



Remote Learning Plan

District Name:	Conotton Valley Union Local School District
District Address:	21 Mound St. Sherrodsville, Ohio 44675
District Contact:	Todd Herman, Superintendent
District IRN:	047548

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.

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. The Department will make all plans publicly available at 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.

Consider how instruction will take place? (check all that apply)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students



Remote Learning Plan

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">✓ Instructional Sequencing✓ Aligned Instruction to Learning Standards✓ Gap Analysis for ELA, Math, Science, and Social Studies✓ Created a plan for IEP and students with disabilities✓ Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>Instructional needs for students with disabilities will be determined by following their current evaluation team reports (ETRs), individualized education programs (IEPs), and progress from last school year. Students will follow the instructional sequencing of general education students with accommodations and modifications provided as needed.</p> <p>In addition, a plan for students with disabilities has been created for each color that our district follows aligned with Carroll County Health Department with specific guidelines on how to service students with individualized education programs. Students needing response to intervention (RTI) services will continue to receive interventions throughout remote learning provided by an intervention specialist.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">✓ Clear instructional plans have been created✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>For students with disabilities, clear instructional plans have been created and communicated with all staff and parents. Plans will also be communicated with students upon return to school. Students with disabilities and their families will be provided with a Pandemic Preparedness Packet (PPP), which will include instructional plans, schedules, accommodations to use, helpful tips, and contact information. Instructional needs will also be documented on daily documentation logs; therefore, daily progress will drive future instruction based on individual student needs.</p>	



Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> ✓ Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Competency for students electing to use a 100% online approach to learning will be determined using the standard established by the online program. Their work will be graded electronically and the grades will be available to them within the system gradebook</p> <p>Competency for students who are using local teacher created instruction will be determined by the highly-qualified teacher who created the materials. Teachers will review work submissions and provide feedback to the students in regards to their level of mastery If students do not meet the mastery level, teachers will provide feedback as to what the student needs to improve before moving forward.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning?



Remote Learning Plan

	Possible/Optional item(s) to consider: ✓ Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Credit will be awarded to students who complete the required curriculum during the school year and meet the identified mastery level for each course or subject.	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Students who complete the state required courses for their grade level at the identified mastery level will be promoted to the next grade.	
Attach any Additional Documentation or Notes (if necessary):	



Remote Learning Plan

SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)		
Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <input checked="" type="checkbox"/> Created a communication and attendance plan for staff and students		
Address Attendance Requirements Here: For students attending in-person instruction, attendance will be taken as usual. For students doing 100%, Online attendance will be granted through the completion of the assignment. Odysseyware tracks the completion of daily assignments. During Remote Learning Sessions, attendance will be granted through the completion of the assignments. Daily absences will be monitored for trends.			
Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <input checked="" type="checkbox"/> Created a plan for documenting student participation in remote learning <input checked="" type="checkbox"/> Communicated the plan with families and other stakeholders		
Address Student Participation Requirements Here: During Remote Learning Sessions, attendance will be granted through the completion of the assignments.			
Attach any Additional Documentation or Notes (if necessary):			

SECTION FOUR		PROGRESS MONITORING	
Resource Link(s):	Exceptional and At-Risk Youth		
Progress Monitoring	How will your school district progress monitor student progress with remote learning?		



Remote Learning Plan

	Possible/Optional item(s) to consider: ✓ Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: Student progress will be monitored on a weekly basis. A school counselor or teacher will contact individual students who are not on track with their assigned curriculum. They will identify the obstacles to each student's progress and encourage appropriate work completion. For special education students, progress and communication will be tracked daily with remote learning through a documentation log. More specifically, this documentation log will track unique tailoring, student responses, and specially designed instruction being provided.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION FIVE	EQUITABLE ACCESS
---------------------	-------------------------

Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning? Possible/Optional item(s) to consider: ✓ Parent/Student surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

A district wide survey was created and shared via the district website and social media platforms to identify the technology / connectivity needs of the students in our district. After this data was compiled individual families were contacted to further investigate their needs.

The district plans to continue with 1-to-1 devices in grades K-12 to provide all students with the necessary hardware for remote learning. The district has also procured hotspots that can be used by students who have internet connectivity issues that prevent them from accessing digital content for learning.

Attach any Additional Documentation or Notes (if necessary):



Remote Learning Plan

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development 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">✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <p>Teachers and administrators were involved in district wide professional development that began in July, and will continue throughout the 2020-2021 school year. The goal of our professional development this year is to improve personal proficiency with technology within district guidelines to increase academic rigor with online instruction.</p> <p>We want to increase our teacher's knowledge base and ability to use technology and available resources to provide a rigorous, high quality education for all students regardless of location. This professional development uses trained teacher leaders as well as local Educational Service Center staff to provide appropriate learning experiences for the teachers.</p>	
Attach any Additional Documentation or Notes (if necessary):	