Remote Learning Plan

District Name:	Kirtland Local School District
District Address:	9252 Chillicothe Rd
District Contact:	Chad VanArnhem, Superintendent
District IRN:	047878

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."*

Consider how instruction will take place? (check <u>all</u> that apply)
Teacher-student interaction through online learning platforms
Asynchronous and Synchronous Online lessons for students to work at home

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?** • Kirtland Schools Curriculum Maps and Assessments aligned to the Learning Standards • Pre-assessments in all instructional areas

Address Determining Instructional Needs Here: Teachers and administrators will determine the instructional needs of our students through the analysis of multiple forms of quantitative and qualitative data. Data will include, but not be limited to the following: Vendor Diagnostic and Progress Monitor Assessments/Tools, Formative Assessments, Summative Assessments, Performance Based Assessments, Benchmarking and Observations. Through the use of gap analysis tools, such as those provided by the Ohio Department of Education, educators assessed learning needs resulting from the stay-at-home order during Spring 2020. An inventory of the standards taught prior and during the pandemic occurred in May and was shared amongst horizontal and vertical teams and content areas. Considerations for

	students with IEPs and WEPs will be reviewed as data is analyzed.
Documenting Instructional Needs	How will **instructional needs** be **documented**? ● Students with disabilities will be documented in the IEP ● Gifted students needs will be documented in the WEP ● Students receiving additional supports will be documented on MTSS forms and through meetings with parents/guardians. ● At risk K-3 students will be monitored through Reading Improvement and Monitoring Plans. ● NWEA MAP and Aimsweb instructional reports will be used to identify areas of strength and areas of improvement.

Address Documenting Instructional Needs Here: Teachers will work collaboratively through their PLCs on their curriculum maps and pacing guides to account for any gaps due to the spring COVID-19 shutdown. Instructional plans will be adjusted as needed. Instructional plans will be communicated with parents and guardians, along with student progress, through multiple formats and communication techniques.

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? ● K-3 will use standards based report cards in all instructional areas ● Grades 4-12 will use a traditional grading system for all subjects

Address Determining Competency Here: Teachers will continue to meet in PLC teams to review data that is collected. Teachers will determine who is above, at and below mastery and plan for interventions and enrichment lessons based on this data. Summative and formative assessments will be used to gather this data and will be gathered from several sources. Competency success criteria will be defined by staff and communicated to students/families. Staff members will continue to utilize the district approved grading guidelines and formative and summative assessments to measure achievement and growth against Ohio's Learning Standards and expectations for mastery, rigor, and district expectations.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: ● K-3 will use standards based report cards in all instructional areas ● Grades 4-12 will use a traditional grading system for all subjects

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Address Granting Credit Here: Educators will develop lessons that are adaptable to school-based and remote learning. Lessons may be delivered in the brick and mortar setting and also using remote-friendly methods, such as live streaming, video lessons, flipped lessons, or by other innovative means. Educators will apply various resources (rubrics, feedback on formative assessments, online grades in Infinite Campus, summative assessment results, etc.) to provide feedback to students, parents, and stakeholders. Successful completion of the expectations of these collective practices, in line with current or modified district grading practices, will inform the granting of credit.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? ● Board Policy 5410 provides guidelines for promotion of students to the next grade

Address Promoting Students to a Higher Grade Level Here: Successful completion of course requirements resulting in promoting students to a higher grade will remain consistent in a remote learning model as they would in a school-based model. This includes completion of requirements as demanded by our Ohio Learning Standards, meeting college, career and life readiness expectations, maintaining passing academic standing, implementing the district approved or modified grading scale, and fulfilling educator and family expectations for academic and social emotional Remote Learning Plan readiness. Online gradebook and communication methods will be the primary modes of disseminating information achievement and progress. Multiple meeting methods with students and families will be considered and utilized for those identified with at-risk behaviors and or low achieving academics.

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? ● Kirtland's students are required to actively participate each school day

Address Attendance Requirements Here: Student attendance will be balanced with a priority for keeping students and employees safe and healthy. Measures that encourage consistent attendance and/or consistent participation in schoolwork, but not at the expense of health, will be implemented. Student attendance will be documented through a variety of methods. These may include: 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. Specifics for the remote learning attendance will be communicated to students, staff, and caregivers. Follow up methods will be implemented for students not engaging in the remote learning platform.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities?

	● Teachers will monitor student participation daily and track attendance in Infinite Campus
Address Student Participation Requirements Here: Student participation may be evaluated by the following: engagement at online meetings or classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers, accessing of provided resources through the remote learning platform. Teachers, counselors and/or administrators will call and email parents if attendance and/or participation is below expectations.	

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? Possible/Optional item(s) to consider: ● Grades 4-12 assignment grades are posted in Infinite Campus ● Grades K-3 provide weekly academic feedback within the district learning management system ● Formative and Summative Assessments throughout the learning process
Address Monitoring Student Progress Here: Educators (teachers and administrators) will analyze both quantitative and qualitative data from a variety of assessment sources - formative, summative, rubrics, surveys, observations, etc. These data will specifically be evaluated through the lens of special student groups. Standards' mastery level, achievement, growth, and goal progress will be collected, analyzed by building grade-level PLC and MTSS teams and then communicated regularly with students and families in the remote learning model. Resources, supports and enrichments will be provided as needs are identified.	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	[Technology Needs](#) [Data Use: Gathering Stakeholder Input](#)

	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning?
Equitable Access	- Review of surveys on remote learning - The technology plans access to devices for all students K-12. - Provide wi-fi hotspots for students that are in need of access to high-speed internet
Address Equitable Access to Quality Instruction Here: All students will have access to devices to support their online learning. 99% of families had adequate computer and WIFI access in the spring of 2020. Families will be assessed again at the start of the 2020-2021 school year to make sure all children have access to WIFI. Survey results from students, staff and parents will be used to improve upon the learning experience for the 2020-2021 school year.

SECTION SIX	**PROFESSIONAL LEARNING**
Resource Link(s):	[Connecting ED Professional Development](#)
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? - Connecting Ed Professional development on blended learning for four days at the end of the school year and two days before the start of the 20-21 school year. - Ongoing professional development will take place with a blended learning expert
Address Professional Learning/Development Here: Following the end of the 19-20 school year with students, teachers participated in four days of blended learning and online unit building professional development through Connecting Ed. They will participate in two more days of professional development in September prior to the start of the 20-21 school year. Units and resources will be available for teachers to access throughout the school year. They will also have ongoing professional development through a blended learning expert. Staff meetings, professional development days and early releases will be utilized to support the ongoing professional development of the teachers.