

**GRAND VALLEY LOCAL SCHOOL DISTRICT BOARD OF EDUCATION**

The Grand Valley Local School District Board of Education (Board), met in regular session at 6:00 p.m. on the 17<sup>th</sup> day of August, 2020, at 111 Grand Valley Avenue West, Orwell, Ohio 44076 with the following members present:

ROLL CALL: Richard Jackson, Timothy Keeney, Dr. Amanda Dolan,  
Michael Pucel, William Thomas

**RESOLUTION TO APPROVE THE REMOTE LEARNING PLAN FOR  
THE 2020-2021 SCHOOL YEAR**

Mr. Timothy Keeney moved the following:

Motion to approve the Remote Learning Plan for the 2020-2021 school year.

Dr. Amanda Dolan seconded the motion and the roll being called upon the question of the adoption of the resolution, the vote resulted as follows:

AYES: 5    NAYS: 0

**ADOPTED** this 17<sup>th</sup> day of August, 2020.

**CERTIFICATE**

The undersigned hereby certifies that the foregoing is a true and correct copy of a resolution adopted at a meeting held on the 17<sup>th</sup> day of August, 2020, together with a true and correct extract from the minutes of said meeting to the extent pertinent to consideration and adoption of said resolution.

  
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**Lisa Moodt, Treasurer**



# Grand Valley Local Schools

## Remote Learning Plan

### 2020-21

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| District Name:    | Grand Valley Local Schools                   |
| District Address: | 111 Grand Valley Ave. West, Orwell, OH 44076 |
| District Contact: | Dr. William R. Nye, Jr.                      |
| District IRN:     | 045864                                       |

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 [remotelearning@education.ohio.gov](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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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| <b>Resource Link(s):</b>   | <u>Determination of Student Educational Needs</u><br><u>Remote - Blended Instructional Delivery Resources</u><br><u>Exceptional and At-Risk Youth</u>  |                     |  |
| <b>Determining Instructional Needs</b>   | <b>How will instructional needs be determined?</b> <ul style="list-style-type: none"> <li>• District and Digital Learning Assessment</li> <li>• Aligned Instruction to Learning Standards</li> <li>• Graded Work / Student Feedback</li> <li>• Created a plan for IEP and students with disabilities</li> <li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul> |                     |  |
| <p><b>Students in grades 6-12 will be provided with Grand Valley Digital Learning, a VLA product. Students in grades K-5 will use a digital learning product published by Edgenuity. Every student will be monitored by a Grand Valley teacher. Students in grades 6-12 will be monitored by their classroom teachers regardless of whether they are total remote or partial remote learners. Students in grades K-5 who are learning remotely will be monitored by a Grand Valley teacher but not their classroom teacher. The program they will be using, Edgenuity, begins with a diagnostic assessment to determine the appropriate level of learning.</b></p> |  |                     |  |
| <b>Documenting Instructional Needs</b>   | <b>How will instructional needs be documented?</b> <ul style="list-style-type: none"> <li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> <li>• IEP progress Reports</li> <li>• Email</li> <li>• Progressbook</li> <li>• Graded assignments</li> <li>• Phone / communication logs</li> <li>• Google Classroom, Class Dojo, Remind</li> </ul>                       |                     |  |
| <p><b>Recognizing the importance of frequent feedback/communication, Grand Valley expects that teachers will monitor learning daily and document instructional needs weekly.</b></p>   |  |                     |  |

| SECTION TWO  |  | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL |  |
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| <b>Resource Link(s):</b>   | <u>District &amp; Building Level Educational Considerations &amp; Planning</u><br><u>Teacher Level Educational Considerations and Planning</u><br><u>Non-Building Based Learning Opportunities</u>   |   |  |
| <b>Determine Competency</b>  | <b>What method(s) will be used to determine competency for remote learning?</b> <ul style="list-style-type: none"> <li>• Curriculum, instruction and assessment is aligned to the Ohio Learning Standards.</li> <li>• Grades will be based on student performance which will be measured using multiple measures including but not limited to: online assessments, project outcomes, electronic portfolios, Google Classroom posts, observation via Google Meet, and electronic presentations</li> </ul> |   |  |
| <p><b>Grand Valley teachers will determine competency and provide the appropriate grades based on mastery of the</b></p> |  |   |  |

**Grand Valley Local Schools Remote Learning Plan**

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| <b>standards. Students will receive the same credits they would receive if completing their work in school.</b>   |  |
| <b>Granting Credit</b>  | <p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <ul style="list-style-type: none"> <li>• Credit will be granted using the same guidelines as outlined in Grand Valley School Policy</li> </ul>  |
| <b>Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. If a passing grade, then credit will be granted.</b> |  |
| <b>Promoting Students</b>   | <p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <ul style="list-style-type: none"> <li>• Promotion for remote learners will be the same for in-school learners and will follow the guidelines in the Grand Valley Local Schools Promotion Policy:</li> </ul> <p>A student will be promoted to the succeeding grade level when s/he has:</p> <ol style="list-style-type: none"> <li>completed the course and State-mandated requirements at the presently assigned grade;</li> <li>in the opinion of the professional staff, achieved the instructional objectives set for the present grade;</li> <li>demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;</li> <li>demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.</li> </ol> |
| <b>Students learning remotely will be held to the same grading standards they would be if attending school in the traditional brick and mortar setting.</b>                                       |  |

