District Name:	Lincolnview Local Schools
District Address:	15945 Middle Point Road, Van Wert, Ohio 45891
District Contact:	Jeffrey T. Snyder, Superintendent
District IRN:	050369

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)
- **(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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs 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:

Teachers will conduct live google classroom or Zoom sessions or pre-recorded videos. The instructional content will be based on Ohio state standards. Good Classroom posts from teachers will contain all informational and student resources items associated with the lesson. Teachers may also use other technology-based platforms such as: Flip Grid, Schoology, Star Reading, Start Math, Google Docs/Forms/Slides/Sheets to name a few. These will be integrated within Google Classroom for student access. Students are expected to attend Google Meets/Zoom sessions, unless noted by the teacher. Teachers should communicate clear expectations and guidelines while also remaining flexible due to the nature of a remote learning environment. Teachers will continue to utilize student data to help prepare their lessons. Teachers will analyze the data they are collecting through observations during during the on-line platform sessions and formative/summative assessments to plan their instruction. Teachers will be meeting with teacher based teams and building based teams to discuss student's learning. Teachers will also utilize Intervention Specialists, title teachers, and paraprofessionals to support learners to help close the academic gaps.

Students who are on IEP's and 504's will have scheduled meeting times per their individual education plan (IEP) with their individual teacher. Students will attend the IEP meetings and the meetings will be scheduled in either a group or individually with the intervention teacher. Students will have access to their intervention teachers. Due to remote learning, students may need additional modifications aren accommodations to their assessments and daily work.

Remote Learning Plan

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Students will remain grouped with their classes of our identified gifted students. Students who are on WEP's will continue to receive instruction to meet their written education plan (WEP). Students will attend classes via google meet/Zoom. Teachers will record their progress.

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:

Teachers will conduct google meets/zoom sessions or pre-recorded videos on a remote learning modified schedule. Google classroom posts from teachers will contain all informational and student resource items association with the lesson. Teachers may also use other technology-based platforms such as: Flip Grid, Schoology, Star Reading, Start Math, Google Docs/Forms/Slides/Sheets to name a few. These will be integrated with Google Classroom for student access. Teachers will also be expected to communicate to parents and other staff members through multiple means such as (phone calls, e-mails, through our Lincolnview website) regarding instructional plans. It will also be expected that for certain grade levels throughout each nine weeks that teachers have a Zoom meeting or through Google meet with parents and all stakeholders regarding instructional information pertinent to students within their classrooms.

Attach any Additional Documentation or Notes (if necessary):

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:

Students will be assessed via assignments, projects, and formative and/or summative assessments. Formative assessment will be used by teachers to determine student's progress and needs. Summative assessments, as well as, project-based assignments/assessments, will be used to determine grades.

Lincolnview local schools use a standard grading procedure. Grades indicate the extent to which the student has acquired and demonstrated the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Students will receive a grade card at the end of each nine week grading period indicating their grades for each course of study. When a student appears to be at risk of failure, reasonable efforts will be made to notify the parents so they can communicate with the teacher about what action steps will be taken to improve the effort and poor grades. Grades will be based upon the grade scale found in the student handbooks.

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:

Grades will be taken during remote learning. Students will be assessed via assignments, projects, quizzes/tests, and participation. Students will also be assessed using formative and/or summative assessments. The grading scale for individual grade levels is provided in the respective student handbooks. Promotion and retention policies will be applied.

The following credit requirements must be obtained to be considered and/or move to the next grade level at the high school level.

Freshman: 0 - 5 credits
Sophomore: 5 - 10 credits
Junior: 10 - 16 credits
Senior - 16 - 21 (or more)

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 in K through 2nd grade will be assessed using a standards based grading system. The system is developmental in nature and aligned to the common core standards established by the Ohio Department of Education. Students in grades K through 2 may be retained if they have failed to demonstrate the necessary acquisition of skills necessary for success at the next grade level.

Students in grades 3-12 will be graded in an A-F scale.

In Jr. High all students must pass three of the four major subjects (language arts, math, social studies, and science) for promotion to the next grade or the student may be retained in the same grade for another year.

In grades 9-12, students will considered for advancement to the next grade level upon earning the necessary number of credits, which to meet grade-level requirements.

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:

Good school attendance is commensurate with a good education. Teachers will be required to make attendance patterns an integral part of their student management system for each remote learning day. If a student is sick, parents or guardians will need to follow our district's normal attendance policy and contact the school. Lincolnview Local Schools will follow the current recommendations from the Ohio Department of Education in conjunction with the current Lincolnview school policy.

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:

Each teacher based on each grade level will develop a plan that makes attendance a pattern of their student management system daily. Some teachers based on the grade level will be able to track a students attendance by a student logging into their own remote learning platform daily.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress	How will your school district **progress monitor** student progress with remote

Monitoring	learning?
	Possible/Optional item(s) to consider:
	• Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Teachers at specific grade levels (K-2) will communicate progress of a child weekly through various forms of communication and also will provide a report card at the end of each nine weeks.

In grades 3-12 student progress will be monitored via the ProgressBook suite. Parents and students will have access to this platform and can check daily.

Interim reports will be sent to those parents/students who are having deficiencies within the classroom, as well as, teachers will be providing progress monitoring updates to parents if a child is not performing up to their potential through various means of communication.

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:

Lincolnview Local Schools are able to provide a computer/Chromebook to all students K-12. Most students will need access to a computer and wifi for instruction and to access other educational platforms that the district will utilize for instruction. Consequently, students will be given a computer-chromebook in the appropriate grade levels to take home and use. If a student has any wifi issues the district will work with the student/parents to provide access through the purchase of hotspots and paper copies of work if necessary.

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:

To begin the school year (2020/21) an additional three days of professional development will be taken to prepare our teachers for remote learning if needed for this school year. We will also plan for a number of school days at the beginning of the school year where we will practice a remote learning day with students in the building. We will also continue to plan for each scheduled professional development day we have built into our school calendar that some form of professional development on remote learning will also be included.

We have also built in through the teachers weekly work schedule grade-level team meetings, which they will discuss best practices and implementation of remote learning.

If we do have to go to remote learning we have also developed a plan where time is set aside each day for planning purposes.

Attach any Additional Documentation or Notes (if necessary):