

DISTRICT NAME	Bennett Venture Academy
SCHOOL YEAR	2020/2021
IRN	000843
COUNTY	Lucas
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SIGNATURE/DATE	<i>Eunice Lopez</i> 8/21/2020

REMOTE LEARNING PLAN

In response to the disruptive nature of COVID-19, Ohio's Legislators and Governor Dewine enacted HB164 in June, 2020. Part of HB164 reads:

“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.” Community Schools are asked to also forward their plan to their sponsor. This template has been created by the ESCLEW to help guide your work in the following requisite areas.

Check all the boxes that apply.

 X I am submitting my district's Remote Learning Plan.

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

Governing Board Approval

Date of Approval	8/17/2020
Name of Authorizing Board Member	Hannah Grohowski
Authorizing Member Signature	<i>Hannah Grohowski</i>

GENERAL OVERVIEW

SUMMARIZE THE OVERALL INSTRUCTIONAL MODEL TO BE USED?

Bennett Venture Academy intends to implement flexible learning plans for its K-8 students in 2020-21 that meet the primary goals of providing continuous, effective instruction to all students while keeping our school community safe and healthy.

Given the COVID-19 outbreak, Bennett will begin the school year in a remote learning environment for the first four weeks. Bennett has a comprehensive 2020-21 restart guide from which this remote learning plan is drawn. The remote plan specifically addresses items required under H.B. 164 to be submitted to the Ohio Department of Education.

EXPLAIN THE USE OF SYNCHRONOUS AND ASYNCHRONOUS REMOTE LEARNING.

- Synchronous Learning will be utilized for ELA and math and other content areas when appropriate.
 - Times of these synchronous lessons will be announced ahead of time.
 - Synchronous meetings will be recorded for later viewing if students are unable to attend.
 - Students are expected to attend these sessions.
- Asynchronous Tasks will be announced ahead of time.
 - These tasks may include digital and analog items.
 - These tasks may include small group or individual meetings with teachers or peers.

ADDITIONAL COMMENTS OR NOTES

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.

SECTION ONE

a. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED

- By the end of the first month of the school year, all students will be assessed using the NWEA Measures of Academic Progress (MAP) assessment in ELA and Math to determine instructional needs and levels.
 - Assessments can be conducted virtually and administered via Blocksi or a similar product.
 - These assessments will be administered to all students.
- Kindergarten teachers will administer the KRA individually to each enrolled kindergarten student through Blocksi or via scheduled face-to-face appointments.
- Individual face-to-face appointments may be used for assessment of students if necessary and where testing protocols permit.
- Students in grades K-3 will be identified in the first month of school as on-track or not-on-track for meeting Ohio's Third Grade Reading Guarantee based on MAP assessments.
 - Specific areas of need will be identified for those students not-on-track through examination of MAP performance and/or additional diagnostic testing.
 - This information will be used to develop a needs-based Reading Improvement and Monitoring Plan (RIMP) for each student as well as a plan for delivering RIMP services via on-campus or remote intervention sessions.
 - Remote intervention will be in the form of synchronous sessions delivered through Google Meets, teleconferencing, or individual appointments at the school or a tutoring location.
- Students with IEPs or 504s will access the same learning opportunities that are offered to general education students. These learning activities and supports will address student needs identified within any IEP/504, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities.
 - The school will review and revise student IEPs, IFSPs, and 504 plans as necessary based on a student's evolving needs

- EL teachers are working with classroom teachers to provide necessary scaffolds to schoolwork to ensure EL students are able to access the core content. Interventionists will take direction from their leadership team on how to best collaborate and support general education teachers so that all instructional professionals are able to support each student and family as needed.

b. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DOCUMENTED

- The school will centralize any necessary lists of student needs that should be shared with teachers or staff, this is typically done via digital files on a Google Drive. The school will follow HIPAA guidelines in managing student confidentiality and making health information available.
- Individualized accommodations have been documented for each student and have been shared with classroom teachers. A grade level specific list of accommodations has been created for teachers to share with families.

