

School Name	East Academy		
School IRN	014867		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	July 20, 2020	Board President Signature	DocuSigned by: <i>David Shepherd</i> B96144785DB4416...

Describe the remote learning plan your school intends to implement for the 2020-2021 school year. Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented. Remote learning resources are available on the Ohio Department of Education's website [here](#).

Our school intends to offer three learning options for families to choose from this fall that will be implemented on the first day of school, regardless of a child's grade level. These three options allow families to consider their child's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families will be asked to make a choice prior to the start of school and continue with that modality until the end of the 1st semester. School leaders have the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students will pivot to Option 3 immediately.

While other schools have pre-determined the learning scenario for their students, we are prepared to meet the complexities of giving families choice. Organization, communication, and coordination will be paramount to our student's success. As such, we have decided that all students will receive standards-based instruction in a defined sequenced for each course. This allows all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allows for the seamless integration for a child who needs to change from one modality to another due to extenuating circumstances. It also allows regular assessment data in all three modalities to be used to assess students for supports throughout the RtI/MTSS process.

While maximizing educational options for families, the school will work to minimize risk of exposure to COVID-19 by aligning with the guidance provided by national, state, and local health officials. Mitigation efforts will include facial coverings, health monitoring, cleaning and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be given to the emotional well-being of students as the school seeks to provide an equitable and safe learning environment.

Option 1: Full time in school

Instruction

Students will come to the school building each day for a full instructional day based on the Board approved calendar. Teachers will facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services



as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

Health and Safety Protocols

- Daily individual health assessment for all students and staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 3 feet

Option 2: Hybrid

Instruction

Students will utilize a blend of in-person and online instructional methods for content delivery. This approach will give students the 'blend' of both modalities. Some students will do well with more independence of online learning and will need limited time with the traditional model of instruction. This is another option of helping to keep students on target of meeting standards and increasing

Health and Safety Protocols

- Health assessment for students when attending in-person
- Daily health assessment for all staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 6 feet

Option 3: Full time at home

Instruction

Students will learn from home every day school is in session as delineated in the school's Board approved calendar. Students will be provided a Chromebook and Internet reimbursement if needed based on participation and eligibility guideline. Teachers will facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers have the ability to modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers can also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, will also be offered to virtual students. Each day instruction will be a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations will be set by grade level band for the number of hours students should be expected to



engage in learning, and how the family should be prepared to support their child's learning at home. It is expected that there is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature will also be used by our Title I teachers and those that support our English Learners. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

Assuming there will not be a mandated closure for Fall 2020, all students will take the NWEA MAP assessment at the start of school. This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

We will continue with our bi-weekly practice of short cycle assessments (SCAs), designed to assess a student's mastery of a standard(s) with items aligned in rigor and format to the Ohio State Test (OST). We also have Mastery Connect as a tool that will allow students to take mock assessments at regular intervals online, simulating the experience with the OST, and allowing for careful tracking of standards mastery. Regardless of the student's modality, they will be able to participate in these assessments. This would have been more difficult with only a paper-based option.

Describe your RtI process for Hybrid Learning

East Academy's RtI/MTSS Team acknowledges that the essential elements of instruction are still in place in home-based Hybrid learning: teachers deliver instruction, assign academic work, and provide performance feedback/grades to evaluate student work. It follows that, even via online instruction, teachers will be able to identify which of their students fail to engage in, or are doing poorly in, schoolwork and would benefit from an RtI/MTSS intervention. With only minor modifications, then, our RtI/MTSS Team will adapt its familiar school-based process of teacher referral and intervention planning to home-based instruction.

Interventions will be documented to support learning for students. The steps below sketch out a general process that the RtI/MTSS Team can follow to find learners struggling with home-centered instruction and provide and document RtI/MTSS support plans.

- **Survey teachers.** The RtI/MTSS Team contacts all teachers and requests that instructors send them names of any students who are substantially underperforming or failing to participate in online instruction.
- **Schedule parent problem-solving conferences.** The classroom teacher or other school representative (e.g., school administration, school nurse, title teachers, intervention



specialists, classroom teachers) schedules a phone call or video conference with parent(s) of at-risk students. During this call, parent(s) and school personnel identify what blocker(s) appear to prevent student success and develop a brief written intervention plan to address these blockers.

- **Archive RtI/MTSS plans.** The school saves and archives these home-based RtI/MTSS plans as part of the overall intervention record of at-risk students.

