Remote Learning Plan

District Name:	**Toronto City School District**
District Address:	**1307 Dennis Way, Toronto, OH 43964**
District Contact:	**Maureen Taggart, Superintendent**
District IRN:	**044917**

2020-2021 REMOTE LEARNING PLAN

The following is the Toronto City School District 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.

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.

1. 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 Toronto City School 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, inoperability of school buses or other equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering school building(s) unfit for school use.

- **Targeted-Remote Learning.** The Superintendent may require Remote Learning for specific buildings, schools, grades, classes, programs, or for periods of time as determined appropriate by the Superintendent or Designee. Use of Remote Learning under this scenario may include split scheduling, alternating days of instruction, or any other scheduling option that reduces the number of students in classrooms, hallways, cafeterias, locker rooms, or on school transportation.

- **Parent-Requested Remote Learning.** The parent(s)/guardians(s) of a student may request that the student participate in Remote Learning. Requests to participate in Remote Learning shall be made in advance of participating in Remote Learning. Parents may request to participate in Remote Learning for a semester. Requests must be made two weeks prior to the start of the semester.

- **Student Remote Learning.** 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 Reset and Restart Planning Guide (July 2020), p. 9.)

  (3)   The student recently traveled to and returned from a location with known community spread. (*See* Reset Guide, 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* Reset Guide, pp. 5 and 7.)

  (6)   The student is experiencing symptoms of COVID-19 while at school and needs to utilize a separate room. (*See* Reset Guide, p. 8.)

Remote Learning Plan

SECTION ONE	DETERMINING AND DOCUMENTING 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.)

- The Board 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.) 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 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. (*See* <u>Remote Education Planning.</u>)

- The District 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. (*See* <u>Remote Education Planning.</u>)

- The Board may revisit or reevaluate student instructional needs as it deems necessary based upon individual student factors or upon relevant external factors (e.g., public health emergencies).

- The Board will continue to support the needs of homeless, foster, justice-involved or otherwise highly mobile youth. The Board authorizes the use of data, guidance from the State, and community partnerships to identify and address any increased needs of vulnerable youth.

- Student instructional needs will be documented as required by Ohio law, and federal law if applicable, pursuant to the Ohio Department of Education's guidance, and as determined appropriate by the student's teachers.

- The Toronto City School District faculty and administration have aligned instruction to learning standards by developing critical concept maps for all content areas. Each critical concept map identifies a focused set of learning standards or critical concepts which have been identified for mastery by the end of the school year.

- Teachers use proficiency scales to determine daily lesson goals and show the learning progression. A proficiency scale represents a progression of learning goals with three levels of difficulty: (1) the target (level 3.0) content; (2) the simpler (level 2.0) content; and (3) the more complex (level 4.0)

content. Teachers use the scales to plan what students will need to know and be tested on throughout the year. The organization of scales also inform how teachers structure classroom lessons and design assessments for each unit or topic addressed.

- The district will determine gap analysis by reviewing data from the 2019-2020 school year and from diagnostic assessments that will be administered at the beginning of the 2020-2021 school year. The district will analyze the following 2019-2020 data: first and second quarter progress monitoring data collected from common quarterly assessments and iReady diagnostics; third and fourth quarter grades; retention/failure records; and third and fourth quarter attendance records. In addition, the district will administer three main diagnostic tools at the beginning of the 2020-2021 school year: Kindergarten Readiness Assessment, the iReady Reading and Math diagnostic tests, and the county common assessments which were developed at the Jefferson County ESC by a cohort of teachers in each content area.

- The district has developed specific plans for delivery of services to special education students and gifted students in the event remote learning is used. The remote learning schedule has time set aside for small group and one-on-one instruction. Intervention specialists will monitor the progress of special education students, provide accommodations and modify assignments as necessary. All gifted students have been scheduled with teachers who are qualified to deliver instruction to gifted students. Gifted students will continue to participate in College Credit Plus and other advanced courses according to their class schedule.

- Teachers are required to complete and submit weekly lesson plans through Progress Book. Lessons are based on the three categories, ten design areas, and forty-three elements identified in Marzano's New Art and Science of Teaching. The principal maintains a copy of the critical concept maps for each content area and grade level.

