

Dance Art Music Physical Education (DAMPE)

Remote Learning Plan

2020-2021 School

Dance Art Music Physical Education (DAMPE) proposes to use an on-campus, direct learning plan in efforts to reach the majority of students within the school's population. DAMPE serves the inner city, at-risk population. This means we serve students with minimal educational opportunities, high unemployment and crime rates, broken families and inadequate housing. Many of our students are considered at risk because they are vulnerable and risk achieving a successful transition into adulthood. With this in mind, DAMPE is committed to providing a holistic approach to learning.

In view of the COVID-19, recent pandemic, DAMPE will be prepared for a hybrid approach or a full online approach in the event that there is full or partial closure of campus due to communicable disease outbreaks, Cincinnati Department of Health or Governor Orders, or administrative decisions based upon the health and safety of those we serve. Our holistic approach to learning is a strong effort of serving the educational needs of our students. In addition to educational/academic support, DAMPE will continue to support students and families with their physical, mental and emotional health needs during these unprecedented times.

DAMPE will continue to follow its Educational plan that is in place as well as offering a virtual academy option for its students. Details of our remote learning plan are included in the sections that follow:

DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED:

DAMPE will continue to assess the needs of students through an intake process that includes transcript evaluation, individual career planning, and assessment of social and emotional needs.

As soon as possible upon enrollment, the school will administer an academic progress measure in accordance with Ohio Department of Education. This assessment is re-administered in accordance with the school's testing schedule and available test windows to determine student progress.

Teachers, using available course software as well as teacher-developed assessments, will assess progress toward earning credits weekly, or more often.

Students who are not making progress will be contacted by a teacher, counselor or a life coach to determine the need for more services or for intervention. These supports will be in place for all students, regardless of the instructional delivery method--- onsite, partially remote (hybrid), or fully remote (virtual).

DAMPE offers life coaching services. Life coaches reach out to students periodically to assess needs and help solve barriers to participation.

METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGH LEVEL:

DAMPE's methods for determining competency, granting credit, and promoting students are in keeping with Board Policy and shall be the same for all instructional delivery methods outlined in this document.

Competency is determined by a student's ability to master Ohio Learning Standards in specific course areas. Teachers initiate instruction, meeting the student "where they are at," and supplying learning opportunities to move the student toward mastery of standards for the course. Course assessments, both online through course software such as APEX and teacher-made, evaluate student progress toward mastery of standards for the course. While some assessments are formative in nature, others are graded and form the basis for whether or not a student is passing in a specific course area.

Credit is granted by the student's earning a passing grade in assigned course(s) and fulfilling the requirements of the State of Ohio. Once students achieve credits, the counselors track the credits needed for grade promotion in accordance with Board Policy.

ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES:

Regular school attendance is an important aspect of students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary for grade promotion as well as preparing students for a vocation, higher educational opportunities and workforce opportunity. Attendance tracking and reporting shall be in accordance with Board Policy through all instructional delivery formats. Student attendance will be tracked daily, reconciled weekly, and reported to EMIS in hourly increments.

For students engaged in onsite instruction, attendance will be taken per class period and reported via the school's online attendance software.

For students engaged in hybrid instruction, attendance will be tracked by combining total participation as follows:

Onsite attendance hours

Remote learning participation total

For students engaged in virtual (fully online) instruction, attendance will be determined by remote learning participation totals.

DAMPE recognizes that not all students are able to access the internet and may be facing challenges within their homes due to the Pandemic. Therefore the school's attendance tracking is looking at whether the student is engaged in learning, completing assignments on time and staying in touch with teachers. During this unprecedented time, the school exercises flexibility in time, place, and methods for learning. Remote learning totals will be tracked daily by teachers and reconciled weekly by the school administration. Attendance in remote learning time will consist of the following:

- The time logged into online learning systems
- The time devoted to offline assignments as estimated by the course instructor – time estimates may be adjusted for individual students in accordance with students' Individualized Education Plans (IEPs)
- Additional time devoted to assignments as logged by the student and approved by the instructor

Once attendance is totaled for the week, attendance of each student will be reported to the EMIS system in hour increments as required by the Ohio Department of Education.

Teachers will prepare onsite, hybrid, or virtual lessons that total 5.5 hours of learning opportunities per day. Students will be determined to be present for a week of instruction if they participate for at least 25 hours per week. Students will be determined absent or tardy in accordance with Board policy. Students who do not participate for three consecutive days, or who fall below the 25-hours weekly threshold with unexcused absences will be contacted by the school's attendance

officer. Truancy interventions steps will be followed. Students who do not participate for 72 consecutive hours will be unenrolled.

