



Beachwood City Schools Remote Learning Plan

District Name:	Beachwood City Schools
District Address:	24601 Fairmount Boulevard Beachwood, OH 44202
District Contact:	Dr. Ken Veon, Assistant Superintendent (kev@beachwoodschoools.org)
District IRN:	043554

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 **August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@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 remotelarning@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



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- students, parents, teachers, and other administrators.
- Remote teachers will provide a weekly newsletter via email to families to facilitate communication about the instructional plans.

SECTION TWO DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
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- Address Determining Competency Here:
- Students will be assessed through a variety of formal and informal means including assignments, quizzes, tests, and projects.
 - STAR Reading and Math assessments will be utilized to track student growth.

Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
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- Address Granting Credit Here:
- A report card will be posted quarterly to provide parents and students with a formal assessment of their work.
 - Students in grades K-3 will be issued a standards based report card.
 - Students in grades 4-5 will be issued a letter grade report card.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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- Address Promoting Students to a Higher Grade Level Here:
- The students will be promoted to the higher grade following Board Policy 5410 - Promotion, Academic Acceleration, Placement and Retention.

5410 - PROMOTION, ACADEMIC ACCELERATION, PLACEMENT, AND RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such a pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.



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The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee (Policy 2623.02).

Promotion:

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course and State-mandated requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Academic Acceleration:

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

- A. a parent/guardian, or a representative designated by that parent/guardian



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- B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. a principal or assistant principal from the child's current school
- D. a current teacher of the referred student
- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.



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At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within thirty (30) calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Retention:

A student may be retained at his/her current grade level when s/he has:

- A. in the opinion of the professional staff, failed to demonstrate proficiency in mathematics and reading;
- B. in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level;
- C. scored below proficient level on any State-mandated test.

A student may be placed at the next grade level when retention would no longer benefit the student.

The Superintendent shall develop administrative guidelines for promotion, placement, and retention of students that:

- A. require the recommendation of the relevant staff members for promotion, placement, or retention;
- B. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- C. assure that efforts will be made to remediate the student's difficulties before s/he is retained;
- D. require that a student be retained if s/he is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
- E. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student;
- F. provide parents the opportunity to request the promotion, placement, or retention of their child;
- G. provide parents the opportunity to appeal the decision about their child's promotion, placement, or retention.



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SECTION THREE

ATTENDANCE AND PARTICIPATION

Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Created a communication and attendance plan for staff and students
Address Attendance Requirements Here: <ul style="list-style-type: none">● Students will be required to log in each day for daily attendance in the remote learning classroom.● Daily attendance will be taken by the remote teachers through Infinite Campus.● Remote Learning teachers will submit their absence through the AESOP system.	
Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Created a plan for documenting student participation in remote learning● Communicated the plan with families and other stakeholders
Address Student Participation Requirements Here: <ul style="list-style-type: none">● Daily attendance will be taken through Infinite Campus and reported to the State database EMIS.● Parents will be notified by phone if a student is absent from their remote learning classroom.● Parents will be responsible for notifying the school if their child will be absent from remote learning due to illness, appointments, etc.	

SECTION FOUR

PROGRESS MONITORING

Progress Monitoring	How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: <ul style="list-style-type: none">● Student progress will be monitored quarterly through the report card data.● Remote teachers will be assessing student progress on a weekly basis through daily assignments.● Through PLC meetings, remote teachers will analyze weekly student data to inform instruction.	



Agenda Item Details

Meeting	Aug 10, 2020 - Regular Meeting of the Board of Education (virtual)
Category	G. Policy and Program Resolutions
Subject	4. 08-20-316 Resolution to Approve the Submission of Remote Learning Plan to the Ohio Department of Education
Access	Public
Type	Action
Recommended Action	<p>WHEREAS, the Beachwood Board of Education recognizes that 21st Century learning may necessitate the need for remote learning options to meet the individual needs of students; and</p> <p>WHEREAS, the COVID-19 pandemic during the 2020-2021 school year has resulted in the need for remote online instruction due to Ohio's school facilities being closed and future restrictions on school operations as a result of state and local health department/government restrictions may result in a continued need for remote learning options;</p> <p>WHEREAS, the Board of Education wants its administration, faculty, and staff to fully prepare for all possible school operational scenarios in advance to ensure the best learning opportunities for our students and that the application for approval by the Ohio Department of Education for the option of remote learning to count for educational hours is due by August 21, 2020 (House Bill 164);</p> <p>NOW, THEREFORE, BE IT RESOLVED, the Beachwood City Schools Board of Education authorizes the Superintendent/Designee to submit the Remote Learning Plan to the Ohio Department of Education and create and implement the procedures and school policies that may be necessary if this remote option is needed.</p>

Public Content

[Beachwood Remote Learning.pdf \(171 KB\)](#)

Administrative Content

Executive Content

Motion & Voting

WHEREAS, the Beachwood Board of Education recognizes that 21st Century learning may necessitate the need for remote learning options to meet the individual needs of students; and

WHEREAS, the COVID-19 pandemic during the 2020-2021 school year has resulted in the need for remote online instruction due to Ohio's school facilities being closed and future restrictions on school operations as a result of state and local health department/government restrictions may result in a continued need for remote learning options;

WHEREAS, the Board of Education wants its administration, faculty, and staff to fully prepare for all possible school operational scenarios in advance to ensure the best learning opportunities for our students and that the application for approval by the Ohio Department of Education for the option of remote learning to count for educational hours is due by August 21, 2020 (House Bill 164);

NOW, THEREFORE, BE IT RESOLVED, the Beachwood City Schools Board of Education authorizes the Superintendent/Designee to submit the Remote Learning Plan to the Ohio Department of Education and create and implement the procedures and school policies that may be necessary if this remote option is needed.

Motion by Joshua Mintz, second by Megan Walsh.

Final Resolution: Motion Carries

Aye: Brian J Weiss, Maria Bennett, Joshua Mintz, Megan Walsh, Jillian DeLong