



# Remote Learning Plan



**With the passage of House Bill 164, schools now have the option to consider remote learning plans as they prepare for the 2020-2021 school year. The deadline for submitting a remote learning plan has been extended to Aug. 21, 2020 to allow school leaders sufficient time to develop their remote learning models.**

District Name:	Joseph Badger School District
District Address:	7119 State Route 7 Kinsman, Ohio 44428
District Contact:	Edwin Baldwin, Superintendent
District IRN:	050179

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...Not later than August 21, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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.”*

### **How will instruction take place? (check all that apply)**

- ★ Teacher-student interaction through online learning platforms
- ★ Online lessons for student to work on at home
- ★ Offline lessons and instructional packets for students



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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	How will <b>instructional needs</b> be <b>determined</b> ? <ul style="list-style-type: none"><li>● Instructional Sequencing</li><li>● Aligned Instruction to Learning Standards</li><li>● Gap Analysis for <a href="#">ELA K-4</a>, <a href="#">ELA K-12</a>, <a href="#">Math</a>, Science, and <a href="#">Social Studies</a></li><li>● Created a plan for IEP and students with disabilities</li><li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li></ul>
Additional staff professional development throughout the school year will be targeted at addressing needs as they are encountered.	
<b>Documenting Instructional Needs</b>	How will <b>instructional needs</b> be <b>documented</b> ? <ul style="list-style-type: none"><li>● Clear instructional plans have been created</li><li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li></ul>
Strong consideration will be given to addressing gaps in learning that may have occurred in the spring. Instructional plans will be reevaluated and realigned based upon these gaps.	



# Remote Learning Plan



SECTION TWO		DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL	
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>		
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>		
<p>Both Progressbook and google classroom will be used for grading and assessment. Teachers will use a variety of formative and summative assessments to gauge competency.</p>			
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>		
<p>Teachers will communicate expectations and objectives to students as part of their curriculum, including expectations for assessment and participation. Teachers will evaluate both participation and mastery of objectives in determining student success in earning credit.</p>			
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>		
<p>Teachers have developed and communicated expectations and objectives that are required for course completion and promotion to a higher grade level.</p>			



# Remote Learning Plan



SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning? <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
The attendance of remote learners will be determined both by progress in coursework and by a daily online check in.	
<b>Participation Requirements</b>	How will your school district document <b>student participation</b> in remote learning opportunities? <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>
Students are required to maintain satisfactory progress in coursework. Students whose progress is unsatisfactory will be involved in additional intervention measures and possible modification of learning assignment.	

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	How will your school district <b>progress monitor</b> student progress with remote learning? <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
Teachers will provide meaningful feedback to students and families. Regular two way communication of expectations and progress through email, Remind, phone calls, and google classroom will be incorporated.	



# Remote Learning Plan



SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district’s plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Technology Plan has been created to ensure equitable access</li> </ul>
<p>Multiple surveys were distributed to determine access needs. Follow up communication was utilized to identify families in need of varying technology needs such as WiFi, chromebooks, or ipads. Student progress monitoring will play a role in additional inquiries to assess family access.</p>	

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p>Multiple opportunities for staff have been presented during the summer and will continue to be available asynchronously. Many are provided by outside expert organizations such as the local ESC. Additional PD opportunities are built into the school schedule and staff need will be continually reassessed both formatively and summatively.</p>	



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