



# Remote Learning Plan

District Name:	<b>Vanlue Local School</b>
District Address:	<b>301 South East Street Vanlue, OH 45890</b>
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District IRN:	<b>047472</b>

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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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p><b>How will instructional needs be determined?</b></p> <p>Vanlue will utilize the FY2020 Needs Assessments along with other data(formative and summative) to help identify those students who are At Risk along with identifying common strengths and weaknesses. Once students are accessed then the TBT's teams will use the 5 step process to determine instructional needs.</p> <p>I</p> <p>To access and monitor student progress of all students , we will have the following process:</p> <p><b>Elementary:</b> Teachers will identify at risk students by accessing students with I Ready for both Math and Reading along with Kral (K), Dibels. Teachers will work with their TBT teams on differentiated instructional strategies to meet individual needs. Scheduled remote times will be used for intervention for those students.</p> <p><b>MS/HS:</b> Teachers will identify at risk students by formative and summative data, Teachers TBT's will work together to provide differentiated instructional strategies to meet individual needs. Schedule remote times will be used for intervention for those students</p> <p><b>Special Needs Students:</b> Teachers ( for elementary( will revisit all students IEPS and will use diagnostics( I ready, dibels) to help identify students levels. Teachers ( for JH/HS) will use formative and summative data , lready for JH math and reading and input from other teachers to identify individual needs. IEPS will be revisited and updated ( if needed) to reflect students needs.</p> <p><b>Gifted Students:</b> Teachers with students identified as gifted will revisit the students WEP. Communication will continue for the first 9 weeks to determine if the child can remain in the advanced course or will need to be moved back to the original level.</p> <p><b>Title 1:</b> Teacher will identify students using Kral(K), as well as Dibels and lready. Once a student is identified, a plan will be written, parents contacts and a schedule for remote/ in person if possible times will be set up for intervention.</p> <p>All instruction will be aligned to Ohio LearningStandards for grades K-12.</p>



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<b>Documenting Instructional Needs</b>	<b>How will instructional needs be documented?</b>
<p><b>District diagnostic and formative assessments which can be used by teachers to determine student prerequisite skills as well as on-going acquisition and mastery of the student expectations. Pre-assessments and post assessments to be used both diagnostically (formatively) and in a summative way to determine student progress and academic gains over a period of time. Progress reports of student accomplishments of student expectations will be used during the grading periods to communicate each student's progress to parents/guardians.</b></p>	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
Determine Competency	What method(s) will be used to determine competency for remote learning?
<p>During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning; and communicating this to students, parents, and teachers in the form of grades. To that end, we further identify a focus of keeping children emotionally and physically safe, fed, and engaged in learning. Grading Is Defined As: • Meaningful feedback • Assessment of learning (summative) • Assessment as learning (self-assessment) • Assessment for learning (formative) • Student/teacher partnership (home) • Criteria for work and expectations (exemplars) • Confidential • A dialogue • Part of the learning process • Reflective • Coaching • Purposeful • Supportive • Focused on student growth • Individual • Differentiate</p> <p>Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.</p> <p>Grading at the Elementary level should focus on the continuation of learning. District will offer support for learning goals. This may include documentation of learning and giving feedback rather than assigning grades. Examples of this may include teacher/student collaboration, performance based assessments, portfolios, journals, discussion posts, video responses, audio recordings, projects, choice boards, and other artifacts. Students' grades must not be negatively impacted during remote learning. Assessment should be ongoing to promote equitable environments. The mode at which a student provides evidence of learning needs to be differentiated based upon student circumstances.</p> <p>Vanlue will consider whether new content will be covered or if students would be best served by a review of the content already delivered. If delivery of new material is determined to be in the best interest of students: Students cannot be required to master and cannot be penalized for failure to master the new content . Teachers will determine the essential learning skills/standards needed for success in the sequential coursework and/or to meet postsecondary goals. Materials should be available both online and offline to ensure equity.</p>	



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**Activities should be consistent to the fullest extent possible.**

