



Remote Learning Plan

District Name:	Lake Local School District
District Address:	436 King Church Ave SW Uniontown, OH 44685
District Contact:	Patrick Carroll, Assistant Superintendent
District IRN:	049866

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.

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)
- ✓ Teacher-student interaction through online learning platforms



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- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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 English Learners ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Determining Instructional Needs:</p> <p>English/language arts, math, science, and social studies teachers will collaboratively complete ODE’s Gap Analysis to identify teaching and learning gaps resulting from the school building closure between March 16, 2020, through the end of the school year. The district has set aside professional development time in August 2020 for the completion of this work. Vertical teams of teachers (ie. K - 12 English teachers, K - 12 math teachers, etc.) will determine how best to align and integrate content identified in the gap analysis into the curriculum maps for 2020 - 2021, finding natural connections with instructional sequencing, when possible. Students attending school in-person or remotely will follow the same curriculum maps aligned to Ohio’s Learning Standards.</p> <p>The district historically assesses students in grades K - 8 in English/language arts and math using a universal screening tool with strong predictability to performance on Ohio’s State Tests. This tool is nationally normed and aligned to Ohio’s Learning Standards. K - 8 students attending school in-person and remotely will complete three benchmark assessments during the course of the school year to help monitor academic achievement. The district will use student data derived from these assessments to support all learners and inform decisions related to specific needs of groups of students like advanced learners and struggling learners. Students identified for targeted intervention as part of the district’s Response to Intervention program will receive support during a non-instruction period.</p> <p>Students with disabilities will have the same opportunity to participate in school via remote methods</p>	



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as their typical peer counterparts. In addition to what is described above relative to learning content, the special education staff will collect new baseline data for each student's Individualized Education Plan (IEP) goals within the first three weeks of 2020 - 2021. Progress will be reported to families and based on level of mastery for each goal, IEP teams may collaboratively determine to amend IEP services, accommodations, and/or specially designed instruction. The district will strive for each of its students with disabilities to master individual IEP goals by the end dates of IEPs.

Students who are English Learners (ELs) will have the same opportunity to participate in school via remote methods as their English speaking counterparts. In addition to what is described above relative to learning content, the Teacher of English as a Second Language (TESOL) will collect new baseline data for each student's Learning Plan goals within the first three weeks of 2020 - 2021. Progress will be reported to families and based on level of mastery for each goal, the TESOL and parents may collaboratively determine to amend Learning Plan services, accommodations, and/or interventions. The district will strive for each of its English Learners to master their Learning Plan goals within a reasonable amount of time.

Students identified as subject specific gifted, superior cognitive, and accelerated will have the same opportunity to participate in school via remote methods as their typical peer counterparts. In addition to what is described above relative to learning content, the gifted education staff will collect new baseline data to inform decisions regarding Written Education Plans (WEPs) and Written Acceleration Plans (WAPs) within the first three weeks of 2020 - 2021. Teams will review WEPs and WAPs on a quarterly basis to ensure progress toward goal attainment. Progress will be reported to families and based on level of mastery for each goal, teams may collaboratively determine to amend services, accommodations, and/or specially designed instruction. The district will strive for each of its students identified as gifted and accelerated to master individual goals by the end dates of WEPs and WAPs.

The district's teachers will identify a uniform system for electronically posting assignments and grades.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Documenting Instructional Needs:



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Relative to the student population as a whole, regardless of in-person or remote learning participation in school, the district will utilize the Ohio Department of Education's Gap Analysis template to document instructional and academic needs. The gap analysis will determine if revisions to the district's curriculum maps in the subject areas of English/language arts, math, science, and social studies are needed. Curriculum maps will be updated upon completion of this work and will serve as the documentation of instructional needs.

The district will also document individualized instructional needs for qualifying students using various formats including Individual Education Plans (IEPs), Written Education Plans (WEPs), Written Acceleration Plans (WAPs), English Learner (EL) Plans, Reading Improvement Plans (RIMPs), and Response to Intervention (RTI) documentation.

