Kelleys Island Local School District

2020-2021 REMOTE LEARNING PLAN

The following is the Board's Remote Learning Plan ("Plan") for the 2020-2021 school year. The Board is adopting this Plan to be consistent with the requirements specified in Section 16 of 2020 Sub.H.B.No. 164 ("Section 16"). The Plan may be amended by Board resolution. Any amendments shall be submitted to the Ohio Department of Education.

Implementation of the Plan:

For purposes of this Plan, Remote Learning is broadly defined as learning that occurs when the learner and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting.

a. Educational Approach

Remote Learning approaches will include:

- *Digital Mode Approach*: Learning that is delivered via computer- or internet-based means. Digital mode remote learning requires students to have technology devices and, in most cases, internet access.
- *Analog Mode Approach*: Learning that is delivered through a non-digital experience. This may include the use of high-quality paper learning packets or other non-digital instructional materials that enables students to engage in learning outside of the school building or traditional classroom setting.

At the District, Remote Learning may be:

- *Teacher-Led Learning*: The student is not in the school building, but is synchronously interacting remotely with a teacher or other educator.
- *Self-Directed Learning*: The student is largely responsible for the accomplishment of the learning on his or her own. This may include asynchronous support from a teacher or other educator.

b. Implementation of Plan

In implementing this Plan, the Superintendent may consult with other neighboring school districts, the Ohio Department of Education, Ohio Department of Health, and the local Department of Health.

Remote Learning may be implemented as described below .

- District-Wide Remote Learning. Remote Learning may be implemented across the entire District for periods of time as determined appropriate by the Superintendent or as required by law or the order of federal, state, county, local or local executive(s) or health department(s). Additionally, Remote Learning may be implemented across the District when the District is closed due to disease epidemic, hazardous weather conditions, law enforcement emergencies, damage to the school building, or other temporary circumstances due to utility failure rendering school building(s) unfit for school use.

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- <u>Parent-Requested Remote Learning</u>. The parent(s)/guardian(s) of a student may request that the student participate in Remote Learning (Option 2). Requests to participate in Remote Learning should be made in advance of participating in Remote Learning. Students/parents have the flexibility to move in and out of remote learning simply by notifying the school superintendent. The school superintendent may limit the number of times a student is eligible for remote learning. Remote learning is NOT intended to be used when parents/families want to take a vacation.
- <u>Student Remote Learning</u>. An individual student may participate in Remote Learning for periods of time as determined reasonably appropriate in any of the following circumstances:
  1. The student is ill or suffering from a communicable disease including, but not limited to, COVID-19. *See* R.C. 3313.71.
  2. The student has known exposure to someone with diagnosed or presumed COVID-19. (*See* ODE's <u>Reset and Restart Planning Guide</u> (July 2020), p. 9.)
  3. The student recently traveled to and returned from a location with known community spread. (*See* <u>Reset Guide</u>, p. 9.)
  4. The student is subject to a Federal, State, or local quarantine order.
  5. The student does not comply with the safety procedures or the Code of Conduct to the extent that the student jeopardizes the health of other students. (*See* <u>Reset Guide</u>, pp. 5 and 7.)
  6. The student is experiencing symptoms of COVID-19 while at school and needs to utilize a separate room. (*See* <u>Reset Guide</u>, p. 8.)

Determining and Documenting Students' Instructional Needs:

The District shall track whether students are participating in Remote Learning.

Student needs will be determined and documented as described below.

- The District may use diagnostic assessments and locally available resources to identify student achievement levels. (*See* <u>Reset Guide</u>, p. 8.)
- Kelleys Island School remains committed to Ohio's Learning Standards and the four learning domains described in the Ohio Department of Education's *Each Child, Our Future* strategic plan for education: foundational knowledge and skills, well-rounded content, leadership and reasoning skills, and social-emotional learning. (*See* <u>Reset Guide</u>, p. 11.) In addition, the Board will continue its commitment to the District strategic plan and its vision.
- Remote Learning should be age appropriate for the grade and age of the student.
- The Board authorizes the use of all applicable learning management systems (Schoology, See Saw, Progress Book, Google Meet, etc.) and instructional and assessment methodologies to determine and document student instructional needs, educational levels, and acquisition and retention of knowledge, which may include but are not limited to: assessments, interactions, observations, assignments, individualized education programs (IEPs), 504 Plans, educational and non-educational data, and resources available through collaboration with its educational service center(s) and State support teams.
- The Board may determine student instructional needs in consultation with the student and student's parent(s)/guardian(s). The District will provide up-to-date contact information for parents.
- Kelleys Island School will establish clear expectations to guide students as they engage in remote learning. Students may be offered flexibility with the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are utilizing remote learning.

