Remote Learning Plan
2020-2021

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OVERVIEW OF REMOTE LEARNING IN WORTHINGTON SCHOOLS

Worthington Schools will work closely with the Columbus Public Health Department and the Franklin County Public Health Department when determining to implement remote learning options. Data on the status of COVID-19, information from the scientific community, and the guidance, recommendations and requirements of state, local and federal public health authorities will all be considered.

Hybrid Learning Schedule

A hybrid instruction model may be utilized to facilitate adequate social distancing. Half of the school's population will be in attendance every school day, with half attending on Mondays and Wednesdays (Group A) and half attending on Tuesdays and Thursdays (Group B). The groups will rotate attendance on Fridays. Groups are established based on the alphabet with Group A being last names A-K and Group B being last names L-Z. All schools will work to facilitate the fullness of district programming, on a reduced schedule and modified learning plan when appropriate, including elementary Related Arts, academic interventions, gifted programming, and instrumental music.

Teachers will engage with students for face-to-face learning on assigned "at school" days, facilitating new learning experiences based on academic standards, and prepare students for independent work on their assigned "at home" days. There is no expectation that teachers will connect specifically with students during students "at home" days, as teachers will be facilitating face-to-face learning with the other group of students.

Students will work to complete assignments with access to their grade-level learning platform, Seesaw for grades K-5 and Schoology for grades 6-12. In these platforms, students can access a variety of videos, lessons, templates, assignments, virtual tutorials, and other tools to support their "at home" work. Teachers will be expected to maintain productive communication with families and students using the common learning management systems.

Attendance at school is counted for attendance, which follows State and Health Department guidelines for operation. There is an expectation for students to complete assignments during the asynchronous, at-home, practice days.

Remote Learning Schedule

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.

In Worthington Schools, remote learning will occur when the learner and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting. As used in this document "remote learning" can include approaches that are digital or analog. During this global pandemic of COVID-19, Worthington Schools will implement this remote learning plan to ensure continuity of learning, regardless of if our students are attending in-person class every other day (hybrid) or learning entirely at home if buildings are closed (remote).

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 move to the "remote" schedule will occur when State or National levels of COVID-19 necessitate a closure of school(s) to students in the best interest of the health and well-being of both staff and students. When all students are assigned to work and learn from home, they will use our common learning management systems. At grades Pre-K to 5, that system is Seesaw; at grades 6-12, the system is Schoology. Students will be expected to "attend" class virtually daily and to complete/turn in assigned work. New instruction, completed assignments, and student feedback will be delivered to students virtually using the learning management system.

Elementary Teachers will be expected to conduct synchronous (teacher present at the same time as the learners) lessons via the learning management system and video conferencing tools a minimum of three hours per day, five days per week. In addition, teachers will connect with

individual students or small groups of students for feedback and tutorials an additional four to five hours each week, as determined by individual learning needs.

Middle and High School Teachers will be expected to provide daily learning and assignments to students per the school calendar. Grading will be based on the traditional, letter grade format. Middle and high school sports determinations will be made with Ohio High School Athletic Associations (OHSAA) guidance, Ohio Department of Health guidance, and in consultation with City & County Public Health Departments.

Preschool students will receive instruction services remotely through Seesaw and other virtual means.

Worthington Online Learning Academy

Recognizing that families may prefer an all online schooling option for part or all of the 2020-2021 school year, Worthington Schools is offering 100% online learning through the Ohio Online Learning Program (OOLP). Families may select this option by completing a No School Attendance Form by August 19, 2020 and committing to at least one semester in this option. Students participating in the Online Academy will be able to participate in district athletics, extra-curricular activities and after-school functions. The Ohio Online Learning Program has been successfully helping thousands of students with online learning for nearly a decade. It offers a rigorous online curriculum while allowing a student to work at his or her own pace. OOLP provides each student and family with a Student Learning Advocate who is a certified teacher. The Student Learning Advocate provides support for students, families and districts, including: system training, goal setting, progress monitoring, tutoring, mentoring and course selection. OOLP uses two nationally accredited and NCAA approved curriculum providers: Lincoln Learning (K-5) and Edgenuity (6-12). Both providers will review accommodations for students with disabilities to make modifications to online courses. At the 6-12 level, courses will be facilitated with a mix of Edgenuity and Worthington teachers.

