



Black River Local Schools Remote Learning Plan

District Name:	Black River Local School District
District Address:	257-A Co. Rd. 40 Sullivan, OH 44880
District Contact:	Chris A. Clark
District IRN:	048462

Overview:

The students of the Black River Local School District take great pride in their academic, athletic, and artistic achievements. The district promotes and supports high expectations and standards for all students. Black River offers students a well-rounded educational program through meaningful learning, innovative opportunities, and inclusive school cultures. In spite of the COVID-19 pandemic, the Black River Local School District remains dedicated to providing students with the same level of educational excellence even if school closures are deemed necessary. This will be accomplished by establishing and maintaining a consistent and comprehensive remote learning plan.

The goal of the Black River Local School District Remote Learning Plan is to maintain continuity of learning. Remote learning engages students through a variety of learning opportunities, which may be delivered through digital or analog modes. While technology is a supportive tool for remote learning, remote learning can also occur through carefully planned offline lessons that may encourage exploration outside of the school setting.

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."*

NOTE: 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.

The Black River Local School District may use the following instructional strategies for remote learning:

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students (Analog Mode)

The Black River Local Schools Remote Learning Plan outlines the implementation details of the key components essential for a remote learning plan to be effective: determining instructional needs, determining competency, student promotion, attendance, participation, monitoring progress, equitable access, and professional learning of educators.

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> ✓ Instructional Sequencing ✓ Instruction aligned to Ohio’s 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><u>Determining Instructional Needs:</u></p> <p>Black River teachers and administrators will analyze data to determine the instructional needs of students. This data may include but will not be limited to the following: past state testing and Value-Added results, vendor assessments, common and classroom assessments. Data collected during the Spring 2020 COVID-19 shut down will also be analyzed to determine curricular and instructional impact. Curriculum mapping by teachers or teacher teams will continue, with a focus on any content/learning gaps from the previous year. In addition, dialogue regarding assessment data will occur during Teacher Team meetings. Considerations for students with IEPs and WEPs will be reviewed as the data is analyzed.</p> <p>The continuing district partnerships with OhioGuidestone and the ESC of Medina County will allow us to maintain supports to meet the needs of our Exceptional and At-Risk Youth. OhioGuidestone provides prevention and school-based counseling services to our students. These prevention and school-based counseling services may also be provided remotely.</p>	
Documenting Instructional Needs	<p><u>How will instructional needs be documented?</u></p> <ul style="list-style-type: none"> ✓ Creation of clear instructional plans ✓ Communication of the clear instructional plans to staff, parents, and other stakeholders
<p><u>Documenting Instructional Needs:</u></p> <p>Teachers will work collaboratively on pacing guides, taking into consideration any standards that may have gaps due to the Spring 2020 COVID shut down. Instructional plans will be tailored as needed, depending on the learning platform/format that is utilized. Resources and assessments will be reviewed to ensure that the best mode of content instruction is being implemented. Instructional plans will be communicated with parents and stakeholders, along with student progress, through multiple formats and communication techniques.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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

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	Non-Building Based Learning Opportunities
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <ul style="list-style-type: none"> ✓ Developed and communicated a plan for determining competency (grading and assessments)
<p><u>Determining Competency:</u></p> <p>Formative and summative assessments will be administered using a variety of resources. Success measures will be explicitly explained to staff and caregivers. Data will be reviewed during teacher-based team meetings. Teachers will determine which students are above mastery level, at mastery level, and below mastery level. Interventions and extensions based on the data will be provided.</p>	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <ul style="list-style-type: none"> ✓ Developed and communicated a plan for granting credit (grading and assessments)
<p><u>Granting Credit Here:</u></p> <p>Teachers will explicitly communicate content, grade level standards, and success measures. Teachers will provide feedback to students, parents, and stakeholders. The feedback will focus on student progress and completion of courses through remote learning. This will be done through various resources which may include but are not limited to the following: rubrics, feedback on formative assessments, online gradebook, and summative assessment results.</p>	
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <ul style="list-style-type: none"> ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p><u>Promoting Students to a Higher Grade Level:</u></p> <p>Staff will develop the expectations and requirements for successful course completion and promotion to a higher grade level. This information will likely include the following: course expectations, grading scale, level of standards' mastery, course progress, and successful completion of the course. Staff will communicate this information to students and parents through multiple communication formats, which may include the student handbook and class expectation documents. The district's online gradebook program (Progress Book) will be the primary tool for communicating course grades as well as final determination for retention or promotion.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <ul style="list-style-type: none"> ✓ Created a communication and attendance plan for staff and students
<p><u>Attendance Requirements:</u></p> <p>Student attendance may be documented through a variety of methods. These methods may include the following: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations. Specifics for remote learning attendance will</p>	

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be communicated to students, staff, and caregivers. Strategies to intervene with students not engaging in the remote learning platform may include the following: email(s) to student and or caregiver, Remind messages, letters through USPS, video or phone conferences, or home visits.

Participation Requirements	How will your school district document student participation in remote learning opportunities? <ul style="list-style-type: none"> ✓ Created a plan for documenting student participation in remote learning ✓ Communicated the plan with families and other stakeholders
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Student Participation Requirements:

The following criteria may be used to measure student participation: engagement at online meetings or classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers, accessing the resources provided through the remote learning platform.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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Progress Monitoring	How will your school district progress monitor student progress with remote learning? <ul style="list-style-type: none"> ✓ Developed a Plan to monitor student progress with remote learning
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Monitoring Student Progress:

Teachers and administrators will analyze data from a variety of assessment sources. These sources may be formative and or summative in nature. These sources may also include, but are not limited to vendor assessments, rubrics, portfolios, checklists, and observational data. This data will be specifically analyzed for those students on IEPs and WEPs to determine their standards' mastery level. Regular communication with students and families will be implemented throughout the remote learning platform. Specific resources to help with intervention or extension of standards will be communicated to families and students and implemented within the remote learning platforms. Student progress will be communicated to all stakeholders through various formats.

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	What is your school district's plan to ensure equitable access to quality instruction through remote learning? <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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Equitable Access to Quality Instruction:

Data from district surveys for families and staff regarding technology access, feedback related to the 2020 Pandemic Learning Plan, and responses to the 2020-21 Reopening Survey will be analyzed and used to implement equitable

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services. The district will continue to provide K-1 students with iPads and grades 2-12 students with Chromebooks. If families are unable or prefer to not access internet, grade level and content-standards-aligned resources, work, and assessments may be sent home in packets for student completion. Staff will have regular communication with families to discuss student progress as well as to ensure ease of access to learning resources and supports.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING 4
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> ✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p><u>Professional Learning/Development:</u></p> <p>Professional development opportunities that support instruction and assessment as well as student engagement and social/emotional learning will be available for district personnel in order to ensure success during remote learning.</p> <p>Student engagement and social/emotional learning topics may include but are not limited to RTI/MTSS, Toxic Stress and Trauma Informed Practices, DESSA screenings, and recognizing abuse and neglect when teaching and learning occurs through a digital mode.</p> <p>Student engagement, instruction, and assessment professional development learning topics may include but are not limited to Google Suite, Google Classroom, Google Meet, Screencastify, Flipgrid, Edpuzzle, PearDeck, Zoom, Padlet, Achieve the Core, CommonLit, and digital textbook resources.</p> <p>Administration will implement regular “check-ins,” review teachers’ professional growth plans and review lesson plans to determine effective implementation of the PD topics. Feedback from teachers and administration may inform additional professional development supports needed throughout the year.</p>	
Attach any Additional Documentation or Notes (if necessary):	