Kent City Schools Remote Learning Plan

Approved by the Kent City Schools Board of Education: August 18, 2020

District Name:	Kent City School District
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As school buildings may be closed during the school year for a variety of reasons, a remote learning plan ensures the continuation of teaching and learning to support student growth. Typical classroom activities are now to be partially or entirely shifted to a virtual platform and to be delivered either synchronously or asynchronously through a variety of medium and learning opportunities. Virtual learning may occur in a blended or fully remote environment, but is most effective when lessons are intentionally designed to foster student community, deep engagement, and inquiry around learning activities that are offline as well as on line, whether through live interaction with the class and instructor or more independent work. Kent's educators are well equipped to transform their standards-aligned, high quality instructional practices to ensure students achieve high expectations regardless of the learning environment.

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."*

Educators in the Kent City Schools will utilize these instructional strategies throughout the remote learning plan, and may vary by grade/ course:

- ☑ Teacher-student interactions, in real-time, through video conferencing mediums
- ☑ Teacher-student interaction through online learning platforms
- ☑ Online lessons for student to work on at home
- ☑ Offline lessons and instructional packets for students

In addition to these core instructional strategies, Kent's plan addresses the key components needed for remote learning to be an effective educational venue, as outlined in the Ohio *Reset and Restart Planning Guide* for Ohio's Schools and Districts. The program components include: determining instructional needs, determining competency, student promotion, attendance, participation, monitoring progress, equitable access, and professional learning of educators.

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	[Remote - Blended Instructional Delivery Resources](#) [Exceptional and At-Risk Youth](#)
Determining Instructional Needs	How will **instructional needs** be **determined**? ☑ 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)

Kent educators are entering fall instruction ready to make data-based decisions to inform their instructional practice based on student learning needs. In Spring, 2020, teacher teams met to analyze potential curriculum gaps and collaborated with educators in higher grades to ensure that essential skills and concepts that were inadequately or not addressed would be incorporated into 2020-21 coursework, reflected in revised curriculum maps and course guides. Student engagement and performance data was discussed to also allow educators to begin to modify fall course plans. Educators have utilized Gap Analysis tools such as the Ohio Department of Education Student Readiness Toolkits, Renaissance guidance materials, and local decision-making protocols to inform curricular adjustments for Fall 2020.

Data collected from the 2019-20 school year will be combined with initial/ diagnostic data (as appropriate), benchmark data, unit pre-tests, and skills assessments to inform the instructional adjustments that need to be made based on the actual student readiness and needs on individual classes. Skills-based diagnostic assessments, including norm-referenced and curriculum-based will be especially helpful in assessing and planning for individual student learning. The needs of students with IEPs and WEPS, or EL services will also be factored into instructional decisions.

Explicit instruction must accompany technology-based resources and platforms, and teachers will assess student utility with such tools to ensure that they are equitably able to engage in instructional content unhindered by lack of technological experience or expertise.

Documenting Instructional Needs	How will **instructional needs** be **documented**? ☑ Clear instructional plans have been created ☑ Clear instructional plans have been communicated with staff, parents, and other stakeholders

Teachers began work in May and will continue to collaboratively adjust maps/ pacing guides to account for standards that were missed or inadequately addressed in the spring due to the abrupt shift to remote learning due to COVID-19.

Teams and individuals will tailor Instructional plans, as needed, to focus on the essential grade/ course skills and concepts, utilizing their adopted materials, supplementary resources, and virtual learning platforms. Assessment administration and data analysis will also be adjusted to accurately reflect student learning. Classroom educators will ensure that families and colleagues have regular, clear information about collective and individual Instructional plans and student progress data through multiple communication formats.

Virtual Learning Self-Assessment Tools (Drawn from Virtual Learning Companion Tool from National Institute for Excellence in Teaching)

PART 1: INSTRUCTION: Standards and Objectives, Planning, Presenting Instructional Content; PLANNING: Instructional Plans
PART2: INSTRUCTION: Lesson Structure and Pacing, Activities and Materials; PLANNING: Student Work
PART 3: INSTRUCTION: Questioning, Academic Feedback, Teacher Knowledge of Students; PLANNING: Assessment

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? ☑ Developed and communicated a plan for determining competency (grading and assessments)

Clear guidelines and expectations for grading and assessment will be provided to all staff, as well as to students and families, and will be monitored by building and/ or district administration. Success measures for each course reflect standards-aligned learning of skills and content, and will be incorporated into every learning unit. All success criteria will be explicitly explained to students within the lessons and will be posted/ clearly available for students and families. Formative assessment measures will be used to assess learning progress in order to make adjustments to instruction as necessary. Teachers will provide ongoing feedback to students to ensure achievement and completion of course requirements in virtual and/ or in-person learning environments, and will keep families informed about progress. This feedback may come through various venues such as rubrics, written or oral comments, Classroom or ProgressBook entries, assessment results, or other.

Summative assessments as measures of final learning will comprise most of a student's course grade where applicable.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? ☑ Developed and communicated a plan for granting credit (grading and assessments)

In alignment with traditional policy and the above description of determining competency, credit shall be awarded to students who remain in the course for its entire length and receive a grade of "D" or better.

