



# Pymatuning Valley Local Schools



## Remote Learning Plan

2020-2021

**School District Name:** Pymatuning Valley Local School

**Approved by the Board of Education:** July 20, 2020

**Submitted to the Ohio Department of Education:** July 21, 2020

**Description of how student instructional needs will be determined and documented:** The Pymatuning Valley Local School District will utilize Google Classroom as the remote learning platform. Teachers will post assignments, lessons, and assessments on the Google Classroom platform. All students will be able to access the information using the school provided Google Chromebooks and their Pymatuning Valley email accounts.

**Method for determining competency, granting credit and promoting students:**

Students will be held to the same grading standards as they would be in a physical school environment. The promotion of students will take into consideration the student's learning capabilities, student participation in the remote learning program, the students academic grades, and family input. Credit will be granted when a student successfully completes the course and meets the requirements as posted in the Pymatuning Valley Board Policies and Student Handbooks.

**Attendance requirements, including how participation in learning opportunities will be documented:**

Students will be held accountable to login on a daily basis to complete their learning tasks. Each day teachers will post lessons and learning activities for students to complete. When students complete the daily lessons and activities posted, that will count for one instructional day. If students are not logging in or completing learning activities within three days of them being posted, the teacher will need to contact the family to investigate why the child is not completing the lessons and activities.

**How will student progress be monitored:**

Teachers will be expected to communicate student progress through effective feedback on assignments, strong lesson delivery, and updating student academic records on a weekly basis.

**How equitable access to quality instruction will be ensured:**

Our Intervention Specialists and Gifted Intervention Specialist will work collaboratively with teachers to develop lessons that are challenging for all students, but equitable. We will be relying on student and family feedback to help adjust instructional development. Formative and summative assessments will be utilized to determine student understanding.

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### **Professional development opportunities offered to teachers:**

At the beginning of the 2020-2021 school year, the Pymatuning Valley Local School District has three professional days for all staff members. During these professional development days the district will be providing professional development for our teachers on how to improve their understanding of the Google Classroom capabilities. We will also emphasize the importance of quality remote learning.

## Ohio's Core Principles for Remote Learning

[Each Child, Our Future](#), Ohio's five-year strategic plan for education (2019-2024), includes three core principles that drive its vision and goal for whole-child success: equity, partnerships and quality schools. When coupled with an overarching aim for high-quality remote learning in Ohio, the core principles of Each Child, Our Future naturally guide Ohio's approach to remote learning.

- **Overarching Aim for High-Quality Remote Learning in Ohio.** Remote learning should continuously support whole-child success and meaningful academic opportunities, while protecting the health and safety of students, parents, caregivers and educators. This is an overarching aim because it spans each of the following principles.

*Action Step: Prioritize the health and safety of students, parents, caregivers and educators in locally developed remote learning plans.*

- **Responding to Equity.** Remote learning should be responsive to known equity issues. By definition (find details in the Defining and Deploying Remote Learning section), remote learning is a continuum of education delivery that can be both online and offline. The notion is that schools work with partners to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. Ohio's known equity issues include:
  - *Digital access:* Some Ohio families lack access to digital resources, technology and the internet, which limits the availability of virtual learning. Local remote learning plans must consider and try to accommodate this reality.
  - *Family engagement and resources:* Not all families have the same resources to support their children through the pandemic. Many are dealing with job loss, food insecurity, increased health concerns and other stressors that will affect students' abilities to learn at home. Families also might be challenged with adults working from home while trying to support students' remote learning needs at home.
  - *Students with disabilities:* Current circumstances may introduce new challenges for educators as they work to provide students with disabilities with educational services closest to the manner prescribed within their individualized education programs. Some students may experience an interruption in the process of identification or the process of developing an individualized education program.
  - *High mobility students:* Under normal circumstances, highly mobile students are at greater risk of falling through the cracks. This will not be an exception during the ordered school-building closure. At the same time, more students may experience high mobility as

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families deal with increased housing insecurity. The caring adults who work in Ohio's schools should be attentive to this reality.

**A special note about Ohio's vulnerable student population:** It is likely that Ohio's most vulnerable students will be disproportionately affected by the pandemic for a variety of reasons. Vulnerable youth, including students experiencing homelessness or in foster care, justice-involved youth, students with disabilities, military families and English learners likely will face multiple challenges, many of which are referenced above. As we face these equity issues, we also must work together to be intentional about supporting students' social, emotional and behavioral health and their academic success.

During this time, we also should seek to maintain meaningful connections among students, educators and other caring adults who work in schools. Ohio's communities continue to innovate on this front. For instance, several schools have arranged regular virtual check-in sessions or telephone calls with students and families. These intentional efforts to make connections have a positive effect on students.

