

**BOWLING GREEN CITY SCHOOLS**  
**Remote Learning Plan**  
**2020-2021**

DISTRICT NAME: Bowling Green City Schools  
DISTRICT ADDRESS: 137 Clough Street  
Bowling Green, Ohio 43402  
DISTRICT CONTACT: Francis Scruci, Superintendent  
District IRN: 043638

*Below are the necessary components of a Remote Learning Plan in accordance with House Bill 164 Section 16.*

**1. A description of how student instructional needs will be determined and documented.**

Students will be assessed at the beginning of the year to determine academic strengths and areas of improvement. Teachers will conduct assessments through individual in person sessions or remotely. Assessment results will be documented the same as past practice. We use the Google platform to record assessment data.

**2. The method to be used for determining competency, granting credit and promoting students to higher grade levels.**

**Grades will be used to determine competency, credit and promotion. Students are required to attend classes remotely and complete all assignments in accordance with deadlines and meet all requirements or the course work.**

When using assignment completion to track attendance, teachers will determine the number of hours they expect an assignment to take for a typical student and use that to gauge each student's attendance. A teacher may adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge. If a teacher knows that a regular education student or special education student took "significantly" longer than the "typical" amount of time to complete an assignment, the teacher will discuss this with the building administration to adjust attendance accordingly.

**Bobcat Online Academy (NOVA)**-Students attendance will be tracked by assignment (module) completion. The default established by Northwest Ohio Virtual Academy is ONE (1) module per subject per day is expected to be completed in order to be "present". Attendance for NOVA students will be reconciled weekly (on Monday). Exceptions may be made for students who require special accommodations as outlined in an IEP or 504 plan.

**3. The school's attendance requirements, including how the school will document participation in learning opportunities.**

Since 2017 Ohio School districts are required to track attendance hourly, with truancy and excessive absences defined as follows:

**Habitually truant** is defined as “any child of compulsory school age who is absent without legitimate excuse from the public school the child is supposed to attend **for (30) thirty or more consecutive hours, (42) forty-two or more hours in one school month, or (72) seventy-two or more hours in one school year.**”

**Excessive absences-** specifies that a student is excessively absent “with a nonmedical excuse or without legitimate excuse from the public school the child is supposed to attend **for (38) thirty-eight or more hours in one school month, or (65) sixty-five or more hours in a school year.**”

**Chronic absenteeism**, as defined by the Every Student Succeeds Act (ESSA) is assigned to students who are absent from instruction for 10 percent or more of the school year for any reason. It includes excused and unexcused absences.

Parents should keep in mind that truancy is different from chronic absenteeism. Truancy only counts absences without a legitimate excuse. Also, when a student is habitually truant, the district is required to follow several administrative procedures and legal solutions to ensure the student attends school regularly. **It is imperative for parents to communicate absences with the building administrator in order to avoid falling into this situation.**

Parents should be aware that the district will continue to notify you in writing when students reach any of the aforementioned thresholds.

***It is imperative that parents reach out and communicate attendance issues with school administration. The district understands that this new learning environment may pose many challenges for families, and attendance may be one of them. We will work with families to design a remote learning plan if individual circumstances do not allow students access. Please find (at the end of this document) contact information for building and district administration. The most successful plans are those developed before school begins.***

### **Student absence due to COVID-19**

For the 2020-2021 school year- a medically excused absence occurs any time a student is out of school due to illness or medical visit (physician, dentist, mental health, etc.). Medical excuses will be accepted in the form of doctor’s note within five school days of the absence or parent call-in on the day of the absence due to illness or doctor’s visit. A student may have up to 10 medically excused absences without a doctor’s note, but with a parent call-in. **Medical excused absences will be accepted through this process for students participating both in-person and remotely. This policy will be extended beyond 10 days if the student or someone in the student’s family is in quarantine due to COVID-19 or experiencing symptoms of COVID-19.**

**The district will work with families to make sure otherwise healthy students who may be under quarantine or isolation continue to participate in educational activity to the fullest extent possible. We will ensure, as much as practicable, that policies do not penalize students who contract COVID-19.**

The district will be sensitive to families who can only complete a majority of their remote work during the evening or over the weekend. It is imperative to communicate with your student's teachers and building Principal in order to avoid accumulation of unexcused absences.

**No evidence of exposure, engagement or participation:** If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student will be marked with an absence for the hours for that remote learning activity.

### [Click to Brick Attendance](#)

**Student attendance in teacher-led remote learning (synchronous web-based instruction)** shall be tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data. Absences will be reported to the school office. The following will be now be considered an excused absence:

1. Temporary or unexpected internet outage for individual students or households;
2. Malfunction of a District-owned device for which the District is providing technical assistance, repair, or replacement.

**Asynchronous (self-directed) remote learning** considers evidence of participation (or lack thereof) with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:

Daily logins to learning management systems.

Daily interactions with the teacher to acknowledge attendance.

Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.

#### **4. A statement describing how student progress will be monitored.**

Student progress will be monitored on a regular basis through assignments and ongoing assessments. Teachers will provide feedback and monitor student learning regularly. Teachers will provide small group and individual instruction to students that need lesson or concept review throughout the year.

**5. A description as to how equitable access to quality instruction will be ensured.**

For the first time in the Bowling Green City Schools, each student will be given a Chromebook as we become a 1:1 school district. This device is especially important this year as we begin the year entirely remotely. We are applying for funding to offset the costs of providing hot spots for those students who do not have access to internet connectivity.

**6. A description of the professional development activities that will be offered to teachers.**

A team of teachers in our district met and planned a week of professional development for all district staff. Sessions include Covid Safety, Technology and teaching in a remote learning environment. Ongoing professional development will be provide during Teacher Based Team meeting times each month.