The district administrators will seek parent input regarding individual family needs for instructional supports like electronic devices and connectivity to the Internet. The district will strive to eliminate these barriers to accessing school via an online format and will provide professional development to students, parents, and staff, if needed. The Assistant Superintendent will maintain a list of students attending school remotely.

Attach any Additional Documentation or Notes (if necessary):

No additional documentation, at this time.



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Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p>Determining Competency:</p> <p>The Lake Local School District will follow its existing grading policy and student handbooks for reporting grades, determining competency, and granting credit for all students, including those enrolled in remote learning. These data points inform promotion and retention in grades K - 8 and earned credit in grades 9 - 12, in accordance to board policy.</p> <p>The district will work with its teachers to establish minimum expectations for the frequency of data entry of grades into our student information system for the purpose of timely communication and feedback with families and students. Parents of students at risk of passing courses or graduating will be notified at least bi-weekly and teams will collaborate to find successful interventions to set students on the right path.</p>	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p>Granting Credit:</p> <p>The Lake Local School District will follow its existing grading policy and student handbooks for reporting grades, determining competency, and granting credit for all students, including those enrolled in remote learning. These data points inform promotion and retention in grades K - 8 and earned credit in grades 9 - 12, in accordance to board policy.</p> <p>The district will work with its teachers to establish minimum expectations for the frequency of data entry of grades into our student information system for the purpose of timely communication with families and students. Parents of students at risk of passing courses or graduating will be notified weekly and teams will collaborate to find successful interventions to set students on the right path.</p>	



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Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Promoting Students to a Higher Grade Level:</p> <p>The Lake Local School District will follow its existing grading policy and student handbooks for reporting grades, determining competency, and granting credit for all students, including those enrolled in remote learning. These data points inform promotion and retention in grades K - 8 and earned credit in grades 9 - 12, in accordance to board policy.</p> <p>The district will work with its teachers to establish minimum expectations for the frequency of data entry of grades into our student information system for the purpose of timely communication with families and students. Parents of students at risk of passing courses or graduating will be notified weekly and teams will collaborate to find successful interventions to set students on the right path.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>Policy IKA (GRADING AND CREDIT POLICY) - Grading and Reporting</p> <p>The primary purpose of grading is to evaluate student learning and communicate information about the academic achievement of students.</p> <p>We assess students based upon Criteria Referenced Grading versus Norm Referenced Grading. Students are assigned grades based upon their achievement on the Ohio Academic Content Standards, versus assigning grades based upon how well students perform in comparison to other students.</p> <p>Formative assessments measure student performance when a student is still learning the material. It is designed to provide direction for improvement and/or adjustment of instruction for individual students or for a whole class.</p> <p>Summative assessments measure student performance when a student has had adequate instruction and practice to be responsible for the material. It provides information to be used in making judgments about a student's achievement at the end of a period of instruction.</p> <p>The assignment of course grades will be determined through a system of formative and summative assessments. Grades will be determined primarily from student performance on summative assessments. The percentage of summative and formative assessments used to determine grades will be consistent in grades kindergarten–3, grades 4 and 5 and for the middle and high school.</p> <p>The assignment of grades to students should reflect their understanding of skills defined by the Ohio Content Standards and should be consistent with their performance on end-of-year or end-of-course assessments (the Ohio Achievement</p>	



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Tests, the Ohio Graduation Test, ACT, SAT, etc.).

It is critical to develop consistent grading policies by building in order to insure fairness in student evaluation. Such a policy also promotes a more effective means for identifying students not achieving standards and assigning appropriate intervention strategies.

Kindergarten – Grade 3 Grading and Reporting Policy

1. The results from summative assessments will be primarily responsible for establishing the final grade. When the results from formative assessments are included in the calculation of the final grade, they will not exceed 5% of the grade.
2. Extra credit or bonus points will not influence the final grade.
3. Penalties for poor attendance or tardiness will not be used to calculate the final grade.
4. Consequences for behavior will not influence the final grade.
5. Policies for retaking tests and or missing work will be determined by individual teachers and must be communicated to parents in writing.

