Remote Learning Plan

District Name:	Buckeye Central Local Schools
District Address:	938 North Kibler St. New Washington, Ohio 44854
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District IRN:	046508

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 <mark>August 21, 2020</mark> 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.

Consider how instruction will take place? (check all that apply)
    X Teacher-student interaction through online learning platforms
    X Online lessons for student to work on at home
    X Offline lessons and instructional packets for students

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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 Here:
Subject specific content; Online learning skills; Time management; At Risk students; Professional development will be provided to allow staff to grow further in remote learning capabilities; Professional development will be provided to allow staff to complete a curriculum gap analysis and communicate with necessary staff members (for example, ELA II teacher will communicate with ELA I teacher to better determine the needs of incoming ELA II students);

The instructional content utilized in the remote learning plan is aligned to all state learning standards and has been vetted by district teams and the curriculum director to ensure that any gaps (previously mentioned) are addressed. Teachers will determine and assign lessons sequentially while engaging with and supporting students through classroom discussions, online lessons, the completion of assignments, and other measures of differentiation.

Our plan takes into consideration the needs of all student groups, including students with disabilities and individualized education program (IEP) services as well as our gifted population (WEPs).

This plan will be communicated to stakeholders through district created materials and distributed through the district's communication platform.

	How will **instructional needs** be **documented**?
Documenting Instructional Needs	Possible/Optional item(s) to consider: ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:
An instructional plan has been created by a committee and shared with the staff. Students and parents will also have access to the plan; Online learning platforms will be identified and practiced by

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all staff/students; Usage of Zoom has been chosen as the primary method of content delivery; 5 G's of Remote Learning will be encouraged; Staff will consider the developmental appropriateness and age of the student, especially in the expectation to interact with technology. Younger children will need the help and support, and in some cases, the supervision or participation, of an adult; Teachers will consider how to address each student's individualized education program (IEP) and how to implement the student's specially designed instruction.

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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: • Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:
The district created a committee to create a "Reopening" plan, the plan addresses a grading policy in the event of remote learning. The "Reopening" plan has been board approved and shared with all staff members and families. The plan, in part, will determine learner competency through the utilization of assignments and assessments delivered either through blended and fully online learning (depending on the Color level). As students complete assignments and participate in daily lessons, data will show basic competency from which additional instruction/remediation can be differentiated to meet learner needs. Assignments will be graded the same as if students were in the classroom daily.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: • Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:
The district created a committee to create a "Reopening" plan, the plan addresses a grading policy in the event of intermittent remote learning. The "Reopening" plan has been board approved and shared with all staff members and families. Teachers will award credit based upon the submission, grading and quality of student work. Students will receive a grade at regular intervals (9 weeks). A final grade will be determined at the end of each semester based upon the Board approved grading policy.

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:

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	● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Promotion, for grades 3-12, will be based on students earning a passing percentage, for each semester, of 60% or higher. K-2 will be determined on successful achievement of the majority of standards as shown on the grade card.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

High School

Students will be expected to attend every day as determined by the teacher(s) of record in each class. A remote learning schedule has been created and shared, via the Reopening plan, with all staff members and families. Teachers will take attendance daily. All students who are not in attendance will be reported to the building secretary as absent. The secretary will call all parents of missing students. Missing students must have a parent phone call to be considered excused. All missing students will be required to watch the recording of the class within 24-48 hours. If students continue to be disengaged and absent the district attendance officer will be utilized.

Middle School

Students will be expected to attend every day for each class as determined by their teacher(s). A remote learning schedule has been created and shared, via the Reopening plan, with all staff members and families. All students who are not in attendance will be reported as absent. The secretary will call all parents of missing students. Missing students must have a parent phone call to be considered excused. All missing students will be required to watch the recording of the class and complete the assignments within 24-48 hours. If students continue to be disengaged and absent the district attendance officer will be utilized.

Elementary School

Students will be expected to view live or recorded online lessons from their teacher during each school day and complete the online assignments that coincide with each lesson. Teachers will report any student who has not completed the lesson in a timely manner as absent. The secretary will contact all parents of students that are absent. Missing students must have a parent phone call to be considered excused. All missing students will be required to watch the recording of the class and complete the assignments within 24-48 hours. If students continue to be disengaged and absent the district attendance officer will be utilized.

**To the extent that remote learning creates new situations where granting an excused/unexcused absence may be warranted, the district may need to establish new policies for excused/unexcused absences based on existing options in Ohio Administrative Code 3301-69-02.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

Student attendance will be taken. Missing students will be communicated to the building secretary and all staff members. Each classroom teacher will provide multiple opportunities and avenues for students to be engaged and participate in assigned learning.

The participation expectations have been and will continue to be communicated to stakeholders through district created materials and distributed through the district's communication platforms.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

A shared document will be provided to all staff in each building. Staff members will list all students who have missed multiple classes, have failed to turn in three assignments, or are earning a D/F.

Teachers will email all students in jeopardy. Teachers will then make contact with parents.

Principals will also make contact with all families of students who are in jeopardy. If necessary, the attendance officer will make contact with all families of students who are not attending school.

A plan has been created for those students that have been identified as "At Risk". These students will be encouraged to come to the school, **in a safe manner and environment**, for remediation and one on one instruction.

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Intervention Specialists will meet individually with students online/phone call at prescribed times to monitor the progress of those with special needs.

Attach any Additional Documentation or Notes (if necessary):

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SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? Possible/Optional item(s) to consider: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:
The district will work diligently to ensure that all families have wifi. All students have a Chromebook to use during Remote Learning as well. Paper packets have been created for students who choose paper over wifi or BC cannot provide reliable wifi.

Special education and classroom teachers will continue to provide students with disabilities the educational services most similar to the mode described within their individualized educational programs. Our intervention specialists will continue to communicate frequently and consistently with children and parents to monitor the success of the services and the new delivery methods.

BC staff will attempt to identify and supply needs that extend beyond technology to include food, health, safety, and the social emotional needs of the child and family. Additionally, we will continue to consider the challenges of adults working while trying to support their child's learning by communicating frequently and consistently throughout the remote learning time. The district would make adjustments should these schedule conflicts occur.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	[Professional Learning Needs](#)
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Three days of professional development will be provided for all staff members, regarding Remote Learning, before the first day of school. Staff members will be provided multiple other opportunities for professional development as well. Reinforcement and review opportunities may be provided as well.

Attach any Additional Documentation or Notes (if necessary):