



Remote Learning Plan 2020-2021

District Name:	London City Schools
District Address:	380 Elm Street, London, OH, 43140
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District IRN:	044255

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 remotelarning@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 remotelarning@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
- 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	<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 students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>The London City School District is pleased to offer families a variety of educational options for the 2020-2021 school year. Families are encouraged to make educational decisions, which best match their comfort and circumstance for the coming year. Families with students who may have chronic, underlying medical issues are highly encouraged to consider London Unlimited or Raider Remote options.</p> <p>London Unlimited is a blend of on-campus and virtual instruction targeted to students in grades 6-12. Students may choose courses to take on-site and pair them with courses online using the district's School PLP software. The program will be facilitated by district highly qualified teachers.</p> <p>Raider Remote is an all-virtual instructional option using the district's School PLP software available for all students in grades K-12. The program will be facilitated by LCS highly qualified teachers.</p> <p>Curriculum and assessments used for virtual courses with London Unlimited and Raider Remote will be Schools PLP, an online content platform, which aligns with Ohio Learning Standards in all core content areas as well as provides elective options for students. London City Schools adopted learning maps for each course currently being offered within the district. Learning maps include instructional sequencing, instructional strategies, embedded technology resources, assessment options, and pacing of content. Raider Remote and London Unlimited virtual courses will be expected to follow the approved learning map for the appropriate place.</p> <p>Gap analysis for core content classes K-12 occurred at the end of 2019-2020 school year in teacher based team meetings. Each standard has been marked remotely, taught blended, or taught traditionally. Notes on gap analysis have been included on learning maps for teachers to review and analyze to modify learning maps for the 2020-2021 school year.</p> <p>Students with accommodations with an IEP, WEP, 504, or EL plan would be provided the same accommodations, modifications, and individualized instruction as they would receive in the traditional school setting.</p> <p>Highly qualified teachers will be facilitating Schools PLP curriculum and providing feedback to students and families. Raider Remote and London Unlimited will also adhere to the district academic calendar and provide students and</p>	



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families with interim and nine week grade reports.

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:

Curriculum and assessments used for virtual courses with London Unlimited and Raider Remote will be Schools PLP, an online content platform, which aligns with Ohio Learning Standards in all core content areas as well as provides elective



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options for students. London City Schools adopted learning maps for each course currently being offered within the district. Learning maps include instructional sequencing, instructional strategies, embedded technology resources, assessment options, and pacing of content. Raider Remote and London Unlimited virtual courses will be expected to follow the approved learning map for the appropriate place.

Course syllabus that includes pacing guide, student expectations, and grading will be shared with students and families at the beginning of the course. This document will be placed in Google Classroom for reference for students and families.

Academic calendar that includes grading report dates and parent/teacher conference dates can be found on the district website. Raider Remote and London Unlimited will adhere to this academic calendar.

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: <ul style="list-style-type: none">• Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Raider Remote and London Unlimited will establish competency and goals based on the individual learning needs of students. Students will have timely, differentiated support based on their individual learning needs. Grading and assessments will be correlated with Schools PLP software and support the learning of standards for each course. Grading scale to be used will be the district approved scale. Raider Remote and London Unlimited option for Kindergarten through Grade 8 will also utilize iReady. iReady is an adaptive assessment that district students will take three times per year in reading and math. Each question a student receives as part of the assessment is individualized based on their answer to the previous question. A series of correct answers will prompt slightly harder questions, while a series of incorrect answers prompt slightly easier questions. Once finished with the assessment, students receive a “just right” placement level. Once a student completes a diagnostic, he or she will be assigned online instruction to support his or her learning. The online instruction is designed to be both challenging and engaging. This instructional pathway will be required through a required weekly assignment for students in Raider Remote and London Unlimited.	



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Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Raider Remote and London Unlimited will grant credit based on academic learning grounded in content standards with the goal of mastery learning being 70% or higher. For high school courses earning credits for courses for graduation, all district approved policy and guidelines will be in place for Raider Remote and London Unlimited. District grading scale will be used in all courses for Raider Remote and London Unlimited.	
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: <ul style="list-style-type: none">• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: For remote learning, the district policy of 5410 Promotion, Academic Acceleration, Placement, and Retention will be followed. Raider Remote and London Unlimited courses through Schools PLP can be completed at the student's individualized pace. For high school students who complete all course requirements and demonstrate satisfactory course grade to be awarded credit, the student can be scheduled into the next appropriate course in the course sequence within the school year without waiting until the following school year.	
Attach any Additional Documentation or Notes (if necessary):	

