

FRANKLINTON PREP HIGH SCHOOL REMOTE LEARNING PLAN 2020-21 SCHOOL YEAR

DESCRIPTION OF REMOTE LEARNING PLAN

Assuming all OHIO public health requirements are met, Franklinton Prep High School, is planning to reopen schools on August 10th, 2020 with a hybrid model. Despite the uncertainties and public health requirements, we believe we can create an educational experience that is rich, engaging and nurturing, while also prioritizing safety for students and staff members.

Students learn best when they are in school, however we also recognize the concerns of students and parents when it comes to in-person learning. We've created our plan with the following factors in mind: safety and public health criteria, student learning, and social emotional wellbeing.

The plan we have devised is subject to change because the coronavirus presents many unknowns and it incorporates measures designed to prevent the spread of infection, including but not limited to, wearing masks, hand washing, and social distancing.

This hybrid plan allows the option for all students to participate in 100% remote learning or the option to attend school in person. The in-person learning is being made available for, but not limited to, those who are deemed 'Ohio's most vulnerable', which are Special Education students, English Language Learners, students experiencing homelessness, students in foster care, justice-involved youth as well as those participating in Career Technical Programs that require a hands on component to complete their Industry Recognized Credential.

INSTRUCTIONAL NEEDS AND ASSESSMENTS

Upon commencement of the 2020-2021 School Year, all enrolled students will complete a *Remote Learning Needs* survey. The survey results will be used by school personnel to prioritize and determine instructional delivery needs of all students, food assistance needs, socio-emotional needs and a primary contact medium for all students since we know that all of these factors impact academic progress.

Student instructional needs will be determined through the use of student academic tracking, individualized graduation progress tracking, Career Technical Education progress tracking, Technology and Study Skills coursework, Apex Learning curricular programming, NewsELA implementation for reading comprehension support, MTSS implementation, PBIS implementation and Special Education Services. Further description of the components used to determine student instructional needs and documentation are listed as follows:

Remote Learning Needs Survey: All students will participate in this survey to communicate instructional needs and resources for the 20/21 SY. These include: internet access availability, access to technology device (Chromebook, computer, etc.) needs for food assistance, social-emotional needs,

and primary method of contact (social media, phone, email, home visit, etc.) We will also ask students if they plan to participate in 100% remote learning or a hybrid model allowing some time for in-person learning.

Student Academic Tracker: Student academic needs and academic progress will be documented for all students by school staff to ensure academic needs are being met, and to ensure all students are making adequate progress through coursework. The *Student Academic Trackers* are updated daily by school staff to inform all school personnel about individual student achievement levels, student active course schedule, student contact modality and frequency, course specific progress monitoring and daily assignment completion documentation. This will be the guiding document used to track attendance for students. If students are not making appropriate academic progress they will be contacted by the school to identify potential barriers and may be at risk of being withdrawn from the school.

Graduation Progress Tracker: All students will have access to a digital copy of their Individualized Graduation Progress Tracker available through their school-issued Google account. Graduation Progress Trackers include detailed information regarding specific courses completed, specific courses remaining for graduation, grade promotion information, and graduation pathway information (EOC results, ACT/SAT results, Industry Credential Certifications).

CTE Progress Tracker: All students participating in CTE programs will be tracked through school CTE Progress Tracking System. School personnel will track student progress in each CTE program. These are updated weekly to provide current achievement needs and completion documentation for all pathway program requirements. Google classrooms have been set up in all CTE programs so students choosing to participate in remote learning will be able to complete classroom assignments; however, these students will need to participate in the hands-on component within the school building. The school and CTE teachers will work with each student to set the schedule.

TSS (Technology and Study Skills) Course: All students will participate in TSS coursework upon enrollment in the 2020-21 School Year. TSS will be implemented to provide instruction and implementation activities that encompass school-utilized technology curricular tools, academic tools, career exploration tools, learning style inventory, study skills, internet literacy tools as well as a basic COVID health and safety precautions module. Results from this course will provide staff with vital knowledge of the technology skills required by students to participate in remote learning.

DETERMINING COMPETENCY, GRANTING CREDITS, PROMOTING STUDENTS

The method for determining competency, granting credits and promoting students will remain unchanged. The school will continue to follow their Education Plan and the board approved policies as

it did prior to COVID.

GRADING

Each student is required to complete weekly academic activities using on-line curriculum options (Apex Learning, Google Classrooms, NewsELA, etc.) or off-line activities (paper packets, written assignments from on-line curriculum tools) or a combination of both.

The curriculum assignments require a 70% mastery or better in order to progress in the course. Once all assignments have been turned in and graded, a final grade will be awarded and credit will be added to the student's transcript.

