



The Academy for Urban Scholars Youngstown

Remote Learning Plan

2020-21 School Year

The Academy for Urban Scholars Youngstown High School (“AUS”) proposes to use on-campus, hybrid, and remote learning approaches in accordance with the Ohio COVID-19 Risk Level Guidelines and in keeping with its adopted education plan during the 2020-21 school year. AUS intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the school year or a portion of the school year. AUS will also deliver instruction through hybrid or virtual academy options if a full or partial closure of its campus is deemed necessary due to communicable disease outbreaks, health department or Governor’s orders, or administrative decisions based on safety and health interests of our students, staff, and community.

AUS employs a full-time Director of Technology, Professor Tracey Sigers, to ensure students and their families receive full access and support for all academic, counseling, wellness, and career services. This access and support include “24/7 Call Center Learning Helpline” and online support for students and their families to minimize disruptions in their learning. AUS staff will continue to be available throughout the school year for personal support and guidance with hybrid and remote learning approaches while following the requirements of our government officials in accordance with Ohio COVID-19 Risk Level Guidelines.

AUS will begin its 2020-21 school year with an extensive multi-week period of assessment, and training with students, families, teachers, support staff, administrators, and school partners to ensure everyone is aligned with the appropriate learning approach and that staff is prepared to deliver academic content and educational support to all students throughout the entire school year. During this period, students and their families will meet personally with instructors and counselors to receive computers and training to access all of their necessary content and instruction.

AUS will use a hybrid learning approach at Ohio COVID-19 Risk Levels 1 and 2, and a remote learning approach at Ohio COVID-19 Risk Levels 3 and 4. Consistent with our experience in serving our target population, this approach allows our students to have continuous access to our instructional and support staff.

AUS recognizes that the students we serve learn best through hands-on, face-to-face, project-based learning opportunities with instructors they trust and respect but understand that



we must meet the needs of all students and the requirements of our government officials in accordance with the Ohio COVID-19 Risk Level Guidelines. The following sections provide more details about the AUS Remote Learning Plan.

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

In addition to its ongoing standard internal adaptive reading and math assessments, AUS will utilize the norm-referenced test prescribed by the Ohio Department of Education for Ohio schools classified as Dropout Prevention and Recovery to measure student growth. AUS will also incorporate course-specific formative assessments before and throughout courses to ensure courses and lessons are appropriate for each student. Initial testing will occur at the beginning of the school year and at the outset of future student enrollments. At the time of enrollment, a transcript review and student interview will be conducted to determine credits earned, learning styles, and career plans. Based on this information, an Individual Career Plan (“ICP”) will be developed for the student to establish objectives for course completion, earning seals, work experience, military preparation, and post-secondary education and training. Students and their adults will have continuous access to their ICP through the AUS Learning Management System (Canvas) to track their progress and to make updates throughout the school year. Needs identified through this process will be addressed by the school staff in the form of course interventions and addressed through the school’s Multi-Tiered System of Supports (“MTSS”) and Response To Intervention (“RTI”) processes. The MTSS and RTI processes ensure that students not mastering Ohio learning standards receive research-based interventions at increasingly intensive levels of support to address their diagnosed needs. These support services will be delivered through all learning approaches utilizing personal phone calls, online conferencing and classrooms, social media outreach, the AUS Learning Management System, 24/7 call-center and online support, and personal meetings that are consistent with all health and safety standards.

AUS will conduct thorough preparation and training with students and their adult support individuals (parents, guardians, tutors, coaches, etc.) during the first two-weeks of school to ensure they will be successful through on-campus, hybrid, and remote learning approaches. The AUS Learning Management System will be utilized by students and their adults through all learning approaches and allows for students to progress through personalized schedules at an independent pace. Students who are working in a hybrid or remote format will meet at least weekly with a teacher advisor to monitor progress. Students working on-campus will meet regularly with each subject-area teacher to review progress made and needs in each course area.



II. METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGHER LEVEL

The AUS determination of competency for course completion and awarding credits will continue to be defined in accordance with Board-approved policies. In general, these policies dictate that credits will be awarded upon course completion, which typically requires the attainment of a minimum score of 60% or higher on course finals, projects, and accumulated course work.

Throughout all learning approaches students and staff will access course materials, maintain instruction, document competency, and memorialize feedback through the AUS Learning Management System. This approach allows flexibility to meet the needs of students and their families under a variety of learning approaches while maintaining the documentation and accountability required to measure competency and award credits and grades. All AUS Staff will be trained and monitored to ensure they provide continuous support of student learning and engagement by phone, online classes and meetings, social media, and personal meetings consistent with health and safety guidelines.

