



Troy City Schools Remote Learning Plan
2020-2021 School Year

Troy City Schools
500 North Market Street
Troy, Ohio 45373

IRN: 044925

How will Troy City Schools determine instructional needs?

Troy City Schools will use screening tools such as i-Ready and classroom, grade-level specific formative assessment tools to determine the instructional needs of our students. Kindergarten students will take the KRA and all K-6 students will take a Benchmark Assessment using the F&P Benchmark Assessment System. The instructional needs of students with an IEP or a WEP will be utilized to determine their progress toward identified goals.

How will Troy City Schools document instructional needs?

Teacher and grade/level teams will utilize assessment data from i-Ready and classroom, grade-level specific assessments to identify gaps in student learning and develop instructional plans based on the Ohio Learning Standards. Diagnostic data will be used to adapt and adjust instructional scope and sequence strategies to close learning gaps. For students on an IEP or a WEP, appropriate adjustments to the learning plan will be documented as needed.

What method will Troy City Schools use for determining competency, granting credit and promoting students to higher grade levels?

Troy City Schools will determine competency based on student scaled score results from i-Ready diagnostic assessments and F&P grade level equivalency reading levels. Third grade students will be assessed with the i-Ready diagnostic and state assessments to determine promotion to the third grade.

High quality, meaningful feedback will be used to promote student learning. Regular assessments will occur for our online students to provide formative assessment data and feedback to our online students.

Credit will be granted to students who are actively engaged in course activities and demonstrate mastery of content standards as determined by assessment data. Students who are actively



engaged and demonstrate mastery of the course standards will be promoted to the next grade-level.

What are Troy City School's attendance requirements for remote learning?

Our district will follow our district policy regarding student attendance. Synchronous and asynchronous learning schedules will be utilized to insure teacher-led instruction. Teachers will communicate clear expectations on student participation in synchronous and asynchronous activities while providing flexibility to families on when this will occur. This will occur through parental communication.

Below is our district Board Policy regarding student attendance.

5200 - ATTENDANCE

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.

A student in grades 9 through 12 may be considered a full-time equivalent student provided the student is enrolled in at least five (5) units of instruction, as defined by State law, per school year.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The Board of Education reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. personal illness (a written physician's statement verifying the illness may be required)
- B. illness in the family necessitating the presence of the child
- C. quarantine of the home
- D. death in the family



- E. necessary work at home due to absence or incapacity of parent(s)/guardian(s)
- F. observation or celebration of a bona fide religious holiday
- G. out-of-state travel (up to a maximum twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a District-approved enrichment or extracurricular activity

Any classroom assignment missed due to the absence shall be completed by the student.

If the student will be absent for twenty-four (24) or more consecutive hours that the student's school is open for instruction, a classroom teacher shall accompany the student during the travel period to provide the student with instructional assistance.

- H. such good cause as may be acceptable to the Superintendent
- I. medically necessary leave for a pregnant student in accordance with Policy 5751
- J. service as a precinct officer at a primary, special or general election in accordance with the program set forth in Policy 5725

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study and regularly demonstrates progress toward the objectives of the course of study.

The Superintendent may excuse a student over fourteen (14) years of age from attendance at school for a future limited period for the purpose of performing essential work directly or exclusively for his/her parents or guardians. Such excuse should not exceed five (5) days and may at the discretion of the Superintendent be renewed for five (5) additional days. At no time, however, shall such excuse cause a student to be absent from school for a period of more than ten (10) consecutive days.

At the discretion of the Superintendent or his/her designee, a student may be excused for a longer period of time than ten (10) days if a child's parent or guardian has recently died or become totally or partially incapacitated and there is no older brother or sister living in the home who is out of school. (The Superintendent may request a certificate of a physician attesting to the physical condition of the parent or guardian.)



Attendance shall be taken at the beginning of every block/period in buildings with block/period-based scheduling. Absences from a class block/period shall be accounted for to the nearest full hour.

Attendance shall be taken at the commencement of the school day in buildings with non-period-based schedules. Attendance for students arriving late or leaving early must be tracked and recorded to the nearest full hour.

Contacting the Parent/Guardian of an Absent Student

When a parent, guardian, or other person having care of a student has failed to initiate a telephone call or other communication notifying the school or building administration of the student's excused or unexcused absence within 120 minutes after the beginning of the school day, the attendance officer or designee for each school building shall make at least one (1) attempt to contact the parent, guardian, or other person having care of any student who is recorded as absent without legitimate excuse within 120 minutes after the beginning of each school day by a method designated by the Superintendent in accordance with Ohio law (see AG 5200).

