Remote Learning Plan

District Name:	Batavia Local School District
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District IRN:	046300

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."*

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

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. Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the Attendance Considerations for Remote Learning Plans website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check <u>all</u> that apply)
- ❏ X Teacher-student interaction through online learning platforms
- ❏ X Online lessons for student to work on at home
- ❏ Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	[Determination of Student Educational Needs](#) [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:
Student instructional needs will be addressed by utilizing courseware from Accelerate Education for students in our online options that are aligned to state and national standards. For students who have selected the face to face return to learn option (which includes remote and hybrid options), instructional plans will be based on state content standards as well as specific social/emotional needs of students. For students on IEP's and those with WEPs, service delivery will continue as normal under the face to face model, with modified service delivery options available for students electing the remote learning option. Teachers in the District will also have the ability to utilize Ohio's Restart Readiness Assessment Portal to determine instructional needs for students.

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:
Instructional needs and plans will be created, documented, and shared via Google Classroom and the Accelerate Online platform.

Attach any Additional Documentation or Notes (if necessary):

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: Competency will be determined using a blend of district created, vendor, and state assessments as well as student performance based assessments.	
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: Grades and credit in the face to face model will be granted at the end of each quarter based on grades earned through in person and any remote work completed via Google Classroom. Grades will be awarded on a quarterly basis and credit on a semester basis utilizing marks in the course progress student dashboard for each enrolled online course.	
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: Students in the remote learning option will be promoted according to the standards laid out in Board Policy 5410: http://go.boarddocs.com/oh/batavia/Board.nsf/goto?open&id=AJSLZ456894F	

Attach any Additional Documentation or Notes (if necessary):	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
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: Students in remote learning will be expected to complete one module per course per week, which is equal to the number of instructional hours for students in the face to face model. At the end of each instructional week a lookback will occur and absences will be recorded for students who do not meet the minimum instructional completion requirements.	
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: Student participation will be documented by completion of online modules as well as participation in teacher check in and extra help sessions. The 'on-track' metric in the student dashboard will be used as a real time indicator to determine the level of participation and students that are in need of individualized interventions.	

Attach any Additional Documentation or Notes (if necessary):

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:
Student progress will be monitored via a mix of vendor, district created, state, and performance based assessments. For students in the online option, a weekly review of student progress will occur for all students, with specific interventions available to be put in place by staff members for students who are deemed to be at risk as demonstrated by consistent 'not on track' measurements inside the student courseware dashboard.

Attach any Additional Documentation or Notes (if necessary):

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:
In order to ensure that all students have equitable access to technology, the District has placed an order to ensure that all students have a keyboard enabled device beginning with the 2020-2021 school year. For students without internet access at home, the District is contracting with a national cell phone carrier to provide mobile hotspots for the 2020-2021 school year.

Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):

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:
Professional development in the areas of technology and trauma informed practices is being offered to our teachers during our inservice week prior to students returning. In addition, a number of summer professional development workshop and course opportunities were made available to teachers at no cost in order to address specific professional development needs.

Attach any Additional Documentation or Notes (if necessary):