**Sufficient support will be provided and significant evidence will be gathered to validate an S/U system for grades K-3,( letter grades only for Reading and Math grades 1-3 and A-F grading system for grades 4 and 5.)will be used, during remote learning, the rating of incomplete or no grade at all may be used in lieu of an F/U grade. However, all possible barriers the learner may have are addressed and alternative methods of engagement/evaluations have been exhausted. Teachers will document all efforts to communicate with students(and Parents) in an effort to help them complete work that is assigned. In lieu of an F grade, the student will be issued an incomplete or no grade at all. Given the transition to remote learning, grades will not be reduced due to lack of participation in remote learning, but that the remote learning period be provided as an opportunity for grade improvement. Vanlue will consider scenarios that will provide students with the best possible outcomes to demonstrate evidence of their learning. Vanlues' overall Goal: The focus should be on what students have learned, the effort, time, and energy put into the work, and comprehension level of the material.**

**Grading at the Junior High and High school level will focus on the continuation of learning from Spring , we need to recoup, review and refine our instruction to help fill the learning gap.**

**For remote learning at this level students should demonstrate progress and development in materials. Teachers should collect multiple pieces of evidence of students learning a skill or building knowledge. Evidence should be authentic and a diverse selection that is not necessarily delivered in the same method. Non test examples include problem based learning projects, self-reflection or self-evaluation of learning. Non-Digital Learning example include Students writing a learning reflection/journal after completing paper-based activities to demonstrate their own thoughts on their growth.**

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**Sufficient support will be provided and significant evidence will be gathered to validate a letter grade, and A-F grading system will be used, during remote learning, the rating of incomplete or no grade at all will be used in lieu of an F grade. However, all possible barriers the learner may have are addressed and alternative methods of engagement/evaluations have**



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been exhausted. Teachers will document all efforts to communicate with students in an effort to help them complete work that is assigned. In lieu of an F grade, students will be issued an incomplete or no grade at all. Given the transition to remote learning, we suggest that grades not be reduced due to lack of participation in remote learning, but that the remote learning period be provided as an opportunity for grade improvement. Vanlue will consider scenarios that will provide students with the best possible outcomes to demonstrate evidence of their learning. Vanlue's overall Goal: The focus should be on what students have learned, the effort, time, and energy put into the work, and comprehension level of the material

### Special Education Considerations for grading

All directives from the U.S. Department of Education for students with disabilities will be followed in relation to the COVID-19 expectations.. The IEP team will convene before any changes to students' IEP required assessments and/or grading policies are made for the duration of remote learning.

When grading/assessing student work, it is important to note the priority is to assess in a manner that supports motivation and participation in remote learning. The assessments or grading should not be punitive in any manner.

When developing individualized grading/assessment practices for students with disabilities, the following factors should be considered:

- Student need and present levels of performance
- IEP Goals and Objectives
- Kinds of accommodations/modifications/services that are provided
- Capacity of support in the remote learning environment
- Social-emotional response to the COVID-19 crisis
- Access to needed resources to participate in learning
- Student's past performance
- Current grades
- Transition and postsecondary goals.

Assessments should be as inclusive as possible. Suggestions for assessments and grading practices that most benefit students with disabilities include:

- Rubrics
- IEP Goals and Objectives-Based Grading
- Competency-Based Grading
- Contract/Negotiation-Based Grading (Effort to improve current assignment to raise letter grade.)
- Narrative Feedback for Video Observations or Family Anecdotal Reports
- Narrative Feedback for Written Work or Projects
- Pass/Incomplete (only on a case by case situation)

When students return to the classroom, teachers are encouraged to undertake assessment to inform their teaching and learning program. Teachers may need to revisit or amend existing assessments to reflect appropriate remote delivery. Are you examining students' ability to recall key concepts and facts? If so, utilize a traditional assessment or objective test.

