

HB 164 Remote Learning Plan--Clark-Shawnee Local School District					
Remote Learning Plan--Required Components	Preschool	Grades K-2	Grades 3-6	Grades 7-8	Grades 9-12
1. How student learning needs will be determined and documented.	The Distance Learning Task Force reviewed the strengths and opportunities based on the remote learning that took place this past spring. This information, along with parent & teacher surveys, were used to develop instructional models for the 2020-2021 school year. District administrators, building principals, teachers, and support staff have helped to create systems that address the following considerations: Health and safety of students and staff; Social distancing and safety protocols; Instructional options for families; Implementing in-person instruction by our teachers to the safest degree possible; and Providing high-quality, online instructional components for students. The Virtual Learning Academy and an In-Person Learning options were created to address the individual needs of students. Families will have the ability to select the option that best meets each child's needs.				
2. Methods for determining competency, granting credit, and promoting students.	Students will be evaluated on their progress within the Preschool standards throughout the school year through in-person and/or remote learning activities. Progress of students will be documented within quarterly progress reports and a family report each semester.	Students will be evaluated on their progress within the grade level content standards throughout the school year through both in-person and/or remote learning activities. Progress of students in grades K-6 will be documented within ProgressBook. Student promotion will be based on the student's present level of performance at the end of the school year.		Students will be evaluated on their progress within the grade level content standards throughout the school year through both in-person and/or remote learning activities. Final grades and credits earned by students in grades 7-12 will be posted in ProgressBook at the end of each quarter and each semester.	
3. Attendance requirements, including how the district will document participation in learning opportunities.	Attendance will be documented in ProgressBook for both in-person learning and the Virtual Learning Academy. A student will be deemed to be in attendance on remote days by tracking the progress made in the online platform (Edmentum), digital tools (IXL, etc.), and/or teacher activities posted on Google Classroom. Attendance mediation meetings will continue to be held during the school year to create plans to improve in-person school attendance and/or student engagement in remote learning activities.				
4. How student progress will be monitored.	Preschool teachers will utilize quarterly IEP progress reports and 2 family reports to track student progress. Preschool assessments will be used to monitor student progress within their content.	Google Classroom assignments and quizzes and/or in-person checks for understanding will be used by teachers and students in grades K-6 to monitor daily progress within each content area. Reading Diagnostic Tests (Acadience Learning) will be administered three times a year. The KRA will be administered in September. Progress monitoring will be used as needed. Teacher made tests, iXL, on-demand writing, running records and other classroom assessments will be given to identify the needs and progress of students.		Google Classroom and/or Edmentum will be used by teachers, families, and students in grades 7-12 to monitor progress within each course. Additional assessments may be used to measure student progress within specific subject areas.	
5. How equitable access to quality instruction will be provided.	Our preschool will be providing services to our students with special needs in-person through our traditional programming. Capacity will be reduced in accordance with state requirements by decreasing peer models.	Our district will be implementing a two cohort, hybrid schedule for students in grades K-12 to start the 2020-2021 school year. This will reduce our student capacities in each building by approximately 50% to allow for social distancing and safety protocols. The school calendar within this hybrid model provides each cohort with instructional days with our highly qualified teachers. Teachers will also provide students with remote learning activities to support their in-person instruction.			
	In the event of an extended school closure, our preschool will provide services to our students with special needs utilizing video conferencing and/or other digital tools.	For families choosing to have their children participate in the Virtual Learning Academy, students in grades K-6 will receive instruction from Clark-Shawnee teachers and complete coursework through Google Classrooms. Our teaching staff will provide instruction through live and recorded lessons that are aligned to learning standards and mirror the lesson and activities used in the regular in-person classroom setting. All first graders who qualify to be screened for Reading Recovery will be screened regardless of their instructional model. Reading Recovery students will be chosen based on need from the Virtual Learning Academy or in-person learning.		For families choosing to have students participate in the Virtual Learning Academy, students in grades 7-12 will complete courses through Edmentum, an online program that will meet their educational needs. Our teaching staff will provide support using digital resources. The Edmentum platform provides a standards-aligned curriculum that is self-paced.	
6. Description of the professional development activities to be offered to teachers.	All teachers will have access to professional development related to distance learning and current district initiatives. Professional learning opportunities for the 2020-2021 school year will focus on Google Classrooms to ensure consistency and optimize the learning experience, gap analysis and continued work on curriculum mapping, and the continuation of other literacy initiatives.				
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