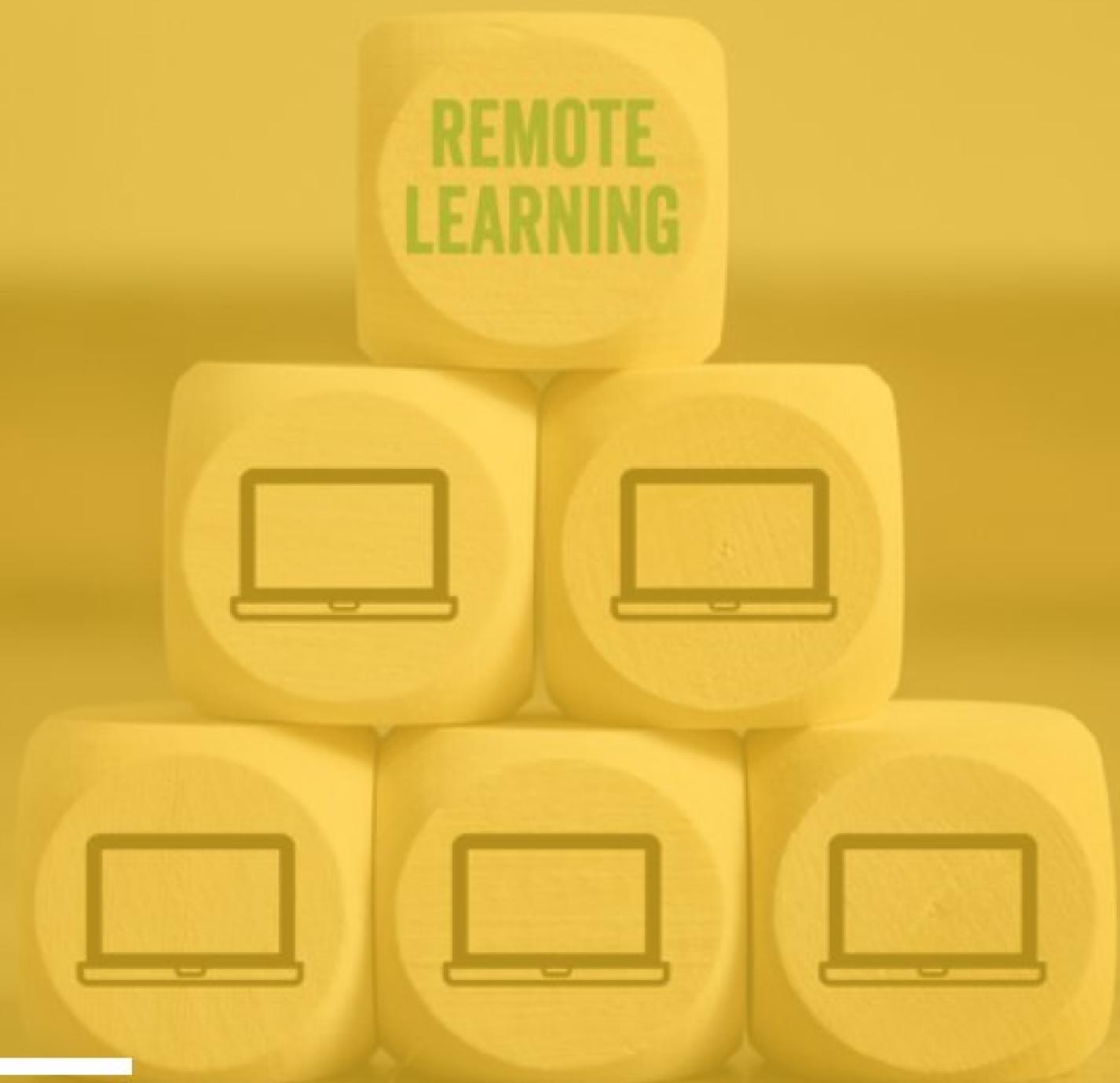


# Dayton Public Schools

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## Remote Learning Plan





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## Remote Learning

Dayton Public Schools Remote Learning Plan provides an opportunity for students to have access to appropriate educational materials and receive daily interaction with their licensed teacher(s). The goal is to provide daily meaningful and engaging activities that reinforce academic and social/emotional skills. Training, tools and other supports will be provided by the District to ensure these shifts are successful and that uninterrupted teaching and learning is maintained.



### PHASE I

#### 100% K-12 Virtual Learning

Students receive all instruction at home using Internet connected devices.

