

# **Berne Union Local Schools Remote Learning Plan 2020-2021**



**Berne Union Local Schools  
506 N. Main Street  
Sugar Grove, OH  
Jon Parker, Superintendent  
District IRN: 046854**

## **Instructional Needs**

Student instruction, whether remote or in person, shall be provided in accordance with teacher lesson plans and curriculum standards. Each classroom teacher shall develop written lesson plans for each course taught by that teacher that can be conveyed in person or remotely, as needed. Teachers shall make every effort to ensure that students are provided with comparable learning opportunities, whether instruction occurs remotely or in person.

Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and intervention specialists on design of lesson planning for special needs students.

To inform lesson plans, teachers shall regularly assess individual student instructional needs, documenting the assessment in writing, and shall differentiate instruction as needed to take account of varying student instructional needs, including for special needs and gifted students. Regular assessment will include an initial formative/diagnostic assessment establishing a student's readiness to perform grade level or course learning standards. After the formative/diagnostic assessments occur, a plan including progress monitoring shall be developed in accordance with district expectations to address any gaps in knowledge and skills which may prevent the student from being successful.

Teachers shall designate the order in which the lessons are to be provided to students in teacher's class and will update or replace such lessons as necessary throughout the school year based on the assessed instructional progress of students.

## **Methods for determining competency, granting credit and promoting students to higher grade levels**

Teachers shall be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person. The administration, with input from teachers, shall determine granting of credit and student progression to the next grade level.

If the student does not complete the lesson within the required time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided.

The administration, with input from teachers, shall develop additional guidelines as needed for student grading and assessment in a remote learning environment (e.g., adjusting the time frame for submission of an assignment or accounting for the requirements of a student's IEP).

The requirements for promotion of students to a higher-grade level shall not be altered due to a remote learning environment for some or all of the year.

## **Tracking attendance and participation**

Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g., requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by e-mail, text or phone).

Teachers will also be responsible for assigning and documenting student completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.

## **Progress Monitoring**

Teachers will be responsible for assessing, documenting and communicating student progress, whether students are physically in class or learning remotely. Progress towards learning will be

communicated through feedback/grades on assignments, conferences, midterm reports, and report cards.

## **Equitable Access to Quality Instruction**

When remote learning is being provided online, the District will facilitate access by students who do not have computers and/or Internet at home. Provision of access may include some or all of the following: teacher preparation and distribution of paper copies of lessons, distribution of Chromebooks, distribution of personal hot spots, and provision of downloadable instruction. Building principals shall encourage teachers to use their best efforts to develop lesson plans that can also be conveyed remotely.

Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and intervention specialists to facilitate access to remote learning opportunities by special needs students.

Communication between the school and families is critical to providing access and opportunity to our students. Teachers will reach out to families to determine the most feasible mode of communication.

## **Professional Development**

The District will offer professional development to assist teachers to develop effective lesson plans and teaching strategies for a remote learning environment, including, but not limited to, the following: *Schoology, Zoom for Schoology, Google Voice, Go Guardian, K-2 Seesaw, IReady math, PDF conversion training, etc.*

Written materials with lists of available resources will also be provided to teachers. Additional professional development for remote learning may be offered during the course of the school year.