

TOLEDO SCHOOL FOR THE ARTS  
Resolution of the Board of Directors

SECOND AMENDMENT TO THE CHARTER CONTRACT

For a COMMUNITY SCHOOL between the

Bowling Green State University

And Toledo School for the Arts

WHEREAS, Bowling Green State University, a state-assisted institution of higher education established and existing under the laws of Ohio ("BGSU"), and the Governing Authority of a charter school named Toledo School for the Arts (the "School", an Ohio nonprofit corporation and public community school, have entered into a 2019-2022 contract (the "Contract") for a charter school; and

WHEREAS, the Governing Authority has approved updates to the contract pursuant to revisions in the Ohio Revised Code and required documentation pursuant to remote learning plans.

NOW, THEREFORE, the School and BGSU agree as follows:

1. Section 4.1, first paragraph is deleted and replaced with updated language that is attached to this Amendment.
2. Section 4.1, fifth paragraph is deleted and replaced with updated language that is attached to this Amendment.
3. Incorporate the School's Remote Learning Plan to the exiting Education Plan, attachment 6.3.

All other provisions of the Contract remain unchanged.

IN WITNESS WHEREOF, the undersigned have voted upon and unanimously passed this Resolution in a public meeting on September 10, 2020.

TOLEDO SCHOOL FOR THE ARTS:

  
\_\_\_\_\_  
Lou Ramirez, President  
Governing Board of Directors

  
Date

# School District Remote Learning Plan

Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year in accordance with [Section 16 of Sub.H.B. 164 of the 133<sup>rd</sup> General Assembly](#). The submission date of July 31, 2020 has been extended to August 21, 2020 for the qualifying public school to submit the adopted plan to the Ohio Department of Education. An adopted plan shall not be subject to approval by the Department.

"Qualifying public school" means a school district, a community school, or a STEM school that has not been approved to use a blended learning model in accordance with section 3302.41 of the Revised Code for the 2020-2021 school year.

For all requirements and recommendations needed to adopt a Remote Learning Plan, please visit our [Remote Learning web page](#) and review the checklist provided by the Ohio Department of Education.

If you have already notified the Ohio Department of Education that you will be implementing a Blended Learning Model for the 2020-2021 school year, you may submit an updated Blended Learning Declaration Form and indicate that you are discontinuing the Blended Learning Model.

A qualifying public school governing body may submit its plan to the Ohio Department of Education by completing the following form, submitting its Remote Learning Plan and emailing both items to: [remoteteaching@education.ohio.gov](mailto:remoteteaching@education.ohio.gov)

**Check all the boxes that apply.**

- I am submitting my district's Remote Learning Plan.
- I am providing an amended version of my district's Remote Learning Plan.

School Year: 2020-2021

District/Name: Toledo School for the Arts

IRN: 133942 County: Lucas

Name and Title: Doug Mead, Director

Signature:  Date: 8/13/2020

Email: dmead@ts4arts.org

Phone: 419-246-8732

# Remote Learning Plan Checklist

## Requirements, as indicated in House Bill 164.

### The Remote Learning Plan includes the following:

- A description of how student instructional needs will be determined and documented.
- The method to be used for determining competency, granting credit and promoting students to higher grade levels.
- The school's attendance requirements, including how the school will document participation in learning opportunities.
- A statement describing how student progress will be monitored.
- A description as to how equitable access to quality instruction will be ensured.
- A description of the professional development activities that will be offered to teachers.

## Recommendations and Best Practices

- Fixed schedules:** Courses have established schedules for teacher-led instruction.
- Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
- Clear expectations:** Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
- School and Community Communication Plan:** The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.



## Remote Learning Plan

### **1. A description of how student instructional needs will be determined and documented**

Faculty at TSA will continue providing instruction consistent with the Mission of the school and the required standards set forth by the Ohio Department of Education.

TSA utilizes *Schoology* as the primary instructional platform and documentation will be kept through *Powerschool*. Faculty will be required to both assign and post regular grades throughout the length of time TSA would transition to an entirely virtual environment, and will be monitored by the Principal and Artistic Director.

Faculty will also be given access to new apps and programs to better assist with online learning and the type of lessons and curriculum they provide to students.

Faculty will provide hard copy versions of classwork, as necessary, for those students that experience internet access issues or problems with their school-issued iPads. Faculty will also utilize a variety of methodologies, including face-to-face meetings through *Zoom*, in order to best engage students.

Each Wednesday, formal classes will not be held in order for faculty to lesson plan and meet with students in either small groups or one-on-one.

### **2. The method to be used for determining competency, granting credit, and promoting students to a higher grade level**

TSA will continue to determine student competency, grade promotion, granting of course credit based on the standards set by the Ohio Department of Education and the Board-approved TSA policies.