ADDITIONAL COMMENTS OR NOTES

SECTION TWO

a. THE METHOD TO BE USED FOR DETERMINING COMPETENCY

- Competency is defined as movement toward proficiency of the critical learning standards for a given grade level. Students' competency will be assessed continuously through students' submission of work, completion of tasks and participation in synchronous meetings.
- Teachers provide ongoing feedback to students in order to understand and monitor the individual student mastery of the materials.
- Teachers will utilize evaluated work samples, non-graded formative assessments, and graded, unit summative assessments to track student competency in mastering key Ohio Learning Standards as defined by the school's curriculum maps and pacing guides.
- Interventionists will communicate with students who are struggling and offer online tutoring sessions via Google Hangouts.
- Additionally, lessons will include an approximation of the time it should take to complete, sample problems/product, and a problem(s)/product for student completion.

b. THE METHOD TO BE USED FOR GRANTING CREDIT

- Credit for grade completion is determined by passing grades.
- All students will earn credit for completion of a grade level.

C. THE METHOD TO BE USED FOR PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

- A student is eligible for promotion if they are deemed academically prepared for the next grade level according to the attached Promotion and Retention Board Policy.
- The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).
- Teachers and the School Director will consider the following factors in arriving at decisions on promotion:

- The student’s level of academic aptitude and achievement;
- The student’s level of social and emotional development and ability to effectively interact with other students in his/her current grade level;
- The student’s attendance patterns and its effect on the student’s progress; and
- Any other factors thought to be appropriate by the School Director, teacher(s), and professional staff.

ADDITIONAL COMMENTS OR NOTES

SECTION THREE

a. THE SCHOOL’S ATTENDANCE REQUIREMENTS

- The school will follow the Board-adopted attendance policy in determining and documenting whether a student meets attendance requirements or is truant.
- Attendance will be taken daily and confirmed weekly.
- Teachers will communicate one-on-one with students weekly to facilitate accurate attendance.
- Teachers will meet weekly with academic deans to identify students who did not participate or who may need additional attention.
- Administrators will initiate communication to those students and parents.
- Remote Learning
 - Our online Gradebook system allows for monitoring of participation virtually. Students will be considered present when one (or more) of the following situations takes place:
 1. The student “checks in” or attends a Google Classroom event for each synchronous class period.
 2. The student completes and submits tasks associated with synchronous meetings.
 3. The student completes and submits tasks associated with asynchronous work.
 4. The student “checks in” with the teacher via phone if not able to complete work virtually for each class period.
 - The table below shows a sample of what might be used to calculate attendance hours.

Content Area	Time-On-Task
ELA	75 minutes
Math	60 minutes
Science/SS	30-90 minutes
Moral Focus	15 minutes
Specials	30 minutes

b. HOW THE SCHOOL WILL DOCUMENT PARTICIPATION IN LEARNING

Our online Gradebook system allows for monitoring of participation virtually. These will be documented in digital files.

ADDITIONAL COMMENTS OR NOTES

SECTION FOUR

a. HOW STUDENT PROGRESS WILL BE MONITORED

- Progress monitoring will be on-going.
 - A central component of managing and monitoring student learning is the regular connection teachers make with students. We have designed the plan so that teachers can spend less time on content creation and more time on connecting directly with students and families.
 - All students will be assessed using the NWEA Measures of Academic Progress (MAP) assessment in ELA and Math in Fall and Spring. Spring data will be compared with the Fall baseline to monitor the student's progress as compared with individual growth targets and grade-level norms.
 - Student progress will also be monitored continuously by teachers through the school's pacing guide and standards mastery tracking. Students who are not progressing to meet key grade-level standards will be reviewed by the school's Multi-tiered Systems of Support (MTSS) team, including the parent.
 - The student's plan of instructional delivery will be reviewed as part of the team discussion. Appropriate, research-based interventions will be assigned to improve student progress within the virtual or campus-based classroom (Tier 1) and in increasing levels (Tier 2 or 3) if student progress fails to improve. Bi-weekly progress monitoring targeted to areas of need will occur for any student who is receiving Tier 2 or Tier 3 interventions.
 - Students in grades K-3 identified as not on track to meet Third Grade Reading Guarantee will receive intervention services under a Reading Improvement and Monitoring Plan. Progress will be monitored weekly on areas of reading identified through diagnostic testing.
- Progress will be based on standards' aligned materials.
- Instruction will be based on individual needs and growth.
 - Teachers will keep a log on student differentiation practices.
 - Differentiation will be provided in every class, and particularly to those students who are on IEPs, with specific guidelines outlined by our Intervention Specialists.
- In keeping with the Ohio Improvement Process, teacher-based teams meet weekly to review student data. This time is dedicated to monitoring the progress of each student in meeting key grade-level standards and to determining best instructional courses of action.

