

# [ReGeneration Bond Hill] REMOTE LEARNING PLAN

District/School Name:	ReGeneration Bond Hill
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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 **August 21, 2020** to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to [remotelearning@education.ohio.gov](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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)**

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

\*Note: The chief administrator of ReGen Bond Hill will determine, on an individual or school-wide basis, which form or forms of instruction students will utilize based on requests, safety conditions, and other relevant circumstances.

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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>	<p><b>How will instructional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</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>
<p><b>Address Determining Instructional Needs Here:</b></p> <p>At ReGen Bond Hill, we are prepared to help our scholars to grapple with the rigor of the Common Core Standards and make sure remote learning is high-quality. Our scholars will have a consistent daily schedule and will receive exceptional instruction. There will be daily time with teachers and classmates, and daily enrichment classes to ensure learning does not stop.</p> <p>ReGen Bond Hill families will be utilizing the remote learning platform and curriculum created by Uncommon Schools. This K-8 remote learning site, aligned to the Common Core Standards, contains student resources such as work packets and video lessons created by master teachers that are public and accessible for all scholars and families. While creating this curriculum content and online learning platform, educators were mindful of instruction that was missed during the prior year and have devoted additional time and efforts to teaching these ELA, Math, Science, and Social Studies standards.</p> <p>In addition to our Uncommon learning platform, we will also be using Amplify, Zearn, and Zoom to engage with students. Amplify is an interactive online program which teaches skills in reading, writing, listening, and speaking while also building scholars' knowledge and vocabulary in literature, history, geography, and science. ZearnMath is an interactive online math program that provides Common Core aligned math lessons that are personalized to individual learners. These lessons focus on deep understanding, fluency and problem solving. In addition to these e-learning programs, our talented and dedicated teachers will lead lessons each and every day on Zoom. Zoom will support and further the learning scholars are doing on the Uncommon Learning Platforms, allow us to provide remote performing arts and fitness instruction, and create cultural touch points for our scholars to come together as a community. This could be a collective birthday celebration, art class, game, or just time to catch up.</p> <p>Traditional assessments used to determine instructional needs, such as STEP, KRA, NWEA, and internal interims, will continue to be implemented in the remote learning environment but will be administered virtually.</p> <p>We ensure that we can have virtual small group instruction and give one-on-one help to our students to allow them to succeed.</p> <p>We believe that all students should receive an equitable education. We put in place supports for the full range of learners at ReGen Bond Hill. This includes our students with IEPs. In addition to our rigorous curriculum, our scholars have a school nurse and social worker to ensure the needs of our scholars are consistently being met.</p>	

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## Documenting Instructional Needs

### How will **instructional needs** be **documented**?

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:

ReGen Bond Hill Elementary Curriculum:

At ReGen Bond Hill, all reading, writing, math, science and social studies classes will have the same high-quality materials – just online. Our remote learning plans have been communicated with all stakeholders including staff during virtual professional development and parents during virtual parent orientation sessions.

Our talented and dedicated teachers will lead lessons each and every day on Zoom in the content areas of:

- Read Aloud
- Phonics
- Guided Reading
- Math Story Problem
- Music and Physical Education

In addition to Zoom lessons, our scholars will work independently on interactive online learning programs such as Amplify and Zearn. Scholars will strengthen their reading comprehension, vocabulary, science, history and writing skills by working on Amplify and Zearn will be used to strengthen math skills. Epic is an online e-book library which will be used for independent reading.

In our current virtual world, it is evident that establishing learning partnerships and prioritizing student wellness is vital. To help achieve this, we have built Zoom culture building lessons into our scope. Grade span introductory lessons will be taught, Monday-Thursday during the first two weeks of the school year with the goal of building rapport, establishing trust and a sense of community. These introductory Zoom lessons will also expose students to key zoom features and skills that they will have to navigate sessions effectively.

