

Twinsburg City School District - Remote Learning Plan



District Name:	Twinsburg City School District
District Address:	11136 Ravenna Road Twinsburg OH 44087
District Contact:	Kathryn Powers
District IRN:	050070

Overview:

The Twinsburg City School District promotes and supports high expectations and standards for all students. Students are offered a well-rounded educational program through meaningful learning, innovative opportunities, and inclusive school cultures. With the current state of the COVID-19 pandemic, the Twinsburg City School District remains dedicated to providing students with the same level of educational excellence even if school closures are deemed necessary. This will be accomplished by establishing and maintaining a consistent and comprehensive remote learning plan.

The main goal of the Twinsburg City School District - Remote Learning Plan 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 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...Not later than July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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.”

The Twinsburg City School District will utilize the following instructional strategies:

- Teacher-student interaction through online learning platforms
- Teacher-student interactions, in real-time, through Google Meets
- Online lessons for student to work on at home
- Offline lessons for students

In addition to these core instructional strategies, the district's plan addresses the key components needed for remote learning to be an effective educational option. The components include: determining instructional needs, determining competency, student promotion, attendance, participation, monitoring progress, equitable access, and professional learning of educators. The details associated with each of these components are outlined in the [Twinsburg City School District - Remote Learning Plan](#), as set forth in this document.

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> ➤ Instructional Pacing ➤ Instruction aligned to Ohio’s Learning Standards ➤ Determine Power Standards for ELA, Math, Science, and Social Studies ➤ Create a plan for students with disabilities and students served on a 504 plan ➤ Create a plan for students identified as gifted served with a Written Education Plan (WEP) ➤ Create a plan for English Language (EL) learners
<p><u>Determining Instructional Needs:</u> Twinsburg City School District teachers and administrators will analyze data to determine the instructional needs of our students. The data will include, but not be limited to the following: running records, vendor assessments, common and classroom assessments. Mapping of the standards by Professional Learning Communities (PLCs) will continue, with a focus on any learning gaps from the previous year and the identification of the Power Standards. In addition, dialogue on classroom assessment data will occur during PLC meetings. Social Emotional Learning will be a component of classroom instruction. Considerations for students serviced as EL, IEP, 504 and WEP will be reviewed as the data is analyzed.</p>	
Documenting Instructional Needs	<p><u>How will instructional needs be documented?</u></p> <ul style="list-style-type: none"> ➤ Clear instructional plans created ➤ Clear instructional plans communicated with staff, parents, and other stakeholders
<p><u>Documenting Instructional Needs:</u> Teachers will work collaboratively on pacing guides and determining the Power Standards. Lesson plans will be created weekly and available in Google Classroom. Instructional plans will be tailored, as needed, depending on the learning platform that is utilized. Resources and assessments will be reviewed to ensure that the best mode of instruction is being implemented. A syllabus will be communicated with parents and stakeholders, along with student progress, through multiple formats and communication methods.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <ul style="list-style-type: none"> ➤ Develop and communicate a plan for determining competency (grading and assessments)

Determining Competency:

Success measures will be explicitly explained to staff and caregivers. Teachers will continue to meet in Professional Learning Communities (PLCs) to review the sources of data that are collected and to determine the manner in which mastery of content will be calculated. Teachers will determine which students are above mastery level, at mastery level, and below mastery level. Teachers will then design interventions and extensions based on the data. Both formative and summative assessments will be administered using a variety of resources.

Granting Credit	What method(s) will be used for granting credit for remote learning? <ul style="list-style-type: none"> ➤ Develop and communicate a plan for granting credit (grading and assessments)
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Granting Credit:

Teachers will explicitly communicate content, grade level standards, and success measures. Teachers will provide feedback to students, parents, and stakeholders. The feedback will focus on student progress and completion of courses through remote learning. This will be done through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook, summative assessment results. The district will follow Board of Education policy 5460~Graduation Credits.

Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none"> ➤ Develop and communicate a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:

Board policy addresses Retention, Placement and Promotion (5410). Staff will develop the expectations and requirements for successful course completion and promotion to a higher grade level. Information, such as, course expectations, grading scale, level of standards' mastery, course progress, and successful completion of the course will be communicated to students and parents through multiple communication formats. The district's online gradebook program (Progress Book) will be used as the main mode for communicating course grades and final determination for retention or promotion.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	Communications Planning
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Attendance Requirements	What are your school district's attendance requirements for remote learning? <ul style="list-style-type: none"> ➤ Create a communication and attendance plan for staff and students
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Attendance Requirements:

Student attendance will be documented through a variety of methods. This will include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations. Specifics for the remote learning attendance will be calculated in hours per assignment and virtual meetings as determined by the classroom teacher and

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will be communicated to students, staff, and caregivers. Follow up methods will be implemented for students not engaging in the remote learning platform. The District will follow Board of Education policy 5200~Attendance.

Participation Requirements	How will your school district document student participation in remote learning opportunities? <ul style="list-style-type: none"> ➤ Create a plan for documenting student participation in remote learning ➤ Communicate the plan with families and other stakeholders
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Student Participation Requirements:
 Student participation will be evaluated by the following: engagement at online meetings or classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers, accessing of provided resources through the remote learning platform. Specifics for the remote learning participation will be communicated to students, staff, and caregivers. The learning management system will be Google Classroom with Google Meet being used for video conferencing. Follow up methods will be implemented for students not engaging in the remote learning platform.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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Progress Monitoring	How will your school district progress monitor student progress with remote learning? <ul style="list-style-type: none"> ➤ Develop a plan to monitor student progress with remote learning
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Monitoring Student Progress:
 Teachers and administrators will analyze data from Multi-Tiered Systems of Support (MTSS) - formative, summative, rubrics, etc. This data will be specifically analyzed for at-risk students along with those students on IEPs, 504s, English Language (EL) and Written Education Plans (WEPs) to determine their standards' mastery level. Regular communication with students and families will be implemented throughout the remote learning platform. Specific resources to help with intervention or extensions of standards will be communicated to families and students, and implemented within the remote learning platforms. EL students will have family communication in their home language.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning? <ul style="list-style-type: none"> ➤ Parent/Staff/Student surveys have been reviewed ➤ Technology Plan has been updated to ensure equitable access
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Equitable Access to Quality Instruction:

Surveys have been created and disseminated to families, staff, and students to review the success of Spring 2020 remote learning, as well as, to determine access to technology. The District accelerated and modified the Chromebook roll out plan. All students preschool through grade 12 will have access to a district provided Chromebook in a take home model. School District will survey families in August 2020 to determine access to high-speed internet and in turn develop a plan to assist. Staff will have regular communication with all families to discuss student progress.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING 4
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> ➤ Created a Professional Learning calendar that includes professional development to help teachers enhance remote learning.
<p><u>Professional Learning/Development:</u></p> <p>Staff members engaged in Professional Development in May/June of 2020 on the Google Suite and multiple online tools. During the summer of 2020 book studies were offered (Innovator's Mindset and Blended Learning in Action). Multiple professional development opportunities will be available for all district staff starting in August 2020. Trainings that support and promote student engagement, instruction, and assessment will be offered to ensure remote learning success. Professional development opportunities will include, but not be limited to: Equity, Google Suite, Google Classroom, Pear Deck, Gizmos, edpuzzle, Freckle, Edulastic, online textbook resources, Choice Boards, Assessments, Social Emotional topics, etc. Administration will implement regular "check-ins," as well as review each teacher's professional growth plan, to determine if any additional professional development support is needed throughout the year.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	