- All learning will take place in Google Classroom/Zoom platform.
- Students will receive Ready Packs to include digital and non-digital tools, i.e., Chromebook, hot spot, paper, pencils
- Breakfast and lunch provided at bus stops
- Instruction 3-4 hours per day; music, art and/or PE available for elementary students daily.
- 9-week periods



### PHASE 2

#### 100% K-12 Face-to-face Learning (in SCHOOL)

Students receive instruction on school campuses, safely adhering to federal, state and local health guidelines and requirements.

# 1 Instructional Needs

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Checking for understanding, monitoring student progress, and providing feedback are important parts of face-to-face instruction and are equally important within virtual learning. Curriculum guides for each academic area will continue to be followed. The district will continue to monitor instructional delivery and make adjustments to scaffold learning as needed. The remote learning plan is designed with students' needs in mind. Special considerations are embedded to support students with disabilities and English Learners, as well as the social-emotional needs of all students.

Teachers develop daily lesson plans under the supervision of the Curriculum Team. Each lesson should have strategies, accommodations and modifications for students with IEPs. Special education and TESOL teachers will collaborate with general education colleagues to add resources and strategies to lessons as well as provide daily instruction to students on their caseloads.

MindPlay, Successmaker and ALEKS are the district's intervention software resources. Students in grades K-9 will take benchmark assessments virtually and engage in the daily practice.

Teachers will check-in and monitor student learning using the district's tools, digital platform and instructional resources. In addition, a team of teachers will be tasked to identify, support, and monitor students who may need additional support beyond their classroom instruction and address needs of students with potential risk factors.

These factors may be identifying:

- students whom teachers are unable to connect with,
- students with inconsistent attendance or non-participation in virtual sessions,
- students who demonstrate learning needs through informal assessments during virtual learning,
- students who are not receiving delivery of virtual learning materials, and
- students at risk, including English language proficiency, special education needs, social-emotional wellness, and health.



## *Special Education and 504*

Students receiving special education services through an IEP are unique and require special education services. United States Department of Education (USDOE) guidance indicates that once schools provide learning opportunities to students during a remote learning, the LEA must make every effort to provide a free and an appropriate public education (FAPE) to a child in accordance with their IEP.

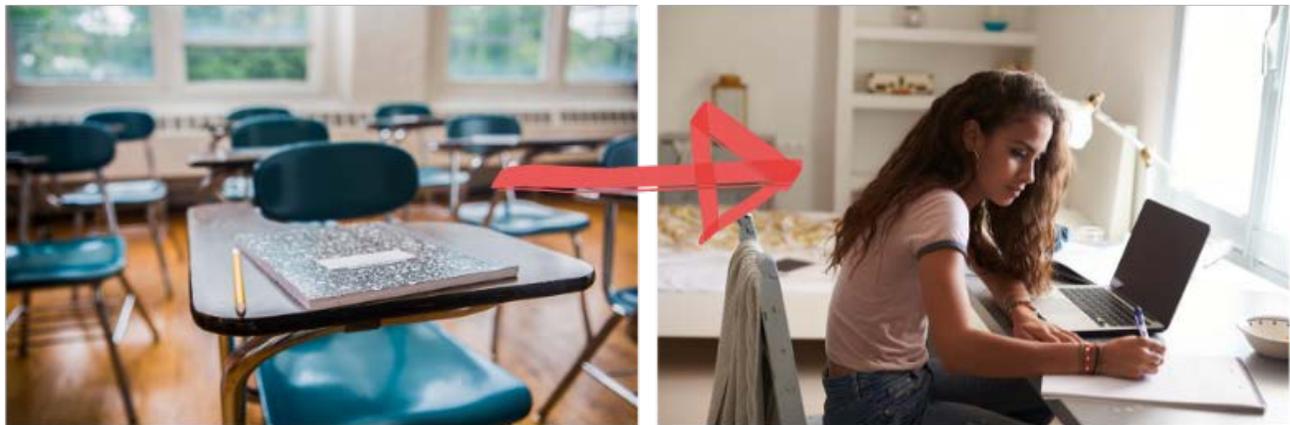
*EL Learners*

English Learners will receive access to the same high-quality grade-level instruction as all DPS students. ELs will participate in grade-level instruction as well as engage in daily English Language Development. English Learners will continue English Language Development with specialized online classes provided by their EL instructors guided by the virtual learning plan. All English Language (EL) instructors will use Google Classroom to deliver assignments, communication, and feedback for students. How-to videos will be produced and posted within that platform to show students how to navigate these platforms and any other Online tools used for instruction. All instructions will be sent to parents in a language they understand, to the extent practicable.