GRADE LEVELS/GRADE PROMOTION

As in the past, students will be assigned two academic courses at a time. Once a course is completed and credit is earned, students will meet with their academic advisor to gain enrollment into the next course needed to fulfill graduation requirements.

Below are the requirements that must be met for students to be promoted to the next grade level. Grade level promotion can occur at any point during the school year as long as these requirements are met.

Promotion to 10th Grade:

- 5 total credits
- 4 core credits required (1 ELA, 1 MTH, 1 SS, 1 SC)

Promotion to 11th Grade:

- 10 total credits
- 7 core credits required for promotion to 10th grade and 3 additional core credits. (1 ELA, 1 MTH, 1 SS or 1 SC)

Promotion to 12th Grade:

- 15 total credits
- 10 core credits. The 7 required for promotion to 11th grade and 3 additional core credits (1 ELA, 1 MTH, 1 SC or 1 SS)

ATTENDANCE POLICY

The school understands that there will be more barriers to attendance during the 2020/21 SY than ever before and that our population of students will be disproportionately affected by COVID-19. The school will follow the Guiding Principles for tracking attendance in a remote learning setting put forth by the Ohio Department of Education. These principles are familiar to the School since they are steps the

School has always taken when working with Ohio's most underserved students. The school will:

- Maintain contact information for students and families and build/maintain strong relationships.
 - The School will continue efforts to maintain the most up to date contact information for all students.
 - The School will frequently survey its students to learn more about their digital access
 - The School will continue to engage in and build long term trust. This requires frequent and meaningful communication regarding the importance of frequent attendance as well as offering solutions to remove barriers preventing frequent attendance.
- Pay attention to health and safety first
- Emphasize student presence and engagement
- Use data to drive decisions
- Leverage community partnerships that address the whole system
- Use a multi-tiered system to support the whole child.

Student attendance will be documented daily using the Academic Tracker. The Academic Tracker was designed to document students' participation in daily learning opportunities. Daily learning opportunities can occur through a variety of ways including, but not limited to, Apex Learning, NewsELA, Google Classrooms, paper packet completion, in-person learning, or contact with teacher via email, telephone or teleconference.

Daily Attendance will then be transferred into the Student Information System in Dasl. The School will continue to report attendance in hour increments. Students are given daily academic goals by their teacher which will account for 4.5 hours of learning opportunities per day. Due to the structure of our program, some students may be able to complete more than the goal each day while others may require additional time and support. Students attending in person for one of the 2-hour sessions will also be expected to complete the additional hours remotely, while students choosing to participate in 100% remote learning will be expected to complete all 4.5 hours per day remotely.

Ohio law requires that any student who, *without legitimate excuse, fails to participate in 72 consecutive hours of learning opportunities offered to the student by the School shall be automatically withdrawn.* Frequent attempts will be made to contact those students not completing the required hours of learning opportunities. If there continues to be no documented participation in the learning opportunities for 72 consecutive hours (equivalent to 16 school days), a student will be automatically withdrawn from the School as may be required by law.

Excused absences will be accepted and documented for all reasons outlined in Schools' policy and procedures and COVID illness or isolation will be included as a Personal Illness excused absence.

LEARNING OPPORTUNITIES

Learning opportunities will be the same whether students are participating in remote or in-person learning. While students may interact, complete assignments, and take assessments in different ways, the design behind remote learning tools is meant to mimic in-person interaction in the classroom. Using Apex Learning as the main platform for remote or in-person learning allows students to have access to high quality, standards based curriculum and the scaffolds and supports that expose them to grade level coursework. All core and elective courses are available through Apex Learning so students choosing 100% remote learning will not miss out on any learning opportunities if their unique situation prevents them from attending in person. All courses will provide students with the credits necessary to graduate with a high school diploma.

- Course Content – Learners will cover the same content with the same rigor and with the same performance expectations
- Pedagogy – The instructional methods and questioning techniques used during in-person instruction are still used in a remote classroom.
- Student Engagement – Learners are still required to be active participants in their courses. They will interact with the instructor and collaborate with others in the class.

Students will be able to participate in Asynchronous Learning where the students work independently in Apex on learning activities and assignments. They will also be able to participate in Synchronous Learning where the student will join an audio/visual enabled meeting space at the same time. This session may include whole group instruction led by the instructor and a small group of students.

These learning opportunities will be documented using the Academic Tracker mentioned previously. All Apex Reports, Google Classroom participation, and virtual contacts will be reported and documented to ensure all students are making progress towards the provided learning opportunities.



Google Classroom

PROGRESS MONITORING

Apex Learning offers several reporting tools to ensure progress is being made by students. Alerts can be set up for teachers when students are participating in asynchronous learning and are not making adequate progress. The Academic Tracker will also show staff members a weekly snapshot of all students' progress. A lack of progress will alert a teacher to step in and contact the student to provide additional support or instruction.

