

# SANDY VALLEY LOCAL SCHOOLS

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## Sandy Valley Local School District Remote Learning Plan 2020-2021 Board Approved 8/17/2020

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# Section One - Introduction to Remote Learning Plan

District Name	<b>Sandy Valley Local School District</b>
District Address	<b>5130 State Route 183 NE, Magnolia, Ohio 44643</b>
District Contact	<b>David Fischer, Superintendent</b>
District Contact Email	<b>d.fischer@svlocal.org</b>
District IRN	<b>049940</b>

## Purpose:

The Sandy Valley Local School District may offer a Remote Learning Plan for either all or some students in the event that school buildings are closed or as an option for parents who choose not to send their children back for in-person learning. Remote learning may also be utilized on an individual, small, or large group basis. 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. The Remote Learning Plan could be utilized for long periods of time or shorter durations depending upon the particular circumstances of implementation. The SVLSD Remote Learning Plan will provide meaningful instruction and related service(s) strategies for grades K through 12. The plan will take into consideration that students have varied levels of access to technology devices and internet access. It will also be inclusive of all learning abilities. Specific and up to date information can be found on our website at [svlocal.org](http://svlocal.org).

## Background:

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.”*

## ODE and School Board Approval:

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 [remoteteaching@education.ohio.gov](mailto:remoteteaching@education.ohio.gov).

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 [remoteteaching@education.ohio.gov](mailto:remoteteaching@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://www.education.ohio.gov).

## Section Two - Digital Learning in Sandy Valley Local

### How Will Instruction Take Place During Remote Learning?

*Multiple instructional methods and modalities will be utilized district-wide during periods of Remote Learning:*

- Teacher-student interaction through online platforms
- Online Lessons for student to work on at home

### Digital Learning in SVSD

Digital learning is created through a learning environment that is designed to provide students with access to limitless information in a customized format along with the SVLSD teachers' high impact instructional practices and the use of the Google for Education Suite of products as well as Edgenuity, Odysseyware, and Florida Virtual learning platforms. Student success is maximized through:

- Relevant instructional time
- 24/7 Online classroom access
- Ongoing student to student and teacher to student interaction
- Strategic instructional lesson designs for high student engagement
- Increased student collaboration through online interaction and meaningful feedback

### Expectations for a Digital Learner

- Connects with teachers and the school
- Seeks clarity on digital learning expectations
- Creates an effective learning environment at home limiting distractions
- Reviews the weekly calendar each day for each class
- Sets a daily schedule and routine which includes checking each class for teacher communication
- Is prepared and ready to learn
- Engages in all parts of the learning experience
- Actively attends pre-recorded and live teacher-led sessions
- Submits authentic student-completed/created work
- Seeks help and asks questions if needed
- Communicates with teacher about missing/incomplete assignments
- Participates in optional remediation and help sessions, if needed
- Incorporates brain breaks, eats well, and gets exercise
- Continues to seek ways to engage in hobbies, sports, and extracurricular activities for balance

### Academic Expectations for Digital Learning Teachers

**Communicate Consistently and Frequently with Students.** Communication can take place online through Google Classroom, emails, scheduled newsletters, Remind, etc. All assignments for the week are due by midnight on Sunday. Assignments should include meaningful feedback before moving to the next standard. Online Gradebooks should be updated at least once per week.

**Provide Opportunities for Students to Collaborate with Peers.** Learning will be optimized when students know they have to analyze, justify, and evaluate the content in a group discussion or a group project.

**Establish Digital Learning Expectations.** While flexibility is one of the most significant benefits that virtual learning programs can provide, setting clear expectations in regard to participation, pacing, and progress is a crucial component to ensure student success.

**Nurture a Supportive Online Community.** During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussions, and lead other instructional activities.

**Use Google Classroom for Posting Lessons.** Develop and post all weekly lesson plans in Google Classroom. Archive all lessons and other instructional materials/activities for students to access later.

**Encourage a Collaborative Learning Environment.** Research indicates that collaborative learning environments, where teachers and students collectively contribute to the content and follow of instruction, enhances the learning experience. This two-way interaction enhances student-centered learning and motivates higher academic achievement.

**Motivate Students to Participate in Daily Instruction.** While creating lessons that align to Ohio’s Learning Standards, also develop activities that allow for creativity, interest projects, student recognition for above and beyond behaviors, and allow for brain breaks.

**Solicit Feedback.** Ask students periodically for direct and honest feedback on how things are going. The feedback should cover everything from content to teaching methods and suggestions for improvement.

### Academic Expectations for the District

**Alignment to Ohio’s Learning Standards.** Remote learning materials and lessons will be in alignment with Ohio’s Learning Standards and designed to support teacher-led instruction.

**Clear Expectations.** The district will establish clear expectations for teachers and students while non-classroom-based-learning is occurring. The district will offer flexibility for students and teachers as they navigate the demands on their time when they are not in the classroom.

**School and Community Communication Plan.** The district will clearly communicate its plans to students, parents, and faculty in an effort to facilitate cohesion as the community transitions into and throughout the school year.

