

Licking Valley Local Schools Remote Learning Plan

August, 2020

1. How student instructional needs will be determined and documented

Student instructional needs will be determined by grade level and grade level relevant curriculum, by teacher observation and assessment, by NWEA MAP assessment data, and, most importantly, by individual student need.

2. Method for determining competency, granting credit, and promoting students to higher grade levels

The method will be the same as it is always. Teachers will assign curriculum relevant work and assessments and, using our standards-based grading system, determine students' level of mastery relevant to the standard and report such to students and parents.

3. The school's attendance requirements and how the school will document participation in learning opportunities

Attendance and participation will be documented by student engagement in and completion of teacher led/directed learning activities, assignments, and assessments daily and weekly.

4. How will student progress be monitored?

Teachers will assign curriculum relevant work and assessments and, using our standards-based grading system, determine students' level of mastery relevant to each curriculum standard. Teachers will determine when class or individual student remediation may be necessary.

5. How will equitable access to quality instruction be ensured?

We will provide all students with individual computing devices (Chromebooks) and provide hotspots to any student who is unable to secure wi-fi/cable internet access. Our grades 6-12 have been 1:1 computing with Chromebooks for 8 years, so all of those students have had their own devices. We provided devices to all K-5 students during the spring 2020 shutdown. We have allowed them to keep those devices, and hotspots for those who needed them, in the event we would have another shutdown.

Teachers will be very flexible with due dates for assignments and assessments. Parents told us after this spring online experience that they prefer to be given assignments by the week so that they can plan, and that will be done. Teachers will apply all of their learning from this past spring's experiences to improve the remote learning experiences for all of their students and families.

6. Professional Development offered to teachers

At the beginning of the 2020-21 school year, the district has two full professional development days, part of which will be dedicated to teachers preparing for the possibility of the district having to transition to online learning. The best professional development preparation for doing so occurred from the middle of March to the end of May 2020. Teachers made this transition at

that time and learned a great deal about what was effective for teaching and learning and what was not, or was less so. We also surveyed all of our parents and students about their remote learning experiences during that time last spring, and also surveyed all of our teachers about what worked well and what didn't. Teachers will be given time to review the surveys, discuss them, and share ideas and best practices with each other prior to school starting in August. They will also have some time to begin the planning and preparation process for going to remote learning some time during 2020-21.