Worthington Schools has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year. As plans are evaluated and reevaluated, the district will continue to transparently communicate with students, parents, staff and families, including providing video and written updates and answering frequently asked questions.

In all learning models, Worthington Schools will continue to focus on its mission of empowering a community of learners who will change the world.

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to <u>August 21, 2020</u> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to <u>remotelearning@education.ohio.gov</u>.

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.

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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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:
- The Worthington Schools Academic Achievement and Professional Learning (AAPL) Team has and will continue to support teachers through Teacher-Based Teams to promote instructional sequencing.
- The AAPL Team will continue to support teachers in aligning instruction to state learning content standards.
- The AAPL Team will continue to support teachers in developing and implementing strategies to review and collect student instructional needs based on previous content taught (spring curriculum survey), diagnostic assessment results, and longitudinal data trends.
- The District Leadership Team provided a guidance document for teachers, students, and parents to outline instructional plans for remote learning. Ongoing communication about the plan will be provided.
- Worthington will continue to assess student learning through formative approaches conducted by our teachers as well as formal assessment (e.g. MAP) to determine gaps and differentiate learning experiences.
- Each IEP in the district will be examined and updated (as needed) to make sure students are receiving their specially designed instruction.

- English learners, students with Section 504 accommodation plans, and other students with unique needs will be provided appropriate services in a remote setting.
- Gifted services has established a plan for addressing the needs of students on Written Education Plans.
- All mental-health and well-being services will be available to all students regardless of what model they are participating in. Services include access to school counselors, school nurses, school psychologists, prevention clinicians, referral services for mental health specialists, community-based educational programs and supports, and school counselor facilitated groups.
- To help support our students in the remote and hybrid options, Worthington Schools has connected with local Daycares and Learning Centers to build upon current relationships and provide additional support.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:

- The Worthington Schools Responsible Restart Plan for the Worthington hybrid model and remote learning model, both which contain significant aspects of remote learning, have been shared with the community and staff.
- The plans are intended to be developmentally appropriate based on grade level and take into account well-being and support for both students and staff.
- Worthington Schools is implementing the use of new learning management systems at the elementary (Seesaw) and secondary (Schoology) levels. Educators will populate lessons, assignments, videos, and assessments into this learning management system to help enhance classroom instruction.
- The students in the Ohio Online Learning Program will also have the assistance of the program software (elementary - Lincoln Learning; secondary - Edgenuity) and online teachers who will provide feedback to students.
- The district will continue to use its Multi-Tier System of Supports to identify struggling learners and target interventions to support students, across all learning models.

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: • Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:
- The AAPL will lead work with Teacher-Based Teams (TBTs) to scaffold support in reviewing the state standards and student knowledge. Professional learning will be conducted prior to the start of the school year to support TBTs in the identification of competencies to be addressed in a remote learning environment.
- Worthington Schools places a priority on timely, meaningful feedback to grow learners, whether we are in an in person or remote setting.
- Grading practices will be consistent across all instructional models, focus on evidence of learning, and follow district policy.
- Ongoing professional learning will be provided around best practices in assessment during remote and hybrid learning.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:
- Progress reports, grades, GPA and course credit will all "count" in our school-based instruction models, which include our enhanced distance learning and hybrid models, along with the Ohio Online Learning Program.

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:
- Since progress reports, grades, GPA and course credit will all be granted in our plans, students will be promoted or placed in the next grade level according to district policy.

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
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

Address Attendance Requirements Here:
- Worthington Schools will follow state law and guidance from the Ohio Department of Education in regards to attendance requirements for remote learning situations.

- Attendance will be taken during synchronous engagements. The "evidence of participation" approach will be utilized for asynchronous situations.
- We will also take into account that we are all still in the midst of a global pandemic. We will take an inquiry and support based approach to determining attendance, knowing that every child has a different lived experience.
- Staff and families will be informed of attendance expectations for remote instruction models. Attendance requirements include:
    - Maintaining and updating contact information for students/parents.
    - Tracking excused and unexcused absences.
    - Tracking and reporting attendance in hour increments at the student level, regardless of the mode of learning, consistent with ODE guidance.
    - Monitoring daily absences of students and staff for trends.
    - Ensuring that attendance practices do not penalize students who contract or are quarantined due to COVID-19.
    - For the OOLP, allowing flexibility for students with varied schedules throughout the week, with the expectation of daily participation.
    - For asynchronous activities completed at home in the hybrid model, an expectation of assignment completion.
    - Recording circumstances where there is no evidence of attendance, engagement or participation, convening meetings to address those situations and addressing truancy concerns.