Remote learning at TSA will be teacher-driven and conducted through *Schoology*. Faculty will utilize video and lecture as well as assignments, quizzes, tests, and projects to determine competency. Instruction will also be supplemented with live video sessions, as appropriate, via *Zoom* with teachers as well as one-on-one meetings as part of virtual office hours or outside tutoring. Faculty will also be asked to prepare a minimum of two

weeks of detailed lesson plans into the future throughout the duration of the online learning environment.

TSA will also explore utilizing STAR Testing if a method is identified to ensure reliable results in a remote-learning setting. STAR tests are standardized, computer-adaptive measurements in reading and mathematics. They are grade-level specific and they assist faculty in tracking growth and progress in each of the state-mandated standards for both subject areas.

TSA will also participate in any other statewide assessments as assigned by the Ohio Department of Education (ODE).

Students must also meet the graduation pathways required to complete graduation by the Ohio Department of Education.

#### Graduation Requirements: TSA-Specific

To satisfy the graduation requirements of TSA students must earn the following credits as well as meet the state testing requirements (described in a prior section):

- ● 4 credits in English
- ● 4 credits in Math, sequentially including Algebra I, Geometry, Algebra II, and one additional credit of higher level

math, i.e. Math Applications, Pre-Calculus, or Calculus

- ● 4 credits in Social Studies (3.5 credits 2022 and beyond), including World Studies, American History,

Government, Senior Humanities

- ● 3 credits in Science, including Physical Science, Biology, and one of the following: Anatomy (necessary for

Dance, Theatre, or Visual Arts Majors), Chemistry, Earth & Environmental Science, Astronomy, Geology or Physics

- ● 2 Credits in the same Foreign Language (Spanish offered at TSA, other languages may be taken off campus)
- ● 1/2 credit in Health
- ● 1 credit in Business of Arts and Communication
- ● 1 credit in Physical Education (1/2 credit if earned outside of TSA)
- ● 5 credits of Arts electives

Some exceptions to the above list may be granted for transfer students, or students who have taken courses outside of TSA. Students will see their guidance counselor for advice concerning possible exceptions.

In order for a TSA student to be enrolled, they must participate as a full-time student taking seven (7) classes each year.

### Academic Promotion

For students in grades sixth (6<sup>th</sup>) through eighth (8<sup>th</sup>), first semester and second semester grades will be averaged together to give an annual percentage for each class. Students that earn an annual grade below 65% in more than one academic class will not be promoted to the next grade level at TSA for the upcoming school year.

- 6<sup>th</sup> grade students must have successfully completed all requirements for the 5<sup>th</sup> grade at their previous school and shall not have failed more than one academic course.
- 7<sup>th</sup> grade students must have successfully completed a 6<sup>th</sup> grade course of study and shall not have failed more than one academic course.
- 8<sup>th</sup> grade students must have successfully completed a 7<sup>th</sup> grade course of study and shall not have failed more than one academic course.
- 9<sup>th</sup> grade students must have successfully completed 8<sup>th</sup> grade courses and shall not have failed more than one academic course.

High school students must successfully complete a minimum of 6.0 credits at the respective grade level to advance to the next grade level. Students must complete all mandatory courses taken during the previous grade level. For enrolled students, students may not progress to the next grade level if they have more than one failure in any academic courses. A student that fails a mandatory academic course must attend an approved Summer School program or the student will be required to repeat the course during the next academic year. The Principal has final discretion on all cases of grade-level promotion.

### **3. The school's attendance requirements, including how the school will document participation in learning opportunities**

As outlined in the Ohio Department of Education's Attendance Considerations for Remote Learning released in July of 2020, TSA will be following attendance protocols consistent with these guidelines including:

- Continuing to report attendance in hour increments. Hours may be actual time spent for synchronous or direct instruction or estimated in cases involving asynchronous learning.
- Track attendance based on both teacher-led remote learning and student (or self) directed remote learning. Examples of documents used to track

participation may include evidence of completed work, online platform access information, evidence of attendance in direct instruction

Teachers will develop procedures to track daily students attendance that include (among others) assignments, projects, or synchronous lessons. Teachers will also continue utilizing *Schoology*, the software platform used by TSA to house and deliver virtual instruction.

New policies and/or procedures regarding attendance will also be implemented that include protocols for students to contact the school if they are isolated after exhibiting COVID-19 related symptoms, have tested positive for COVID-19, or may be in quarantine after being exposed to an individual who has tested positive for COVID-19.

- Those students who may be otherwise healthy in quarantine will be encouraged to continue participating in educational activities as much as possible.
- IEP and 504 plans may be updated to include attendance considerations if the student experiences COVID-19, exhibits symptoms attributed to COVID-19, or has a mental illness intensified by COVID-19.
- Students will not be penalized who have contracted COVID-19
- Updated language in the definition of “medically excused absence” that includes provisions related to a student or a member of a student’s family who contracts COVID-19.

