Bloom-Vernon Local Schools

Remote Learning Plan

<p style="text-align:center; color:red">**BLOOM-VERNON LOCAL
REMOTE LEARNING PLAN
2020-2021**</p>

How will instruction take place?
- ➢ Teacher-student interaction through on-line learning platforms
- ➢ Online lessons for student to work on at home
- ➢ Offline lessons and instructional packets for students

Section One

Determining Instructional Needs: How will instructional needs be determined?
- ➢ 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:

Instructional curriculum will continue to be aligned with the state learning standards. Individual student instructional needs will be based upon formative assessments and observations. Specific instructional needs for exceptional learners will be met through practices based off of student performance, IEP's, and WEP's. The curriculum delivered will be the same content just through a different presentation of the material for all students.

Documenting Instructional Needs: How will instructional needs be documented?
- ➢ Clear instructional plans have been created
- ➢ Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs:

Expectations for student learning will be communicated with students and parents using a variety of social network platforms: district website/app, email, Google classroom, Remind, and Class Dojo. Classes will also meet virtually through Google Meets where other expectations will be shared with students and parents. Adjustments have been made to student schedules and rooms to meet the health requirements and at the same time meet the educational needs of students. Exceptional learners will be assigned to rooms with properly credentialed teachers to meet the needs of those students.

Section Two

Determine Competency: What method(s) will be used to determine competency for remote learning?

> ➢ Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

Students will receive grades every nine-weeks and use the same scale as they would if attending in-person.

Granting Credit: What method(s) will be used for granting credit for remote learning?

> ➢ Developed and communicated a plan for determining competency (grading and assessments)

Address Granting Credit Here:

Students will be placed in the same classes that they would if they were to attend in-person. This will ensure the classes they are taking are for the necessary credits toward graduation. The grading scales are the same as well.

Promoting Students: What method(s) will be used for promoting students to a higher grade level with remote learning?

> ➢ Developed and communicated a plan for determining competency (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

Students must complete all requirements for earning the necessary credits in high school to be promoted to the next grade level. Students at other grade levels will need to earn passing grades for the year in their core subject areas.

Section Three

Attendance Requirements: What are your school district's attendance requirements for remote learning?

> ➢ Created a communication and attendance plan for staff and students.

Address Attendance Requirements:

Students enrolled in full time on-line learning or when attending at 50% student capacity will be expected to complete the daily on-line assignments and attend live discussions when they are held. Students will be counted as absent using the following scale:

    1 missing assignment = 1.5 hours, 2 missing assignments = 3 hours
    3 missing assignments = 4.5 hours, 4 missing assignments = 6 hours
    5 missing assignments = 7.5 hours, etc…

This requirement will be communicated to students and parents via school website/app, email, Google classroom, Class Dojo, or Remind.

Participation Requirements: How will your school district document student participation in remote learning opportunities?

> ➢ Created a plan for documenting student participation in remote learning
> ➢ Communicated the plan with families and other stakeholders

Address Student Participation Requirements:

Students enrolled in full time on-line learning or when attending at 50% student capacity will be expected to complete the daily on-line assignments and attend live discussions when they are held. Students will be counted as absent using the following scale:

> 1 missing assignment = 1.5 hours, 2 missing assignments = 3 hours
>
> 3 missing assignments = 4.5 hours, 4 missing assignments = 6 hours
>
> 5 missing assignments = 7.5 hours, etc...

Student attendance will be taken and calculated 5 days per week, as Friday students will be asked to complete their online assignments. This requirement will be communicated to students and parents via school website/app, email, Google classroom, Class Dojo, or Remind.

Section Four

Progress Monitoring: How will your school district progress monitor student progress with remote learning?

> ➢ Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Bloom-Vernon Local teachers will be the instructors for all students enrolled in on-line learning. These students' progress will be monitored and communicated in the same manner as students attending in-person. Students will be enrolled in Google classrooms with all of their teachers. Teachers will also be available through email, Remind, Class Dojo, and telephone if parents have questions or concerns with their child's progress.

Section Five

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

> ➢ Parent/Student surveys have been reviewed
> ➢ Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Parent surveys have been reviewed to determine the number of students we will have enrolling on-line to begin the school year. Bloom-Vernon Local has chosen to go 1:1 with technology for the 2020-2021 school year. Students will be assigned a chromebook the first week of school should they choose to use one from the district. The district has also updated the WiFi access in outdoor areas of the district to help with those students who have limited access.

Section Six

Professional Learning: What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?

> ➢ Created and communicated a Professional Learning Plan that includes professional developments to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Teachers have been participating in professional development opportunities throughout the summer. The district will also dedicate the first two staff work days at the start of school to focus on additional technology professional development. The focus for most of the training has been around the Google Classroom applications and Screencastify.