

HB 164 Remote Learning Plan

Albert Einstein Academy of Ohio

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

Due to the shutdown beginning March 13, 2020, AEA administration worked with families to determine who had access to internet service and who had access to technology. We have also sent out a survey to all returning families and newly enrolled families for the 20-21 school year to gather data on which options families would prefer. They had three choices. One is full-time, in-person school. Two, is full-time, online remote learning and three is a combination of in-person and online. Based on this data and feedback from our academic and operational Teams documented in meeting minutes, we will plan for all contingencies in this upcoming school year. (see attachment for a copy of this data)

So far, our summer survey has shown that 43.6% prefer 100% in-person education, 19% prefer 100% remote learning, and 39.9% prefer a combination of in-person and remote learning. Only 9 families have identified issues with internet connectivity and 28 families identified having no access to a device.

Students who do not have access to internet service will be provided a Hot Spot by AEA.

Students who do not have access to technology will be issued a school Chrome book with a signed agreement of acceptable use.

As of July 2020, our school's intent is to offer an option of in-person learning or AEA Virtual Academy families who are not comfortable having their students in school. By August 1st, we had 30% of district's families choose the virtual option. 32% were in North Olmsted, 28% were in Strongsville and 27% were in Lakewood. The number of families choosing a virtual option was growing every day.

On Monday, August 3rd, our Board of Education voted to have our entire district start the first nine weeks of the 20-21 school remotely for the health and safety of our staff and students.

Our students will all receive a class schedule as they would have in person, which will be followed remotely with live lessons and daily face-to-face teacher interactions for each subject. **The method to be used for**

determining competency, granting credit, and promoting students to a higher grade level.

Students will be assessed and graded on a variety of variables all aimed to assist students in achieving success throughout this unusual school year.

First, our team has developed a plan to keep students and families engaged throughout the year. Each student who chooses or is required to learn in a Remote Learning option will be assigned a staff member who will be their point-of-contact for daily check ins. Our teachers will keep a log of all communications with students and parents of each email, phone call, zoom call or any other communication attempt or success to document the effort. Students will complete in-person and/or online assessments as part of the courses they are completing. Those students who are completely online will be asked to come in for face-to-face assessments (when possible) if they are comfortable doing so. If not, online assessments have been developed. We are able to utilize APEX online learning, STARS-ELA and Math assessments, Learning A to Z, and myOn Reader programs remotely in order to collect student competency data. Teachers will modify any work for students that is necessary when they are working remotely in order to focus on meeting the standards. Individual teachers, in conjunction with TBTs and administrators, consider a student's mastery of the material, effort and participation, and overall engagement in their own learning when issuing final grades to determine promotion and granting credit.

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

AEA has purchased Kickboard, which is an online program and app that is utilized in the classroom to document and communicate PBIS data. It focuses on positivity data, assisting teachers in their awareness of positive to negative interactions with students on a daily basis. It includes behaviors in our student code of conduct as well as SEL competencies.

This program will also give us the ability to track and monitor student attendance (either in person or virtual) and participation. Based on the Reset and Restart Guide from ODE, we will use the attendance policy of "exposure and presence."

In addition to the communication logs that teachers keep for their records, all attendance and participation will be documented by teachers in Kickboard.

In the previous school year, as part of our district-wide PBIS plan, we implemented an initiative called Participation 3-2-1. Students had the ability to earn daily participation points in every class. They could earn three points per day for attending, participation and following classroom expectations. They would earn two points for attending, but not completely participating or following classroom expectations. They earned one point if they attended but did not participate or did not follow classroom expectations. They earned zero points if they were not in attendance at all.

We will continue to use this model both in-person and online to document daily participation by students. The data will be recorded as participation points in Grade Book as well as recorded in Kickboard for data assessments in TBTs.

Our BOE has adopted a revised attendance policy to include those students who choose remote learning and for students who may be affected by COVID-19 quarantine requirements. This policy is attached.

A statement describing how student progress will be monitored.

Teachers will use traditional progress monitoring for students who are in-person. For those students who are partially or completely online, teachers will utilize Google Classroom to post and collect assignments. They will communicate with students and/or families on a regular basis. Teachers will communicate through email, phone or Zoom calls in order to deliver lessons, answer questions and provide assistance to students as needed.

