



Remote Learning Plan



District Name:	Wolf Creek Local School District
District Address:	P.O. Box 67 330 Main Street Waterford, Ohio 45786
District Contact:	Douglas A. Baldwin
District IRN:	050518

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 remotelearning@education.ohio.gov.**

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

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



Remote Learning Plan



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: Teachers will follow the standards for their given class. They will focus on instruction on essential standards that are necessary to master for future learning. All teachers will complete the gap analysis tool for the students that they during the 2019-2020 school year closure. This will give direction of what standards will need to be addressed with their current students. Teachers will work with the students on their individual needs and addressing those.</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
<p>Address Documenting Instructional Needs Here: The Gap Analysis tool will be shared with all staff as a living document that will allow them to see where there may be gaps in their current student's learning. Teacher lesson plans will be used as documentation to what their learning progression will be. Teachers will work together vertically to ensure that the students are meeting proficient in the essential standards.</p>	
<p>There will be remote learning expectations developed that will be shared for both staff and students to ensure that there is a clear understanding on what each party is responsible for. These expectations and guidelines will be shared with all stakeholders. The target date to have these guidelines and expectations completed is August 1, 2020.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



Remote Learning Plan



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? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: <ul style="list-style-type: none"> Student competency and mastery will be determined by the completion of student work and quality of work that is completed. Teachers will use performance level descriptors from the Ohio Content Standards using multiple methods of assessment to determine a students mastery of a standard. 	
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)
Address Granting Credit Here: <ul style="list-style-type: none"> Students will be graded on a grading scale as if they were receiving in-person instruction. 	
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)
Address Promoting Students to a Higher Grade Level Here: Students who earn the appropriate scores and demonstrate mastery of the standards will be promoted to the next grade or course.	
Attach any Additional Documentation or Notes (if necessary):	



Remote Learning Plan



SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning		
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students 		
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> Students will be required to participate in live streamed sessions with their teacher. Students will also need to complete at least 80% of the assignments that they are given to be consider in attendance for the course. 			
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders 		
<p>Address Student Participation Requirements Here:</p> <ul style="list-style-type: none"> Attendance will be taken during the live streaming class sessions. Teacher's gradebook will be used to determine if a student completed at least 80% of the assignments given. 			
Attach any Additional Documentation or Notes (if necessary):			



Remote Learning Plan



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> <ul style="list-style-type: none"> Teachers will monitor a student's progress in each of their classes. Teachers will report any student who is not meeting the attendance requirements to the building principals. Teachers will make personal contact with the student and parent to address a students lack of attendance. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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
<p>Address Equitable Access to Quality Instruction Here:</p> <ul style="list-style-type: none"> The district will survey students and families on their access to reliable internet. The District will provide a chromebook for any student who needs one to use at home. The District is exploring chromebooks that will support cellular data to purchase for student use. The District is exploring the purchase of cellular hotspots that can be loaned to students. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	What professional development 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">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: <ul style="list-style-type: none">• All teachers have been trained on Google tools and Classroom.• Training has been provided using Zoom and Google meets for live streaming platforms with students.	
Attach any Additional Documentation or Notes (if necessary):	