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:
- Instruction under the Remote Learning Schedule will include daily learning and assignments.
- Attendance will be taken during synchronous engagements. The "evidence of participation" approach will be utilized for asynchronous situations.
- Evidence of participation shall be determined consistent with ODE guidance, including:
    - Daily logins to learning management systems and OOLP.
    - Daily interactions with the teacher to acknowledge attendance (such as messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students).
    - Assignment completion for asynchronous learning. Teachers will determine the number of hours they expect an assignment to take for a typical student and gauge a student's attendance based on assignments completed.
- We will also take into account that we are all still in the midst of a global pandemic. We will take an inquiry and support based approach to determining participation, knowing that every child has a different lived experience.
- Absences will continue to be tracked in remote settings. Excused absences will continue to be granted, and will be more flexible in light of student/family health circumstances. Flexibility will be given for excused absences due to internet outages or other technological issues.
- Teachers will establish clear expectations to guide students as they engage in remote learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
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:
- We will be monitoring data and student needs through continued use of the MTSS and OIP processes. We will be using a combination of vendor and locally-made assessments for progress monitoring. Progress reports will be sent to families for all students: with additional communication provided to all students with intervention services. Progress and grades are documented in Infinite Campus, the district's Student Information System.
- Teachers will be expected to maintain productive communication about student achievement and growth with families and students using the common learning management systems and other written forms.
- Formative assessment of student understanding during in person hybrid days and during remote learning will help serve as a measure of student progress during remote learning.
- Students in the Ohio Online Learning Program will have progress monitored in the software platform, by teachers, as well as a progress report for students receiving IEP services.

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs | Data Use: Gathering Stakeholder Input
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: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:
- We have conducted multiple parent surveys and communicated with families in need of a Chromebook and hotspot for internet access. Since last March, students needing a device were given one. Incoming students in grades K-12 who had a district computer loaner were able to keep it over the summer to allow for continued learning and communication with teachers, counselors, etc. The District is addressing hardware needs to be 1-to-1. We have a technology plan that helps ensure equitable access to digital resources.
- In our remote learning option, unless closed by state or public health guidance, we will still allow staff to work with students in small groups with safety practices in place. Busing is also being reviewed to bring students to school for in-person learning, as needed.

- We will use time and staff in a way that promotes equity of access to quality instruction, and we will reflect and adapt those resources, as needed, to the ever changing circumstances of this pandemic.
- We will use continuing outreach opportunities to learn more about the student and/or family's digital access, including internet connectivity and technology devices to ensure successful digital remote learning experiences.
- Students participating in the OOLP will continue to have their services for the content areas continue per their IEP or 504 - OOLP Accommodations and Modifications Request Form
- We will provide unique access codes for families to access Schoology classes. Families will be able to set up notifications as a way to stay in regular and frequent communication with their childrens' teachers. The "Individually assign" feature in Schoology gives faculty the option of creating student- or group-specific assignments and assessments.
- Seesaw allows our support specialists (EL, IEP, Gifted etc.) to make modifications within individual student assignments.
- Worthington Schools also provides the Read&Write for Google Chrome which is a literacy toolbar which is a literacy support to make documents, webpages, and Google Drive files (including pdfs) more accessible.
- All teacher websites, including our learning management systems, are "closed forums" that will be addressed, monitored, revised and controlled, from an accessibility standpoint, by the school district.

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: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

- Over the summer, AAPL provided professional learning opportunities to receive training and instruction on the new learning management systems, as well as curriculum and instruction in remote and hybrid learning environments. This work is continuing as teachers return officially on August 17, with emphasis on best practices for remote teaching and student engagement, including culturally responsive practices.
- Professional learning sessions were also provided for implicit bias training as part of our district's work on diversity, equity, and inclusion.
- A professional learning plan, which will include both synchronous and asynchronous opportunities, will be shared with staff prior to the beginning of the school year and will continue throughout the year given the unique and fluid situation of this pandemic.