ONLINE LEARNING PLAN
2025-26

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District IRN:	045138

OVERVIEW OF REMOTE LEARNING IN WORTHINGTON SCHOOLS

Worthington Schools will work closely with the Department of Education and Workforce, and recommendations and requirements of state, local and federal public health authorities will all be considered, in the event our students must engage in Remote Learning due to Disease epidemic; Hazardous weather conditions; Law enforcement emergencies; Inoperability of school buses or other equipment necessary to the school's operation; Damage to a school building; or Other temporary circumstances due to utility failure rendering the school building unfit for use.

Worthington Schools exceeds the state minimum of 1001 hours. All schools are scheduled for 1,180 hours annually. Worthington Schools students would have to miss more than 26 days to fall below the state minimum, at which point the plan below would be enacted.

TEACHER-DIRECTED SYNCHRONOUS LEARNING

A statement that the school or district, to the extent possible, will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real time on a virtual learning platform during the closure:

The goal of remote learning is to ensure learning continues in the event 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. 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).

The move to the "remote" schedule will occur when Disease epidemic; Hazardous weather conditions; Law enforcement emergencies; Inoperability of school buses or other equipment necessary to the school's operation; Damage to a school building; or Other temporary circumstances due to utility failure rendering the school building unfit for use necessitate a closure of school(s). When 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 instructions, 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 Association (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.

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.

ATTENDANCE AND PARTICIPATION

The school or district's attendance requirements, including how the school will document participation in learning opportunities and how the school will reach out to students to ensure engagement during the closure:

- 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 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.
- 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.

Address Student Participation Requirements Here:
- Instruction under the Remote Learning Schedule will include daily learning and assignments.
- Attendance will be taken during synchronous engagements.
- Evidence of participation shall be determined consistent with ODE guidance, including:
  - Daily logins to learning management systems.
  - 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).
- 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.

EQUITABLE ACCESS, CONNECTIVITY & TECHNOLOGY

A description of how the school or district will meet the needs of staff and students regarding internet connectivity and technology for online delivery of instruction.
- Our district is 1:1 and provides Chromebooks to all staff and students, as well as hotspots for families in need of internet access.
- We have a technology plan that helps ensure equitable access to digital resources.

A description of how equitable access to quality instruction will be ensured, including how the school or district will address the needs of students with disabilities, English learners, and other vulnerable student populations:
- 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.
- 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.
- 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 children's 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 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.

COMMUNICATION WITH STAFF, STUDENTS & FAMILIES

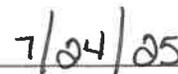**Notification of staff, students and parents that it will be using online delivery of instruction:**

- Staff, students, and families will be notified using the district's outbound communication system (Blackboard Connect). In the event of a school closure necessitating the use of online delivery of instruction, staff, students, and families will be notified via text message, phone call, and email.

Information on contacting teachers by telephone, email or a virtual learning platform during the closure:

- Administrators and teachers will communicate a remote learning schedule and will provide virtual login information to students through the use of district email.
- Teacher email addresses are available on the district's website, in Infinite Campus, Seesaw, and in Schoology.
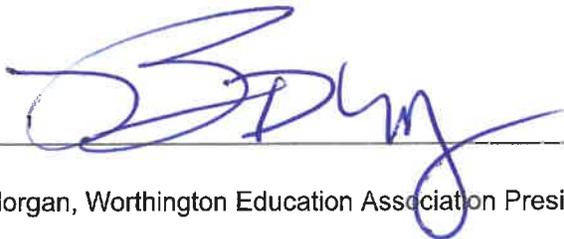
WRITTEN CONSENT OF THE WORTHINGTON EDUCATION ASSOCIATION

Trent H. Bowers   7/24/25

Trent Bowers, Superintendent   Date

Brian Morgan signature   8/4/25

Brian Morgan, Worthington Education Association President   Date