STARS assessments will be given in ELA and Math on a weekly basis in person for students who are physically attending. STARS assessments will also be given remotely to students who are participating in online learning; however, they will be given the option to come to school to complete these assessments in person when appropriate under health and safety guidelines.

The administrative team has examined ways to utilize current staff to facilitate and monitor students who may choose the remote learning option. These staff would work in conjunction with the classroom teachers in order to be more available during the school day to assist students with content questions, technology issues and overall daily check-ins.

We have identified four staff members who will oversee and assist in coordinating the online efforts of the district.

The Curriculum and Assessment Specialist will oversee the online students in grades 6-12. The District Academic Coach will assist in the overall district-wide program as well as coordinate students in grades KG-5. The district reading specialist and district math specialist will coordinate with the teachers to help distribute the remote learning materials to the students.

AEA Virtual Academy will be supervised and coordinated by the Executive Director of Education.

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

Equitable access during this pandemic is more challenging than it has ever been. First and foremost, we will continue to provide and maintain a centralized, clear, and regular communication with students and families throughout the school year. This effort has already begun since the March shutdown and we will continue to monitor and evaluate this process.

Beginning in February, we began to identify our students and families most in need of critical supports. The administrative team, including our Director of Operations and Director of Exceptional Children will continue to reevaluate the needs of these families and others who we may identify as the year continues. We have put virtual related services in place which includes School Psychology services, Speech and Language Services, and Occupational Therapy Services. We will continue that in the 20-21 school year. Our intervention specialists will continue to work with each student and family on their case load to design individualized instruction. The IS's will collaborate with the classroom teachers, reading and math specialists, building administrators, and Director of Exceptional Children to ensure that each student's needs are met and that they are the point person for all issues that may arise. Our district Transition Coordinator will also assist students learning remotely with IEPs on a daily basis.

The school will continue to provide lists of resources to the families of community agencies who are providing food assistance, resources for utilities, assistance with necessary self-care items, and mental health services. The school will also provide financial support for internet access and utilize school technology for those in need.

We have increased our staff in the area of mental health resources. We have hired two full-time School Counselors to assist students both in person and virtually who may need additional support in dealing with the challenges of COVID-19 or other mental health issues.

Home visits will become part of the weekly routine for students or families who need materials delivered or frequent check-ins to keep the students on track. Building administrators, security officers, teachers and secretaries may be participating in home visits.

The administration has begun conversations with our Director of Grant Administration and our CCIP coordinator in conjunction with our Treasurer to develop plans for any state and federal monies that may support the unique needs of schools during the pandemic. We will utilize any funds to support additional technology for our students. We will also continue to look at our cleaning and sanitizing protocols as well as all of the health and safety requirements.

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

Our school calendar has five PD days for staff before school begins. This year, our PD will focus on meeting the needs of all students. This will encompass training in the use of STARS, APEX, Google Classroom, Zoom, and Kickboard. Teachers will have opportunities to collaborate in their buildings and with their TBTs to begin planning the combination of in-person and remote learning.

We also have eleven PD days (once a month) scheduled in the calendar in which training and planning of remote learning and the programs that support that learning will continue.

Teachers meet twice weekly with their TBTs. The BLTs meet twice per month and the DLT meets bi-weekly. These meetings will be opportunities to focus on student data, data-driven instruction, and collaboration of the staff on ways to continue to provide equitable education for all students.

Albert Einstein Academy of Ohio
Resolution for of the Governing Authority

WHEREAS, HB 164, permits certain public schools that have not otherwise been approved to use a “blended” learning model under continuing law for the 2020-2021 school year, to adopt a plan to provide instruction using a “remote” learning model for the 2020-2021 school year.

WHEREAS, HB 164 requires this remote learning plan to be submitted to the Department of Education by July 31, 2020.

WHEREAS, HB 164 specifies that a district or school that implements such a plan must be considered to have complied with any requirements otherwise prescribed under continuing law regarding a minimum number of school hours and state funding and a student who receives instruction under the plan must not be counted as more than “1.0” full-time equivalent student for state funding purposes.

NOW, THEREFORE BE IT RESOLVED, that the Governing Authority of community school listed above adopts/approves the community school’s remote learning plan as presented by Bruce Thomas, Superintendent on August 19, 2020.

School Treasurer /Date:

Jeffrey Foster 8/19/20

Governing Authority President/ Date:

Suzanne Vanuely