ADDITIONAL COMMENTS OR NOTES

SECTION FIVE

a. HOW EQUITABLE ACCESS TO QUALITY INSTRUCTION WILL BE ENSURED

- *Technology*: In anticipation of possible interruptions to in-person instruction this year, National Heritage Academies is providing a laptop to each scholar. This investment in technology is being made to ensure a seamless transition between models, as necessary. Additionally, parents that have limited connectivity have been connected with community resources to establish connectivity.
- *Community Resources*: The school will provide information to families regarding local childcare options, and other services (such as broadband service, food distribution sites, etc.) that are available in the community. The school will compile and regularly update comprehensive lists of these wellness and community resources available to students. We will share these with our families in a variety of formats as appropriate such as SchoolMessenger, Google Classroom, Facebook, Newsletters, etc.
- *Special education students*: Students with IEPs will access the same learning opportunities that are offered to general education students. These learning activities and supports will address student needs identified within any IEP, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities. Individualized accommodations have been documented for each student. This has been shared with classroom teachers. A grade level specific list of accommodations has been created for teachers to share with families.
- *At-risk students*: Interventionists will take direction from their leadership team on how to best collaborate and support general education teachers so that all instructional professionals are able to support each student and family as needed.
- *EL students*: EL teachers are working with classroom teachers to provide necessary scaffolds to schoolwork to ensure EL students are able to access the core content. Interventionists will take direction from their leadership team on how to best collaborate and support general education teachers so that all instructional professionals are able to support each student and family as needed.
- *Homeless students*: Regardless of the learning environment(s) we find ourselves in during the 2020-21 school year, we will continue to serve our high-mobility students and/or students served under the McKinney-Vento Act as homeless. In conjunction with the Principal and Dean, the school social worker will serve as the school liaison for all homeless students. The social worker will work closely with classroom teachers and the registrar to determine students who identify as homeless. The social worker will continue to monitor the ongoing needs of students and provide the necessary resources to families regarding assistance.
- *Health Services*: We are establishing a partnership with our local mental health services agency.
- *Food Service*: Meals will be available for pickup for currently enrolled students. Students may take up to three days worth of meals at a time. Information on time and location of meal pick-up will be provided to all families.

ADDITIONAL COMMENTS OR NOTES

SECTION SIX

a. THE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT WILL BE OFFERED TO TEACHERS

- Teachers will receive professional development prior to the start of the school year on:
 1. School and state guidelines regarding safe school restart
 2. The school's restart guide and remote learning plan
 3. Collaborative planning and engagement with families
 4. COVID-19 prevention, symptoms, and reporting/management of students showing symptoms
 5. Use of curriculum maps and pacing guides for lesson design
 6. Planning effective asynchronous lessons using Google Classroom and applicable curricular tools
 7. Planning synchronous lessons using available digital tools
 8. Assessment of student needs and use of research-based interventions (iReady, IXL)
 9. Ohio Improvement Process steps under each plan
 10. Mandatory annual topics (i.e., PBIS, mandatory reporting, child abuse prevention)
- Teachers will receive ongoing professional development throughout the school year. The above topics will be reinforced and extended upon, for example, expanding into other aspects of Google tools. In addition, professional development will be based on individual professional development plans of teachers and areas of need per the Fall NWEA assessment (baseline) data.
- All school staff members will receive instruction on the use of Google Classroom as the primary learning platform for student remote support. This instruction is facilitated by the school's Library Technology Service. All instructional staff members will have, at minimum, monthly PLC meetings to identify and capitalize on best practices for remote instruction. The school's LTS or technology coordinator will support staff with enhancements for use within Google Classrooms on a monthly (minimum) basis. All staff members have been trained in using Google Meet. PLC meetings will continue either in-person or virtually on a monthly (minimum) basis.

ADDITIONAL COMMENTS OR NOTES