

LOCKLAND LOCAL SCHOOL DISTRICT

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Lockland Local School District Learning Plan 2020-2021 Academic Year

Families in Lockland Local Schools will have multiple options to choose from during the 2020-2021 school year. As circumstances change in relation to COVID-19 and local / state health department guidance, families and students may as a result participate in any / all of these options throughout the course of the school year, as needed.

Remote Learning from home - Students will be issued a district owned laptop to access grade level and content appropriate curriculum that will be loaded into the Google Classroom on Monday of each week. ***This option represents a LOW health risk as it relates to COVID-19 exposure but a relatively MODERATE educational impact risk as a result of not being on campus with teachers each day.***

- This option will require students to exercise a great deal of self-discipline, planning, time management strategies, focus and consistency in a less structured setting than the classroom typically provides.
- Grade level / content area work and learning expectations for students selecting the remote learning option are the same as for students that select on-site learning. Students will engage in the same assignments, activities and learning regardless of the option selected.
- Instruction, activities, assessment and collaboration will occur digitally via the Google Classroom for all classes.
- Attendance will be taken daily in each class.
- Grades issued will be A-F and the work / learning will be the same as it will be for students on-site.
- Students will be expected to login and submit evidence of work and participation daily
- Students will be able to reach their teacher via email each day, however the response time may lag due to the fact that teachers will be teaching students on-site as well. For that reason, the following can be used for a timelier response:
 - Grades K-3 can email: k-3remotelearning@locklandschools.org
 - Grades 4-8 can email 4-8remotelearning@locklandschools.org
 - Grades 9-12 can email: 9-12remotelearning@locklandschools.org
- Students will be provided with one week of meals each week and will be picked up on campus once per week
- Students will be eligible for extra-curricular activities pending eligibility and attendance requirements.

On-site learning in the classroom - Students will attend class five days per week with this option.

This option represents a MODERATE health risk as it relates to COVID-19 exposure and a LOW educational impact risk as a result of being on campus with teachers each day.

- Per the Health and Safety Guidance issued by Governor DeWine and in collaboration with the Ohio Department of Health and the Ohio Department of Education, the following expectations are included with our on-site learning plan:
 - Assess for Symptoms
 - Wash and sanitize hands
 - Clean and sanitize the school environment
 - Practice social distancing
 - Implementation of a face covering policy
- Students and staff will be asked to check their temperature prior to coming to school each day. If a temperature is higher than 100 degrees or the symptoms of COVID-19 are present, students and staff should NOT report

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- If a student or staff member begins to show symptoms or has a temperature exceeding 100 degrees during the school day, they will be separated from others, given a face covering and monitored by a staff member in an area separate from the health aide office
- Hand sanitizer stations will be present at each entrance to the building and within all rooms within the school
- Classrooms, common areas and high frequency touch areas will be sanitized at least once per day. Doors will remain open as permitted by fire code to avoid excess touching of handles. Restrooms will be sanitized throughout the course of the school day.
- All classrooms will have alcohol cleaning wipes for use throughout the day to sanitize surface areas
- Social distancing practices will be adhered to as feasible throughout the school day. When individuals cannot be separated by six feet of distance they will adhere to a minimum of three feet of distancing.
- All staff will be required to wear a face covering except when working alone in a private office or room. Other exceptions include: when it is unsafe or would significantly interfere with the learning process. At these time, a face shield will be utilized.
- It is strongly recommended that students in grades 3-12 wear a face mask on campus unless they are unable due to a health or developmental reason (*subject to change pending data trends locally / statewide or as a result of executive order that would cause the requirement of wearing face coverings unless unable as noted above)
- Transitions throughout the building will be minimalized. Students will be grouped with the same students for the duration of the school day and will be attending a limited number of classrooms daily. Teachers will switch rooms versus students transitioning on a bell schedule.
- Teacher areas will be designated in all classrooms to ensure distancing from others at all times. Students will not be permitted within the designated teacher areas.
- Instruction will be planned / delivered by teachers and accessed by students via Chromebooks and the Google Classroom. This will ensure that students on-site and those participating in Remote Learning receive the same access to instruction and content each week.
- Student lunches will be eaten in the cafeteria. The cafeteria will be utilized at 50% capacity per the fire code.
- Collections of shared items for student use will be eliminated in the classroom setting.

