



Remote Learning Plan

2020-2021 REMOTE LEARNING PLAN

The following is the Woodmore Local Schools Remote Learning Plan (“Plan”) for the 2020-2021 school year.

Determining and Documenting Students’ Instructional Needs:

The District will track whether students are participating in Remote Learning.

Student needs will be determined and documented as described below.

- The District may use diagnostic assessments and locally available resources to identify student achievement levels.
- Remote Learning should be age appropriate for the grade and age of the student.
- The Woodmore Local Schools authorizes the use of all applicable learning management systems (Schoology, See Saw, Progress Book, Google Meet, Virtual Learning Academy (VLA),etc.) and instructional and assessment methodologies to determine and document student instructional needs, educational levels, and acquisition and retention of knowledge, which may include but are not limited to: assessments, interactions, observations, assignments, individualized education programs (IEPs), 504 Plans, educational and non-educational data, and resources available through collaboration with its educational service center(s) and State support teams.
- The Woodmore Local Schools may determine student instructional needs in consultation with the student and student’s parent(s)/guardian(s). The District will provide up-to-date contact information for parents.
- See plan below:
 - <https://docs.google.com/document/d/1geiYX7Q2KwkRLSINSd27pp5z8Z0IFUShbMfv0p45j5k/edit?usp=sharing>

Determining Competency, Granting Credit, and Promoting Students

The District may determine competency, granting credit, and promoting students to a higher-grade level as described below.

- Competency may be determined in the same manner as used for all other Woodmore Local Schools courses. Methods for students to demonstrate competency and mastery may vary from course to course.
- Credit will be granted to students under the Plan pursuant to Woodmore Local Schools policy and Ohio
- Promotion of students to a higher grade level will be based upon applicable law, Woodmore Local Schools policy, and regular procedures.

Attendance and Participation in Learning Opportunities

For students engaged in remote learning, the District will use the following processes to track student attendance. When engaging in Remote Learning, the District may utilize different approaches to account for the difference between the delivery approach.

Teacher-Led Learning – attendance will be tracked at the student level via class period increments. In addition, evidence of participation may include, but not be limited to, the following:



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- a. Daily logins to learning management systems,
- b. Daily interactions with the teacher to acknowledge attendance,
- c. Assignment completion,
- d. Other evidence of participation determined appropriate,
- e. Policy already established by the Board of Education
- f. Or ways defined in this document:
 - o <https://docs.google.com/document/d/1geiYX7Q2KwkRLSINSd27pp5z8Z0IFUShbMfv0p45j5k/edit?usp=sharing>

Absences for students participating in Remote Learning should be still recorded as excused or unexcused consistent with the Woodmore Local Schools's attendance policies.

Monitoring Student Progress

The Woodmore Local Schools will monitor student progress through attendance, participation, and performance as described below.

- Teachers may use formal or informal assessments and set goals for students as appropriate.
- Teachers will evaluate student progress periodically based upon the needs of the student and the requirements of the course.
- Teachers may arrange check-ins with students through District-approved methods (Google Meet, Schoology, See Saw, etc.). Check-ins may be individual or may be in small or large groups.
- Teachers may arrange communication with parents and guardians regarding progress through District-approved methods.
- The District may continually reassess and change methodologies when necessary based on the data from monitoring student progress.
- Or ways defined in:
 - o <https://docs.google.com/document/d/1geiYX7Q2KwkRLSINSd27pp5z8Z0IFUShbMfv0p45j5k/edit?usp=sharing>

Ensuring Equitable Access to Quality Instruction

The Woodmore Local Schools will ensure equitable access to quality instruction as follows:

- Leadership. District leaders will understand the realities of inequities and foster the collaborative design work necessary to address it. (See Reset Guide, p. 12.)
- Digital Access. The Woodmore Local Schools acknowledges that some families in the District may lack access to digital resources, technology, and the internet. To the extent the District utilizes a Digital Mode, the District shall ensure students have sufficient hardware, software, programming, and connectivity so that the student may participate in Remote Learning or shall make other accommodations. The District will also use best efforts to remove barriers to engagement by assisting in training and resolving technical issues. The District will continue to ensure compliance with the Children's Internet

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Protection Act, which requires that the District use internet filters and implement other measures to protect children from harmful content online. (See [Reset Guide](#), p. 23)

- [Equitable Learning Approaches](#). The instruction and approaches shall allow for engaged learning and a multi-tiered system of supports to customize the learning approach to meet the individual learning needs of each child. (See [Reset Guide](#), p. 12.)
- [Student Voice](#). Although students are learning remotely, the District will remain committed to amplifying student voices, especially those of minorities and underserved groups. The District will use student voices to better understand student needs and learning preferences to foster greater access and success. (See [Reset Guide](#), p. 12.)
- [Implicit Bias](#). The District remains committed to work to recognize the manifestations of implicit bias and eliminate or overcome it. (See [Reset Guide](#), p. 12.)
- [Assessing and Addressing Needs for Vulnerable Youth](#). The District understands that certain students may experience increased academic and nonacademic needs. Such students may include, but are not limited to, homeless, foster, justice involved or otherwise highly mobile youth. The District will collaborate with local agencies and organizations to identify needs and maximize support of vulnerable youth. (See [Reset Guide](#), p. 14.)
- [Whole child](#). The Woodmore Local Schools will continue to support students' social, emotional, and behavioral health as well as their academic success.

[Professional Development](#)

The Woodmore Local Schools will offer professional development activities to its teachers relating to the Plan as follows:

- District mandated professional development at the start of the school year indicated on the district calendar. ***CBA outlines the District Leadership Team responsibility for professional development:*** “Professional development will continue to be offered to teaching employees consistent with the Collective Bargaining Agreement.”
- **The topics to be covered may include, but are not limited to:**
 - Learning Management System Framework (one for Seesaw, one for Schoology)
 - Expectations for assignments, grading, schedule, and feedback
 - Resource sheet for various instructional and technology tools
 - Gap Analysis (work readiness)
 - Technology Training
 - Webcams (recording and uploading)
 - Document Camera
 - Health Department Overview (discussions around FMLA, sick days, etc)
 - Mask/Shield policy
 - Curriculum specific Professional Development

The Full Restart plan for Woodmore Local Schools is available at:

<https://docs.google.com/document/d/1geiYX7Q2KwkRLSINSd27pp5z8Z0IFUShbMfv0p45j5k/edit?usp=sharing>