***Action Step: Account for these known equity issues when creating locally developed remote learning plans to ensure each child is supported for success.***

- **Leveraging Partnerships.** Education is everyone's business. This is even more true in a crisis. During Ohio's ordered school-building closure, it is important that school leaders try to coordinate and co-design, as much as practicable, remote learning plans with educational service centers, information technology centers, state support teams, institutions of higher education, local businesses, philanthropies, social service organizations, community leaders, health care providers, behavioral health experts and other local partners. This approach will result in enhanced objectives and delivery of remote learning.

***Action Step: Reach out to key local partners to co-design and deliver remote learning plans.***

- **Maintaining Quality Schools.** A quality school is a "place" where parents, caregivers, community partners and others interact and collaborate to enhance the learning experience of students. Direct human interaction facilitates authentic learning, which cannot be replaced easily by remote learning. We should not expect remote learning to replicate a traditional school day. However, we should, to the extent possible, develop coherent remote learning plans that support academic continuity for students.

***Action Step: Locally developed remote learning plans should not try to replicate a traditional school day. Rather, they should consist of thoughtful instructional lessons or activities that recognize the continuum of remote learning (refer to Figure 1 below) and strive to maintain the quality provided during normal times.***

## Defining and Deploying Remote Learning

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 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.

For the purpose of this resource guide, remote learning means each student is experiencing a learning opportunity supported by a teacher or educator who is in a different location. Working in partnership with educational delivery partners, an educator might deliver instruction by using a device and checking in with students regularly. Remote learning also can include video or audio instruction delivered online or via television, video, telephone or another method that relies on computer or communications technology. It also may include use of printed, paper-based materials that incorporate assignments that engage and seek feedback from students.

Remote learning plans should not necessarily replicate a traditional school day—especially with regard to the daily schedule and timetable. Remote learning opportunities can be deployed in a flexible manner. Ultimately, students should be positioned to independently extend their learning with direction and guidance from their teachers. Special considerations need to be made for Ohio’s most vulnerable students, including students with

disabilities, students for whom electronic mediums might not be developmentally appropriate (for example, preK and early grade students), students who are English learners and students who might not have access to technology.

Across Ohio, remote learning can be viewed as a continuum, as shown in the graphic below, depending on the unique circumstances of a school, its educational delivery partners and the connectivity, abilities, disabilities and ages of students. If possible, remote learning plans should include an array of learning opportunities that are both online and offline to accommodate these unique circumstances.



*Figure 1*

Following is a summary of each component of the continuum:

1. **Teacher-student interaction through online learning platform:** This option, when available, enables educators to engage with students frequently and consistently throughout the learning day using an online learning platform or learning management system. Examples of online learning platforms include Google Classroom, Schoology, Canvas, Zoom, etc. Educators can assign lessons

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while engaging with and supporting students through classroom discussions, online lessons and the completion of assignments.

2. **Online lessons for students to work on at home:** This option allows educators to present students with lessons they can complete independently or with the help of an available family member or caregiver outside of an online learning platform.
3. **Offline lessons and instructional packets for students:** Remote learning plans can include thoughtful instructional packets (virtual or paper-based) and appropriate interdisciplinary, exploratory, hands-on activities. Screen time, if an option, should be balanced with learning that occurs offline and encourages student curiosity, discovery, and writing and journaling. Schools might have to exercise creativity when it comes to distributing instructional packets—perhaps with meal drop off and pickup at grab-and-go sites or through safe meeting sites. Educators should have some form of instructional communication loop with students and families.

Across components 1-3, educators should arrange regular check-ins with students—either in small or large groups—to provide ongoing feedback about the learning process. Additionally, educators should:

- Consider the needs of their students, including students with disabilities and individualized education program (IEP) services, when deciding the appropriate mode of instructional delivery. Please visit *Considerations for Students with Disabilities During Ohio's Ordered School-Building Closure* for more details.
- Consider, when necessary, use of messaging tools that work across different devices and include features that enable interpretation and translation to help ensure equitable access for English learners.

***Action Step: Apply a range of delivery options, including online and offline, to the extent practicable, in remote learning plans. Plan and coordinate lessons to build on the learning sequences already underway. Try to consider equity and the age and needs of each child when planning, including the needs of any students with disabilities, students who do not have internet access and English learners.***

### Existing Resources to Maximize Remote Learning

The following are offering digital resources designed to help schools plan and implement thoughtful remote learning opportunities.