At ReGen Bond Hill we understand the success of our communities is contingent upon the overall wellness of our students and staff which is why we are implementing explicit wellness instruction with weekly wellness corner resources and lessons along with student wellness referral forms and trackers. Below please find an example of a weekly wellness corner resource:

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## Wellness Corner: Resources

This week, we are sharing resources related to emotional trauma. Tragedies like George Floyd's death can leave us feeling overwhelmed and isolated. As a result, it is important to focus on our emotional wellness and address our emotional trauma. In doing so, we foster awareness and understanding of our emotions and experiences and pave the way for advocacy. Below are a few resources that address emotional trauma, wellness, and ways to survive and resist the hate that all too often surrounds us.

- [A Five-Step Guide to Healing Emotional Trauma](#)
- [Surviving and Resisting Hate: A Toolkit for People of Color \(1 page\)](#)
- [Self-care for People of Color after Psychological Trauma](#)
- [10 things you can do as a bystander](#)

Our mission at ReGen Bond Hill is to prepare our scholars for the rigors of college but also to prepare them to be moral leaders prepared to persevere through college. This requires more than just content. Their wellness must also be an ongoing priority of our school.

## Schedule for Delivering Wellness Instruction 1 X per month (30 min)

Month	Wellness Instruction Topic
September	Introduction of Wellness
October	Intellectual
November	Physical
January	Emotional
February	Social
March	Spiritual
April	Wrap-up/Review

Specials: In addition to developing content-specific skills, PE and Arts-Based classes provide our students an opportunity to be physically active, interact with others, and express themselves, all of which are integral to their physical and emotional well-being.

Special	Frequency	Length
Arts Programming* <ul style="list-style-type: none"> <li>• Performing Arts</li> <li>• Theater</li> <li>• Dance</li> <li>• Visual Arts</li> <li>• Music</li> </ul>	1-2 times a week (varies by gradespan)	45 minutes-1 hour

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Physical Education	1-2 times a week (varies by school depending on space)	45 minutes-1 hour	
<p>Performing Arts:</p> <ul style="list-style-type: none"> <li>• <b>Weekly remote lesson:</b> <ul style="list-style-type: none"> <li>• This lesson will include vocal performance and will be offered in both synchronous and asynchronous formats.           <ul style="list-style-type: none"> <li>• Synchronous instruction will be delivered via Zoom by grade level</li> <li>• If students are unable to attend the Zoom class, the video will also be recorded and distributed to students for asynchronous viewing.</li> </ul> </li> </ul> </li> </ul> <p>Fitness/Physical Education:</p> <ul style="list-style-type: none"> <li>• <b>Physical education class will be offered in both synchronous and asynchronous formats.</b> <ul style="list-style-type: none"> <li>– Synchronous instruction will be delivered via Zoom by grade level</li> <li>– If students are unable to attend the Zoom class, the video will also be recorded and distributed to students for asynchronous viewing.</li> </ul> </li> </ul>			
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>			

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>	<p>What method(s) will be used to <b>determine competency</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<p><b>Address Determining Competency Here:</b></p> <p>At ReGen Bond Hill, our grading policies closely align with our mission to ensure all students graduate from college. As we prepare to face new challenges and restrictions as a result of CoVid-19, we want to ensure our grading policy is flexible and dynamic, while ensuring our students and families have clear benchmarks to understand where they stand academically.</p> <p>Student classwork/work deliverables are scored using the Uncommon ES Remote Learning Grading Rubric, and assignment data is ultimately entered into Google Classroom for Zearn Math, Amplify CKLA and Story Problem. Students will be scored using the criteria below:</p> <ul style="list-style-type: none"> <li>• 0 = Student deliverables are incomplete or students have not submitted deliverables.</li> <li>• 1 = Student deliverables are completed and submitted but not to the ReGen Bond Hill standard.</li> <li>• 2 = Student deliverables are fully submitted and completed to the ReGen standard.</li> </ul>	

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Students will continue to be given a quarterly 1-4 score per subject area and in standard-specific domains (math) based on the following remote learning assessments: (Math IA/Zearn Unit Assessments, STEP, Amplify Knowledge Unit Assessments)

Quarterly 1-4 scores are determined by regionally created report card rubrics which identify assessment benchmarks, and teachers use the ReGen ES Remote Learning Grading Rubric to score classwork/assignments submitted via Google Classroom.

