



Remote Learning Plan



District Name:	Beaver Creek City Schools
District Address:	3040 Kemp Rd. Beaver Creek Ohio 45431
District Contact:	Bobbie Fiori
District IRN:	047421

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 remoteflearning@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 remoteflearning@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 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



Remote Learning Plan



Beavercreek City Schools provided parents two educational options: “online” or “traditional in-school”. Students who chose the “online option” will be in remote learning for a minimum of 1 semester. Students who chose the “traditional in-school” option may also experience periods of remote learning due to the district being in a Level Red or Purple. Since both of these options include a remote learning aspect, they are addressed in each section of this plan.

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	<u>Determination of Student Educational Needs</u> <u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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:

Beavercreek City Schools provided parents two educational options: online or traditional in school. Both of these options include a remote learning aspect that will be addressed in each section of this plan.

A. Online Learning Option

- *Students who elect to participate in online learning will receive instruction through Edmentum Courseware (grades 6-12) and Lincoln Learning (grades K-5).*
- *Students will be assigned a Teacher Student Advocate (TSA) who will assist students with technical support.*
- *The content taught in remote learning is aligned to state standards and abides by the district curriculum. A remote learning plan will be customized to meet their individual needs.*
- *Students with an IEP will be supported with an assigned Intervention Specialist who will work with students to meet goals outlined in the IEP. Students with disabilities will receive specially designed instruction and related services during remote learning periods.*
- *Students on a WEP will continue to have access to gifted services and will be able to enroll in advanced coursework. Gifted students will also receive enrichment opportunities through the use of an online program, Renzulli Learning.*

B. Traditional In-School (Level 4 Remote Learning)

- *Remote learning means each student is experiencing a learning opportunity supported by their assigned teacher or educator who is in a different location. All students in Beavercreek City Schools*



Remote Learning Plan



have a technological device either an ipad or chrome book. This remote learning plan includes a continuum of learning delivery options including teacher-student interaction through an online learning platform, Google Meet, online videos, presentations, and lessons assigned to students through google classroom, and assignments virtually or paper-based to allow students to apply the knowledge learned.

C. Professional Development for both Online Learning and Traditional In School (Level 4 Remote Learning)

- Teachers have received professional development targeting Assessments to Plan Instruction and Curriculum Compacting. These trainings have guided teachers on how to use assessments to determine present levels of performance of students and differentiate instruction. The instructional needs of students will be continually evaluated using classwide, districtwide, and statewide (if applicable) assessments. This assessment data will guide teachers in preparing remote learning lessons should the remote learning plan be activated. During the closure period that the remote learning plan is implemented, teachers will be using charted observations during the sessions with Google Meet, an online learning platform.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Clear instructional plans have been created Clear instructional plans have been communicated with staff, parents, and other stakeholders
--	---

Address Documenting Instructional Needs Here:

A. Online Learning Option

- Teacher Student Advocates have been trained in the online programs including sequencing of standards and modules, assessments, mastery levels, progress monitoring, and customizing courses to meet student needs.

B. Traditional In-School (Level 4 Remote Learning)

- Teachers and staff have been trained on remote learning and have been given time to create remote learning plans using a guidance document and template. Parents will be provided with information about remote learning and how this learning will be delivered. Students and staff will utilize google classroom for assignments, videos, and presentations as well as google meets for live instruction.