- **Ohio Management Council** maintains a community dashboard called the [Remote Learning Space](#) that is maintained by Ohio educators. It includes the most up-to-date resources being used in schools across Ohio. It is organized by “Resources for Planning,” “Resources for Teachers,” “Resources for Students and Families” and “Zoom Training Videos and Resources.” The site also includes free, live webinars, sample guidelines and best practices for teachers and families.
- **INFOhio**, Ohio’s preK-12 digital library, contains resources that are aligned to Ohio’s Learning Standards and organized by [ages 3-5](#), [grades K-5](#), [grades 6-8](#) and [grades 9-12](#). It also features [educator tools](#) that include teacher-approved lesson plans, best practices, articles, websites and other instructional materials to support personalized learning, project-based learning and the inquiry process. The site also features [professional learning](#), [professional databases](#) and [school library services](#). Many learning activities can be completed remotely and online. [ISearch](#) is a single search box that enables users to search for any resources contained in INFOhio’s Integrated Library System.
- **Ohio Ed Techs** are providing additional services to support online teaching and learning. Professional learning videos, Pk-12 educational television schedule and links, as well as virtual office hours for educators are available to support remote learning.
- **Ohio Center for Autism and Low Incidence (OCALI)** provides a variety of resources and educational materials for teachers and educators of students with disabilities. This includes an online autism center, information on teaching diverse learners, family outreach, assistive technology resources and outreach center for deafness and blindness.
- **PBS Learning at Home** features a full schedule of curated daily educational programming geared to students in preK-12 from 7 a.m. to 5:30 p.m. each weekday. [PBS LearningMedia](#) offers free, standards-aligned videos, interactives, lesson plans and more for teachers and families. In addition to PBS LearningMedia, resources are available to support students in preK-12 during the ordered school-building closure. [PreK-12 Resources for Emergency Closings](#) consists of instructional resources sorted by grade level and content area. Printable packets also are available to download. The site also is available with [Spanish language content](#).
- [Remote Learning Resource Guide](#)

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### For District Use:

### Instructional Expectations

#### All teachers:

Use resources in Google, Google classroom, Zoom, and Screencastify to work with students.

1. Teachers will be available to their principal and other instructors by checking and responding to emails 3 times per day or responding to meeting invitations during their workday.
2. All teachers will report to their assigned building to conduct the remote learning, unless otherwise specified.
3. All teachers will need to have daily video recorded instructional lessons for each subject they teach and post them to their Google Classroom.

#### Teachers when serving as remote / online educators should:

- Foster a sense of community and connectedness among the students whenever possible.
- Collaborate with colleagues
- Assign appropriate flexible learning activities or assignments for students with consideration of the remote learning environment
- Solicit feedback and ideas from students
- Provide a clear weekly schedule
- Clearly communicate classroom norms and expectations for all online interactions and collaboration
- Consistently post “office hours” to communicate availability and the preferred method of communication
- Communicate with department/grade level colleagues regularly to review and improve online lessons/activities

#### Pymatuning Valley K-4 Teachers

- Provide parents with an instructional schedule that includes a weekly summary of work to be done, and when students will be meeting with teachers, and tutors.
- Each grade level will provide parents a flexible schedule for when they can contact a grade level teacher for support including outside of school day times.
- Provide regular feedback on work done by students and any missing assignments.
- Hold small group video conference sessions to provide small group instruction and to continue guided reading. Supported by Title I tutors
- K-3 will schedule and teach regular Foundations/Heggerty sessions Supported by Title I tutors
- Conduct one grade level meeting per week with your principal.
- Conduct one TBT per week with a focus on student assessment and developing weekly schedules.
- The Gifted Intervention Specialist will work with teachers to address needs of our gifted students
- Intervention / Special Education Teachers will conduct one to one and small group sessions with their IEP students daily.
- Principals will hold a weekly parent information session at specified times for Grades K-4.



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### **Pymatuning Valley Grades 5-12:**

- Provide parents with an instructional schedule that includes a weekly summary of work to be done, and when students will be meeting with teachers, and tutors.
- Each grade level will provide parents a flexible schedule for when they can contact a grade level teacher for support including outside of school day times.
- Provide regular feedback on work done by students
- Hold small group video conference sessions to provide small group instruction for all students.
- Conduct one grade level meeting per week with your principal.
- Conduct one TBT per week with a focus on student assessment and developing weekly schedules.
- The Gifted Intervention Specialist will work with teachers to address needs of our gifted students
- Intervention / Special Education Teachers will conduct one to one and/or small group sessions with their IEP students daily.
- Principals will hold a weekly parent information session at specified times.
- Guidance department and designated specialists will provide career and college exploration programs.
- Guidance counselors will hold regular student support sessions for students receiving services or referred by teachers and duties assigned by their building principal.

### **Grades / Grading:**

Teachers will provide feedback and evaluate student work. Grades will reflect the same structure and rubrics that are used when school is in session. Teachers are given flexibility and may work with their principals to respond to special circumstances on the part of students and their families.