

# Valley Local Schools Remote Learning Plan



District Name:	Valley Local School District
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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.

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## Introduction

In order to provide flexibility to respond to changing conditions, this plan may be amended from time to time as needed at the discretion of the Superintendent.

The following remote learning plan will apply whenever remote learning is offered to some or all students during the 2020-2021 school year, as indicated below:

- Remote learning will be offered when closure is required by the state or federal government or health officials and/or as determined by the Superintendent or designee.
- The superintendent/designee shall have discretion to offer parents the option for remote learning throughout the school year, to require remote learning district-wide for the entire school year or any portion thereof, to require remote learning for all students in all subjects and grade levels or just some students, subjects, and/or grade levels, and/or to require remote learning in combination with in-person learning.
- Remote learning will be offered for the entire district, for a particular building, for a particular school and/or for a particular group of students as an as-needed component of the instructional program due to unplanned occurrences, including when a student or students are prohibited from attending school in person for health reasons.
- Remote learning will be offered throughout the school year as a regular and standard component of the instructional program, for the entire district, for a particular building, for a particular school and/or for a particular group of students and will be offered to all parents, on an application basis, as an option for their children.

## Instructional will take place by:

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students (as needed determined by technology needs)

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SECTION ONE	INSTRUCTIONAL NEEDS
<p><b>Determining Instructional Needs</b></p>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Instructional Sequencing</li> <li>• Aligned Instruction to Learning Standards</li> <li>• Gap Analysis for ELA, Math, Science, and Social Studies</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>Address Determining Instructional Needs Here:</b></p> <p>Student instruction, whether remote or in person, shall be provided in accordance with teacher lesson plans, curriculum maps, pacing charts and power standards. Each classroom teacher shall develop written lesson plans for each course taught by that teacher that can be conveyed in person or remotely, as needed.</p> <p>Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind including implementing the written IEP language. Regular classroom teachers shall work with special education teachers and intervention specialists on design of lesson planning for special needs students.</p> <p>To inform lesson plans, teachers shall regularly assess individual student instructional needs, documenting the assessment in writing, and shall differentiate instruction as needed to take account of varying student instructional needs, including for special needs and gifted students. Regular assessment will include an initial formative/diagnostic assessment establishing a student's readiness to perform grade level or course learning standards. After the formative/diagnostic assessments occur, a plan including progress monitoring shall be developed in accordance with district expectations to address any gaps in knowledge and skills which may prevent the student from being successful.</p>	

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<p><b>Documenting Instructional Needs</b></p>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Clear instructional plans have been created</li> <li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p><b>Address Documenting Instructional Needs Here:</b></p> <p>The instructional needs of students will be documented in learning plans, student plans that are already in place for various reasons, and shared with the relevant stakeholders. Daily or weekly lesson plans will be entered and available using Progress Book and Google Classroom. These team members may include the student’s teaching and learning team, parents, staff responsible for facilitating online learning, and related services providers, as needed.</p>	

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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<p><b>Address Determining Competency Here:</b></p> <p>Teachers shall be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person. The KG-2 grades will continue utilizing the Standards Based grading system to identify strengths and weaknesses. Grades 3-12 will continue to assess students on materials presented and issue letter grades for the lessons presented.</p>	
<b>Granting Credit</b>	<p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
<p><b>Address Granting Credit Here:</b></p> <p>If the student does not complete the lesson within the required time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided. Students will be assessed on materials presented, credit will be awarded if the student shows mastery of the standard being taught.</p> <p>The administration, with input from teachers, shall develop additional guidelines as needed for student grading and assessment in a remote learning environment (e.g., adjusting the time frame for submission of an assignment or accounting for the requirements of a student's IEP). Teachers will use the same grading procedures and grading scale that are in place for regular in-person instruction.</p>	
<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> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
<p><b>Address Promoting Students to a Higher Grade Level Here:</b></p>	

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The requirements currently in place in district policy and student handbooks for promotion of students to a higher grade level shall not be altered due to a remote learning environment for all or part of the school year.

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created a communication and attendance plan for staff and students</li> </ul>
<p><b>Address Attendance Requirements Here:</b></p> <p>Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g., requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by email, text, or phone).</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created a plan for documenting student participation in remote learning</li> <li>• Communicated the plan with families and other stakeholders</li> </ul>
<p><b>Address Student Participation Requirements Here:</b></p> <p>Teachers will also be responsible for assigning and documenting student completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.</p> <p>Teachers will maintain communication logs between students and families any time remote learning is in effect in the district or school building.</p>	

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SECTION FOUR	PROGRESS MONITORING
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
<p><b>Address Monitoring Student Progress Here:</b>            Parents/guardians of students who are identified as not making adequate progress will be contacted by district personnel to identify and mitigate factors contributing to the lack of progress. All at-risk youth will be monitored to ensure they are participating on a daily basis and making progress and mastering the content.</p>	

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SECTION FIVE	EQUITABLE ACCESS
<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> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Technology Plan has been created to ensure equitable access</li> </ul>
<p><b>Address Equitable Access to Quality Instruction Here:</b></p> <p>District-wide survey results reviewed and data analyzed. Technology plan ensures, to the greatest extent possible, every student has access to a chromebook. Additional hot spots have been communicated to the families with limited or no access to reliable internet services.</p> <p>When remote learning is being provided online to all students in the district, the District will facilitate access by students who do not have computers and/or Internet at home. Provision of access may include some or all of the following: teacher preparation and distribution of paper copies of lessons, distribution of Chromebooks or other devices as available, and provision of downloadable instruction. Building principals shall encourage teachers to use their best efforts to develop lesson plans that can also be conveyed remotely.</p> <p>Communication between the school and families is critical to providing access and opportunity to our students. Teachers will reach out to families to determine the most feasible mode of communication.</p>	

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SECTION SIX	PROFESSIONAL LEARNING
<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> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p><b>Address Professional Learning/Development Here:</b></p> <p>The District will offer professional development to assist teachers to develop effective lesson plans and teaching strategies for a remote learning environment, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• The use of effective remote instructional practices</li> <li>• The adjustment of pacing and teaching methods to reach remote learning</li> <li>• Effective use of online tools such as Google Classroom, Google Meet, and other programs to maximize remote learning</li> <li>• Instruction on recording and posting lessons that are accessible for remote learners</li> <li>• Other professional development as determined by teacher needs and feedback</li> <li>• VLSD administration has edited the school calendar to allow for extra training days</li> </ul> <p>Written materials with lists of available resources will also be provided to teachers. Additional professional development for remote learning may be offered during the course of the school year.</p>	

Board Approval Date: \_\_\_\_\_

Resolution #: \_\_\_\_\_