STUDENT PROGRESS MONITORING:

Regardless of the method of instructional delivery, student progress will be monitored continuously. The following process applies:

DAMPE utilizes many core instructional programs like APEX to monitor the progress of students by providing percentages received on quizzes and unit tests within a subject area. Utilizing these tools as well as teacher-made assessments, teachers will continuously monitor the progress of their students by noting student completion of assignments and projects. Time spent on remote learning, the completion of packets distributed and the quality of completed assignments play a role in progress monitoring during COVID-19. Students who fall behind in earning credit toward graduation will be contacted by a life coach to assess student needs. Students who continue to struggle to make progress will be referred to the school's Response to Intervention Team and further research-based interventions and supports will be provided. Students who are working under a fully remote (virtual) form of instructional delivery will be provided additional outreach if they fail to participate. Specifically, teachers, life coaches or counselors will contact the student/family by teleconference or home visit.

ASSURANCE OF EQUITABLE ACCESS:

By definition, remote learning is a continuum of educational delivery that can be both online and offline. DAMPE has experience in reaching all types of students prior to the Pandemic. Serving at risk youth is what DAMPE does and providing a variety of programs and options for learning is one of DAMPE's strengths. DAMPE's response to equity issues identified by the Ohio Department of Education will be as follows:

- *Digital access:* Some Ohio families within the community of Cincinnati lack access to digital resources, technology and the internet, which limits the availability of virtual learning. DAMPE's remote learning plan will be to work individually with these families if hybrid or virtual learning is needed. DAMPE will work with families to avail themselves of free internet access sources and locations. DAMPE will have a system for checking out hardware where needed to accommodate students who need to work remotely.
- *Family engagement and resources:* Not all families have the same resources to support their children through the pandemic. Many are dealing with job loss, food insecurity, increased health concerns and other stressors that will affect

students' abilities to learn at home. DAMPE recognizes that families also might be challenged with adults working from home while trying to support their children/students' remote learning needs at home and, in response, we provide teachers, counselors, and life coaches to support our students in working as independently as possible when remote learning is needed.

- *Students with disabilities:* DAMPE will meet the needs of students with disabilities for services outlined on their IEPs. Students working remotely will receive required services through individual intervention appointments, tele-therapy sessions, synchronous online learning sessions, or asynchronous online intervention services and tools.
- *High mobility students:* Under normal circumstances, highly mobile students are at greater risk of falling through the cracks; therefore, the Pandemic cannot be an exception to the rule. DAMPE provides life coaches who regularly check in with students and families to help determine and meet student and family needs.

As noted previously, DAMPE serves a vulnerable student population. It is likely that DAMPE's most vulnerable students will be impacted by the pandemic for a variety of reasons. Vulnerable youth, including students experiencing homelessness or in foster care, justice-involved youth, students with disabilities, and military families will likely face multiple challenges, many of which are referenced above. As we face these equity issues, we will work together to be cognizant about supporting students' social, emotional and behavioral health and their academic success. During this time, we will continue to seek meaningful connections among students, educators, counselors, life coaches who work at DAMPE. DAMPE has the support of innovators on this front. For instance, DAMPE will conduct regular virtual check-in sessions or telephone calls with students and families. Teacher office hours will also be made available. These intentional efforts to make connections have a positive effect on students.

Description of Teacher Professional Development:

The following outlines the professional development trainings for the 2020-2021 School Year:

COVID-19 Health and Safety Issues: Facts vs. Fiction: This training needs to outline the safety measures that need to be in place in order to comply with state

regulations. Facts regarding COVID-19 include the measures that staff need to take to ensure their health and safety as well the health and safety of students.

Remote Learning: Digital Options used for student learning and how to use these options. What are online learning platforms and learning management systems? What training still needs to be completed for teachers to effectively use these systems? Training was provided in the Spring shortly after schools were closed. New teachers will need to be up to date on these items.

The following trainings are a requirement for DAMPE and will be conducted per state guidelines:

- Child Abuse Prevention and Mandatory Reporting
- School Safety and Violence Prevention (must include Human Trafficking)
- Harassment/Intimidation/Bullying: School Policy
- Dating Violence
- Youth Suicide Awareness and Prevention
- Blood Borne Pathogens
- Heimlich Maneuver
- PBIS/Restraint and Seclusion: Crisis Management