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| District Name: | Loveland City School District |
| District Address: | 757 S. Lebanon Road, Loveland, OH 45140 |
| District Contact: | Andrea Conner |
| District IRN: | 044271 |

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](#). 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 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

| SECTION ONE | INSTRUCTIONAL NEEDS |
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| Resource Link(s): | Determination of Student Educational Needs 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>Student instructional needs will be determined by the standardized and instructor-created assessments administered to all students at the beginning of the school year. Loveland City School District administers MAP assessments in grades K-8 and content area pre assessments at the beginning of each school year. These assessments, along with the curricular alignment and pacing of the instruction slated for the in-person learners, will be noted in our learning management system. These assessment results will be shared with students and families and will assist teachers in monitoring student progress throughout the school year.</p> | |
| 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 |
| <p>Address Documenting Instructional Needs Here:</p> <p>Staff instructing in the Remote Learning Academy will be communicating the instructional plans through the district's established platforms. Remote Academy Teachers of students in kindergarten through eighth grade will house all instructional materials and lessons via a google site for the specific class/course. Seesaw will be used in kindergarten through fourth grade and Blackboard will be used in grades fifth-twelfth grade. Remote Academy Teachers of students in grades nine through twelve involve three who are teaching entirely in a remote format and some instructors who are teaching both in-person and remotely.</p> | |

Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):

| SECTION TWO | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL |
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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 | 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) |
| <p>Address Determining Competency Here:</p> <p>All instructors of the Loveland (Online) Academy will be planning and creating lessons with their in-person colleagues to better align and pace learning with the Loveland-approved curriculum. The school calendar was adjusted to allow for these specified planning days. Common assessments will be developed collaboratively, with both the in-person and online instructors. Students enrolled in the Loveland (Online) Academy will have Loveland teachers as their core instructor and will be supervised by the building administrator to ensure compliance. Students will have to demonstrate successful proficiency in the course standards to earn credit and/or be promoted to the higher grade level.</p> | |
| 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:

Common assessments will be developed collaboratively, with both the in-person and online instructors. Students enrolled in the Loveland (Online) Academy will have Loveland teachers as their core instructor and will be supervised by the building administrator to ensure compliance. Students will have to demonstrate successful proficiency in the course standards to earn credit and/or be promoted to the higher grade level.

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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) |
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Address Promoting Students to a Higher Grade Level Here:

Upon demonstration of mastery of the specific course and grade level state standards, students will be promoted to the next grade level.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE ATTENDANCE AND PARTICIPATION

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| Resource Link(s): | <p>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.)</p> |
| 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 |

Address Attendance Requirements Here:

Remote Learning Plan

Consistent attendance will be expected and monitored through our student information system and teacher oversight. Students will have dedicated Loveland teachers who will monitor their attendance. Attendance may include daily logins to the learning management systems, daily interactions with the teacher to acknowledge attendance, and evidence of assignment completion. Teachers will be responsible for documenting attendance and participation and are responsible for contacting families should students show signs of non-participation.

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:

Consistent attendance will be expected and monitored through our student information system and teacher oversight. Students will have dedicated Loveland teachers who will monitor their attendance. Attendance may include daily logins to the learning management systems, daily interactions with the teacher to acknowledge attendance, and evidence of assignment completion. Teachers will be responsible for documenting attendance and participation, and are responsible for contacting families should students show signs of non-participation.

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:

Students engaged in the Loveland (Online) Academy will have daily, set schedules that include both synchronous and asynchronous learning. Teachers may engage students in both whole group and small group instruction and will monitor student progress through class assignments, assessments, and other

formative and summative measures. Teachers will report grades via the district's established interim and quarterly/semester reporting periods.

Attach any Additional Documentation or Notes (if necessary):

| SECTION FIVE | EQUITABLE ACCESS |
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| Resource Link(s): | Technology Needs Data Use: Gathering Stakeholder Input |
| Equitable Access | <p>What is your school district's plan to ensure equitable access to quality 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>Equitable access to quality instruction is built into the design of the instructional models implemented within the Loveland Remote (Online) Academy. Loveland City School District's "one-to-world" technology plan, established in 2014, ensured that students in grades 3-12 have already purchased or have school-provided Chromebooks. Additional devices have been purchased/refurbished to ensure that students in K-2 will also have their own device. Additional hot spots were purchased for families that do not have access to wifi, and the district partnered with a community-based, non profit organization that provides both physical and academic support to families in need.</p> | |
| <p>Attach any Additional Documentation or Notes (if necessary):</p> | |

| 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 |



Remote Learning Plan



development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

All Loveland teachers who will be instructing in the Loveland Remote (Online) Academy, as well as those delivering instruction in person, will participate in professional learning options at the beginning of the school year. The professional learning options will consist of several menu options that include learning focused on best practices in teaching in a remote environment, as well as refreshers and tips in building lessons in the district-adopted learning management systems and various digital programs. These professional learning opportunities will be offered through the school year and will be a part of our district-wide effort to support all of the teachers, whether they are engaged into face-to-face or remote learning environments

Attach any Additional Documentation or Notes (if necessary):