Excessive Absences

When a student of compulsory school age is absent from school with combined nonmedical excused absences and unexcused absences in excess of thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year, that student is considered "excessively absent" from school. The District or school shall notify the child's parent or guardian of the child's absences, in writing, within seven (7) school days after the date of the absence that triggered the notice requirement. At the same time, written notice is given, any appropriate intervention action listed herein may be taken.

A student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or for seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student who is otherwise habitually truant include but are not limited to:

- A. the student was enrolled in another school district;
- B. the student was excused from attendance in accordance with R.C 3321.04; or



- C. the student has received an age and schooling certificate.

Absence Intervention Team

To the extent required by law as determined on an annual basis, within ten (10) days of a student becoming habitually truant, the Principal shall assign the student to an absence intervention team.

Within fourteen (14) school days after the assignment of a student to an absence intervention team, the team shall develop an intervention plan for that student in an effort to reduce or eliminate further absences. Each intervention plan shall vary based on the individual needs of the student, but the plan shall state that the attendance officer shall file a complaint not later than sixty-one (61) days after the date the plan was implemented, if the child has refused to participate in, or failed to make satisfactory progress on, the intervention plan. Within seven (7) school days after the development of the plan, reasonable efforts shall be made to provide the student's parent/guardian/custodian, with written notice of the plan.

As part of the absence intervention plan, the Principal may, in his/her discretion contact the appropriate juvenile court and ask to have a student informally enrolled in any alternative to adjudication described in R.C. 2151.27(G).

Each absence intervention team may vary based on the needs of each individual student but shall include a representative from the child's building, another representative from the child's building who knows the child, and the child's parent or parent's designee, or the child's guardian, custodian, guardian ad litem, or temporary custodian. The team also may include a school psychologist, counselor, social worker, or a representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

The members of the absence intervention team shall be selected within seven (7) school days of the student meeting the habitually truant threshold. Within the same period of seven (7) school days, the Principal shall make at least three (3) meaningful, good faith attempts to secure the participation of the student's parent/guardian/custodian, guardian ad litem, or temporary custodian on that team. A good faith attempt to secure the participation of the parent shall include, but not be limited to, contacting (or attempting to contact) the parent by telephone, email, or regular mail. If the student's parent responds to any of those attempts, but is unable to participate for any reason, the Principal shall inform the parent of the parent's right to appear by designee. If seven (7) school days elapse and the student's parent/guardian/custodian, guardian ad litem, or temporary custodian fails to respond to the attempts to secure participation, the attendance officer shall investigate whether the failure to respond triggers mandatory abuse or neglect reporting to the public children services agency. At the same time, the absence intervention team shall continue to develop an intervention plan for the child notwithstanding the absence of the child's parent/guardian/custodian, guardian ad litem, or temporary custodian.



Intervention Strategies

In order to address the attendance practices of a student who is habitually truant, the intervention team may, as part of an intervention plan, take any of the following intervention actions:

- A. provide counseling to the student
- B. request or require the student's parent to attend a parental involvement program
- C. request or require a parent to attend a truancy prevention mediation program
- D. notify the Registrar of Motor Vehicles of the student's absences
- E. take appropriate legal action
- F. assignment to an alternative school

In the event that a student becomes habitually truant within twenty-one (21) school days prior to the last day of instruction of a school year, the Principal may, in his/her discretion, assign the attendance officer to work with the child's parent/guardian/custodian, guardian ad litem, or temporary custodian to develop an absence intervention plan during the summer.

The absence intervention process shall commence upon the first day of instruction of the next school year.

Reporting Requirements

The attendance officer shall file a complaint in the juvenile court against a student on the sixty-first (61st) day after the implementation of an absence intervention plan or other intervention strategies, provided that all of the following apply:

- A. The student is habitually truant.
- B. The school district or school has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any offered alternatives to adjudication, if applicable.



- C. The student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternative to adjudication.

If the student, at any time during the implementation phase of the absence intervention plan or other intervention strategies, is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one (1) school month, the attendance officer shall file a complaint in juvenile court against that student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

In the event that the sixty-first (61st) day after the implementation of the absence intervention plan or other intervention strategies falls on a day during the summer months, the attendance officer may extend the implementation of the plan and delay the filing of the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

The Superintendent is authorized to establish an educational program for parents of truant students which is designed to encourage parents to ensure that their children attend school regularly. Any parent who does not complete the program is to be reported to law enforcement authorities for parental education neglect, a fourth class misdemeanor if found guilty.

Whenever any student of compulsory school age has sixty (60) consecutive hours in a single month or a total of ninety (90) hours of unexcused absence from school during the school year, s/he will be considered habitually absent under R.C. 3321.13(b)(2). The Board authorizes the Superintendent to inform the student and his/her parents, guardian, or custodian of the record of absences without a legitimate excuse as well as the District's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's unexcused absences and habitually absent status.