Blended learning – This option will be utilized based on specific circumstances for certain students and will NOT be an available option to all students in grades K-12.

This option represents a MODERATE health risk as it relates to COVID-19 exposure and a MODERATE educational impact risk as a result of being on campus with teachers each day.

During the 2020-2021 SY, specific SENIORS may engage with blended learning as agreed upon MUTUALLY by the school district and family. Students participating in blended learning will attend class five days per week for a pre-determined and clearly defined portion of the day to attend a minimum of one English and one Math course AND will complete other classes needed for graduation or athletic eligibility remotely. The descriptions noted above for the on-site and remote learning options are both applicable to this option.

Remote Learning / Blended Learning Model Specifications per House Bill 164

Description of how educational needs will be determined and documented:

- Students will be assessed digitally within the tools embedded in Google Classroom in each class. Diagnostic, formative and summative assessments will be administered to all students in order to determine student needs, mastery of content taught and to drive instructional planning decisions. Some of all of the following options will be utilized for assessing student mastery:
 - Google Classroom (grades K-12)
 - Google Forms (grades K-12)
 - Abre Learning Management System (grades K-12)
 - Smarty Ants Literacy (grades K-6)
 - Gizmos math and science (grades 7-12)
 - NewsELA (grades K-12)
 - Pear Deck (grades K-12)
 - MobyMax (grades K-6)
 - Pearson Realize (grades K-12)

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- NWEA / MAP (grades K-12)
- Other resources deemed appropriate as a result of the Ohio Improvement Process
- Additional information about assessment and determining student needs from BOE policy is as follows:

2623 - STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES

The Board of Education shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

The Board shall administer the State-mandated tests (e.g., diagnostic assessments and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a State-mandated test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) days following the scheduled date. The Board shall annually report, not later than June 30th, the number of students who have not taken one (1) or more of the State-mandated tests to the State Board of Education.

The District shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

- A. communicating standards of ethical assessment practice;
- B. communicating security procedures for assessment;
- C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;
- D. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;
- E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least annually, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The Superintendent shall develop a program of testing that includes:

- A. administration of State-mandated tests (e.g., diagnostic assessment and achievement tests), at no cost to students, in accordance with the provisions of A.C. 3301-13-02;
- B. performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading;
- C. District or teacher-made achievement or performance tests;
- D. tests of mental ability;
- E. norm referenced achievement tests.

"Achievement test" means "a test, aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of knowledge or skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement."

"Alternate assessment" means "the use of an assessment instrument, other than the Ohio achievement tests or diagnostic assessments, that meets the requirements of all applicable Federal and State laws and A.C. 3301-13-03."

"Diagnostic assessment" means "an assessment aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three, as defined in R.C. 3301.079."

"Ohio graduation tests" means "the achievement tests, aligned with academic content standards and model curriculum, designed to measure a student's level of academic achievement expected at the end of the tenth grade in writing, reading, mathematics, social studies, and science."

"Performance standards" means "a score adopted by the State Board of Education indicative of a particular level of academic achievement at a designated grade for each achievement test or alternate assessment."

"Statewide tests" means "any assessment that is provided by the Ohio Department of Education (ODE) for use in all participating schools in the State."

The Superintendent shall develop:

- A. procedures for the regular collection of student performance data;
- B. a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and
- C. procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

For any student who failed to demonstrate at least a score at the proficient level on an achievement test during the preceding school year, the Board shall provide appropriate intervention services commensurate with the student's test performance in each such test area, including intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012.

The Board shall require that data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board's student records policy.