<b>Granting Credit</b>	<p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
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Address Granting Credit Here:

ReGen Bond Hill has developed and communicated a plan for granting credit during remote learning. This plan will utilize NWEA reading assessments for the third grade reading guarantee, STEP testing to inform guided reading, as well as math assessments from Zearn. Teachers will monitor the quality of the work completed by students on a daily basis in order to determine competency and granting credit.

<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
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Address Promoting Students to a Higher Grade Level Here:

At ReGen Bond Hill, our promotion policies closely align with our mission to ensure all students graduate from college. As we prepare to face new challenges and restrictions as a result of CoVid-19, we want to ensure our promotion policy is flexible and dynamic, while ensuring our students and families have clear benchmarks to understand where they stand academically.

ReGen Bond Hill Promotion Criteria:

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K-4 In-School Instruction (SY 19-20)	K-4 Remote Instruction (SY 20-21)
<ul style="list-style-type: none"> <li><b>Homework:</b> Students complete and submit at least 90% of assignments.</li> <li><b>In-Class Work Completion:</b> Students consistently complete classwork assigned by the teacher, and complete it at a high-quality.</li> <li><b>Assessments:</b> Students score consistently within the school's grade level average or higher in a holistic review of Math and ELA Interim Assessment scores and STEP.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lesson and Work Completion:</b> <ul style="list-style-type: none"> <li>- Students complete at least 90% asynchronous learning lessons as determined by lesson platforms (Zearn &amp; Amplify)</li> <li>- Students complete 90% of associated classwork/work deliverables from asynchronous and synchronous (Zoom) lessons. Classwork/work deliverables are consistently completed to a high quality as determined by the <a href="#">Uncommon ES Remote Learning Rubric</a> or the lesson platform's scoring system.</li> </ul> </li> <li><b>Assessment Scores:</b> Students score consistently within the average or higher in a holistic review of Interim Assessment/Unit Assessment scores and STEP. Students scoring within a standard deviation of -1.5-2 of the grade level average are academically 'at-risk'.</li> </ul>
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

<b>SECTION THREE</b>	<b>ATTENDANCE AND PARTICIPATION</b>
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<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
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<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
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Address Attendance Requirements Here:

Student attendance at ReGen Bond Hill will be documented and communicated through a variety of methods to students, staff and stakeholders. Student attendance will be documented by a scholar's participation in the remote learning process. Students will be required to complete daily work deliverables and have regular communication with their teacher via Zoom meetings, synchronous lessons, emails, and phone calls. ReGen Bond Hill will communicate attendance requirements upon enrollment or at the start of the year, and staff will regularly convey

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attendance and documentation expectations. Staff will track student participation in the out-of-school setting based on attendance in any synchronous lesson or through evidence of completion of asynchronous work or lessons through log-in data, completed assignments, teacher logs, and/or any other data available through online platforms.

Student attendance will be reported hourly; therefore, each remote learning curricular component is assigned an estimated time. Student completion of each component counts as attendance for those minutes.

- Read Aloud - 30 minutes
- Reading Mastery - 30 minutes
- Guided Reading - 30 minutes
- Independent Reading - 30 minutes
- Zearn - 30 minutes
- Math story problem - 30 minutes
- Amplify - 30 minutes

Notwithstanding any provision to the contrary in Board policies, consistent with Ohio Department of Education guidance, to the extent students are absent due to COVID-19, including if there are technical difficulties accessing a lesson, if transportation is impossible due to a COVID-related impediment of the student or family member, or any other reasonable cause, the administrator may excuse such absence pursuant to his/her reasonable discretion. Further, also consistent with state guidance, notwithstanding any note requirement in policy, ReGen Bond Hill will accept verbal or emailed communications to justify any absence, and ReGen Bond Hill will log such communications internally.