**Flexibility and Adaptability.** The district will consistently monitor the success and effectiveness of remote learning and make appropriate adjustments when necessary

## Section Three - Instructional Needs

### How Will Student Instructional Needs be Determined?

*Student instructional needs will be determined utilizing a multitude of instructional strategies and resources:*

- Instructional sequencing
- Alignment of instruction to Ohio’s Learning Standards
- Diagnostic assessments and progress-monitoring data
- Individualized Education Plans (IEPs) for students with disabilities
- Written Education Plans (WEPs) for students who have been identified as gifted

### How Will Student Instructional Needs be Documented?

*Student instructional needs will be documented utilizing:*

- Building IAT/RTI process and procedures
- Building RIMP process and procedures
- Individualized instructional plans created with use of diagnostic test results and progress-monitoring data
- Individualized Education Plans (IEPs) for students with disabilities
- Written Education Plans (WEPs) for students who have been identified as gifted
- Clear instructional plans that have been created and communicated with staff, parents, and other stakeholders

# Section Four- Determining Competency, Granting Credit, & Promoting Students

## What Methods Will Be Used to Determine Competency for Remote Learning?

*The district has developed and communicated a plan for determining competency, based on the following:*

- Self-assessments at the beginning of units
- Assignments aligned to lesson objectives
- Individual and group projects
- Online assessments (quizzes and tests)
- Discussion posts created and moderated by educators
- Virtual discussions
- Small-group and one-on-one virtual lessons, when applicable

## What Methods Will Be Used to Grant Credit for Remote Learning?

*The district has developed and communicated a plan for granting credit for remote learning, based on the following:*

- Level of reflection demonstrated on self-assessments
- Completion and accuracy of assignments and projects
- Competency demonstrated on online assessments (quizzes and tests)
- Level of understanding demonstrated by discussion post responses, both to the educator and to other students
- Participation and capability demonstrated in virtual discussions
- Participation and capability demonstrated in small-group and one-on-one virtual lessons

## What Methods Will Be Used to Promote Students to a Higher Grade Level?

*The district will determine promotion of students to the subsequent grade level utilizing Board Policy 5410. This policy can be found on the Sandy Valley Local School District webpage.*

# Section Five - Attendance and Participation

## What are the Attendance Requirements for Remote Learning?

Students are expected to participate in online discussions and assignments, as well as scheduled virtual meetings unless alternate arrangements have been made in conjunction with the classroom teacher(s). Students are expected to participate in an abbreviated school day that allows additional time for intervention, enrichment, and/or communication. Teachers are expected to fulfill their normal work day with time built in for providing live instruction, communicating to students/parents, providing enrichment and intervention activities, and planning.

## How Will Sandy Valley Document Student Participation in Remote Learning Opportunities?

*Attendance will be monitored and tracked at the student level during remote learning utilizing evidence of participation methods such as:*

- Participation in virtual classroom meetings
- Logins to online platforms
- Assignment progress/completion
- Interactions with remote learning educators and facilitators

## How will Sandy Valley Ensure Full Commitment to Academic Integrity?

*Academic Integrity will be defined as:*

- Student work on each assignment is completely his/her own.
- Student collaboration with another student must be pre-approved by the teacher.

- Academic Integrity means that Plagiarism is never permitted. This includes copying or using ideas or words from another person, an online classmate, an internet source or a print source and presenting them as their own.

*Violation of Academic Integrity will result in Administrative Discipline in accordance with previous disciplinary standards (I.E. opportunity to redo the assignment with reduced credit up to receiving a Zero % without the opportunity to redo the lesson/assignment). Multiple Academic Integrity offenses may result in a failure for the course.*

## Section Six - Progress Monitoring

### How Will Sandy Valley Progress Monitor Student Progress During Remote Learning?

*Sandy Valley will utilize numerous methods to monitor student progress, being careful to align grade level and content expectations with the appropriate measure. Progress monitoring tools that will be used include:*

- Informal academic assessments, such as rubrics, checklists, writing samples, task analyses, completed assignments, informal discussions, etc.
- Formal academic assessments, such as STAR Testing, district-level assessments, diagnostic assessments, etc.
- Behavioral assessments, such as frequency, duration, latency, and/or intensity of behavior
- Performance on IEP goals utilizing aligned assessment tools

## Section Seven - Equitable Access

### What is Sandy Valley's Plan to Ensure Equitable Access to Quality Instruction During Remote Learning?

- Parent/student surveys have been created and analyzed to provide data on equitable access to internet access and devices
- A technology plan has been created to offset the number of families without internet capability and to provide students access to high-quality technology if needed
- The district leveraged outside partnerships to provide cellular data and/or WiFi for free or at a significantly reduced rate and to provide internet hotspots to students who lacked access to the internet
- Flexibility and adaptability have been paramount within the district, and each family is given one-on-one support to ensure the needs of the student(s) are being met

## Section Eight - Professional Learning

### What Professional Development Activities Will Be Offered to Sandy Valley's Educators to Ensure Remote Learning is Successful?

*Educators will be provided with a multitude of professional development opportunities during the week prior to students returning to school. PD will focus on the following topics as related to remote learning:*

- Professional development outlining the District Remote Learning Plan, including expectations for teachers, students, and the district
- Professional development on best practice techniques to utilize during online learning
- Training on utilizing the Google for Education Suite, including Classroom, Meet, Calendar, Drive, etc.
- Training on two online curriculum programs, Edgenuity, Odysseyware, and Florida Virtual
- Support on how to provide intervention and enrichment within a remote learning platform
- Professional development on how to implement STAR Testing during remote learning, as well as how to effectively analyze the data.