Summer remediation services shall meet the following conditions:

- A. the remediation methods are based on reliable educational research
- B. testing will be conducted before and after students participate in the program to facilitate monitoring results of the remediation services
- C. the parents of participating student will be involved in programming decisions
- D. the services will be conducted in a school building or community center and not on an at-home basis

The Board shall keep records for each student including the following:

- A. a unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2)
- B. a list or designation of which tests are required and which tests are not required
- C. a list or designation of which tests, required or not required, are taken and which are not taken at each test administration period
- D. score for each test taken, required or not
- E. whether each student attained the requisite performance standard designated for each required test
- F. what if any tests must still be taken

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G. whether or not intervention must be provided

H. for each test required for graduation, the date passed must be recorded on the student's transcript
No information shall be on the student's transcript for a test not passed.

When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

For each student required to be offered intervention services, the Board shall involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the Board shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

Except as authorized by State law, the Board shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher grade level.

All identified students with disabilities in the School District shall be considered for participation in the State-mandated testing. The extent of the student's participation shall be determined by the IEP Team. Accordingly, the student's IEP shall require that s/he take:

- A. the required assessments in the same manner as other students;
- B. the required assessments with accommodations appropriate for his/her disability; or
- C. an alternate assessment that has been approved by the State Department of Education.

To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

The Superintendent shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests, including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Superintendent.

After July 1, 2017, no student will spend more than two percent (2%) of the school year taking state assessments, including the Ohio graduation tests, college and work ready assessment systems and any District-wide assessment for all students in a specified subject area or grade level. Students will not spend more than one percent (1%) of the school year on diagnostic or practice assessments to prepare for the above assessments. Students with disabilities are exempt from this requirement, as are related diagnostic assessments for students who failed the English language arts achievement assessment, substitute examinations, or examinations to identify a gifted student.

The method to be used for determining competency, granting credit and promoting students to a higher grade level:

- Grades issued will be A-F and the work / learning will be the same as it will be for students on-site.
- Students will be expected to login and submit evidence of work and understanding daily, in all classes, and will be graded the same as they will if they choose to be on-site.
- See information below for specific BOE policy related to Grading:

5421 - **GRADING**

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The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelve.

The Board directs the Superintendent to develop procedures for grading whereby the professional staff:

- A. develops clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. helps each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. provides frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- D. provides students the opportunity to assess both their own achievements and their areas of difficulty.

The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

The school's attendance requirements, including how the school will document participation in learning activities:

Attendance will be taken daily in each class and measured by logging in to each course and completing a formative assessment activity each day. Attendance will be documented based on the participation/ completion of student work in the Google Classroom. See information below for specific BOE policy regarding student attendance:

5200 - ATTENDANCE

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.

A student in grades 9 through 12 may be considered a full-time equivalent student provided the student is enrolled in at least five (5) units of instruction, as defined by State law, per school year.

In accordance with the statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The Board of Education reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. personal illness (a written physician's statement verifying the illness may be required)
- B. illness in the family necessitating the presence of the child
- C. quarantine of the home
- D. death in the family
- E. necessary work at home due to absence or incapacity of parent(s)/guardian(s)

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- F. observation or celebration of a bona fide religious holiday
- G. out-of-state travel (up to a maximum twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a District-approved enrichment or extracurricular activity

Any classroom assignment missed due to the absence shall be completed by the student.

If the student will be absent for twenty-four (24) or more consecutive hours that the student's school is open for instruction, a classroom teacher shall accompany the student during the travel period to provide the student with instructional assistance.

- H. such good cause as may be acceptable to the Superintendent
- I. medically necessary leave for a pregnant student in accordance with Policy 5751
- J. service as a precinct officer at a primary, special or general election in accordance with the program set forth in Policy 5725

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where the school is in session by the authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

Attendance shall be taken at the beginning of every block/period in buildings with block/period-based scheduling. Absences from a class block/period shall be accounted for to the nearest full hour.

