

# Remote Learning Plan

## Covington Exempted Village Schools

District Name:	Covington Exempted Village Schools
District Address:	807 Chestnut St. Covington, OH 45318
District Contact:	Gene Gooding, Superintendent
District IRN:	045336

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."*

### How will instruction 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

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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Determining Instructional Needs</b>	<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>Address Determining Instructional Needs Here:</p> <p>We will use screening tools (NWEA, etc.), along with classroom specific assessments, grades, and the State designed gap analysis tool to identify student instructional needs.</p> <p>We will use instructional needs identified in the IEP/WEP, along with quarterly progress reports to monitor progress towards goals of students with disabilities and students that are identified as gifted.</p>	
<b>Documenting Instructional Needs</b>	<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>Address Documenting Instructional Needs Here:</p> <p>Teacher/Grade-level teams will incorporate identified gaps into the instructional plans based on the Ohio State Standards and share adapted instructional scope &amp; sequence with stakeholders.</p> <p>For students with disabilities and students identified as gifted, adapted instructional plans will be documented in IEP's/WEP's.</p>	

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>Address Determining Competency Here:</p> <p>High quality, meaningful feedback is our number one goal to help promote student learning. We will continue to conduct regular assessments similar to what would occur in the classroom. We will provide various methods for students to demonstrate competency, such as NWEA, MRF, Edcite,</p>	

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online platform assessment tools, GoFormative, and other approved assessments. Students' online work will be graded in a similar fashion to work that is completed in the face-to-face setting. Mastery of content and skills will be the primary determining factor in a student's grade.

<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>For participation in online class activities, students will be given guidelines and expectations that are consistent with a formal learning environment, to promote and encourage the best possible outcomes for all students. Students' online work will be graded in a similar fashion to work that is completed in the face-to-face setting.</li> </ul>
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Address Granting Credit Here:

Credit will be granted to students who are actively and regularly engaged in course activities and demonstrate mastery of content and skills as determined by content standards for the course.

<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>
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Address Promoting Students to a Higher Grade Level Here:

Students who are actively and regularly engaged in course activities and meet grade-level expectations will be promoted to the next grade-level.

## 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>
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Address Attendance Requirements Here:

The District will provide a variety of instruction models, including both teacher-led remote learning, and self-directed remote learning.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be

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tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data. Teachers are encouraged to verify meaningful attendance in a method selected by the teacher, such as an ungraded quiz at the close of a lesson, a survey or poll questions (unrelated to the lesson and unpredictable) at the end of the lesson, or asking students questions at random throughout a session.

Absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with notice from a parent/guardian:

- A. temporary internet outage for individual students or households;
- B. unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led remote learning lesson;
- C. computer/device malfunction;
- D. malfunction of a Center-owned device for which the Center is providing technical assistance, repair, or replacement.

Attendance in self-directed remote learning (asynchronous) shall be tracked by evidence of participation, which may include, but is not limited to:

- A. daily logins to learning management systems;
- B. daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and
- C. assignment completion.

The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. A teacher may adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge.

The district will permit students in grades 7-12 to participate in remote learning during first and/or last period, if they have a study hall scheduled at that time. The students will be required to complete their assigned work during these class periods. Assignments completed remotely will be turned in to the classroom teachers and will be used as proof of attendance. This option will be used to help us maintain social distancing during the COVID-19 pandemic.

<b>Participation Requirements</b>	How will your school district document <b>student participation</b> in remote learning opportunities?  Possible/Optional item(s) to consider:
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- Created a plan for documenting student participation in remote learning
- Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

Teachers will report student participation/attendance daily through Progressbook. The teacher/school will contact the guardian if student participation/attendance becomes a concern. Parents can also view Progressbook to monitor participation/attendance.

## SECTION FOUR

## PROGRESS MONITORING

### Progress Monitoring

How will your school district **progress monitor** student progress with remote learning?

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 with NWEA MAP Growth and Reading Fluency, and classroom assessments. We will monitor individual student progress along with trends that may develop in regards to progress of different groups of students. We will give special attention to the progress in groups of at-risk students to determine gaps and address student needs and equity concerns.

**Attach any Additional Documentation or Notes (if necessary):**

## SECTION FIVE

## EQUITABLE ACCESS

### Resource Link(s):

### 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:

- Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

The District provides 1:1 devices to students in grades K-12. In addition, mobile hotspots have been made available to any student who requires internet access.

## SECTION SIX

## PROFESSIONAL LEARNING

### Professional Learning

What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful?

Possible/Optional item(s) to consider:

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|  | <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> |
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Address Professional Learning/Development Here:

Professional development has already been provided on the use of instructional tools, technology, Google classroom delivery methods, virtual meeting tools, Diversity and Equity in the classroom, online assessment, and data collections.