If a student who is habitually truant violates the order of a juvenile court regarding the student's prior adjudication as an unruly child for being a habitual truant, s/he may further be adjudicated as a delinquent child.

The District shall report to the Ohio Department of Education, as soon as practicable, and in a format and manner determined by the Department, any of the following occurrences:

- A. when a notice that a student has been absent with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year is submitted to a parent/guardian/or custodian;
- B. when a child of compulsory school age has been absent without legitimate excuse from the public school the child is supposed to attend for thirty (30) or more consecutive hours, forty-two (42) or



more hours in one (1) school month, or seventy-two (72) or more hours in a school year;

- C. when a child of compulsory school age who has been adjudicated an unruly child for being a habitual truant violates the court order regarding that adjudication;
- D. when an absence intervention plan has been implemented for a child under this policy.

This policy was developed after consultation with the judge of the juvenile court of Miami County/Counties, with the parents, guardians, or other persons having care of the students attending school in the district, and with appropriate State and local agencies.

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Legal

R.C. 3313.664, 3313.668, 3317.034, 3321.01 et seq., 3321.13(B)(2), 3321.19, 3321.191

R.C. 3321.22, 3321.38, 3323.041, 3331.05

A.C. 3301-35-03(G), 3301-47-01, 3301-69-02

Our Troy Online Academy teacher handbook also includes the following information:

STUDENT ATTENDANCE

Daily attendance is required for all students. Teachers must document daily attendance by monitoring synchronous learning participation, assignment completion, and overall online activity. The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. A written excuse via email to teacher or TOA supervisor for absence from school is needed to document absences. Due to CoVID-19 and the possibility of sickness in the family, we must extend grace and understanding. Please notify your TOA supervisor if a student/family is experiencing this difficulty. Students experiencing difficulty with



attendance must be reported to the grade level TOA supervisor. The TOA supervisor will initiate an Absence Intervention Team and notify the Dean of Students.

- *Habitual Truancy - A student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or for seventy-two (72) or more hours in one (1) school year.*

***Encouraging Attendance** - Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can - in and of itself - successfully accomplish this task.*

A professional staff member's responsibility must include, but not be limited to:

- A. providing meaningful learning experiences **every day**;
Therefore, a student who is absent from any given class period would be missing a significant component of the course.*
- B. speaking frequently of the importance of students being in class, on time, ready to participate;*
- C. keeping accurate attendance records tracked to the nearest full hour (excused vs. unexcused);*

Teachers will monitor attendance during synchronous instruction based on participation and log-in and log-off data. Our LMS, Canvas, has an analytics function that can be used to monitor student engagement, attendance, coursework completion, etc. Student absences will be excused through traditional means with parental contact, medical notes, etc.

Teachers will monitor attendance during asynchronous learning by login data, participation in class activities, assignment completion and interactions with the teacher.

How will Troy City Schools document student participation in remote learning opportunities?

Troy Online Academy teachers will utilize Powerschool as our district daily attendance platform. The teacher, principal or a representative from the school will communicate with parents if participation becomes an issue. Parents also have access to the Powerschool parent portal to



monitor and check student attendance. Troy City Schools will work closely with our local attendance officer and juvenile court to reinforce attendance expectations.

How will Troy City Schools measure student progress?

Students will be assessed throughout the school year using i-Ready to monitor adequate progress. Due to i-Ready being an online program, our online students will participate just as our in person students.

Student progress will also be monitored using district and classroom assessments. Assessment data will identify gaps in student learning and will drive personalized instruction to our students.

What is Troy City Schools plan to ensure equitable access to quality instruction through remote learning?

Troy City schools has adopted a district 1:1 device program and is also making hotspots available for families in need to ensure all participants have access to the Troy Online Academy. Troy City Schools has employed full time online teachers to instruct students. The online teachers will use standards based instruction aligned with our district curriculum and the Ohio Learning Standards. Appropriate formative assessments will allow our student to use data to drive personalized learning for all students.

What professional development activities will Troy City Schools offer to district teachers?

The Troy City Schools adjusted the district calendar for the 2020-2021 school year to move the start date back to September 8 for our students. This allowed for more professional development time for our staff. Our teaching staff members are participating in professional development in our Canvas LMS, i-Ready, and online learning tools such as Screencastify, Kami and Nearpod. Our staff members are also meeting with our SEL coordinator regarding student mental health services and our district implementation of Panorama to gather information on student's sense of belonging, mental health and equity.

How will Troy City Schools communicate the remote learning plan?



Troy City Schools has utilized our district website, social media platforms and our school messenger system to communicate information to students and parents regarding the Troy Online Academy.