Conversely, if the intent is to examine students' ability to integrate concepts into real-world scenarios, select an assessment strategy that allows students to apply learned concepts into a novel situation. Remote student learning may be formatively assessed (where possible and practical)



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**Some examples of Vanlue assessments will include:**

**Diagnostics, Krawl, I ready, Dibels, SRI, Formative/Summative Assessments, Learning journals, Portfolio Video presentations and podcasts, Online discussion, Online quizzes/polls, Open ended/Essay questions, Projects, Online learning modules, Rubrics, District web based programs**



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<b>Granting Credit</b>	<b>What method(s) will be used for granting credit for remote learning?</b>
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**Remote Credit may be earned by: satisfactory completion of the remote course work with a passing grade, CCP remote coursework with a passing grade, and in certain circumstances, School administrator, guidance counselor, and teacher can make a determination as to whether a student has completed requirements outlined in the remote class.**

**Individualized Education Program: For a student with an individualized education program (IEP), it is important the student is held to the same expectations as his or her peers who do not have disabilities to the extent possible. The individualized education program team can use progress reports to help determine and document if the student has met the goals outlined in the individualized education program based on the student's experience through the school year. This flexibility will also applies to students who take the Alternate Assessment for Students with Significant Cognitive Disabilities.**



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<b>Promoting Students</b>	<b>What method(s) will be used for promoting students to a higher grade level with remote learning?</b>
<p>Teachers and principals should make decisions to promote or retain students while keeping the best interest of the child in mind. If, in the judgement of the teacher and principal, a student is prepared, given the student's demonstration of knowledge and skills in the particular context of remote learning and the child can participate successfully in the next higher grade, then the child should be promoted. The general standards for promotion decisions should be discussed jointly between a school's teachers, counselors, principal and parents. This discussion shall include:</p> <ul style="list-style-type: none"><li>completed the course and State-mandated requirements at the presently assigned grade;</li><li>achieved the instructional objectives set for the present grade; demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;</li><li>and demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.</li></ul>	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<p><a href="#">Communications Planning</a>  <a href="#">Attendance Considerations for Remote Learning Plans ODE Website</a>            (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
<b>Attendance Requirements</b>	<p><b>What are your school district’s attendance requirements for remote learning?</b></p> <p><b>Attendance shall be required of all students enrolled in school both in person, remotely or in the Vanlue virtual classroom. It is the responsibility of the parents to communicate to the school the reason for all absences. Parents not students must notify the school of their child's absence at 419-387-8104 by 8:30 AM or email Sandy Thomas at <a href="mailto:thomass@vanlueschool.org">thomass@vanlueschool.org</a> . The school will contact the parent if the child is absent from in person or the remote classes as required by law within 120 minutes after the beginning of the days class</b></p> <p><b>The following factors are Excused Absences:</b></p> <ul style="list-style-type: none"> <li><b>Student illness ( a written physician statement verifying the illness may be required)</b></li> <li><b>Appointment with a health provider</b></li> <li><b>Illness in the family necessitating the presence of the child</b></li> <li><b>Quarantine of the home( if they cannot do the remote learning)</b></li> <li><b>Death in the family</b></li> <li><b>Necessary work at home due to incapacity of parent/guardian</b></li> <li><b>Religious observation</b></li> <li><b>Drivers license exam( only 1.5 hours excused)</b></li> <li><b>Vacation</b></li> <li><b>Any legitimate reasons which receive prior approval by the principal</b></li> </ul> <p><b>In addition to the reasons listed above, absences from remote/virtual classroom learning may be considered excused under the following circumstances , by notifying the school at 419-387-8104 or emailing Sandy Thomas at <a href="mailto:thomass@vanlueschool.org">thomass@vanlueschool.org</a></b></p> <p><b>Such circumstances include:</b></p> <ul style="list-style-type: none"> <li><b>Temporary internet outage for individual students or households.</b></li> <li><b>Unexpected technical difficulties for students or households such as password resets or software upgrades.</b></li> <li><b>Computer /device malfunction( parent will clarify the malfunction)</b></li> <li><b>Malfunction/repair of a district owned device</b></li> </ul>



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## **Unexcused Absences**

**Car trouble**

**Unnecessary length of time due to appointments, illness, or other excuses**

**Running errands for non emergency situations**

**Absences that are not explained by a preplanned note/email**

**Class cutting ( inperson/remote/Virtual classroom)**

**Attendance for Vanlue Virtual Classroom shall be tracked by evidence of daily participation which may include but is not limited to:**