Specific protocols for communication with students and families ensure that a student who engages in remote learning and demonstrates progress shall not fail a course/ grade under normative circumstances.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? ☑ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

In accordance with Board Policy IKE, individual students will be promoted to a higher grade level based on passing grades, and the any decision to retain a student (including under Third Grade Reading Guarantee) shall be made only after careful consideration of a child's reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

District Expectations for Grading and Reporting 2020-21

Virtual Learning Self-Assessment Tools (Drawn from Virtual Learning Companion Tool from National Institute for Excellence in Teaching)
PART 1: INSTRUCTION:Motivating Students; PLANNING: Instructional Plans; ENVIRONMENT: Expectations
PART 2: INSTRUCTION: Lesson Structure and Pacing; PLANNING: Student Work
PART 3: INSTRUCTION: Questioning, Teacher Knowledge of Students, Academic Feedback; PLANNING: Assessment

SECTION THREE	**ATTENDANCE AND PARTICIPATION**
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? ☑ Created a communication and attendance plan for staff and students

Student attendance and participation in remote learning will be documented. A student will be considered in attendance though presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote

learning system that adheres to the communicated expectations. Such expectations will be clearly communicated to students and families. Teachers will use various tools to contact families to increase attendance.Lack of engagement/ absences will be reported to the building principal, who will institute follow up protocols.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? ☑ Created a plan for documenting student participation in remote learning ☑ Communicated the plan with families and other stakeholders

Student participation may take the form of engagement at online meetings or classes, completion of assignments and formative assessments, completion of summative assessments, direct collaboration with peers and teachers, and accessing provided resources through the remote learning platform.

State Guidance

Virtual Learning Self-Assessment Tools (Drawn from Virtual Learning Companion Tool from National Institute for Excellence in Teaching)
PART 1: INSTRUCTION:Motivating Students; PLANNING: Instructional Plans; ENVIRONMENT: Expectations
PART 2: PLANNING: Student Work; ENVIRONMENT: Managing Student Behavior, Respectful Culture
PART 3: INSTRUCTION: Teacher Knowledge of Students

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? ☑ Developed a Plan to monitor student progress with remote learning

Teachers and administrators analyze data from a variety of assessment sources throughout each year: diagnostic, benchmark, formative, summative, rubrics, etc. Data is accessible to all educators through DataMap. This data informs interventions at each level (Tier I,II,III) and is specifically analyzed to document progress for students receiving services through IEPs and WEPs.
Assessment schedules and processes, whether at the district, grade, or classroom level, will be communicated with students and families, mostly via the remote learning platform. Specific interventions will be provided by teachers, tutors, and/or specialists through the remote learning platforms, as will the sharing of resources to help families support their children at home. Social-emotional wellbeing will also be monitored by teachers with the assistance of counselors and administration.

Virtual Learning Self-Assessment Tools (Drawn from Virtual Learning Companion Tool from National Institute for Excellence in Teaching)
PART 1: INSTRUCTION: Standards and Objectives, Planning, Presenting Instructional Content; PLANNING: Instructional Plans
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PART 3: INSTRUCTION: Questioning, Academic Feedback, Teacher Knowledge of Students; PLANNING: Assessment

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? ☑ Parent/Student surveys have been reviewed ☑ Technology Plan has been created to ensure equitable access

Families and staff were surveyed during and following the spring closure to assess the successes of the remote learning experience as well as to inform improvements for any future remote learning needs. Specifically, determining family and individual student access to devices and the internet has been of primary importance, and over 450 new chromebooks have been purchased to ensure all students will have a device to take home. The district has leased hotspots to provide to students for whom reliable internet services is a barrier to access. Communication hotlines have been established to ensure that connections are maintained. Surveys also include transportation needs so that routes can be efficiently developed in the face of restricted passenger limits.

Technology tools and platforms have been purchased to be sued district wide, effectively streamlining the variety of tools used in the spring, thus reducing the need for students and families to learn multiple tools as a means of engagement. A district-weide purchase includes a secure communication system to facilitate simple and effective communication between educators, students, and families.

Virtual Learning Self-Assessment Tools (Drawn from Virtual Learning Companion Tool from National Institute for Excellence in Teaching)
PART 1: ENVIRONMENT: Expectations
PART 2: ENVIRONMENT: Respectful Culture
PART 3: ENVIRONMENT: Environment

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SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? ☑ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Professional learning updates have been available all summer, drawing from the foundation laid in May during dedicated professional learning days. Ongoing professional learning will be available virtually via live learning events, video tutorials, articles, and other means delivered via the Virtual Learning Google Classroom and/or the ASCD Activate Professional learning system. Specific training with the new technologies as well as tech-based companions to adopted materials, will be featured, along with best practices in virtual learning drawn from the National Institute for Excellence in Teaching Virtual Learning Tool. Teacher resources will be housed in a Remote Learning website.

Additional days for collaboration, preparation, and learning have been added to the beginning of the school year, and a portion of each week will also be available to ensuring that educators have the learning and time they need to effectively provide instruction to students in a virtual environment.

Specific professional learning will be provided as outlined in the district's Comprehensive Literacy State Development Grant.

Virtual Learning Self-Assessment Tools (Drawn from Virtual Learning Companion Tool from National Institute for Excellence in Teaching)
PART 1 - PART 2 - PART 3