Grades 4 and 5 Grading and Reporting Policy

1. The results from summative assessments will be primarily responsible for establishing the final grade. When the results from formative assessments are included in the calculation of the final grade, they will not exceed 5% of the grade.
2. Extra Credit or bonus points will not be used to calculate the final grade
3. Penalties for poor attendance or tardiness will not be used to calculate the final grade.
4. Consequences for behavior will not influence the final grade.
5. Policies for retaking tests and late or missing work should be determined by individual teachers and must be communicated to parents in writing.

Middle and High School Grading Policy

1. The results from summative assessments will be primarily responsible for establishing the final grade. When the results from formative assessments are included in the calculation of the final grade, they will not exceed 20% of the grade.
2. During in-school suspensions, students will be provided assignments and receive full credit if they are completed according to the assignment due date. During an initial out-of-school suspension, students will receive full credit if they submit all work assigned during their absence immediately upon their return to school from suspension. Students will be required to take any assessments missed during their suspension the day of their return to school. During subsequent suspensions, students will not receive credit for assessments completed during their suspension.
3. Extra credit and/or bonus points must involve additional academic work that is related to the academic content standards. It is up to individual teachers if extra credit/bonus points are used to calculate the final grade. If extra credit/bonus points are allowed they must be available to all students in a given class and should be applied throughout the grading period to encourage learning, versus a last minute effort to raise a failing grade. No more than 3% of the final grade can come from extra credit/bonus points.



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4. Policies for retaking tests and late or missing work should be determined by individual teachers and must be communicated to parents in writing.
5. If a student is absent the day a summative assessment is scheduled, they will be required to complete the assessment the day of his/her return. In the event a student has been absent multiple days or extenuating circumstances exist, the teacher will review the circumstances and determine the date for the summative assessment. Students will not receive credit for assessments completed during unexcused absences.

Legal

OAC 3301-35-04

OAC 3301-35-06

Cross References

IK - Academic Achievement

IKAB - Student Progress Reports to Parents

Policy IKE (PROMOTION AND RETENTION OF STUDENTS) - **Promotion and Retention of Students**

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is



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capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - A. The student is a child with a disability entitled to special education and related services under RC 3323.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - D. The student previously was retained in any of grades kindergarten to three.
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

Legal

ORC 3301.07

ORC 3301.0710

ORC 3301.0711

ORC 3301.0712

ORC 3301.0715

ORC 3313.608



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<p>ORC 3313.609</p> <p>ORC 3313.6010</p> <p>ORC 3313.6012</p> <p>ORC 3314.03</p> <p>OAC 3301-35-04</p> <p>OAC 3301-35-06</p> <p>Cross References</p> <p>AFI - Evaluation of Educational Resources</p> <p>IGBE - Remedial Instruction (Intervention Services)</p> <p>IGBEA - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)</p>

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

The Lake Local School District will offer remote learning to its students and will track attendance details to the degree our student information system allows. We believe attendance has value for monitoring and supporting student access and exposure to engaging teaching and learning opportunities. The district believes parents are a large part of this process and we will require their support to report accurate data. Parents will be asked to call the building in which the student would traditionally attend by 10:00 the day a student is absent.

The district will continue to collect and report attendance data for all its students participating in school via in-person and remote methods. The district will maintain a master list of students by



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grade level attending school remotely and the building in which the student would traditionally attend school in-person will be the building charged with documenting attendance. For students attending Lake's Virtual Academy, Lake Local teachers will report attendance to the building secretary with the same frequency as when students are in-person at school. If students are absent from online classes and no parent has phoned the building to report an absence, the building secretary will reach out to the parent(s). For students attending Apex online classes, students will be expected to maintain pace with Apex's syllabi / syllabus. Counselors will monitor student progress weekly and will report inactivity with online classes to the building secretary and administrator. The building secretary will reach out to the parent(s) for attendance information. When students are self-directed with their own online learning, evidence of participation and completion of assignments may serve as notification that the student attended school. Other sources of evidence for presuming school attendance include but are not limited to: interactions between teachers and students, email messages, phone and video calls, and online meetings.