**Daily logins to the learning management system and or I ready for grades K-8**

**Daily interaction with their assigned teacher. This includes but not limited to video conference, emails, telephone calls or other formats that enable the teacher to engage with the student. There will be daily “office Hours” in which students can contact their assigned teachers.**

**Assignment completion based on the “typical” amount of time it is to complete assignments. This time can also reflect adjustments**

**Attendance will be taken at the beginning of each schedule course ( period) in the building, or in remote learning by the teacher**

**The teachers will use this as an example on how to submit attendance while in google classroom: [https://www.youtube.com/watch?v=Rhhc\\_28Kcp](https://www.youtube.com/watch?v=Rhhc_28Kcp)**



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<b>Participation Requirements</b>	<b>How will your school district document student participation in remote learning opportunities?</b>
<p><b>Teachers will document the following evidence for student participation in remote learning: Attendance will be taken each period of the day and students who are not in attendance will be reported to our attendance officer.</b></p> <p><b>Teachers will be documenting parent communication in a communication log that will be provided to the administration at the end of each semester</b></p> <p><b>Teachers will be progress monitoring and reporting to the principal missing assignments or failing a class every four weeks/ then again at the end of each quarter. ( this also includes all students who are on an IEP) Parents will receive notice of missing assignments /failing grades by email and mail with progress reports. 3 missing assignments in a course in a row or 3 days absent from remote classes will result in a teacher referral to the principal after the teacher has contacted the child's parent .</b></p> <p><b>Parents can monitor their child's progress by logging into Progress Book to review their students progress and view assignment completion.</b></p> <p><b>Parents can communicate with all teachers by email and or the “office hours” that teachers will have posted to answer or assist any parent.</b></p>	



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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<a href="#">Exceptional and At-Risk Youth</a>
Progress Monitoring	How will your school district progress monitor student progress with remote learning?
<p>Individual Remote Learning plans will be created for all students on IEP to address the challenges of remote learning. Plans will include time for Special Needs staff to progress monitor goals and determine additional intervention. Related services will be included in this plan. Plans will be revisited throughout the remote learning period.</p> <p>At-Risk students will continue to be monitored throughout the remote learning period using district IAT processes. Individual progress-monitoring, interventions( in person and remotely) and IAT meetings will continue throughout remote learning.</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
Equitable Access	What is your school district’s plan to ensure equitable access to quality instruction through remote learning?
<p><b>IEP Students:</b>            IEP Students will be expected to meet with the Intervention Specialist inperson/remotely weekly for additional intervention and remediation as needed.            Intervention specialists will be required to meet minutes specified in each individual student IEP.</p> <p><b>Teaching Modifications</b>            Special Education Specialists will communicate IEP modifications and accommodations with general education teachers.            Teachers will follow IEP modifications in the creation and/or assessment of assignments and tests.            Special Education Specialists will collaborate with families through weekly phone conferences/ virtual/ emails.            Special Education Specialists will provide weekly office hours for student and parent communication opportunities.            Special Education Staff and General Teaching Staff will follow national and state guidance on the procedures and delivery of services for students with IEP’s.</p>	



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**Technology Needs:**

**Students will be 1 to1 utilizing chromebooks distributed by the school district. Students are familiar with Google Classroom and will be instructed to use Google Classroom as their primary online instructional platform. Vanlue will utilize outside access points in the parking lot for those students struggling with internet connectivity or upon a parents request be provided paper packets. If a student is having technology issue, students are responsible for contacting the teacher and technology coordinator as soon as possible so that issue can be resolved in a timely manner.**

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<b>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</b>

**Professional development is an integral part of all good teaching. As educators we must continue to grow and adjust in all that we do to meet the needs of the students. This is even more true in these uncertain times. Vanlue will provide professional development to our staff in the aspects and expectations of google classroom,remote learning, Covid 19 ( through safe schools). Thus they will be receiving training on our K-12 remote platform through Jefferson County ESC.**