



# Bellbrook-Sugarcreek Schools' Remote Learning Plan

District Name:	Bellbrook-Sugarcreek Schools
District Address:	3757 Upper Bellbrook Road Bellbrook, OH 45305
District Contact:	Dr. Douglas A. Cozad, Superintendent
District IRN:	047274

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 [remoteteaching@education.ohio.gov](mailto:remoteteaching@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 [remoteteaching@education.ohio.gov](mailto:remoteteaching@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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



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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	How will <b>instructional needs</b> be <b>determined</b> ?
<p>Instructional Needs:</p> <ul style="list-style-type: none"><li>● Instructional Sequencing<ul style="list-style-type: none"><li>○ To ensure a seamless student reentry to face to face learning second semester, curriculum maps will be reviewed in order to customize online curriculum to match face to face pacing as closely as possible. This also ensures that all students are provided with the same content mastery goals.</li></ul></li><li>● Aligned Instruction to Learning Standards<ul style="list-style-type: none"><li>○ Online curriculum is developed for alignment to Ohio's Learning Standards.</li></ul></li><li>● Gap Analysis for ELA, Math, Science, and Social Studies<ul style="list-style-type: none"><li>○ ODE Gap Analysis Tools were reviewed, completed and shared with colleagues during the spring 2020 closure by teachers.</li></ul></li><li>● Created a plan for IEP and students with disabilities<ul style="list-style-type: none"><li>○ Special Education teams are reviewing service plans and making any needed adjustments for remote learning.</li></ul></li><li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)<ul style="list-style-type: none"><li>○ Plans will be created after fall screening/identification testing and remote learning will be addressed where applicable.</li></ul></li><li>● English Language Learners<ul style="list-style-type: none"><li>○ Qualified teacher(s) serving students online during prescribed times.</li><li>○ Curriculum adjustments have been made to ensure increased access to home languages.</li></ul></li></ul>	
<b>Documenting Instructional Needs</b>	How will <b>instructional needs</b> be <b>documented</b> ?
<p>Address Documenting Instructional Needs Here:</p> <ul style="list-style-type: none"><li>● Clear instructional plans<ul style="list-style-type: none"><li>○ Teachers are collaboratively reviewing/revising curriculum maps to ensure consistency.</li><li>○ Third-party vendors provide syllabi, scope and sequence, etc. where applicable.</li></ul></li><li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders<ul style="list-style-type: none"><li>○ Parents are provided curriculum access to monitor content pacing and student progress.</li></ul></li></ul>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	



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<b>SECTION TWO</b>		<b>DETERMINE COMPETENCY, GRANTING CREDIT, &amp; PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</b>	
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>		
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning?		
Determining Competency:: <ul style="list-style-type: none"><li>Plan for determining competency (grading and assessments)<ul style="list-style-type: none"><li>Mastery of content will be monitored through use of system reporting, teacher interaction/formative assessment, etc.</li></ul></li></ul>			
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning?		
Granting Credit: <ul style="list-style-type: none"><li>Plan for granting credit (grading and assessments)<ul style="list-style-type: none"><li>Grades will be transcribed for credit without indication of remote learning vs. face to face.</li><li>Teachers will monitor grades using weighted category approach, consistent with BSS grading protocols (formative/summative).</li></ul></li></ul>			
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?		
Promoting Students to a Higher Grade Level Here: <ul style="list-style-type: none"><li>Plan for promoting students to higher grade level (grading and assessments)<ul style="list-style-type: none"><li>Progress will be monitored closely to ensure students are presented with appropriate levels of challenge and new learning.</li><li>Acceleration protocols will be adhered to according to BSS Board Policy 5410.</li></ul></li></ul>			
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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning?
<b>Attendance Requirements:</b> <ul style="list-style-type: none"><li>• Communication and attendance plan for staff and students<ul style="list-style-type: none"><li>○ Attendance will be monitored through active engagement online, meeting live lesson/check-in/office hours requirements, prompt completion of assignments, logins to learning management systems, and interaction with teaching staff.</li><li>○ Self-directed/asynchronous learning activities shall count toward attendance requirements.</li></ul></li></ul>	
<b>Participation Requirements</b>	How will your school district document <b>student participation</b> in remote learning opportunities?
<b>Student Participation Requirements:</b> <ul style="list-style-type: none"><li>• Student participation in remote learning will be documented. Intervention will include: principal, counselor, parent, student contact to address participation concerns.</li><li>• The plan will be communicated with families and other stakeholders through principal, superintendent emails as well as on the district website.</li></ul>	
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SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	How will your school district <b>progress monitor</b> student progress with remote learning?
<p>Monitoring Student Progress:</p> <ul style="list-style-type: none"><li>● Developed a Plan to monitor student progress with remote learning<ul style="list-style-type: none"><li>○ Plan addresses vulnerable youth, equitable digital access, accommodation review for remote learning.</li><li>○ Increased use of formative assessment in the remote setting.</li><li>○ Quarterly student data review teams will continue as in prior years, developing intervention and/or enrichment opportunities.</li><li>○ Special attention has been provided to identify families with limited access to the internet and to provide support (hot spot access, etc.)</li></ul></li></ul>	
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SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Parent/Student surveys have been reviewed</li><li>• Technology Plan has been created to ensure equitable access</li></ul>
<b>Equitable Access to Quality Instruction:</b> <ul style="list-style-type: none"><li>• Parent/Student surveys have been reviewed from May 2020 regarding remote learning spring 2020 in order to improve future experiences.</li><li>• Internet access limitations have been identified and plans have been made to address inequities.</li></ul>	
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SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	What <b>professional development</b> 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"><li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>
<b>Professional Learning/Development:</b> <ul style="list-style-type: none"><li>• Professional Learning Focus<ul style="list-style-type: none"><li>○ Enhancing remote learning experiences integrating engaging technology tools</li><li>○ Articulating curriculum to ensure consistent and even instructional experiences</li><li>○ COVID safety protocols</li></ul></li></ul>	
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