

THE TOMORROW CENTER

2020-2021 REMOTE LEARNING PLAN

The following is the 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.

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 School, 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 Executive Director may consult with other schools, the Ohio Department of Education, Ohio Department of Health, and the local Department of Health.

Remote Learning may be implemented as described below.

- School-Wide Remote Learning. Remote Learning may be implemented across the entire School for periods of time as determined appropriate by the Executive Director 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 School when the School 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 Executive Director may require Remote Learning for specific grades, classes, programs, or for periods of time as determined appropriate by the **Executive Director**. 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 one week before the Remote Learning is to start.
- 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.)

2. Determining and Documenting Students' Instructional Needs:

The School shall track whether students are participating in Remote Learning.

Student needs will be determined and documented as described below.

- The School may use diagnostic assessments and locally available resources to identify student achievement levels. (See Reset Guide, 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 Reset Guide, 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 School will provide up-to-date contact information for parents. (See ODE's Remote Education Planning.¹)
- The School 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

¹ <http://education.ohio.gov/Topics/Reset-and-Restart/Blended-and-Remote-Learning-Comparison> (Accessed on July 27, 2020.)

as they navigate the demands on their time when they are utilizing remote learning. (*See Remote Education Planning*.)

- 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.

3. Determining Competency, Granting Credit, and Promoting Students

The School 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, Board Policy, regular procedures, and other criteria.

4. Attendance and Participation in Learning Opportunities

For students engaged in remote learning, the School will use the following processes to track student attendance. When engaging in Remote Learning, the School may utilize different approaches to account for the difference between the delivery approach.

Teacher-Led Learning – attendance will be tracked 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.

Self-Directed Learning – attendance will be tracked through evidence of participation. Evidence of participation may include, but is not limited to the following:

- a. Daily logins to learning management systems,
- b. Daily interactions with the teacher to acknowledge attendance,
- c. Assignment completion. The number of hours expected for an assignment to take for a typical student and use that to gauge each student's attendance.
- d. Other evidence of participation determined appropriate.

Absences for students participating in Remote Learning should be still recorded as excused or unexcused consistent with the Board's attendance policies.

Notwithstanding the method of tracking attendance, the School 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 School can maintain flexibility in determining which days will show remote education-related absences. For example, to the extent the School 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.

5. Monitoring Student Progress

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 School-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 School-approved methods.

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

6. Ensuring Equitable Access to Quality Instruction

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. School 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 School may lack access to digital resources, technology, and the internet. To the extent the School utilizes a Digital Mode, the School 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 School will also use best efforts to remove barriers to engagement by assisting in training and resolving technical issues. The School will continue to ensure compliance with the Children's Internet Protection Act, which requires that the School 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 School will remain committed to amplifying student voices, especially those of minorities and underserved groups. The School 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 School 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 School 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 School 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.

7. Professional Development

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.)