

School Name	Everest HS		
School IRN	011956		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	8/3/2020	Board President Signature	

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](#).

Option A – Students will continue to use remote learning while having access to the full curriculum on APEX. Students will have direct access to teachers via e-mail to get assistance needed. This option will be used when Franklin County is at Level 4.

Option B – Students will engage in remote learning and be required to come to school once a week to check in with teachers to resolve any issues that may have developed. This option will be used when Franklin County is at Level 3.

Option C – As the pandemic numbers decrease significantly, students will attend school on a regular basis and be supervised by teachers. This option will be used when Franklin County is at Level 2 or lower/

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?

Students are required to obtain an 80% or higher to get course credit. Students who achieved mastery, receive credit and move to the next course. Students who failed to receive 80% are required to re-take the course and complete additional coursework, as well as receive assistance from a teacher (either through days of attendance or virtually), so they can achieve mastery. This same process will be used in 20-21. In addition to the evaluation of work done on APEX, students will be given the MAP test later in the year to assess reading levels and math skills. Students are placed in APEX courses based on their previous achievement levels. APEX has basic and advanced course settings. Every student has an individualized learning plan that is followed for course placement and attaining credits.

Describe the method to be used for determining competency, granting credit, and promoting

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2020-2021 REMOTE LEARNING



**students to a higher grade level.**

Carnegie units are given to students who achieve an 80% or higher in each course taken using APEX. Students are promoted based on the number of credits they earn: Promoted to 10<sup>th</sup> grade with at least 5.5 credits, promoted to 11<sup>th</sup> grade with at least 11 credits, and promoted to 12<sup>th</sup> grade with at least 15.5 credits. Students choose their electives based on their interest in particular areas. Most of the time these choices are aligned with their individualized learning plan.

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

Teachers take attendance daily. Student are counted as present for the day if two assignments are completed and two quizzes is passed in the unit the student is currently working on. Student work can also include completed writing, review and/or vocabulary exercises. In terms of hours, a student needs to be logged in for at least 5 hours a day. Students who do not log in and do any work are marked absent for the day. Students who do not log in for three consecutive days receive a phone call and an e-mail. Our Intervention Specialist will hold Zoom meetings or have FaceTime with students on an IEP/504, as needed to comply with IEP/504. The 72-hour rule for withdrawal is followed.

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

Students are encouraged to actively e-mail their teachers with questions. This often leads to chats with individual students and helpful hints are given by teachers to assist students. Sometimes these hints involve web sites students can visit to get explanations about the content they are working in. Teachers use think, pair and share to get students to think logically through questions posed instead of just giving students with answers. Participation is documented by keeping e-mails and any other chats with students. APEX progress reports are also printed out and kept in student files to show their activity/participation. This data shows how long students spend on each assignment so Teachers can gauge if the work is being done.

**Provide a statement describing how student progress will be monitored.**

Teachers are assigned a group of students to monitor. Monitoring occurs daily and teachers log attendance data and student progress. APEX tracks student progress and daily activity so this is relatively easy. Teachers contact me when certain students have not logged in for five consecutive days and their attempts, starting at 3 days of inactivity, have been unsuccessful. I contact the parents or make a home visit to encourage student's activity.

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

All of the teachers working with students are certified in their subject area. Every student has the same access to the APEX; they are provided intervention with a certified intervention specialist. Students who do not have a computer to access the curriculum are provided one by the school. The school will provide internet access by working with their local provider, if this is an issue for any student. Gaps like reading difficulties, weak math skills, and other learning disabilities have been previously identified. These gaps are addressed in wither individualized instruction or group instruction depending on the level of intervention needed. During our remote learning time, these students will have zoom meetings with teachers and will be required to attend school once a week for intervention.

**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, teachers will be required to complete the annual trainings on line as school opens. Teachers will be required to attend a monthly meeting to receive updates on school operation and any professional development that is planned for the school year. At this time the following plans have been made: August 12 and 13<sup>th</sup> – on-line trainings –October 9<sup>th</sup> – Dealing with at-Risk Students: Motivation and Results, November 2<sup>nd</sup> – Improving Content Literacy



