



CARDINAL LOCAL SCHOOLS

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Cardinal Local School District Remote Learning Plan

Student Instructional Need Determined and Documented

Learning targets, lesson objectives and assessments are aligned with Ohio's Learning Standards.

- Curriculum allows for the development of individual talents and interests while also recognizing that learning styles of students may differ.
- Students have opportunities for continuous and cumulative learning in their coursework.
- A variety of learning resources are available to accomplish educational goals.
- The principles of democracy and ethics are emphasized in the appropriate parts of the curriculum for students in all grades.
- Guidance and counseling services are available for student academic, career planning, and addressing social-emotional needs.
- Evaluations of curriculum and course offerings are reviewed to ensure relevancy and alignment to Ohio Learning Standards.
- Student progress will be monitored via classroom performance and assessments. Student performance assessment data will be maintained and reviewed by staff. Student performance data will be shared with parents and will inform educational decisions and options.

Competency, Granting Credit & Promotion

Determining Competency, Granting Credit & Promotion Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered for grade competency and placements.

- Elementary students must satisfactorily complete all academic subjects.
- Middle school students must successfully complete all of the required academic subjects.
- High school students, in order to earn a credit for a course, must satisfactorily complete the requirements established in the graded course of study set forth by Cardinal Local Schools as well as those set forth by the teacher. Failure to satisfactorily complete a course will result in no credit earned unless and until the student re-enrolls in the course and satisfactorily completes it.
- If at any time a student fails to perform satisfactorily or fails to complete and earn credit for a course, the teacher, guidance counselor, and principal may assemble a team to discuss intervention and remediation.

- A promotion occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established in *Policy 5410*.
- Placement may occur when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. The intervention team and the building administrator must concur that it is in the student's best interest to move on to the next grade.
- Retention may occur when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the intervention team and principal along with consultation with the parent.
- Final decisions on student promotion, placement or retention rest with the building principal.

Attendance

A student in grades K through 12 is considered a full-time equivalent student provided the student meets the requirements of the school board and requirements as defined by State law, per school year. In accordance with the statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, an explanation of the cause for such absence. The Board of Education reserves the right to verify such statements and to investigate the cause of every single absence or prolonged absence.

The Board considers the following factors to be reasonable excuses for time missed at school, and due to a pandemic situation or other extenuating circumstances, may choose to establish new policies based on existing options in Ohio Administrative Code 3301-69-02. Districts will update their policies to align with blended and remote learning plans and should continue to follow all attendance and truancy processes and requirements as outlined in Ohio's attendance laws (*Ohio Revised Code section 3321.191*):

- Personal illness (a written physician's statement verifying the illness may be required).
- Illness in the family necessitating the presence of the child.
- Quarantine of the home.
- Death in the family.
- Necessary work at home due to absence or incapacity of parent(s)/guardian(s).
- Observation or celebration of a bona fide religious holiday.
- Out-of-state travel (up to a maximum of four (4) days per school year) to participate in a District-approved enrichment or extracurricular activity.
- Any classroom assignment missed due to the absence shall be completed by the student.
- Such good cause as may be acceptable to the Superintendent.
- Attendance need not always be within the school facilities, but a student will be considered in attendance if present at any place where school is in session by the authority of the Board.
- The District will document student attendance for online class sessions in the student's attendance record following the same process and procedures used in a traditional setting.
- Ohio law through House Bill 410 and House Bill 166 requires that the District follow specific protocols for addressing chronic absenteeism, habitual truancy and excessive absences of students from school.
- Students receiving their education in an online school setting will be held to the same attendance standards as students in a traditional school setting.
- The district will track attendance for all students. The district is required by ODE to report attendance in hour increments for students.

- The district will use evidence of participation such as, daily logins to the learning management system for class attendance and participation, daily interactions with teachers, and assignment completion.
- If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student should be marked with an absence for the hours for that remote learning activity. *Reference School Policy 5200.*

Monitoring Student Progress

Teachers and principals will report student progress to parents in order to:

- Ensure that both student and parent receive ample warning of a pending grade of “failure” or one that would adversely affect the student’s status.
- Enable the scheduling of parent-teacher conferences so that parents are involved in decision-making and problem solving, if needed, regarding student performance. Conferences may take place by telephone or via video conferencing.
- Follow-up will occur whenever a parent conference produces a plan of action for helping a student improve or maintain current performance.
- Promptly respond to any communications regarding the student’s performance.
- Provide report cards on a quarterly basis so they can be reviewed by students and parents. The Board of Education shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the education achievement goals of this District. *(Reference Full Policy 2623)*
- Staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.
- The program of testing includes: Administration of State-mandated tests (e.g., diagnostic assessment and achievement tests), performance-based tests at appropriate grade levels to measure achievement of performance objectives in courses; District or teacher-made achievement or performance tests; Tests of mental ability; Norm-referenced achievement tests. *Reference Policies 5420 and 2623*

Equitable Access to Quality Instruction Ensured

The Board of Education does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, “Protected Classes) in its educational programs or activities. The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind. Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students. The District’s Compliance Officers shall handle inquiries regarding the Board’s non-discrimination policies and address any complaint of discrimination. The District will

identify, evaluate, and provide a free appropriate public education to students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one or more major life activities). The educational program includes the academic and nonacademic setting. Each qualified, disabled student shall be educated with nondisabled students to the maximum extent appropriate. In the non academic setting, the disabled student shall participate with the nondisabled students to the maximum extent appropriate. *Reference Policy 2260*

Professional Development Offered to Teachers

- Providing personalized, sustained and job embedded professional development that is evidence-based for teachers, leadership teams, and district and school leaders focused on improving teaching.
- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards.
- Providing programs and activities to increase the knowledge of teachers, paraprofessionals, principals or other school leaders on early literacy instruction and preschool.
- Providing training to support the identification of gifted and talented students, including high-ability students not formally identified for gifted education services, and implementing instructional practices that support the education of such students.
- Providing training, technical assistance and capacity-building to assist personnel with selecting and implementing formative assessments, designing classroom-based assessments and using such data to improve instruction and student academic achievement.
- Providing high-quality training for staff on effective strategies to integrate rigorous academic content, transition to post-secondary education, career and technical education and work-based learning.
- Carrying out in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
- Providing high quality professional development to effectively engage parents, families and community partners and coordinate services between school and community.

Miscellaneous:

- Google Classroom - learning management system, LMS
- Zoom - video conferencing application
- Google Hangouts - video conferencing application (when necessary)
- Instructional Delivery Platforms - District uses both individualized remote instruction and in-person instruction combined with remote Instruction depending on student and staffing needs

- Remote Instruction is delivered during school hours and during student scheduled class times. The principal and teacher may alter student schedules to help better meet the instructional and staffing needs.
- All students will go to Remote Learning if district buildings are closed due to the Pandemic and during calamity days when possible