

Remote Learning Plan



District Name:	Bellefontaine City Schools
District Address:	820 Ludlow Rd.
District Contact:	Brad Hall, Superintendent
District IRN:	043588

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 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 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
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
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)
<p>Address Determining Instructional Needs Here:All students enrolled in English and Math will be assessed using NWEA Map Growth Assessment. This will identify student instructional needs and provide information to do an gap analysis, document growth and allow teachers to use state standards through a progression of skills until mastery. In addition, formative practices will remain a strategy for identifying instructional needs and planning. IEP students as well as gifted identified will use the same structure as well as in the testing listed in the IEP or WEP. Teachers will be assigned to specific students to meet the needs and meet the requirements of the IEP or WEPs. Tutoring beyond the school day will also be available in small groups, during office hours or remotely.</p>	
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
<p>Address Documenting Instructional Needs Here: Using the Ohio Blended Collaborative as a model, , the outline of courses or syllabus will be used to provide clear instructional plans. Such plans can be shared via email, social media, our LMS, and website. In addition, paper copies can be mailed upon request.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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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: <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here: In remote learning, the same protocols will be used that are in place for in person instruction. Students' scores on common assessments, diagnostics, formatives and standard based grading will determine competency, credits and promoting students to a higher grade.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here: Credit will be granted according to board policy and when courses are completed to mastery.</p>	
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: <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here: Students scores on common assessments, diagnostics, formatives and standard based grading will determine competency, credits and promote students to a higher grade.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

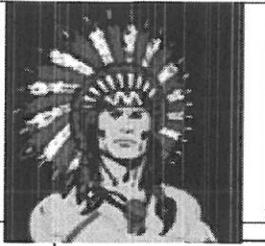


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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies 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
<p>Address Attendance Requirements Here::Remote learning attendance will be taken in multiple modes. Student log in, interaction with teacher/staff, and assignment completion will be compiled and documented in Progressbook and converted to hours and minutes to comply with state requirements.</p>	
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: We will provide students with some practices and protocols to be effective online learners. Such protocols include reviewing learning outcomes, present clear organized learning materials, presence of the instructor, building a online community, scaffolding or chunking, have students respond to what they have learned, provide feedback, insert team building and time for team fun.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
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



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Address Monitoring Student Progress Here: Progress monitoring will be implemented using multiple strategies to include but not be limited to diagnostic assessments, formative practices, common summative assessments, grades, and anecdotal records. Teachers will use collaborative time to lesson plan and respond to data. Families and students will use the online LMS and Progressbook to access this data.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access
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Address Equitable Access to Quality Instruction Here: Staff and family surveys were used to determine family/students needs. Survey outcomes were used to determine school options for the fall and develop strategies equal access is available and meets students needs. ESSER funds will help provide devices and hot spots to access the internet. Staff reassignments will be necessary and additional hires may be expected to meet the diverse needs of our student population.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
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Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional
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development to help teachers enhance remote learning.

Address Professional Learning/Development Here: A Educational Consultant has been contracted with the district to provide staff with ongoing (year long), job embedded training around the intricacies of online teaching. This will require a new mindset, as well as understanding how to build a learning community through technology. In addition, administrators and teachers have been trained on our new LMS which is expected to be used regardless of our return to school plan.

Attach any Additional Documentation or Notes (if necessary):