Evidence of class participation will factor into attendance tracking, which teachers will include in each course syllabi.

Further, daily attendance monitoring will assist TSA administration in determining any significant absence trends.

#### Current General Policy:

Students enrolled in the School must attend school regularly in accordance with the laws of the state. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School whenever a student is absent within the first hour of school by calling or emailing the school as indicated below:

If the student is in grade 6 – 8: 419-246-8732 x 422 ([ajones@ts4arts.org](mailto:ajones@ts4arts.org))

If the student is in grade 9 – 12: 419-246-8732 x 400 ([bhuss@ts4arts.org](mailto:bhuss@ts4arts.org))

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. 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.

### Excused Absences:

Absences due to the following will be excused when documented:

- Personal physical illness such as to prevent attendance at school
- Personal mental illness such that the student will not benefit from instruction
- Illness in the family if student is age fourteen or older
- Quarantine of the home
- Medical, dental, or mental health appointments
- Death in the family
- Observance of religious holidays
- Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status
- Absence due to a student being homeless
- Necessary work at home in a family business or on a family farm due to absence of parents/guardians
- An emergency or set of circumstances, which in the judgment of the School constitutes a good and sufficient cause for absence
- If a student is absent from school for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments they miss due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

Upon return to School for any absence, the student must provide to the School a statement, which may be written, oral, email, or conveyed by other electronic means, from a parent of the cause for absence and/or any allowable medical or other documentation, or the absence will be considered unexcused. The Principal or his/her designee reserves the right to verify such statements and to investigate the cause of each individual absence.

All TSA courses require that no more than six (6) undocumented days absence occur in a semester for students to receive full credit for the course.

- College visitations (Juniors/Seniors) -- Four (4) college visitation days will be permitted per year for Seniors and three days (3) for Juniors.

Students must complete and submit a Preplanned Absence Form and follow these expectations:



- a. Student must obtain a College Visitation Verification form in addition to the Preplanned Absence form  
<http://www.ts4arts.org/images/documents/Preplanned%20Absence%20Form.pdf>
- b. When visiting a college, the College Visitation Verification form must be completed and returned to the Main office within five (5) school days of the visit
- c. Seniors may not take a college visit during the second semester without special permission from the guidance counselor.

#### **4. A statement describing how student progress will be monitored**

Teachers at Toledo School for the Arts are required to post grades at least once per week through PowerSchool. Faculty will continue fulfilling this requirement in an all-virtual instructional environment in order to track student progress.

Faculty will be encouraged to implement smaller projects or assignments submitted at a higher frequency rate in order to encourage engagement and attendance. Faculty will contact any student who fails to complete the required daily check-in and will keep records of each contact.

Faculty teaching visual or performing arts courses will determine alternatives for live performances that meet the objectives of each course within a virtual environment.

#### **5. A description as to how equitable access to quality instruction will be ensured**

Toledo School for the Arts Administration will continuously monitor to ensure all students, including those classified as economically disadvantaged and minority, have access to faculty who are effective, experienced, and properly licensed. Currently, 100% of TSA faculty are properly licensed.

The Student Services Coordinator, tasked with overseeing the Special Education Department at TSA, will review and contact each family with a student on an IEP or 504 Plan to ensure that services will continue to be provided in an all-virtual format, and determine if the IEP Team needs to consider any changes or revisions to current plans.

The Remote Learning Plan will also include regular monitoring and check-in with students on an IEP or 504 Plan during the duration of the virtual learning period.

Toledo School for the Arts has also partnered with Buckeye CableSystem to provide free internet to families who qualify for the National Lunch Program to make sure they can access the curriculum when they are not at the school building.

**6. A description of the professional development activities that will be offered to teachers.**

Toledo School for the Arts Faculty and Staff will complete professional development on the following training topics for the 2020-2021 School Year

- Bloodborne Pathogens Awareness
- Hepatitis B
- EpiPen
- Diabetes
- Suicide Awareness
- School Safety and Violence Prevention
- Dating Violence Awareness
- Positive Youth Development
- Diversity Training
  - Diversity 101
  - Harassment and Legal Implications
  - Implicit Bias

Further training opportunities include:

- Building Meaningful Connections with Your Students Online with Dr. Savilla Banister
- Social Emotional Learning: What, Why, and How? with Dr. Christy Galletta Horner and Dr. Kristina LaVenia
- Student Views of 1st Amendment Rights and Responsibilities in Schools with Dr. Nancy Patterson
- Building Effective Relationships with Parents and Guardians with Kimberly Christensen
- Assessments for 21st Century Learning with Cindy Edwards
- Digital Citizenship: Curating Content and Resources on the Web with Dr. Allison Goedde
- Also additional training in best practices for virtual learning on new apps.

Technology training includes:

- *Schoology*
- *Google Suites*
- *EdPuzzle*