Course Completion Forms: Teachers are responsible for closing students out of classes upon completion and awarding final grades. The Course completion forms will be kept in a student's permanent academic file. The purpose of this is for accountability to all stakeholders and to identify students who are not making timely academic progress towards graduation.

NWEA/MAP: In previous years, the Schools used NWEA/MAP as a way to monitor student progress in the areas of Reading and Math in the Fall and Spring semesters. Although the Ohio Department of Education has decided to not continue the partnership with MAP, they are currently vetting additional vendors to use for the 20/21 SY. This will be updated as soon as ODE releases the information.

Graduation Tracker: The purpose of the Graduation Tracker is to establish a graduation plan for each student based on their unique wants and needs. Upon enrollment, a Graduation Tracker will be created for each student. This will guide the students' progression in courses as well as assessments until graduation is reached. Individual meetings are held with students who are not making adequate progress earning credits towards graduation.

Progress Monitoring for students with Special Needs: School will monitor key academic milestones or goals for each student using the parent/teacher observation forms completed by IAT members every two weeks. For students not making adequate progress based on measures above and observation forms submitted by students or parents, a meeting will be scheduled with student/parent.

EQUITABLE ACCESS TO QUALITY INSTRUCTION

Every student enrolled at the School will be offered the same learning opportunity. In remote learning classes, accessibility refers not only to each learner's ability to easily and effectively participate in the course but also to learners of all abilities to participate in the learning activities. For remote learning to be effective, learners must have access to the hardware, software and internet of sufficient speed and bandwidth to run the systems of the remote learning course. The survey that all students will complete at the beginning of the school year will provide the School with the information needed to address these needs. This may include loaning out of technology devices or assisting students in obtaining internet access. These must also be accessible for all students, including those with impairments and learning challenges. Apex Learning has features within the platform such as audio and visual enabled instruction to meet this need.

Additionally, Apex Learning platform includes a variety of activities that serve all types of learning styles. Instructors will consider Universal Design for Learning (UDL) when planning their synchronous and asynchronous instruction.

Supporting Students with Disabilities

Remote learning should be responsive to known equity issues. By definition (find details in the Defining and Deploying Remote Learning section), remote learning is a continuum of education delivery that can be both online and offline. The notion is that schools work with partners to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. Ohio's known equity issues include: Students with disabilities current circumstances may introduce new challenges for educators as they work to provide students with disabilities with educational services closest to the manner prescribed within their individualized education programs. Some students may experience an interruption in the process of identification or the process of developing an individualized education program. The School will maintain communication between teachers and students or families of students with disabilities. Intervention Specialists will be reaching out to identified students to discuss the student's individual needs. Intervention Specialists will provide services as well as hold IEP/ETR meetings whether in-person, by video, or over the phone as dictated by their Individualized Education Plan.

To ensure students with disabilities receive appropriate service time, push in and pull out service time will be implemented via a rotating schedule.

The schedule will be created for inclusion and will allow for some resource time as needed and/or written in the IEP. For inclusion, the ISs are expected to work with gen ed students as well as the students on their caseloads while in the general education classrooms.

Due to the need to socially distance students receiving services may have services provided virtually if a space is not available.

Directors will work collaboratively with the Intervention Specialist to schedule the resource room on a rotating basis.

- Teacher-student interaction through online learning platform: This option, when available, enables educators to engage with EL students frequently and consistently throughout the learning day using an online learning platform or learning management system. Examples of online learning platforms include Google Classroom. Educators can assign lessons while engaging with and supporting students through classroom discussions, online lessons and the completion of assignments.
- Online lessons for students to work on at home: This option allows educators to present students with lessons they can complete independently or with the help of an available family member or caregiver outside of an online learning platform.

- Offline lessons and instructional packets for students:

Remote learning plan can include thoughtful instructional packets (virtual or paper-based) and appropriate interdisciplinary, exploratory, hands-on activities. Screen time, if an option, should be balanced with learning that occurs offline and encourages student curiosity, discovery, and writing and journaling. Schools might have to exercise creativity when it comes to distributing instructional packets—perhaps with meal drop off and pickup at grab-and-go sites or through safe meeting sites. Educators should have some form of instructional communication loop with students and families.

ETR/IEP Meetings:

There has not been an extension to timelines. Meetings should be held with all team members within expected timelines.

