

2020-2021 Dublin City Schools (DCS) Remote Learning Plan

Please refer to the Board of Education Approved [Dublin City Schools Responsible Restart Plan](#).

Description of How Student Instructional Needs Will Be Determined and Documented

DCS uses a balanced assessment system, including both formative and summative assessments, to determine student instruction needs and progress. These assessments are a combination of vendor assessments, district assessments and classroom-based assessments.

The district documents student assessment and instructional plans in a database that includes the following:

- Spring 2020 emergency pandemic (student) survey data
 - levels of access to technology devices and WiFi at home
 - frequency and type of preferred parent communication for each student
 - spring student engagement levels
 - learning standards taught to students during emergency pandemic remote learning
- NWEA's MAP growth data
- Diagnostic assessments (KRA, DRA, Running Records, etc.)
- Rtl plans, Intervention plans

DCS teachers will personalize instruction for students using the workshop model and will prioritize the district curriculum and resources as well as individual student needs, both academic and social emotional.

During remote learning, DCS will continue its dedication to including parents in the educational plan of their students. A series of building level parent Q & A sessions, fall and winter conference nights, curriculum nights, as well as regular parent communication, will guide DCS in meeting student needs.

Method to Be Used for Determining Competency, Granting Credit and Promoting Students to Higher Grade Levels

Student academic competency will be monitored using a balanced assessment system that utilizes vendor assessments, district-created assessments as well as teacher assessments to monitor student skills and knowledge in order to be promoted and/or receive credit.

In accordance with our Board-adopted grading policy, students will receive semester grades and credit determined at the classroom level in alignment with learning standards and assessments. This documentation happens in Schoology, Google Classroom and ProgressBook.

School Attendance Requirements, Including How the School Will Document Participation in Learning Opportunities

DCS will track and report attendance across all proposed remote learning plans and models that ensure compliance with legal minimum hours, instructional calendar and attendance requirements. DCS will also monitor and support student access to engaging teaching and learning opportunities. Attendance tracking will require multiple approaches to account for the differences between in-school activities, teacher-led remote learning and self-directed remote learning.

Student participation (both remote and hybrid) will be documented through attendance at live class sessions, regular engagement in the district LMS (Schoology 6-12, Google Classroom K-5), completion of assignments, as well as progression through content standards/courses.

Attendance referrals and absence reporting through EMIS will continue when in a face-to-face model as well as in the remote model.

Statement Describing How Student Progress Will Be Monitored

DCS uses a balanced assessment system, including both formative and summative assessments, to determine student instruction needs and progress. These assessments are a combination of vendor assessments, district assessments and classroom based assessments.

The district documents student assessment and instructional plans in a database that includes the following:

- Spring 2020 emergency pandemic (student) survey data
 - levels of access to technology devices and WiFi at home
 - frequency and type of preferred parent communication for each student
 - spring student engagement levels

- learning standards taught to students during emergency pandemic remote learning
- NWEA's MAP growth data
- Diagnostic assessments (KRA, DRA, Running Records, etc.)
- Rtl plans, Intervention plans

Student services (gifted, EL, special education) will continue to include parents in the creation and revision of plans and services in remote learning.

Description as to How Equitable Access to Quality Instruction Will Be Ensured

A schedule has been created to provide adequate social distancing and safety, while maintaining as much face-to-face time as possible. In the hybrid model, an A/B day for high school will enable students to come to school every other day, thus reducing class size. In grades 1-8, students will attend every day for a half day AM or PM. Students who require special services or intervention will have the opportunity to attend school more often in small classes with their intervention teacher.

All students with disabilities will be assigned an Intervention Specialist who will meet with the student or small group of students in accordance with their IEP goals and objectives.

Extra minutes for EL, special education and/or at risk students will be provided by extending the day (grades PK-8) or attending all or portions of the alternate day (grades 9-12). The schedule design for Intervention Specialists will be catered to the needs of students and may be modified based on the Remote learning schedule that is established by teachers.

Remote learning for Related Arts (grades 1-5) will take place during the half-day that students are not attending school in person. Related Arts teachers will be assigned grade level bands instead of all students grades 1-5.

Students in grades 6-12 are assigned Chromebooks 1:1. Students in the elementary grades who are in the Remote Learning Academy will be assigned Chromebooks to use at home if needed. In the hybrid model, students will be assigned Chromebooks to take home if needed. All elementary students have access to technology and will be provided Chromebooks to use at home when requested. Delivery of Chromebooks to parents who have limited transportation will be done by our Operations Department.

Personal hotspots (WiFi) have been provided and will continue to be available to parents who request them.

Professional development for teachers in the areas of best practices for remote learning as well as the social-emotional needs of students will be ongoing throughout the school year. New Teacher Academy will include virtual modules for new staff to learn best practices around remote learning and to gain access to online learning and teaching resources.

Teachers will report to buildings during scheduled professional development days (four days prior to the students' first day of school) and will have the opportunity for team meetings to address student needs.

The DCS Curriculum Wiki will be continually updated and improved to best meet the needs of teachers in a remote learning environment.

The DCS Remote Learning website is continually updated to provide resources and best practice information to teachers and parents.

Description of the Professional Development Activities That Will Be Offered to Teachers

The DCS Remote Learning Academy will be staffed by Dublin educators. Teachers will be assigned based on parent requests to enroll in the Academy for the first semester. Professional development will be offered in virtual modules during four days preceding the students' first day of school, and also face-to-face meetings to provide teachers with resources, best practices, safety protocols, and instructional expectations.

Professional development modules for teachers will be created that focus on best practices, asynchronous and synchronous learning, State standards, expectations for screen time, instructional resources and assessment practices.

Input from teachers will be ongoing via surveys, teacher meets and face-to-face meetings to identify needs and areas of professional development requests.

Public School Works training on safety protocols is in place and teachers are expected to complete the training modules prior to the start of school.

Support to teachers will be provided by instructional coaches, building and district content leads, and central office coordinators and administrators.

Mix of face-to-face and virtual meetings will be ongoing and based on student need, teacher suggestions and need, as well as parent input.

Opportunities for collaboration across grade levels and content areas will be provided via face-to-face and virtual meetings.

Students will attend multiple days of orientation at the start of the school year so that they may be acquainted with the safety protocols and expectations in the hybrid model. Teachers will receive professional development prior to the start of the school year so that consistency can be achieved during the orientation days.