Lexington Local Remote Learning Plan

District Name:	Lexington Local Schools
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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 <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](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check <u>all</u> 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
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:

After evaluating staff, students, and families our main remote learning needs that will need to be addressed contains the following points;

- Short- and long-term goals, preparing for an unknown length of time currently planned for the school to be closed.
- A professional development plan to assist teachers and staff in analyzing the course scope sequence so that a plan can be developed to cover the content and standards necessary to complete each course in the district.
- An assessment of delivery options for the various grade levels, such as a fully online curriculum or online curriculum with individual or small group interaction with teachers.
- An assessment of continuum of delivery methods, such as a combination of technology, innovative use of other media, or onsite meetings for a limited number of students, consistent with social distancing requirements.
- A plan for how to allow teachers to engage with one another to collaborate on offerings for students, exchange of effective practices, and/or adjusting approaches to ensure engagement with students.

After review of the above, it has been decided that Lexington Local staff will further utilize our remote learning platform which will enable educators/support staff to engage with students frequently and consistently throughout the school day using our LMS and LTI applications. Educators 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.

The instructional content utilized in the remote learning platform is aligned to all state learning standards and has been vetted by district teams and curriculum directors to ensure that any gaps are eliminated through supplemental content.

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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 platforms.

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:
As part of our continued review and development of the remote learning plan, our team will take into consideration the following points to document and update the district plan:

- We will routinely utilize ODE guidance on best practices to sharpen and strengthen our plan as necessary.
- We will work closely with educational service centers, information technology centers, state support teams and other partners.
- We will routinely consider, review, and revise short- and long-term learning goals for students.
- We will determine plans for helping teachers think through instructional sequencing and aligning instruction to Ohio's Learning Standards.
- We will think through our framework for delivering remote instruction that uses a mix of options, as appropriate, identified in the remote learning spectrum.
- We will consider plans for how educators collaborate, plan and engage together—consistent with appropriate social distancing—to build thoughtful instructional lessons.
- We 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.
- We will consider how to address each student's individualized education program (IEP) and how to implement the student's specially designed instruction.
- We will consider how to best support English learners.

Attach any Additional Documentation or Notes (if necessary):

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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:

Lexington Local will determine learner competency through the utilization of assignments and assessments delivered through both synchronous and asynchronous learning. As students complete asynchronous content, data will show basic competency from which additional instruction/remediation can be differentiated to meet learner needs.

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

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:

Credit will be granted based upon the submission and grading of student work. Students will receive a grade at regular intervals (9 weeks for K-6; 6 weeks for 7-12). A final grade will be determined at the end of the year based upon the Board approved grading scale.

This policy for granting course credit will be communicated to stakeholders through district created materials and distributed through the district's communication platforms.

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: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

Students will be promoted to a higher grade level after passing all required coursework for that grade level.

This policy for student grade promotion will 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 THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
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:

Our remote learning attendance policy will follow all state guidance and will require multiple approaches to account for the differences between *in-school activities*, *teacher-led remote learning* and *self-directed remote learning*.

- **Teacher-led remote learning (synchronous):** In developing our remote learning plans, our district will consider how teacher-led remote learning equates to in-person instruction. Staff will then track attendance at the student level in hour increments (for example, one hour synchronous web-based instruction with students in attendance may equal one hour of attendance for each student).

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- **Self-directed remote learning (asynchronous):** In developing our remote learning plans, our district will also consider **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.
    - Assignment completion.
        - When using assignment completion to track attendance, our staff 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.

The following guidance will be considered in our tracking of student absences.

- **Excused absences:** Any circumstances for which an excuse is received—regardless of whether the particular time frame covered by the excuse is part of an in-school experience or a remote experience—should be recorded based on past practice. To the extent that remote learning creates new situations where granting an excused absence may be warranted, districts may need to establish new policies for excused absences based on existing options in Ohio Administrative Code 3301-69-02. (See the discussion below on *Local Attendance and Absenteeism Policies*.)
- **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 should be marked with an absence for the hours for that remote learning activity.

The attendance policies will be communicated to all stakeholders through district created materials and distributed through the district's communication platforms.

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 participation will be documented through the completion of online lessons, learning activities, and assessments along with learning in an off-line environment through completed assignments, activities, and projects. Teachers will frequently and consistently engage with students

throughout the learning day using our district's communication platforms and video conferencing tools.

The participation expectations will 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:

Lexington Local will progress monitor students in Tiers 2 and 3 to monitor growth, plan instruction, and differentiate student support.

The assessment calendar will 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 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:

Lexington Local has reviewed Parent/Student surveys in an effort to specifically address issues of equity across all demographics. We have designed instructional delivery and resources to be flexible so that we can accommodate the unique situations of children and families within our district. The district will continue to support the whole child and focus on social-emotional health along with academic success. In our surveys and plan for equitable access we have addressed the following:

Digital access: Identify and supply resources, technology and the internet for families through the purchase of additional laptops and hotspots, as needed.

Family resources: 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 have addressed the challenges of adults working while trying to support their child's learning by communicating frequently and consistently throughout the day.

Students with disabilities: Teachers have new challenges as they work to provide students with disabilities the educational services most similar to the mode described within their individualized educational programs. Our intervention specialists and therapy services will continue to communicate frequently and consistently with children and parents to monitor the success of the services and the new delivery methods.

High mobility students: As a district our priority is to closely watch this population that is at a greater risk of falling behind educationally, struggling with health and safety concerns, and facing increased social-emotional concerns as the lack of structure and security is enhanced.

The technology plan will 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 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.

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Address Professional Learning/Development Here:

Professional development of our remote learning plan will be delivered through 70 hours of staff development time prior to the start of the school year. Reinforcement and review will be provided as necessary throughout the school year.

The professional development plan will be communicated to stakeholders through district created materials and the district's communication platforms.

Attach any Additional Documentation or Notes (if necessary):