- Instructional plans are communicated with parents through introductory letters at the beginning of the school year and diagnostic reports which include clear instructional recommendations and personalized instructional paths based on the students' performance.

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

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

- a. 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.

- b. Credit will be granted to students under the Plan pursuant to Board policy and Ohio law.

- c. Promotion of students to a higher grade level will be based upon applicable law and Board policy

SECTION THREE	ATTENDANCE AND PARTICIPATION

The district plans to use two types of remote learning. Attendance would be monitored based on the type of remote learning in use. *Self-Directed Remote Learning*: There are two options for self-directed remote learning. Some students may enroll in virtual learning for the first semester or entire school year. Virtual learning will be using self-directed online lessons. Virtual learning students' attendance will be based on completion of assignments. If the district moves to a hybrid learning schedule because of the COVID threat level, students will be using face-to-face instruction two days per week and remote learning three days per week. This type of remote learning will be self-directed learning at home which may include online lessons or instructional packets which are directly in alignment with in class curriculum. Attendance for self-directed remote learning will be tracked using daily logins to learning management systems, daily interactions with the teacher to acknowledge attendance, and assignment completion. *Teacher-Led Remote Learning* will be conducted according to a schoolwide class schedule. There will be online instructional sessions with teachers as well as additional independent learning activities. Teachers will take attendance each class period (instructional session) and calculate the time required to complete independent learning activities to determine hours of attendance. If a student is unable to complete work in the remote learning classroom, the same process should be followed as on a regular school day. The parent/guardian should call the school office and report the student as being out sick. If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student will be marked with an absence for the hours for that remote learning activity.

Absences for students participating in Remote Learning will be 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. For example, to the extent the District utilizes an "assignment completion" to monitor attendance and a student shows no participation in that activity, the three hours of absence do not have to be split across the five days the student had to complete the activity. Rather, all three hours of absence may be recorded on one of the remote learning days.

It is expected that each school day students will log into each class and/or interact with the teacher through dialog or work submission. During teacher-led remote instructional sessions, students are expected to join the class on time; find a quiet place, free from distractions, maintain respect in both speaking, writing, and appearance; keep video on to promote focus; maintain eye contact; and refrain from chewing gum, eating, or drinking in front of the camera. If a student is not completing work or responding in the remote learning sessions, teachers will be reaching out to parents to find ways to support the student's learning. Students with extended time will continue to receive this accommodation; however they should still check-in daily with an update on their progress in order to be marked present.

SECTION FOUR	PROGRESS MONITORING

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. 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.

In the remote learning environment, students' progress will be monitored in much the same way as it is in the traditional classroom. Diagnostic tools and assessments used by the district are able to be administered online. In grades K-8, all students will be progress monitored on a quarterly basis in the areas of Reading and Math using the iReady diagnostic assessments. At the high school level, common quarterly assessments will be used in all content areas to monitor students' progress. Teachers will identify critical concepts within the standards and develop proficiency scales to evaluate students' performance and determine their progression toward achieving the learning goals. Teachers will also use formative assessment to evaluate learning and give them a clear understanding of how to proceed with the course content. Some of the current formative assessment tools which can be used by teachers during remote learning are: exit tickets/exit slips, think-pair-share, opinion polls, thumbs up/thumbs down responses, and running records.

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

SECTION FIVE	EQUITABLE ACCESS

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.

SECTION SIX	PROFESSIONAL LEARNING

The Board will offer professional development activities to its teachers relating to the Plan as follows:

- Professional development will continue to be offered to teaching employees consistent with Ohio law, Board policies and procedures, and the applicable collective bargaining agreement.

- Professional development opportunities and other guidance will be made available to teachers to ensure they are able to implement the Plan and address issues arising from the COVID-19 pandemic. Training and guidance may include:

  ¤ Implementing this Plan. (*See* Restart, p. 20.)
  ¤ The use of internet tools, privacy implications of online learning settings, and ensuring resources are accessible for students. (*See* Reset Guide, p. 23.)