

Remote Learning Plan

District Name:	Lynchburg-Clay Local School District
District Address:	PO Box 515, Lynchburg, OH 45142
District Contact:	Brett Justice, Superintendent
District IRN:	047639

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](#).

Instruction will take place through online lessons for students to work on at home. The program we are using is PEAK/Fuel Ed.

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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
<p>Address Determining Instructional Needs Here: Lynchburg- Clay Local School District (LCLSD) will determine instructional needs by utilizing curriculum mapping, content standards, and extended learning standards. In addition, LCLSD will provide formative assessments, such as the following:</p> <ul style="list-style-type: none"> ● Kindergarten Readiness Assessment ● Ohio Department of Education Diagnostic Assessments <p>LCLSD teachers will communicate with students to provide a seamless online learning platform.</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: LCLSD plans to document instructional needs by gathering and analyzing data through our Teacher-Based Team (TBT) meetings and Building Leadership Team (BLT) meetings.</p>	

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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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: LCLSD will determine competency by implementing methods that target mastery of content standards. Methods include reviewing completion of work with respect to meeting course objectives, grading based on each building's respective Student / Parent Handbook, and adhering to the LCLSD Board of Education grading policy.	
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: LCLSD will grant credit for any student receiving feedback on an assignment equivalent to the current grading scale: A = 93-100; B = 85-92; C = 75-84; D = 65-74; F=0-64. If the student fails to submit an assignment, the student will receive a "0" for that assignment. Refer to the Student / Parent Handbook for excused absences.	
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: LCLSD will promote students to a higher grade level in conjunction with board adopted policy.	
Attach any Additional Documentation or Notes (if necessary):	

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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
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
<p>Address Attendance Requirements Here: Students will be expected to participate in remote learning for attendance requirements. The attendance requirement will include submitting all required assignments for grade level or subject.</p>	
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
<p>Address Student Participation Requirements Here: LCLSD will document student participation requirements via Progress Book and DASL.</p>	

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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> <ul style="list-style-type: none"> ● Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here: LCLSD plans to monitor student progress utilizing a variety of methods. Methods include the following:</p> <ul style="list-style-type: none"> ● Teachers will provide feedback on completion of assignments. ● Teachers will utilize Progress Book. ● Teachers will maintain constant communication with students via: <ul style="list-style-type: none"> ○ Email ○ Phone calls ○ Progress reports ○ Video conferencing. 	

SECTION FIVE	EQUITABLE ACCESS
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: LCLSD will, to the best of our capabilities, ensure equitable access to quality instruction. Methods LCLSD is implementing to ensure equitable access include:</p> <ul style="list-style-type: none"> ● Established our committee to discuss our Return to School Plan and our Remote Learning Plan ● Phone survey to individual students/parents ● When necessary provide technology devices to individual students on an as-needed basis ● WiFi access includes, but not limited to: <ul style="list-style-type: none"> ○ School district public WiFi 	

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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: LCLSD plans to provide the staff professional development. Professional development will occur the week prior to students returning to school (August 17-25), as well as throughout the school year.</p> <p>Professional development activities may include:</p> <ul style="list-style-type: none">• G Suite<ul style="list-style-type: none">○ Google Docs○ Google Classroom○ Google Forms○ Google Meet• PBIS• Trauma Informed Care• PEAK Ed• Others as determined by need	