



Dover City Schools Remote Learning Plan

District Name:	Dover City Schools
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Overview

The goal of remote learning is to ensure learning continues even though school buildings are closed or if a hybrid model of partial in-person and remote learning is necessary. 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. Whether the district is operating in a hybrid format with both face-to-face instruction and remote learning, or completely through remote learning, this plan outlines the expectations for students and staff until normal face-to-face instruction can resume.

How Will Instruction Take Place in Remote Learning?

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students

Glossary of Terms

ELA (English/Language Arts): Instruction related to reading, writing, and language development according to state standards

IEP (Individualized Education Plan): Written document developed for child(ren) eligible for special education services

MTSS (Multi-Tiered System of Support): A framework that provides academic, behavioral, and social/emotional support for students' needs

Related Service: Services including speech and language therapy, occupational therapy, physical therapy, etc.

WEP (Written Education Plan): Written document developed for child(ren) with a gifted identification and services

Legal Reference:

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.



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SECTION ONE: INSTRUCTIONAL NEEDS

Determining and Documenting Instructional Needs

All K-12 students will complete the Measure of Academic Performance Assessment (MAP) at the start of school to identify strengths and weaknesses in regards to the adopted academic content standards. Students will also be given pre-assessments in each content area. Teachers will use this data to appropriately design instruction and learning opportunities to meet students' needs, provide intervention and enrichment, and target learning gaps so all students can be successful.

Time at the start of the school year will include work on Dover City Schools Curriculum Maps and Pacing Guides and Gap Analysis Work in ELA, Math, Science, and Social Studies. Diagnostic testing and pre-assessment data in sequential instructional areas will inform lesson design, delivery, and assessment.

Multi-Tiered Systems of Support (MTSS)

Student data will be used to place students in Tier I, II, or III to receive appropriate support to be successful both in school and while completing at home remote learning lessons. Tier I instruction is core lessons that all students receive using grade level material and state standards to expose all students to appropriate academic content and social emotional skills. Tier I services will be provided regardless of face-to-face or remote learning. Tier II instruction is additional instruction completed in small groups to work on specific areas of weakness (academic or social emotional). Tier III instruction is additional, often 1:1, instruction targeting specific skill development (academic or social emotional). Students will receive Tier II and III on scheduled in-person days or scheduled on Wednesdays (6-12), depending on student need and the district's current instructional model.



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

Determining Competency

Regardless of the instructional model, Dover CSD will continue to assign work based on essential standards, monitor progress, provide feedback, and report academic performance through our existing grading system, credit requirements, and academic policies. Our focus is on learning and mastery of essential standards.

Ohio's Learning Standards identify what students should know and be able to do. Teachers will continue to monitor students' progress and will assess students' competencies based on the learning standards set by Ohio. A traditional grading system is used for students in grades K-12. Students will earn credit for a course if they have earned a passing grade as defined by Board Policy IKA. Progress will be reported to parents and will be provided via grade cards four times per year per board Policy IKAB.

All courses are aligned to Ohio's Learning Standards. A student will be promoted to the succeeding grade level when he or she has completed the course/State requirements and is academically prepared for the next grade level. Per Board Policy IKE, academically prepared means that the principal, in consultation with the student's teacher(s), has reviewed the students work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.



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SECTION THREE: ATTENDANCE AND PARTICIPATION

Regular attendance is a significant student responsibility at all grade levels. Many studies correlate regular attendance with success in school. In the current pandemic environment, a focus on student attendance must be balanced with a priority for keeping students and staff safe and healthy. Active participation is imperative for a student's academic success. While there is flexibility with the time and space of remote learning, Dover Schools sets an expectation that a student is actively engaging with the curriculum each school day. Teachers are required to track daily participation with the curriculum.

Attendance tracking will require multiple approaches to account for the difference between in-school activities, teacher-led remote learning, and self-directed remote learning.

Attendance Procedures for Specific Phases of Learning

A1: Face-to-Face Learning

Attendance will be taken each day/period/hours that students are scheduled to be in school.