Each instructor will include their times and dates for daily virtual meetings. EL instructors will utilize Google Hangouts/Classroom to virtually meet with students for a minimum of 30-45 minutes per day. Each instructor will be available in Google Hangouts providing availability to students and parents on a daily basis. EL instructor will meet with the EL team, EL Coordinator, and District personnel at least once a week to determine how to specifically support each student's English Language Development and achievement.

*Written Educational Plan*

Written Educational Plan will be completed for all identified gifted students. Teachers will be provided strategies and tools to support student's critical thinking skills.



## **2 Determine Competency, Granting Credit & Promoting Students to a High Grade Level**

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Our goal is to set expectations for consistent engagement and effort so that each student begins the new quarter with a clear understanding of how their work will be evaluated. The District will continue to provide meaningful feedback regarding student's progress as they complete their assignments, projects, and assessments during virtual learning. An emphasis will be placed on student achievement and numerical grades used to calculate GPA's. High school students earn credit by passing their courses. Should a student receive a failing grade, they will have the opportunity to complete their coursework through APEX.

Every student has access to direct instruction: This will result in targeted instructional supports for smaller groups of students scheduled daily with their regular classroom teacher, Intervention Specialist or TESOL teacher; high quality instruction aligned to essential standards; competency of essential standards using EdIncites to identify student's strengths and area of focus; accountability to our English Learners and students receiving special education supports; and monitoring and reporting to parents/guardians on student progress.

## **3 Attendance and Participation**

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Attendance and accountability for learning are important during the virtual learning. Attendance will be taken daily in alignment with state and District regulations and requirements. Regular participation in classes is critical to student success. It will be determined in various ways, including the following: completed work, Online contacts through Google Hangout, Google Classroom and classroom sessions. To verify attendance, students will review the daily posts and respond daily to their teacher in the Google Classroom. Paraprofessionals will log-on to each classroom to take and verify attendance.

1. Teachers will submit attendance daily.
2. The district engagement team will visit homes the day of the recorded student's absence.
3. If students are not completing work or participating in learning, teachers will be contacting parents and work with families to develop plans for student engagement based on the needs of each student to address barriers.

Engagement doesn't mean every hand is up, but it does mean every student is tracking the conversation and able to contribute at any moment. Instructional routines provide a

structure for each student to engage meaningfully in each lesson and attend to the expectation of grade level standards. This ensures that all have access to quality instruction.

Consistent, accurate tracking of student participation in remote learning can assist teachers and administrators in the following ways:

1. ensuring equal access to instruction for all students;
2. promoting student success by informing instructional leaders of student engagement levels;
3. providing local data to keep a pulse on continued instruction.

<i>Participation Levels</i>	<b>Learning Environment</b>	
<b>Technology Level</b>	Synchronous (real time)	Asynchronous (not real time)
Low	<ul style="list-style-type: none"> <li>• Participation in conference or small group with classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Email with question or other student-initiated contact</li> <li>• Submission of an assignment or exam</li> </ul>
Medium	<ul style="list-style-type: none"> <li>• Participation in video conferencing with staff or live virtual classroom</li> <li>• Participation in interactive classroom teacher lessons/tutorial</li> </ul>	<ul style="list-style-type: none"> <li>• Posting in a discussion forum or Online academic discussion</li> <li>• Completion of Online forms or surveys</li> </ul>
High	<ul style="list-style-type: none"> <li>• Total student time in virtual classrooms (tracked by Google Classroom/Meets or Zoom platform analytics)</li> <li>• Completion and submission of collaborative assignments during virtual class setting</li> </ul>	<ul style="list-style-type: none"> <li>• Total student time active on a student portal (tracked by Online learning platform or analytics)</li> <li>• Instructional materials opened or watched (tracked by Online learning platform or analytics)</li> <li>• Completion of secure Online quizzes or exams</li> </ul>

## 4 *Progress Monitoring*

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During virtual learning, students must be provided targeted and meaningful feedback. Progress monitoring is a practice that helps teachers use data to evaluate the effectiveness of their teaching and to make informed instructional decisions. Data collected through EdIncites testing cycle will inform teachers whether the student has learned the particular skills covered in a unit.

Students will engage in ongoing progress monitoring to support academic growth. Based on classroom-based or formative data (e.g. MAP, reading assessments, EdIncites short cycle assessments and exams) progress monitoring will provide supports to students who may need appropriate strategies and supports to meet their individual needs. Misconceptions are planned for, addressed, and corrected.

