



Remote Learning Plan



District Name:	Kenston Local School District
District Address:	17419 Snyder Rd., Chagrin Falls, OH 44023
District Contact:	Kathleen Poe, Assistant Superintendent
District IRN:	047191

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](#).

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



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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>Kenston personnel will use the following tools and strategies to determine student needs:</p> <ul style="list-style-type: none"> ● Individualized Education Plans (IEPs) for students with disabilities ● Written Education Plans (WEPs) for students who are receiving gifted services ● Gap Analysis for English Language Arts, Math, Science, Social Studies ● Kenston Course of Study ● Ohio learning Standards ● Diagnostic vendor assessments 	
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>A thorough Instructional Plan for in-person, remote learning or a combination of both have been developed and shared with families. It is also linked on the District website. A Task Force with representatives from within the district and from the community participated in two sessions for the purpose of providing feedback and asking questions. Additionally, the Instructional Plan was developed with input from parents (survey), principals, directors, teacher leaders and the teacher education association.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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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	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) 		
<p>Address Determining Competency Here:</p> <p>Evidence of student learning will be available through a variety of sources including:</p> <p>Vendor assessment design products, problem-based learning and rubrics, student choice in products, anchor papers, quiz scores, video recorded student responses, and collaborative projects with an emphasis on the most essential learning standards. Grading practices for remote learning will mirror the practices for in-person learning and are intended to be compassionate, equitable and responsive to the unique situations that each child and family face. Student feedback in the learning process takes priority over grading. Content and format may be altered to accommodate the natural barriers of remote learning. Students are expected to engage in the remote learning experiences and progress in their learning.</p>			
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments) 		
<p>Address Granting Credit Here:</p> <p>A student will earn credit for a course if the student passes the course based on the building's existing grading procedures and grading scales. In some instances, where the nature of an assessment or assignment is not practical considering the limitations of remote learning, alternative assessments will be used. These assessments or assignments may appear different in format, but will cover the same standards and course content of the in-person assessment.</p>			



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Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Included in parent communication is a description of attendance, participation, assessment and grading practices for students using the remote learning option. Established grading expectations by each building will apply for promotion.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>(Board policy for Attendance during remote learning - #5200) Students are expected to sign in through Google Classroom each morning, follow the schedule for the day as directed by the teacher(s), participate in live class sessions as scheduled, and complete work as assigned by the teacher.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders



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Address Student Participation Requirements Here:

Each building will develop a system for teachers to track attendance for both synchronous and asynchronous learning. Student participation in class discussions and assigned work will be used to determine participation levels. Students who are not demonstrating expected levels of participation will be referred to the office for follow up.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

In addition to students with IEPs, WEPs, 504 Plans, Intervention Plans through the IAT process and Third Grade Reading Guarantee RIMPs, teachers will use student work to determine progress in the Kenston curriculum. Each building has an MTSS (Multi-Tier System of Support) / RTI (Response to Intervention) process with universal screening tools that can be accessed by parents and teachers to support learners that require more targeted support.

Graded work, scheduled interim/report cards and progress reports will be provided to families with information about their child's progress and action steps by the school team to support their progress.

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?



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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:

All students, Kindergarten through grade 12, will be assigned their own individual Chromebook for use in their learning. Although most of our students had adequate internet connection during the fourth quarter of the 2019-20 school year, families have been offered “hot spots”, packets of work or access to “remote” space on campus to ensure participation in the learning activities.

Attach any Additional Documentation or Notes (if necessary):

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>Professional learning opportunities will be available for teachers to support the expected flexible nature of instruction this school year. Specific training includes the following areas:</p> <ul style="list-style-type: none"> • Restorative practices to meet the social-emotional needs of students as they return to school • Google resources, such as Google Classroom and Google Meet, to ensure all educators are comfortable with our core tools for remote learning • Blending learning instructional strategies to ensure the quality of instruction and the ability to meet the unique learning needs of students through technology tools and designed work • Diagnostic assessment process using gap analysis tools and digital products 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	