Describe your RtI/MTSS Process for in-school instruction

CORE INSTRUCTION (Tier I)

- School-wide
- All students engaged in standards-based classroom instruction
- Research-based core curriculum links to state standards
- Students meet monitored benchmarks using supplemental tools/ techniques in classroom
- Universal screenings and common assessments
- Assess (pre-assessment), Plan, Teach, Assess Cycle
- Duration of 4-6 weeks with 4 or more data sets with 12 or more instructional sessions
- Parent communication

TARGETED INTERVENTIONS (Tier II)

- Supplemental; in addition to core instruction
- Small group intervention
- Target students not meeting specific benchmarks
- Research-based interventions
- On-going progress monitoring (weekly)
- Goal-driven and focused plan
- Parent involvement & notification
- Duration of 6-8 weeks per targeted intervention with 6 or more data sets with at least 24 or more instructional sessions

INTENSIVE INTERVENTION (Tier III)

- Individualized Specific Instruction; in addition to core and supplemental
- Intervention Specialists assists with specific, on-going monitoring
- Progress Monitoring
- Research Based Interventions
- Parent Involvement
- Duration of 6-8 weeks with a minimum 8 or more data sets with at least 24 or more instructional sessions
- Goal-Driven Focused Plan

Describe the method to be used for determining competency, granting credit, and promoting students to a higher grade level.

Each student will be evaluated based on proficiency with the state standards, assessments, attendance, and participation in the modality of choice. Provided there is not legislative actions, we will follow the state guidelines for granting credit and promotion of students to higher grade levels.

Describe your school's attendance policy for the 2020-2021 remote learning plan.

East Academy has a specific attendance policy in place for all learning options. The ODE's Revised Code is applicable to all instructional options.

Ohio Revised Code §3314.03(A)(6)(b) *"for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student."*

East Academy will adhere to the current attendance policy approved by the Board of Directors. For the purpose of the Remote Learning Plan, we have a specific attendance policy in place for all learning options. The students will complete a minimum of 920 hours during the 2020-2021 school year.

Traditional Option: We will take attendance daily using PowerSchool.

Hybrid Option: Students will be attending school in person two days a week. During this time, the teacher will be responsible for marking the student present/absent in Power School. On the other three days of the week, student attendance hours (5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in Canvas, the learning Management System we use as part of our AMP program.

Online Option: Student attendance hours (at least 5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in the LMS Platform.

What learning opportunities will be available to students? How will the school document RtI/MTSS participation in learning opportunities? For additional support, consider reviewing the TEALS Program guide [here](#).

East Academy will have a variety of learning opportunities offered through our aligned rigorous curriculum. We will use AMP (ACCEL Management Platform) which is a curriculum currently housed in Canvas. All Ohio standards are embedded within the curriculum and activities are aligned to the rigor of the Ohio State Test

Provide a statement describing how student progress will be monitored.

According to each of the options below, students will be monitored based on students' mastery of standards, performance on assessments, and participation.

Option 1: Full-time in school

- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource

Option 2: Hybrid

- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

Option 3: Full-time at home

- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).**Idea 1:**

By determining the sequence of standards taught in each course at each grade level, we provide equity in a child's exposure to standards-based instruction.

Idea 2:

All supports, such as Title I groups, occur for children who have been identified, regardless of their learning modality. Special Education students who receive services as RtI/MTSS articulated in their IEP will receive those as well, regardless of modality. The same applies to our English Learners.

Idea 3:

Careful consideration will be given to teachers facilitating all three modes of learning. It is not the case that a specific caliber of teacher will be assigned based to a specific modality. Our leadership team surveyed our teachers regarding their preferences for each modality. Based on this, and a careful assessment of their skills applicable to each modality, teaching assignments will be made.

Idea 4:

As a school we recognize that our families are diverse but are all focused on ensuring their children succeed. For some of our students, transportation can be a barrier, causing absence or tardiness. We are working closely with the district concerning transportation. It is our intent that transportation does not dictate the learning options available to a family.

Idea 5:

Technology is required for times students are learning away from the building. As needed, families will be issued Chromebooks for home use. Reimbursement for Internet access at home will be available based on participation and eligibility guidelines.

Idea 6:

All teachers, regardless of their teaching modality, will be regularly observed and coached. Principals and Directors of Academics will use classroom walkthrough protocol for both building based and virtual instruction.

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

Teachers will have access to all virtual and in-person professional development sessions offered by Charter School Specialists for the 2020-2021 School Year.

Additionally, professional development will be delivered based on the modality the teacher will be working within.

PD Topics Include:

- PBIS
- Short-Cycle Assessments & Re-Teaching
- Lesson Planning and Room Readiness
- Eureka Efficacy
- Kickboard
- School Safety Plans
- Writing Units of Study
- Restraint & De-Escalation Training
- School-Wide Systems & Operating Mechanisms
- Operations- Attendance (All Options Included), Arrival, Dismissal, Breakfast/Lunch, Recess and Transitions.
- Exemplar Classroom Expectations (Print Rich and Routines)
- Student Handbook
- Canvas LMS
- ACCEL Management Platform (AMP)
- Cultural Responsiveness
- Close Reading
- OTES Process
- Testing Calendar
- Progress Monitoring, TBTs and Progress Reports

All Teachers:

Canvas 100- features and functions of the learning platform
Understanding the scope and sequence of the AMP courses

Virtual Teachers only:

Canvas 101- features and functions of the learning platform, best practices for engaging students virtually, and expectations of the virtual teacher

School Leadership Teams:

How to monitor and provide effective feedback to virtual teachers.

Families and Students:

We are having a virtual
Canvas 101 for students and families
Expectations for virtual learning
How to access support for technology concerns and questions regarding activities or assignments