## 5 *Equitable Access to Quality Instruction*

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Achieving equity in virtual learning requires the district to focus on student populations who often already have reduced opportunities for academic success in our traditional model. Our virtual model provides Tier I and Tier II instruction for this population on a daily basis.

The district will provide support to families with training and guidance on virtual learning practices and the tools to access student learning. The training will be translated into the district's top 5 languages. The challenges and responsibilities that students face at home will need to be considered as the team design learning activities and how mastery is assessed.

To measure success, every single student will have access to the necessary technology, time, motivation, and support to participate in virtual learning. All DPS students will pick up or have delivered to their homes a "Ready Pack". Each Ready Pack will include a Chromebook, hotspot (one per family), white board math manipulatives (K-2), science supplies (grade 5), markers/eraser, notebook paper, art supplies (K-6), pencils and crayons/colored pencils.



## 6 Professional Development

Virtual Learning Support Professional Development Menu will provide offerings to teachers covering topics such as navigating the virtual classroom, exploring best practices for virtual learning, and improving communication and collaboration with colleagues and students.

During the month of July, the district offered 90 virtual classes for teachers and administrators. August will be intentional with the following focus:

<b>Tools</b>	<b>Professional Learning</b>	<b>[August 24-September 3]</b>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>▪ <b>Anita Archer</b> “PK-12 Gradual Release”</li> <li>▪ <b>Weekly</b> coaching, planning and use of data with Curriculum Team</li> <li>▪ Small group instruction</li> <li>▪ Student engagement in virtual environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>2 hours per group</b></li> <li>▪ <b>Every Friday</b></li> </ul>
<b>Virtual Tools</b>	<ul style="list-style-type: none"> <li>▪ Zoom</li> <li>▪ Zoom Breakout Rooms</li> <li>▪ Google Classroom</li> <li>▪ Google Meets</li> <li>▪ Google Forms</li> <li>▪ Screencastify</li> <li>▪ Pear Deck</li> <li>▪ Swivl (video recording)</li> </ul>	<ul style="list-style-type: none"> <li>▪ course format               <ul style="list-style-type: none"> <li>▪ 1.5 hours</li> <li>▪ 1.5 hr. task follow-up with evidence provided to administrator</li> <li>▪ 1 hr. Q &amp; A</li> <li>▪ Help Desk available on daily topic</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Creating pre-assessments in EdIncites</li> <li>▪ Reading EdIncites reports to monitor student progress</li> <li>▪ Providing feedback/grading</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 hrs. creating EdIncites pre-assessment</li> <li>▪ 1 hr. using EdIncites data</li> <li>▪ 1.5 hr. grading practices</li> </ul>
<b>Curricular Tools</b>	<ul style="list-style-type: none"> <li>▪ Newly adopted textbooks and resources: Math &amp; Social Studies</li> <li>▪ On-line support</li> <li>▪ On-line intervention tools</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2-2.5 hrs.</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>▪ Walkthrough Tools</li> <li>▪ Evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 hrs.</li> </ul>
<b>Parent Support</b>	<ul style="list-style-type: none"> <li>▪ How to’s...               <ul style="list-style-type: none"> <li>▪ Technology support</li> <li>▪ Read alouds</li> <li>▪ Teach math lesson using home tools</li> <li>▪ Preschool activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ 5-10 min videos for parents</li> <li>▪ Videos translated into top (5) languages</li> </ul>
<b>COVID-19</b>	<ul style="list-style-type: none"> <li>▪ Building procedures and protocols</li> </ul>	<ul style="list-style-type: none"> <li>▪ Half day session</li> </ul>

# 7 Fixed Schedule

		K-3 VIRTUAL LEARNING				DAYTON PUBLIC SCHOOLS
		MON/WED		TUES/THURS		FRI
8:30 AM - 10:00 AM		ELA Reading and Writing Language / Phonics		Math Social Studies Science		<b>TBT meetings</b>  <b>Students</b> Additional ELA Lesson  <b>Video Teachers, Classroom Teachers, TESOL Teachers, and Intervention Specialists</b> Planning Day w/Curriculum  Related Services Sessions
10:15 AM - 11:15 AM		Classroom Teacher	Classroom Teacher	TESOL	Intervention Teacher	
11:20 AM - 12:20 PM		Classroom Teacher	Classroom Teacher	TESOL	Intervention Teacher	
12:20 PM - 12:50 PM		Lunch	Lunch	Lunch	Lunch	
12:55 PM - 1:55 PM		Classroom Teacher	Classroom Teacher	TESOL	Intervention Teacher	
2:00 PM - 3:00 PM		Classroom Teacher	Classroom Teacher	TESOL	Intervention Teacher	
3:00 PM - 4:00 PM		Classroom Teacher	Classroom Teacher	TESOL	Intervention Teacher	
		Music, Art, and Physical Education MindPlay SuccessMaker ALEKS Social Emotional Learning (See Student's Individual Schedule)				