Determining Competency, Granting Credit, and Promoting Students

The District may determine competency, granting credit, and promoting students to a higher-grade level as described below.

- Competency may be determined in the same manner as used for all other Board courses. Methods for students to demonstrate competency and mastery may vary from course to course.
- Credit will be granted to students under the Plan pursuant to Board policy and Ohio
- Promotion of students to a higher grade level will be based upon applicable law, Board policy, and regular procedures.

Attendance and Participation in Learning Opportunities

For students engaged in remote learning, the District will use the following processes to track student attendance. When engaging in Remote Learning, the District may utilize different approaches to account for the difference between the delivery approach.

Teacher-Led Learning – attendance will be tracked at the student level via class period increments. In addition, evidence of participation may include, but not be limited to, the following:

a. Daily logins to learning management systems,

b. Daily interactions with the teacher to acknowledge attendance,

c. Assignment completion,

d. Other evidence of participation determined appropriate.

Absences for students participating in Remote Learning should be still recorded as excused or unexcused consistent with the Board's attendance policies.

Notwithstanding the method of tracking attendance, the District will convert and report attendance in hourly requirements. Consistent with guidance from the Department of Education, while "attendance hours may need to be attributed to specific days in the school's calendar for information system purposes," the District can maintain flexibility in determining which days will show remote education-related absences.

Monitoring Student Progress

The Board will monitor student progress through attendance, participation, and performance as described below.

- Teachers may use formal or informal assessments and set goals for students as appropriate.
- Teachers will evaluate student progress periodically based upon the needs of the student and the requirements of the course.
- Teachers may arrange check-ins with students through District-approved methods (Zoom, Google Meet, Schoology, See Saw, etc.). Check-ins may be individual or may be in small or large groups.
- Teachers may arrange communication with parents and guardians regarding progress through District-approved methods.

- The District may continually reassess and change methodologies when necessary based on the data from monitoring student progress.

Ensuring Equitable Access to Quality Instruction

Equity in education means each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background, and/or income.

The Board will ensure equitable access to quality instruction as follows:

- Leadership. District leaders will understand the realities of inequities and foster the collaborative design work necessary to address it. (See Reset Guide, p. 12.)
- Digital Access. The Board acknowledges that some families in the District may lack access to digital resources, technology, and the internet. To the extent the District utilizes a Digital Mode, the District shall ensure students have sufficient hardware, software, programming, and connectivity so that the student may participate in Remote Learning or shall make other accommodations. The District will also use best efforts to remove barriers to engagement by assisting in training and resolving technical issues. The District will continue to ensure compliance with the Children's Internet Protection Act, which requires that the District use internet filters and implement other measures to protect children from harmful content online. (See Reset Guide, p. 23.)
- Equitable Learning Approaches. The instruction and approaches shall allow for engaged learning and a multi-tiered system of supports to customize the learning approach to meet the individual learning needs of each child. (See Reset Guide, p. 12.)
- Student Voice. Although students are learning remotely, the District will remain committed to amplifying student voices, especially those of minorities and underserved groups. The District will use student voices to better understand student needs and learning preferences to foster greater access and success. (See Reset Guide, p. 12.)
- Implicit Bias. The District remains committed to work to recognize the manifestations of implicit bias and eliminate or overcome it. (See Reset Guide, p. 12.)
- Assessing and Addressing Needs for Vulnerable Youth. The District understands that certain students may experience increased academic and nonacademic needs. Such students may include, but are not limited to, homeless, foster, justice involved or otherwise highly mobile youth. The District will collaborate with local agencies and organizations to identify needs and maximize supports of vulnerable youth. (See Reset Guide, p. 14.)
- Whole child. The Board will continue to support students' social, emotional, and behavioral health as well as their academic success.

Professional Development

The Kelleys Island Staff had two days of training, plus Q and A for the staff prior to the opening of school. The topics covered included, but were not limited to:

- Policies, Procedures, and Protocols for hand-washing, sanitizing, temperature checks, social distancing. The use of Face Masks, Shields, and Plexiglass Barriers.

- Remote Learning Guidelines and Expectations

- Technology Formats Used

- Communication with Parents

- Grading

- Attendance