Remote Learning Plan

District Name:	Lucas Local School
District Address:	84 Lucas North Rd. Lucas, OH 44843
District Contact:	Mr. Bradley Herman
District IRN:	049445

The goal of remote learning is to ensure learning continues even though school buildings are closed or students are not in attendance. 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.

Instruction may utilize the following methods:
- ❏ Teacher-student interaction through online learning platforms
- ❏ Online lessons for student to work on at home
- ❏ Offline lessons and instructional packets for students

Remote Learning Plan

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)

Professional development will be provided at the start of the year to address curriculum alignment, delivery, and assessments.

Planning for, and training within, a virtual environment will be provided to instructional staff that addresses the diversity of each student focusing on the structuring of activities that engage students in the learning process.

Students with IEP and WEPs will be served in accordance with the requirements of Specially Designed Instruction, utilizing supports provided by the Classroom Teacher, Intervention Specialist, Gifted Teacher, and/or Paraprofessional. Services may be provided virtually when applicable.

Content selected for remote learning will be aligned to the standards, relevant, and appropriate for each student. We will maintain a focus on continuous improvement as our practices should evolve and improve as we continue to learn.

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

Teachers and administrators will continue work on the development of curriculum mapping, standards alignment, and general instructional enhancement. Delivery of the curriculum will occur through established channels including learning management software, mass communications tools, and individualized communications. The focus will be on engaging and accessible learning materials and techniques.

Attach any Additional Documentation or Notes (if necessary):

Remote Learning Plan

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)
All assignments and graded activities should have clear goals and criteria for assessment within their descriptions. Students will encounter regular assignments, activities, and interactions designed to assess how well they have mastered the learning content and how close they are to meeting learning objectives. Student learning and growth will be the primary intended focus for schoolwork, assignments, and assessments.	
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 for courses will be granted as it is under normal, in school, operations.	
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)
Grade level promotion will be done under the same methods as are in place for traditional in-school operations.	
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: ● Created a communication and attendance plan for staff and students

Daily attendance during remote instruction will be expected. Communication with parents and students will clearly articulate these expectations as well as consequences for absenteeism. Both engagement and participation will play a role in determining attendance. Ongoing communication from the teacher to the student and parent will be used to track and document attendance and academic concerns.

Attendance will be determined in various ways, including completed work and online contacts through various learning platforms If students are not completing work or participating in learning opportunities, district personnel will work with the student and the student's family to establish a plan that increases student engagement and productivity.

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

Participation will be documented through attendance tracking, student participation and completion of course activities that are assigned an estimated time of completion. Records will be managed through a variety of sources including, but not limited to, the district learning management system and the student information systems.

Staff will practice consistent communication with students, families, and other staff in order to maintain accountability and participation in the remote learning process.

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

Academic Progress Monitoring will be done through informal assessments (e.g., rubrics, checklists, writing samples, task analyses of completed math work, etc.) used to measure student progress toward their learning goals. Assessments will be administered briefly and at regular intervals.

Intervention specialists, service providers, and other professionals will collaborate and communicate with teachers and families to support the learning plans and activities provided.

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 instruction is ensured through multiple channels: 1:1 electronic device ratio for students. Internet access solutions will be developed for families without reliable internet access, and content may be delivered through multiple formats and accessible at various times. Communication will be provided to families regarding guidance for accessing learning opportunities.

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.

Multiple direct and virtual training opportunities are scheduled to start prior to students attending and continue throughout the school year. Topics will include a learning management system integration, blended learning best practices, effective technology integration, effective and ongoing communication for instructional, social, and emotional support. Leveraging partner (ESC, ITC, vendors, etc.) resources and expertise will be beneficial.

Attach any Additional Documentation or Notes (if necessary):