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



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Attendance will be tracked based on a student's weekly engagement and participation in the Schools PLP course. Students will be marked as present or absent per week. In order to provide flexibility with access and engagement in the course, attendance is "all or nothing" for the week. Students may, but will not be required to, participate during traditional school hours. Students will have 24 hour access to the course and are expected to engage and submit assessments daily (school days). Attendance will be updated through Progressbook on a weekly basis, at the beginning of the week based on the student's activity during the previous week. Parents/guardians must contact the school if their student is ill or otherwise unable to participate in the online coursework for one or more school days. Parents/guardians do not need to contact the school if a student is ill in the morning, but able to participate in the coursework later that day. Parents will be notified if a student has been marked absent for the previous week. Unless notified of an illness or excused absence, students who will be marked as "unexcused."

The district will continue to follow state mandates and guidelines for attendance and adhere to those guidelines in following up with parents/guardians and documentation.

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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Address Student Participation Requirements Here:

Schools PLP software captures student engagement and progress in lesson content each time a student logs into the platform. Schools PLP software allows for teachers to view hours worked and last login for students by each course. Within the software, teachers are also able to monitor progress by reviewing different reporting features that show time allotted, progress bar indicating where the student should be, and a colored progress bar indicating where the student actual is in terms of real time progress. Color system is used to highlight those students on track, behind, or far behind. Attendance and student engagement guidelines and expectations will be communicated to families upon enrollment into the program and reviewed as needed with the student. Report features within Schools PLP that highlight progress will be used during interim and nine week grading reporting periods as well as parent/teacher conferences.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p>



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- Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Schools PLP software allows for teachers to view hours worked and last login for students by each course. Within the software, teachers are also able to monitor progress by reviewing different reporting features that show time allotted, progress bar indicating where the student should be, and a colored progress bar indicating where the student actually is in terms of real time progress. Color system is used to highlight those students on track, behind, or far behind.

Category	Definition
On Track	The On Track Student is logging in regularly, submitting work at a pace which will allow him, or her, to complete the course on time or ahead of the schedule end date.
Behind	The Behind student is logging in regularly but is starting to fall behind in submitting work.
Far Behind	The Far Behind student is logging in regularly but is behind in submitting work. This student may not successfully complete the course if academic performance does not improve.
Partly Disengaged	The Partly Disengaged student has stopped working in one or more assigned courses.
Fully Disengaged	The Fully Disengaged student has stopped working in all assigned courses.

Teachers will be required to perform weekly progress checks for each student enrolled in their respective course. Progress check documentation will be kept by the teacher and communicated to students and families through email, phone calls, and conference meetings. If a student falls behind in progress checks for two weeks, a conference will be scheduled with the student, parent/guardian, teachers, and administrator to discuss supports and develop an intervention plan to put the student back in good standing.

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



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	<p>instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <p>London City Schools completed parent surveys to determine educational, health and safety, and structure needs of students moving into the 2020-2021 school year. Families are encouraged to make educational decisions, which best match their comfort and circumstance for the coming year. Families with students who may have chronic, underlying medical issues are highly encouraged to consider London Unlimited or Raider Remote options.</p> <p>Students enrolled in London Unlimited and Raider Remote Learning will be issued a district Chromebook device. Support hours will be communicated with families for user support as well device support. During enrollment into the program, families will be asked to rate the reliability of the internet in their home. LCS will have hot spots available for students and families that have financial or accessibility barriers for reliable internet.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION SIX	PROFESSIONAL LEARNING
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>Address Professional Learning/Development Here:</p> <p>Professional development for remote learning will focus on blended learning strategies and flipped classroom design. Specific professional development for online resources will be prioritized by teacher need and choice. Sessions will include Google Classroom, Google Suite, digital resources for instruction, digital resources for student creation, and use of digital curriculum options approved by the district. Teachers using Schools PLP will receive professional development in the software that will include how to facilitate the course content, add or delete content within the course, grading features, and reporting features. London City Schools has dedicated August 17 through August 21 for staff professional development to begin the school year. The focus on professional development sessions for the beginning of the year will focus on remote and blended learning. The district has approved additional days of professional development throughout</p>	



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the academic calendar. Specific professional development needs for those days will be determined by student and teacher need.

Attach any Additional Documentation or Notes (if necessary):