

Remote Learning Plan Checklist Requirements, as indicated in House Bill 164.

The Remote Learning Plan includes the following:

A description of how student instructional needs will be determined and documented.

- Pre-assessments will be administered to determine students' level of understanding and academic preparedness for the course
- Teachers will adjust instruction to meet students where they are and move them forward based on assessment data

The method to be used for determining competency, granting credit and promoting students to higher grade levels.

- Students will complete quizzes, assignments, projects, and assessments
- Teachers will interact directly with students online to informally assess students
- Teachers will make adjustments in their instructional plans when necessary to address the needs of students as indicated by assessment data, assignments, and provide intervention as the data dictates

The school's attendance requirements, including how the school will document participation in learning opportunities.

- Daily attendance will be collected that indicates student attendance in synchronous sessions
- Assignment completion will be used as an indicator that students are engaged during the full school day and used as part of the attendance data
- Attendance data will be compiled weekly

A statement describing how student progress will be monitored.

- Teachers will monitor student participation and completion of assessments, assignments, quizzes, projects, and other activities
- Teachers will contact students and/or their parents by phone, email, or messaging in Blackboard if he/she does not attend lesson sessions and/or does not complete assignments, activities, and projects
- Teachers will monitor student activity in their online classroom using Blackboard Learn
- Teachers will informally assess student learning during synchronous online sessions

A description as to how equitable access to quality instruction will be ensured.

- Internet access will be secured for all students
- All students will be enrolled in the Blackboard Learn classes (All teachers will build their courses and create assignments and assessments)
- Students will have access to the assignments and activities and provided the link to the recorded class lessons delivered by the teacher each day whether in the school classroom or the remote classroom

- Teachers and students can communicate during synchronous sessions, by email, using the messaging tools in Blackboard, or by phone
- Students with disabilities may require setting up individual learning plans that will accommodate delivery of instruction at school or at home, both while following the health guidelines listed in the New Lexington School District's Guidelines for School Re-entry.

A description of the professional development activities that will be offered to teachers.

- Teachers will complete training provided by Blackboard Inc. for Blackboard Collaborative and Blackboard Learn. There are 4 modules:
 1. Getting Started With Blackboard Learn—4 Lessons
 2. Building Courses – 2 Lessons
 3. Assessing Learners, Synchronous Class or Recording (Using Blackboard Collaborative) – 4 Lessons
 4. Course Wrap-Up- Support and Resources for teachers - 1 Lesson
- Blackboard Administrators:
 1. Learn Administrator Training - Configuration of the learning system - 3 two-hour sessions
- Support sessions for teachers (scheduled events) based on teacher feedback
- Best practices sharing for teachers (scheduled events)

Recommendations and Best Practices:

- Fixed schedules: Courses have established schedules for teacher-led instruction.
 - All principals will establish an instructional schedule for the delivery of lessons for all courses at all grade levels
 - Teachers will provide instruction according to a set schedule each day
 - Every teacher records each lesson and makes it available for asynchronous instruction for students and parents
 - The recorded lessons are cataloged and are available to students, parents, and administrators for viewing
 - Links to asynchronous instruction are sent to all students
- Online learning materials:
 - Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
- Clear expectations:
 - Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
 - District and Teacher expectations will be communicated to parents and students at the beginning of the school year.

- School and Community Communication Plan:
 - The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.
 - Parents and students will be provided opportunities to receive information and support through online meetings, communicating with the teachers, and attending parent meetings.
 - Parent and student feedback will be used to assess the effectiveness of the remote learning program. Data and information will be collected through online meetings, email, surveys, and conversations. The data will be disaggregated, shared with all stakeholders, and used to make adjustments in the remote learning program as deemed necessary.