The attendance coordinator will follow up with parents of students who are not engaging in and meeting the attendance expectations of the remote learning program.

<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <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>
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Address Student Participation Requirements Here:

At ReGen Bond Hill, student participation in remote learning opportunities will be documented and communicated frequently in various forms to all stakeholders. Student participation will be documented in trackers and families will receive phone calls and email notifications of their child's participation on a weekly basis.

ReGen Bond Hill students are expected to participate online and submit assignments daily. Students are expected to log into Google Classroom, Zearn, and Amplify and follow their daily schedule every day.

Student participation will be evaluated by the following:

- Engagement during online lessons or classes
- Completion and submission of student classwork/deliverables
- Completion of summative assessments
- Participation in virtual whole class and small group instruction
- Participation in weekly check-ins

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**Attach any Additional Documentation or Notes (if necessary):**

<b>SECTION FOUR</b>	<b>PROGRESS MONITORING</b>
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<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
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<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Developed a Plan to monitor student progress with remote learning</li> </ul>
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Address Monitoring Student Progress Here:

ReGen Bond Hill school leaders and teachers have developed a plan to ensure student progress is continuously monitored and regularly communicated in a remote learning environment. Teachers, curriculum leads, and school leaders will analyze data from a variety of sources and progress will be communicated frequently during weekly phone calls and monthly progress reports. Teachers will monitor student participation in synchronous and asynchronous learning sessions daily. Additionally, teachers will be responsible for providing feedback to scholars on daily classwork and deliverable submissions and will utilize a progress monitor tracker where brief notes will be organized and connected to each student's deliverables. This tracker will allow teachers and school leaders to follow up with families and provide support. Teachers will leverage these notes in conversations with families on how their students can improve.

Daily office hours via Zoom will be an additional opportunity for teachers to connect with students and families to ensure scholars are making progress.

**Attach any Additional Documentation or Notes (if necessary):**

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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> <p>Possible/Optional item(s) to consider:</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>
<b>Address Equitable Access to Quality Instruction Here:</b>	
<p>ReGen Bond Hill used the results of a parent survey to determine the number students without devices and/or connectivity at home. All students at ReGen Bond Hill will be issued a Chromebook device to access and support remote learning. All families without internet access will receive a hotspot to ensure high quality learning can continue. In order to achieve an equitable state, school operations leaders will not distribute any available devices to students until we have an opportunity to ensure that the students with the most need receive them.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

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SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?  Possible/Optional item(s) to consider: <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>
<b>Address Professional Learning/Development Here:</b>  To ensure remote learning is successful, ReGen Bond Hill staff will participate in three weeks of virtual professional development prior to the start of the 20-21 school year. These high quality professional development sessions will be led by Uncommon Schools' curriculum consultants via Zoom. Below please find a list of ReGen Bond Hill's planned summer trainings: <ul style="list-style-type: none"><li>• Living the Mission</li><li>• Culturally Responsive Teaching</li><li>• Emotional Resilience</li><li>• Roadshow Literacy</li><li>• Roadshow Math</li><li>• Maximizing Remote Learning</li><li>• Remote Lesson Plan Execution</li></ul> In addition to the three weeks of training that staff will receive at the beginning of the year, and a thorough yearly professional development calendar, all staff members are required to participate in weekly two hour virtual professional development sessions throughout the course of the school year. Many of these sessions will be focused on improving the remote learning experience and preparing our teachers to deliver instruction in a digital format. This will include training staff on our new online curriculum, programs, and tools such as Zearn, Amplify, Google Classroom and Zoom.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>  	