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



Remote Learning Plan



	<p><u>Teacher Level Educational Considerations and Planning</u> <u>Non-Building Based Learning Opportunities</u></p>
<p>Determine Competency</p>	<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)
<p>Address Determining Competency Here:</p> <p>A. Online Learning Option</p> <ul style="list-style-type: none"> <i>The online platform includes: unit pretest and posttest, learning modules (a tutorial and mastery test), unit and course activities (project-like assignments), discussions (reply to a class discussion question or contribute to other students' ideas) and mastery checks.</i> <i>Students will receive a letter grade each quarter demonstrating their level of competency.</i> <p>B. Traditional In School (Level 4 Remote Learning)</p> <ul style="list-style-type: none"> <i>The district has worked collaboratively to develop grading procedures for staff if the district moves to Remote Learning. These grading requirements were provided to staff and include details on the amount of time allotted for each content area and the division of remote learning delivery methods (video/presentation instruction, teacher student interaction (google meet), and assignments in google classroom). Assignments will be graded for completion and/or assessing content knowledge. The district has also developed procedures for teachers and staff if a student is not completing work or demonstrating progress.</i> <i>Students will continue to receive grades recorded in progressbook.</i> 	
<p>Granting Credit</p>	<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)
<p>Address Granting Credit Here:</p> <p>A. Online Learning Option/Traditional In-School (Level 4 Remote Learning):</p> <ul style="list-style-type: none"> <i>The district has worked collaboratively to develop grading procedures for staff if the district moves to Remote Learning for students enrolled in "Traditional In-school" Learning. These grading procedures were shared with all staff during the professional development sessions prior to school starting and to parents prior to any period of remote learning. Students will be given letter grades during the remote learning period. Credit will be granted in the same manner as outlined in our board policy. Online Students will receive grades as credits as determined by Edmentum, Courseware (grades 6-12) and Lincoln Learning (grades K-5).</i> 	
<p>Promoting Students</p>	<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>



Remote Learning Plan



	<ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here:	
<p>A. Online Learning Option/Traditional In School (Level 4 Remote Learning)</p> <ul style="list-style-type: none"> The district will follow the board policy (po5410) for promotion and retention of students. 	
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	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <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"> Per ODE, regardless of the way attendance is tracked, districts and schools must convert to and report attendance in hour increments. Beaver Creek City Schools will convert the methods used below into hour increments. Attendance tracking may require multiple approaches to account for the differences between in-school activities, teacher-led remote learning and self-directed remote learning. <p>A. Online Learning Option</p> <ul style="list-style-type: none"> Student attendance will be measured to meet weekly hour requirements with one of the following: <ul style="list-style-type: none"> -Weekly Module(s) Completion (determined by TSA given the number of modules per course) -Participation Time (approximately 30 hours per week) <p>B. Traditional In School (Level 4 Remote Learning)</p> <ul style="list-style-type: none"> Student attendance will be documented through google classroom via submission of assignments and google meetings. 	



Remote Learning Plan



Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Address Student Participation Requirements Here:</p> <ul style="list-style-type: none"> <i>Student participation will be documented through google classroom via submission of assignments and google meetings.</i> 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR PROGRESS MONITORING

Resource Link(s):	<u>Exceptional and At-Risk Youth</u>
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>A. Online Learning Option/Level 4 Remote Learning</p> <ul style="list-style-type: none"> <i>Student progress will be monitored through assignment completion and mastery, as well as observations during teacher student interactive sessions. Either the TSA or the Classroom teacher will be responsible for contacting parents, students, and building administration (for additional intervention) in the event a student does not make reasonable effort in completing online assignments, tasks, and modules assigned.</i> 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE EQUITABLE ACCESS

Resource Link(s):	<u>Technology Needs</u> <u>Data Use: Gathering Stakeholder Input</u>
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p>



Remote Learning Plan



	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access
--	---

Address Equitable Access to Quality Instruction Here:

- *Beavercreek City Schools provides mobile devices to all students in the district. Surveys were distributed to parents/guardians in the spring of 2020 to determine individual needs for internet access. The district has provided parents with information regarding free internet and purchased portable wifi devices to provide to families as needed.*

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: <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
------------------------------	--

Address Professional Learning/Development Here:

- *Professional development prior to the start of the school year targeted blended learning and remote learning. These trainings included the use of google classroom and goggle meet as well as how to write these remote and blended learning plans and time to do so.*

Attach any Additional Documentation or Notes (if necessary):