A2: Modified/Hybrid Face-to-Face Learning

Attendance will be taken each day/period/hours that students are scheduled to be in school. For the days the student will be remote learning, teachers will monitor and report attendance using various "Evidence of Participation" methods. Evidence of Participation will rely upon assignment progress and completion and/or interaction with online resources provided to students.

A3: Remote Learning

There may be times that teacher-led remote learning (synchronous) is required. In this case, teachers can track attendance at the student level in hour increments (for example, two-hour synchronous web-based instruction with students in attendance may equal two hours of attendance for each student).

In times of self-directed remote learning (asynchronous), teachers will provide consistent and clear expectations for students and consider all evidence of student participation (or lack thereof) with.

Evidence of participation may include, but is not be limited to:

- Daily logins to learning management systems (ie Google Classroom, Pathblazer, Seesaw, etc.)
- Regular interactions with the teacher to acknowledge attendance

Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.

- Assignment completion

If using assignment completion to track attendance, teachers should determine the number of hours they expect an assignment to take for a typical student and use that to gauge each student's attendance.



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SECTION THREE: ATTENDANCE AND PARTICIPATION (continued)

B: 100% Online Academy

In this model, teachers will focus on “Evidence of Participation” methods to record student attendance. Evidence may include documentation of work within the Edgenuity/Odysseyware platform.

The district encourages consistent attendance when students are to be in the building and consistent participation/completion of assignments while taking part in remote learning. Non-attendance for scheduled in-person days of instruction and/or or not completing work will result in a student counted as absent. The district will partner with the Tuscarawas County Health Department on COVID-19 surveillance activities by tracking attendance and notifying local health officials of significant increases in student and staff absenteeism.

SECTION FOUR: PROGRESS MONITORING

Student academic progress will be monitored using a balanced assessment plan that utilizes vendor assessments, district-level assessments, and teacher-developed assessments. These assessments will allow teachers to both inform their instruction and determine student mastery. A balance of assessments will allow us to monitor progress across the district to ensure we are able to determine student growth, as well as a quality learning experience and equity for all students.

SECTION FIVE: EQUITABLE ACCESS

Dover City Schools is not a 1:1 district. However, we are a district with 2720 students and we have 1860 district Chromebooks that are available for student use at school and by checking them out through the school library. Students who need them will be able to borrow Chromebooks to complete school work during A2: Modified/Hybrid during their days of remote learning, as well as check them out for an extended period of time if in A3: Remote Learning. A parent inventory in August 2020 evidenced that a very small number of students do not have internet access at home, and that the district has enough Chromebooks for any student who needs one.

There are several locations students and parents can use to access the internet to download assignments or submit assignments within the community. Those locations will be provided to students and families. Parents should contact the school if they do not have and cannot get to any points of internet access, and we will work individually with those families.



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SECTION SIX: PROFESSIONAL LEARNING

These challenging times require the increased use of technology and online platforms not typical under normal operations. To provide staff and families with the tools and resources to be successful, the district is providing several opportunities to learn more about technology and resources related to COVID-19 and remote learning.

Start-the-Year Professional Development

All staff will take part in both required and optional training before the opening of school to prepare for remote learning with students. This includes training in regards to online tools and technology resources, literacy, Panorama (SEI) software training, trauma-informed learning, and gap analysis and curriculum work. A detailed calendar will be provided to staff at the start of the year. This time will include sessions for students and parents to meet and have training on the technology required to support remote learning.

SafeSchools COVID-19 Training

Education and training for all employees is essential. Such training must include how to properly put on, use, take off and dispose of personal protective equipment; appropriate handwashing; physical distancing; use of face coverings, in line with requirements; identifying symptoms; staying home when sick; and strategies to reinforce these concepts with students and parents. Adequate education must be provided for all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect employees and students from infection. All employees will be required to complete Covid-19 training module(s) prior to working with students through our existing SafeSchools training platform. These assignments, as well as other yearly required training, will be sent to all staff on August 1 through email to complete.