**Bowling Green City Schools Professional Development Schedule**

	August 24	August 25	August 26	August 27	August 28
	Mapping Monday	Tech Tuesday	We Will Wednesday	Thinking Thursday	Friday
8:00-9:00	Welcome Back Message- Mr. Scrucci  <b>Session 1:</b> Welcome Back: Learning, Distance or Otherwise	Google Classroom and Forms  Grading and Feedback	<b>Session 4:</b> Teacher-Student Relationships from a Distance  <b>Session 5:</b> Teacher Credibility at a Distance	<b>Session 7:</b> Taking Care of Yourself  <b>Session 8:</b> The First Days of School	<b>Google Level 1 Certification</b>  Teachers that <u>have not</u> completed Google 1 certification will check in at the PAC lobby at 8:00
9:00-10:00	Covid Safety		<b>Session 9:</b> Engaging Tasks		
10:00-10:15	Break	Break	Break	Break	
10:15-11:15	<u>Curriculum Audit</u> Teachers work with their team/TBT on curriculum auditing. Documents are prepared for this for all grades and subject areas. 1st Quarter Mapping	Clever  Smart Learning Suite  Tech Video Tools	<b>Session 6:</b> Feedback, Assessment, and Grading	<b>Session 10:</b> Updates and Q & A <i>Please use this form to enter questions you have throughout the week. The form will not be open until Mon.Aug24th.</i>	
11:15-12:15	Lunch	Lunch	Lunch	Lunch	

12:15-1:15	<b>Session 2:</b> Planning Instructional Units for Distance Learning  <b>Session 3:</b> Teacher Clarity at a Distance	Tech Team Meet-Up with Grade level/subject Teams  Power Teacher Pro overview	Building Staff Meetings	Title IX with Melissa Bondy
1:15-2:15	Grade level/subject area teams will complete audits and map Quarter 1. (K-5: Grade/Subject Level Google Meet -invite will be sent)	TBT Tech Planning and Integration		Grade Level/Subject Teams Work Together to Move Forward
2:15-3:15				PBIS Building Mtg.

**7. Fixed schedules:**

**Middle School/High School Online Learning Schedule**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:55	Students are expected to use this day to complete assignments. Teachers will be available to assist during their office hour.  Buildings will undergo deep cleaning.	Period 1 Live Class	Period 2 Live Class	Period 1 Live Class	Period 2 Live Class
9:00- 9:55		Period 3 Live Class	Period 4 Live Class	Period 3 Live Class	Period 4 Live Class
10:00- 10:55		Period 5 Live Class	Period 6 Live Class	Period 5 Live Class	Period 6 Live Class
11:00-11:55		Period 7 Live Class	Intervention*	Period 7 Live Class	Intervention*
12:00 - 1:00		Lunch			
1:00-2:20		Lunch, Flex time with students, Office Hours, *Intervention/Enrichment, Small Group, IEP/504 Meetings, etc.			

### K-2 Online Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	Class Meetings	Live Session 1	Live Session 1	Live Session 1	Live Session 1
10:00-11:00	Students are expected to use this day to complete assignments. Teachers will be available to assist during their office hour.  Buildings will undergo deep cleaning.	Session 2	Session 2	Session 2	Session 2
11:00-12:00		Session 3 Small group/ Intervention	Session 3 Small group/ Intervention	Session 3 Small group/ Intervention	Session 3 Small group/ Intervention
12:00-1:00		Lunch	Lunch	Lunch	Lunch
1:00-2:00		Encore Class Meetings	K- PE 1- Music 2- Art	K- Music 1- Art 2- PE	K- Art 1- PE 2- Music
2:00-3:25		Small group and individual instruction			

### 3rd-5th grade Online Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	Class Meetings	Live Session 1	Live Session 1	Live Session 1	Live Session 1
10:00-11:00	Buildings will undergo deep cleaning on this day.  Students are expected to use this day to complete assignments.	Live Session 2	Live Session 2	Live Session 2	Live Session 2
11:00-12:00		Live Session 3	Live Session 3	Live Session 3	Live Session 3
12:00-1:00		Lunch	Lunch	Lunch	Lunch
1:00-2:00		Live Session 4	Live Session 4	Live Session 4	Live Session 4
2:00-2:30		3rdArt 4th PE 5th Music	3rd PE 4th Music 5th Art	3rd Music 4th Art 5th PE	Small group and individual instruction
2:30-3:25		Small group and individual instruction			

### 8. Online learning materials:

The district has invested heavily in online learning tools including purchasing Chromebooks for all students and HotSpot access for families without internet.

<b>Flocabulary</b>	<b>Google Classroom, Meet</b>
<b>ReadWorks</b>	<b>Clever</b>
<b>Foundations</b>	<b>Screencastify</b>
<b>RAZ Pluz</b>	<b>Learning Hub - Being a Reader/Writer</b>
<b>Prodigy Math</b>	<b>Ohio Studies Weekly</b>
<b>Think Central</b>	<b>CommonLit</b>
<b>Brain Pop Jr.</b>	<b>NewsELA</b>
<b>Brain Pop</b>	<b>Holt McDougal Online</b>
<b>Scholastic News Online</b>	<b>ConnectED + Embedded ALEKS</b>
<b>Ohio as America</b>	<b>ALEKS (non imbedded)</b>
<b>Gizmos - <u>tech specs</u></b>	<b>Turnitin</b>
	<b>Membean</b>

### 9. Clear expectations:

Families, teachers and staff have been provided documents detailing expectations for teaching and learning. Staff will participate in a week of professional development preparing them for technology tools usage and teaching in a remote learning environment. Documents are available upon request.

### 10. School and Community Communication Plan:

A BGCS Back to School Guide was created for all families to provide information on expectations for online and hybrid learning plans. The document is available upon request.