| <b>SECTION THREE ATTENDANCE AND PARTICIPATION</b>   |   |
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| <b>Resource Link(s):</b>  | <p><a href="#">Communications Planning</a><br/> <a href="#">Attendance Considerations for Remote Learning Plans</a></p>   |
| <b>Attendance Requirements</b>  | <p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <ul style="list-style-type: none"> <li>• Clear expectations of daily attendance provided to students and families when they receive logins and devices.</li> <li>• Grades 6-12 - daily login to GV Digital Learning and Google Classroom - monitored by the classroom teacher</li> <li>• Grades K-5 - Daily login to Edgenuity - monitored by a GV teacher</li> <li>• Daily response to teacher and/or completed assignments</li> <li>• Participation in coursework as required by the teacher.</li> </ul> |
| <b>Students will be required to login daily and provide completed work or written response to the teacher. Teachers will monitor students daily and will contact families if a student is not attending. HB 410 rules will apply.</b> |   |

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| <b>Participation Requirements</b> | <p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <ul style="list-style-type: none"> <li>● Once students are enrolled in digital learning, they will receive guidelines with specific information regarding attendance and participation. <ul style="list-style-type: none"> <li>○ Guidelines will include the times students need to login daily and the extent of participation they must demonstrate in order to be counted as present.</li> </ul> </li> </ul> |
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| <b>SECTION FOUR</b> | <b>PROGRESS MONITORING</b> |
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| <b>Resource Link(s):</b>  | <u>Exceptional and At-Risk Youth</u>   |
| <b>Progress Monitoring</b>  | <p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <ul style="list-style-type: none"> <li>● Teachers in grades 6-12 will be monitoring their students using the Digital Learning Program and Google Classroom daily. Feedback on assignments will be provided on a weekly basis or more frequently if student work indicates confusion and lack of understanding.</li> <li>● Teachers in grades 6-12 will utilize Digital Learning assessments, locally developed assessments via Google Classroom and participation to monitor student learning and progress.</li> </ul> |
| <p><b>Students need to demonstrate active engagement throughout the week.</b></p> |  |

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| <b>SECTION FIVE</b> | <b>EQUITABLE ACCESS</b> |
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| <b>Resource Link(s):</b> | <u>Technology Needs</u><br><u>Data Use: Gathering Stakeholder Input</u>  |
| <b>Equitable Access</b>  | <p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <ul style="list-style-type: none"> <li>● Digital Access: All students will be provided with a device, iPads for Kdg and 1<sup>st</sup> grade students, Chromebooks for grades 2-12.</li> <li>● Families were surveyed to determine Wi-Fi access. The district is providing families with hotspots to enable digital learning where Wi-fi is not available for whatever reason.</li> <li>● Teachers will be "checking in" with students and families on a weekly basis. If parents are expressing frustration or require assistance, the district will provide what it can, within reason, to alleviate the stressors contributing to limited family engagement.</li> <li>● Special Education Director will work with teachers and families to determine academic schedules for SWD.</li> <li>● Students with disabilities will receive direct services via Telehealth from OT, PT and SLP. Academic goals will be addressed by Intervention Specialists via Google Meet, FaceTime or whatever means best suits the needs of both students and their families.</li> <li>● Gifted Coordinator will work with teachers to develop WEPs and implement gifted</li> </ul> |

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|  | <p>services</p> <ul style="list-style-type: none"> <li>• Homeless Students: Every effort will be made for these students to receive instruction. They will be provided with devices, hotspots if needed, and additional instructional, social/emotional or academic support as needed.</li> </ul> |
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| <b>SECTION SIX</b> | <b>PROFESSIONAL LEARNING</b> |
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| <b>Resource Link(s):</b>     | <u>Professional Learning Needs</u>  |
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| <b>Professional Learning</b> | <p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <li>• Staff will be provided with 5 days of Professional Learning prior to the reopening of school. Topics for learning will include the following: <ul style="list-style-type: none"> <li>○ District Overview by Superintendent: <ul style="list-style-type: none"> <li>■ Explanation of the District Reopening Plan</li> <li>■ Clear expectations for all staff, students and families</li> <li>■ Administrative roles as we manage the re-opening</li> <li>■ the chain of command when addressing Covid-19 related needs</li> <li>■ Other issues as needed</li> </ul> </li> <li>○ Implementation of the Digital Learning platforms. Presenters from both companies will be providing the PD. <ul style="list-style-type: none"> <li>■ Ace Digital (Grand Valley Digital Learning) for grades 6-12.</li> <li>■ Edgenuity for grades K-5</li> </ul> </li> <li>○ How to use the Google Suite Products for instruction, assessment, and communication</li> <li>○ Safety Protocols for Grand Valley Local Schools – presented by School Nurse, Maintenance, Food Service, Technology and Transportation</li> <li>○ Maintaining Social / Emotional Health for Students and Staff</li> <li>○ Special Education – Maintaining Compliance in a Changed World</li> <li>○ Building Specific Issues: Scheduling changes, Safety Protocols, Expectations for Staff</li> </ul> </li> </ul> |