		4-6 VIRTUAL LEARNING			DAYTON PUBLIC SCHOOLS	
		MON/WED	TUES/THURS		FRI	
8:30 AM - 10:00 AM	ELA Reading and Writing Language / Phonics Social Studies		Math Science		TBT meetings	
10:15 AM - 11:15 AM	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	TESOL	Intervention Teacher	Students Additional ELA Lesson
11:20 AM - 12:20 PM	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	TESOL	Intervention Teacher	
12:20 PM - 12:50 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Video Teachers, Classroom Teachers, TESOL Teachers, and Intervention Specialists Planning Day w/Curriculum
12:55 PM - 1:55 PM	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	TESOL	Intervention Teacher	
2:00 PM - 3:00 PM	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	TESOL	Intervention Teacher	Related Services Sessions
3:00 PM - 4:00 PM	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	ELA or Math Social Studies Science Teacher	TESOL	Intervention Teacher	
Music, Art, and Physical Education MindPlay SuccessMaker ALEKS Social Emotional Learning (See Student's Individual Schedule)						



**7-12 VIRTUAL LEARNING**



Based on the block schedule, students will attend assigned courses.

<b>Learning Format</b>	<b>Time Allotment</b>	<b>Learning Activities</b>
Synchronous	<p><b>45-55 minutes per day</b> with K-6 classroom teacher, 4 days per week</p> <p><b>2 hours daily</b> at secondary level with (2) core teachers and at least (1) elective class</p>	<ul style="list-style-type: none"> <li>▪ Most resembles a real classroom/small group/whole class</li> <li>▪ Instruction that occurs at the same time, but not at the same place, i.e., streaming video, Web conferences</li> <li>▪ Learners can ask questions and receive feedback simultaneously</li> <li>▪ Allows for collaboration among students</li> <li>▪ Allow for scheduled, EdIncites, Online formative assessments</li> <li>▪ Directly aligned to direct instruction lesson by lead teacher</li> </ul>
Asynchronous	<p><b>2-3 hours per day</b>, 5 days per week</p>	<ul style="list-style-type: none"> <li>▪ Learning that occurs on the students' schedule directly related to grade/subject pacing guide</li> <li>▪ Engage with learning content presented through <i>YouTube</i>, <i>DPS TV</i> and video Web streaming</li> <li>▪ Allows for more flexibility in scheduling</li> </ul>
Flex Learning	<p>Student/family choice</p>	<ul style="list-style-type: none"> <li>▪ Reading aloud and independent reading for pleasure</li> <li>▪ Completion of assignments</li> </ul>

# 8 .Online Learning Materials

		Core Resources							Student Support Resources							
		ThinkCentral	Houghton Mifflin Harcourt: Education and Learning Resources	Wonders	Engage New York Phonics	enVision Math	National Geographic/Cengage	McGraw-Hill Music Studio	The Art of Education	SuccessMaker	National Geographic for Kids	APEX	ALEKS	Reading A-Z	Savvas Learning- My World	MindPlay
K-6	Language Arts/Reading			●	●											●
	Mathematics					●			●							
	Science	●														
	Social Studies													●		
7-8	Language Arts/Reading		●													●
	Mathematics					●			●							
	Science	●														
	Social Studies													●		
9-12	Language Arts/Reading		●								●					●
	Mathematics					●	●				●	●				
	Science		●								●					
	Social Studies										●					
	Electives										●					
K-12	TESOL						●									
Arts	Art								●							
	Music							●								

## Expectations

Teacher will:

- create synchronous activities in Google classroom.
- provide live teacher assistance 45-55 minutes with classes on teaching schedule.
- provide off-and on-screen learning activities.
- assign and monitor EdIncites formative assessments towards grade level essential content standards.
- build relationships with students and foster a positive online classroom.
- communicate clearly, to students both when assignments are due and when students should expect to get feedback.

## Remote Learning Plan

- *consider assigning virtual collaborative work so that students may connect with each other outside of synchronous time.*
- *encourage students to be proactive in reaching out to teachers when they have questions or when assignments are unclear.*
- *work with other staff, as needed, to reach out to students and families who are not engaging in virtual learning.*
- *provide additional learning needed.*
- *take attendance.*
- *assign individual work; feedback and grades.*