The district will continue to use the Ohio Department of Education's requirements on tracking and reporting absences as excused or unexcused. We will update attendance policies, if needed, to support remote learning and participation in school. If a student or someone in the student's home is quarantined due to COVID-19 OR experiencing symptoms, the district will excuse the student's related absences.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders
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Student Participation Requirements:

Student participation with remote learning opportunities will be monitored using several data points to include: 1) attendance noted when the student is visibly participating in online learning taught by Lake Local teachers; 2) completion of assignments; 3) maintenance of pace with online courses; 4) participation in online meetings and group instruction; and 5) electronic monitoring of participation (logins) with online learning.

Students are expected to participate in school in accordance with the district's schedule of classes.

Attach any Additional Documentation or Notes (if necessary):



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No additional documentation, at this time.

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:

The district will continue to use local and purchased resources to monitor student progress with remote learning. K - 8 students will continue to participate in universal screenings (benchmarking) three times annually in the areas of reading and math. Students falling below expected targets will be continuously monitored by the teacher and may be referred to an intervention assistance team. Students attending school remotely with individualized education plans like IEPs, WEPs, WAPs, and English Learning plans will be monitored for continued growth toward mastery of goals by caseload managers in special education and gifted education.

Students learning from home using remote formats will follow the same curriculum and pacing as students present in the brick and mortar buildings. The district will use common assessment data to monitor progress with the general education curriculum. Teacher teams will analyze this data on a regular schedule. When students attending school remotely meet minimum expectations for work completion, attendance, and content mastery, a Lake Local teacher will check in monthly with the student and the student's family. When students attending school remotely do not meet minimum expectations, a Lake Local teacher will check in at least bi-weekly with the student and the student's family.

The district will also leverage traditional methods of reporting progress like parent / teacher conferences and our student information system, as well. Meetings will be held remotely using Canvas and / or Google Meet. The district may consider placing minimum standards for data entry by teachers to include entering grades into eSchool within one week of the assignment due date.



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Attach any Additional Documentation or Notes (if necessary):

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

Equitable Access to Quality Instruction:

The district will provide high quality remote instruction through the use of Lake Local teachers and vendor services. All students will have the option to determine if remote education or in-person education best suits their needs. The district will continue to provide individualized services for qualifying students enrolled in remote learning in the areas of special education, acceleration, gifted, English Learner services, and Response to Intervention. These services can include accommodations, specially designed instruction, and related services, in accordance with individualized plans. The district will strive to provide equitable and parallel learning opportunities to all learners.

The district will ensure that all students attending school remotely have access to instruction through use of a district-owned device, if needed. Additionally, for families without connectivity to the Internet, the district will work to secure access.

Attach any Additional Documentation or Notes (if necessary):

No additional documentation, at this time.

SECTION SIX PROFESSIONAL LEARNING



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Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Professional Learning/Development:</p> <p>The district recognizes the need for training and professional development among all stakeholders: teachers, students, and parents. The district’s administrative team will collaboratively work to identify the training needs of all groups and will build capacity through the use of remote options and in-person options with implemented safety precautions.</p> <p>It is expected that the following topics will be addressed in a professional development plan.</p> <ul style="list-style-type: none"> Teachers <ul style="list-style-type: none"> Using online platforms (Google Classroom K- 6 / Canvas 7 - 12) Facilitating online meetings and classrooms Electronically signing documents Vendor services (e.g. Apex) Screencastify as a presentation method of instruction Lockdown browser usage for assessments Vertical alignment of curriculum mapping and revisions Attendance requirements for students Building rapport with students when accessing online formats Parents <ul style="list-style-type: none"> Navigating the Home Access Center (HAC) Basic tutorial on using technology at home Navigating Canvas Basic Google applications Basic online meeting tutorial Using, vetting, and safely evaluating digital resources Students <ul style="list-style-type: none"> All above Apex for students in grades 7 - 12 	



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Attach any Additional Documentation or Notes (if necessary):

No additional documentation, at this time.