Attendance shall be taken at the commencement of the school day in buildings with non-period-based schedules. Attendance for students arriving late or leaving early must be tracked and recorded to the nearest full hour.

A statement describing how student progress will be monitored:

Teachers will document student progress from assignments, assessments and activities within the Google Classroom in Progress Book each week. One student assignment and one student assessment, at minimum, will be recorded each week for all students. Parents will be provided with the information needed to access this grading information 24/7 via the internet. See information below for specific BOE policy regarding student progress:

5420 - REPORTING STUDENT PROGRESS

The Board of Education believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress which shall include written reports, parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The Superintendent, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents which:

- A. ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- B. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
- C. ensure a continual review and improvement of methods of reporting student progress to parents.

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A description of how equitable access to quality instruction will be ensured:

- This option will require students to exercise a great deal of self-discipline, planning, time management strategies, focus and consistency in a less structured setting than the classroom typically provides.
- Grade level / content area work and learning expectations for students selecting the remote learning option will be the same as for students that select on-site learning. Students will engage in the same assignments, activities and learning regardless of the option selected.
- Instruction, activities, assessment and collaboration will occur digitally via the Google Classroom for all classes.
- Attendance will be taken daily in each class.
- Grades issued will be A-F and the work / learning will be the same as it will be for students on-site.
- Students will be expected to login and submit evidence of work and understanding daily, in all classes, and will be graded the same as they will if they choose to be on-site.

Additional information pertaining to equitable access from BOE policy is stated below:

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

In order to achieve the aforesaid goal, the Superintendent shall:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to verify that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State and Federal laws and regulations;
2. verify that facilities are made available, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

verify that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, and guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

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

- Ongoing, job-embedded and systemic professional development will be offered to all teaching staff in preparation for the 2020-2021 school year. In July of 2020, teachers will be asked to complete a survey to provide feedback about specific areas of professional development they need to better meet student needs via Blended Learning. The link to the survey is: <https://forms.gle/mdfdkJdzjK7cTw57A>
- In August 2020, Lockland Local Schools will work in collaboration with the Hamilton County Educational Service Center (HCEC) and four neighboring districts to plan, develop and offer collaborative professional development for five consecutive days. PD offered will be relevant to:
 - Remote learning
 - Google Classroom
 - Technology resources
 - Curriculum, Instruction and Assessment
 - Culture / climate, Data driven decision making and communication strategies
- Additionally, teachers in Lockland Local School District will benefit from 7 additional days of district-wide PD in August, prior to the start of students on Wednesday, September 2, 2020. Topics of focus will be consistent with the list above.

Additional information from BOE policy related to professional development is as follows:

3242 - PROFESSIONAL DEVELOPMENT AND LICENSURE

The Board of Education directs the Superintendent to establish a Professional Development Committee that is in compliance with State law and applicable terms of the negotiated agreement with the Lockland Education Association.

The Committee may be a District committee or one that is part of a consortium of school districts.

If a District committee is established, it shall consist of no more than three (3) members of the bargaining unit and two (2) District administrators.

The Committee shall be responsible for establishing the guidelines by which the Committee is to function. Among these guidelines should be:

- A. a set of bylaws governing when the Committee will meet and where, how the committee will select and replace members, the manner in which voting will occur, and the procedure the Committee will use to hear appeals of its decisions;
- B. the criteria that will be used to determine whether or not a professional development plan will be approved;
- C. procedures for assessing the extent to which a staff member's professional development plan has been accomplished.

All Professional Development Committee meetings are subject to the Sunshine Law.

If the District will be part of a Professional Development Committee operated by a consortium, the Consortium shall negotiate with appropriate bargaining units the number of members of the District's bargaining unit shall be members of the Committee and the compensation arrangements for those members. The Superintendent, in concert with other superintendents in the consortium shall determine which administrators from each district will serve on the Committee.

The Superintendent shall report periodically to the Board on the operation of this important committee and on the progress staff members are making in fulfilling their professional development plans.

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