



**Tolles Career & Technical Center  
Remote Learning Plan  
2020-2021**

The extended school closure in the Spring of 2020 caused schools to reframe instructional practices in ways we had never thought possible before. As health concerns still plague us, we are considering changes to instructional delivery for the 2020-2021 school year. However, the changes we are proposing are not solely based on the health situation we are in. The fast-paced changes that took place at the end of the 2019-2020 school year have inspired school leaders to envision the future Tolles and to begin building it now. The resulting plan is our best effort to keep students safe and propel learning into an innovative and dynamic environment.

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| District Name: Tolles Career & Technical Center              |
| District Address: 7877 US Highway 42 S, Plain City, OH 43064 |
| District Contact: Emmy Beeson, Superintendent                |
| District IRN:  |

**Team Members:**

Emmy Beeson, Superintendent  
Jay Poroda, Assistant Superintendent  
Kate Balchly, Director of Special Education  
Tom Irelan, Vice President of the BOE

Connie Strebe, Career Campus Director  
Mike Oler, Academic Supervisor  
Grace Waggoner, Dean of Students

Educational Service Center of Central Ohio  
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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.”*

### **How will instruction take place?**

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home

### **How will instructional needs be determined and documented?**

Each instructor will implement competency tests at the beginning of the school year to assess prior learning to inform instruction strategies and interventions. Instructors will design activities to get to know students and help develop personalized goals for students for each grading period.

Clear instructional plans have been created for each course and will be communicated to staff, parents, and other stakeholders.

### **What will be the method to determine competency and award of credit?**

Students must advance through curriculum based on demonstrated proficiency. Students earn credits by demonstrating proficiency of knowledge or skills through competency-based learning models rather than a minimum number of days or hours in a classroom or on a digital learning device. Students advance from grade to grade based upon credits earned.

When determining mastery of standards/competencies we believe:

- Remote learning should not have an adverse impact on student grades.



- During this time, many students will experience positive learning gains in a way that may not happen in the traditional school setting.
- Growth and mastery occur with effective feedback - independent from percentages and letter grades.
- Effective feedback, grading, and evaluation can provide an important contribution to a healthy social-emotional state.

We also believe:

- Grading should not be about sorting or ranking students.
- Grading should not be about compliance.
- Grading should not be a means of punishment.
- Grading is and should be a means to measure learning.

#### **What will be the school's attendance and participation requirements?**

Each student is expected to complete assignments on a weekly basis. Complete assignments and assessments for the week meet attendance and participation requirements. When in a blended model, assignments online will be completed on a weekly basis and the hands-on day for career-technical skill attainment will require each student's attendance.

#### **What will be the method to monitor progress?**

Standards/competencies are determined for each class. Instructors determine what the demonstration of mastery knowledge/skill is and assess the students' ability to demonstrate mastery of the standard/competency. Students have the opportunity to redo work; making corrections and demonstrating mastery as assigned.

Weekly, any student earning lower than a C is contacted by the instructor with plans made to improve learning. If a grade lower than a C is maintained for more than one week, the instructor contacts both the student and the parent to make plans for improvement.

Support from instructors in the Learning Resource Center are available and can be assigned to any student, remotely or in person during the optional attendance day. Students or instructors can schedule students for support sessions on optional attendance days.



Students with special needs or those served through a 504 Plan receive regular progress monitoring based on their individual plans. Instructional accommodations are made as required and needed. Likewise, Intervention Assistance Teams are in place to support students with responses to intervention.

#### **What will be the method to ensure equitable access?**

Students/Families are surveyed each year to determine internet access needs. Through partnership with internet providers, Tolles is able to provide wifi service to students in need. Likewise, a paper version of instruction can be supplied when needed. Optional support days allow students to come on campus to access technology and gain additional instructional support. Filtering device or installation of software that prevents access to obscene or harmful materials on each student's computer.

#### **What professional development will you offer to teachers for remote learning?**

Teachers will spend time developing online content, scaffolding online resources, and practicing online instructional pedagogy. Instructional professional development will include, getting to know students, relationship building, identifying content specific resources and strategies or delivery methods that include the 10 Design Qualities from the Schlechty Center and Service and Project Based Learning from Partnerships Make a Difference. Teachers will learn how to assess the well-being of students online and connect with them in digital environment. Protocols will be developed for referring a student for assistance.

At Tolles, we aspire to live out the following traits and professional development considerations will be made to help instructors integrate these character traits into remote learning experiences.

Empathy - Understanding the feelings of others and demonstrating compassion - BE A TRUSTWORTHY PERSON.

Respect - Treating others with honor and dignity - DEMONSTRATE RESPECT.

Adaptation - Responding appropriately to changing circumstances and being able to think flexibly - USE SELF CONTROL.

Resilience - Persevering through challenges with a growth mindset - PROVE YOURSELF ACCOUNTABLE.

Dedication - Devoted to our purpose; having loyalty or integrity - BE MOTIVATED.