue Windham, Ohio 44288
District Contact:	Aireane Curtis, Superintendent
District IRN:	045666

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.”*

### How will instruction take place?

- 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>Address Determining Instructional Needs Here:</p> <p>Teachers worked for four days at the end of May to work within and across grade levels to determine needs for next year. This data will be a driving force for instruction for the 2020-2021 school year. In addition, we will use the iReady assessments for math and reading in grades k-8 three times throughout the 2020-2021 school year to check student understanding. For grades 9-12 as well as social studies and science courses, we will use locally developed assessments to measure progress with our students.</p>			
<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>Address Documenting Instructional Needs Here:</p> <p>Teachers will work collaboratively on pacing guides taking into consideration any standard that may have gaps due to the spring COVID shutdown. Instructional plans will be adjusted as needed depending on the learning platform that is being utilized. Instructional plans will be communicated with parents and caregivers, along with student progress, through multiple formats and communication techniques.</p>			
<b>Attach any Additional Documentation or Notes (if necessary):</b>			



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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>
Address Determining Competency Here: Teachers will continue to meet in teacher based teams to review data that is collected. Teachers will determine who is above, at and below mastery and plan for interventions and enrichment lessons based on this data. Summative and formative assessments will be used to gather this data and will be gathered from several sources.	
<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>
Address Granting Credit Here: Teachers will communicate content, grade level standards and success measures to students and parents. Teachers will provide feedback to students and families through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook and summative assessment results.	
<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>
Address Promoting Students to a Higher Grade Level Here:	





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amount of collaboration with peers and teachers and accessing of provided resources through the remote learning platform.

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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>Address Monitoring Student Progress Here:            Teachers and administrators will analyze data from a variety of assessment sources including formative, summative, rubrics, etc. Regular communication with students and families will be implemented throughout the remote learning platform. Student progress will be communicated to all stakeholders through various formats.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<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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Address Equitable Access to Quality Instruction Here:

Surveys were sent to staff, parents/guardians and students to gather feedback from the spring remote learning. This data gathered who had access to the internet and devices as well. Our district is purchasing an additional 240 chromebooks this summer so every student in the district will have a device to use at home. In addition, we are purchasing wifi hotspots for the families without internet access at home. Finally, we are installing this summer wifi hotspots on the outside of our buildings so students can access the district wifi from the parking lots and stadium if they want/need to come to the buildings to complete work.

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

SECTION SIX		PROFESSIONAL LEARNING	
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>		
<b>Professional Learning</b>	What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>		
Address Professional Learning/Development Here: Multiple opportunities are being provided to staff for the 2020-2021 school year. First, to address the social emotional side of all of this, teachers will have a full day of training on childhood trauma in August. This will be followed up with what trauma looks like in the classroom (in person or remote classroom). We've reassigned a teacher for the 2020-2021 school year to serve as a technology coach to provide support to our staff. This coach will work with large groups, small groups and individuals to provide opportunities for growth for the staff which will benefit our students. Finally, we are working with our ESC to provide curriculum support throughout the year. Staff will work with the ESC curriculum consultants to ensure delivery of high level instruction at all levels.			
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