The AUS High School students are assigned to grade-level cohorts according to state-wide records indicating the school year in which students initially entered ninth grade. AUS tracks student progress within each cohort and communicates credit accumulation and completion of graduation requirements through each student's Individual Career Plan, which is regularly shared and reviewed with students and their adults.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Students are expected to attend school each day, either on-campus or remotely, through the AUS Learning Management System for the number of hours and courses for which they are scheduled (typically five or six periods of coursework), and complete the necessary assignments towards their course and graduation requirements. Each Teacher will be engaged full-time for the full school day, either on-campus or remotely, in student instruction, engagement, and assessment for each day of school per the AUS School Calendar. All students will be empowered through the training and support they receive from AUS Staff to seamlessly move between on-campus and remote learning approaches through the AUS Learning Management System. All students and their adults will have access to Teachers and other AUS Staff through scheduled times on-campus and our 24/7 Call Center Learning



Helpline. Teachers are responsible for tracking student attendance and progress within their courses and also must contact students to ensure they are attending and progressing daily, either on-campus or remotely, through the AUS Learning Management System. The AUS Learning Management System maintains all coursework, assessments, and documentation of student work completion and course progress consistently across on-campus, hybrid, and remote learning approaches. Learning opportunities are presented and tracked through the AUS Learning Management System, which allows students the flexibility to continue their coursework on-campus or remotely.

AUS maintains a significant number of staff members (“Engagement Coaches”) that are solely dedicated to ensuring students attend school and keep up with their expected coursework. The AUS Engagement Coaches and Teachers follow a strict process for contacting students, following up with their adults, and conducting home visits as soon as students begin to miss school, as detailed below. Instructors and Engagement Coaches share a school-wide Student Information System to document, track, and follow up on student attendance, progress, and case notes. Case notes provide real-time feedback about obstacles and barriers students face that may require intervention by AUS staff to keep students attending, engaged, and progressing. AUS will continue to follow all relevant legislative, regulatory, and Board-approved policy requirements related to attendance and truancy for all students. In particular, AUS staff strictly adheres to the following process: students receive phone contacts after their first absence (on-campus or remotely); then, after two consecutive absences AUS staff again contacts students directly and also through parents, emails, social media, or any other means possible; and, after three consecutive absences AUS staff will conduct a home visit to mitigate circumstances inhibiting attendance; then, after five consecutive absences students receive a notice of pending withdrawal; and, ultimately a student may be withdrawn from AUS if their attendance falls below State requirements. Every day, throughout this entire process, AUS Staff is required to contact their students and find any way possible to return them to full attendance and active learning engagement.

IV. STUDENT PROGRESS MONITORING

Progress of all students will be monitored regularly through the AUS Learning Management System and feedback will be provided through on-campus conversations and through remote systems, as necessary and appropriate. Student progress will be monitored by formative and summative classroom assessments that are included in the AUS Learning Management System course lessons through on-campus, hybrid, and remote learning approaches. Each student’s Individual Career Plan will be monitored throughout the school year for progress in



earning course credits and adjustments to career plans. Students who fail to master standards or make adequate progress in earning credits will be referred by the School Counselor to the Response to Intervention Team for support interventions. Appropriate interventions may include student and parent contacts, additional individual and small group instruction, and personalized tutoring. Research-based intervention curricula will be utilized by teachers as appropriate to meet the needs of students on an individual basis.

V. ASSURANCE OF EQUITABLE ACCESS

All students, regardless of their learning approach, will have access to direct instruction, online resources, and supportive services at home and at school. All instructional materials, assessments, and progress monitoring tools are available to students and their adults through print or online formats, regardless of the learning approach. Online resources typically include computers and internet connections (at home or other locations that may work best for students), and may include other electronic devices such as phones and tablets as AUS staff deems appropriate or necessary.

Students who have special learning needs will receive the delivery option and level of instruction in accordance with those needs, regardless of the learning approach. Students with Individual Education Plans or 504 plans will receive the services prescribed by their plans. For example, students with disabilities, if not able to be on campus, will be served via delivery methods that may include teleconferencing, remote therapies, hybrid tools, and individualized or group instruction at the school or other accessible and safe locations.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

AUS Teachers and staff will receive professional development on the following topics prior to the start of the school year:

1. Strategies and accountability requirements for connecting with students and their families and keeping them engaged through all learning approaches.
2. Overall Restart Plan
3. School Safety and Health Plan, including COVID-19 safety precautions, symptoms, and appropriate responses to a student demonstrating symptoms
4. AUS Learning Management System and other online resources
5. Career-Based Interventions and Work-Based Learning
6. Meeting Social Emotional Learning Needs
7. Graduation Planning and Monitoring
8. Working with students with disabilities



9. Mandated Topics (Mandated Reporter, Suicide Prevention, Bullying and Child Abuse Prevention; CPR and First Aid, Bloodborne Pathogens, Heimlich, PBIS basics, etc.)

Teachers and staff will receive professional development on the following topics during the first semester and throughout the school year.

10. Personalizing Student Learning and Data-Driven Instruction
11. PBIS extended
12. Online learning tools
13. Response to Intervention
14. Special Education
15. Data, Grading, and Assessment
16. Counseling and Individual Career Plans
17. Additional Research-based Interventions
18. Restorative Justice

The school's local professional development committee will arrange additional topics based on student assessment results and surveys of teacher needs.

Date of Board Approval: _____

Authorizing Signature for the Board: _____

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