- Call parent to schedule testing/meeting: (In person, Virtual, or Via Phone)
 - Make parent aware of need to update assessments (if appropriate).
 - Virtual assessments are not an option at this time.
 - If face to face testing is needed safety protocols must be followed.
 - wearing a mask
 - keeping 6 ft. social distance.
 - washing/sanitizing hands
- Attempts to conduct regular evaluations **must be documented!**
- Newly enrolled students (August-October 1) may need a review of record due to limited information upon enrollment. If this option is selected an updated evaluation must be conducted once we are back in full session.
- Record reviews are a last attempt for students who have been enrolled prior to March 2020, as updated data should be available.
- PR01 rationale must detail why a review of record is appropriate and include a follow up date within 8-10 weeks to conduct updated testing. If, in 10 weeks, we are continuing with remote instruction continue this process until testing can be conducted or is no longer appropriate.
- Plexiglas is an additional optional barrier (please see your director for approval)

Monitoring of services will be overseen weekly by the school director, Special Education Coach, and Director of Special Education.

Supporting English Learners

Teachers will maintain linguistically appropriate communication between English Learners (EL) whether remote or in person. Daily office hours will be available in person or via videoconference or phone.

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- Online lessons for students to work on at home: This option allows educators to present students with lessons they can complete independently or with the help of an available family member or caregiver outside of an online learning platform.
- Offline lessons and instructional packets for students: Remote learning plans can include thoughtful instructional packets (virtual or paper-based) and appropriate interdisciplinary, exploratory, hands-on activities. Screen time, if an option, should be balanced with learning that occurs offline and encourages student curiosity, discovery, and writing and journaling. Schools might have to exercise creativity when it comes to distributing instructional packets—perhaps with meal drop

off and pickup at grab-and-go sites or through safe meeting sites. Educators should have some form of instructional communication loop with students and families.

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PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional Development is important during this ever changing time. Since the initial school closure in March, all staff at the School have participated in several PD opportunities and will continue during the course of the summer and 20/21 SY.

ODE Health Guidelines

The school will provide training to all staff and students to provide them with the most current safety information regarding COVID-19 and adopt safety protocols according to the ODE Health guideline. The school will also provide information via CDC posters at the school, phone calls/letters home to inform parents and families of students of the schools' health and safety protocols in place during the pandemic.

All staff will complete a training module through Safe Schools specific to COVID-19.

All students will complete training on COVID -19 health and Safety related topics during their first few weeks of the 20/21SY. The lessons will be developed and delivered by teachers using programs such as google classrooms, Apex Learning or other educational programs. The ODE Health Guidelines will be our key resource for developing this course.



Educational Technology and Remote Learning Integration

All school staff are required to complete Google Educator Level One Training. We aspire as an educational organization that our teachers also complete the certification test. Many staff completed this during the initial school closure and new staff will work to complete within the first few months of the 20/21 SY. Staff will also have the opportunity to complete Google Educator Level Two Training as they develop their technology skills.

The school will participate in on-going training and support provided by Oakmont Education for teachers in Technology and Remote Learning Integration to improve our instructional strategies and to best meet the needs of our diverse student population. We strive to provide the most innovative, accessible, and engaging remote and in person academic programs to meet our students' diverse needs. Staff will also be encouraged to participate in training offered by organizations such as the local ESC, the school Sponsor, EdTech, ODE, Apex, Google, NewsELA and others throughout the 20/21SY.

FOOD SERVICE

Breakfast and Lunch will be available in a 'grab and go' option for all students choosing to attend school in-person. Students will be asked to pick up their breakfast/lunch and take it to their assigned classrooms to consume.

CERTIFICATION OF RESOLUTION
FOR
REMOTE LEARNING PLAN FOR THE 2020-2021 ACADEMIC YEAR

Franklinton Prep High School
(An Ohio Non-Profit Corporation)

The Governing Authority (the “Board”) of Franklinton Prep High School, (the “School” and the “Corporation”), a non-profit corporation organized under the laws of the State of Ohio, hereby resolves as follows:

WHEREAS the Governing Authority of Franklinton Prep High School is committed to providing educational opportunities to the School’s students in a manner that facilitates learning;

WHEREAS Community Schools must provide a minimum of 920 hours of learning opportunities;

WHEREAS the Ohio General Assembly has mandated via HB 164 that schools develop a Remote Learning Plan for the 2020/2021 Academic Year that incorporates:

- (1) A description of how student instructional needs will be determined and documented;
- (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
- (3) The school's attendance requirements, including how the school will document participation in learning opportunities;
- (4) A statement describing how student progress will be monitored;
- (5) A description as to how equitable access to quality instruction will be ensured;
- (6) A description of the professional development activities that will be offered to teachers.

IT IS HEREBY RESOLVED that the Franklinton Prep High School Board of Directors authorizes the Chairperson as authorized signatory to approve the Remote Learning Plan for the 2020-2021 Academic Year and instructs that a copy of the approved plan be submitted by the Sponsor to the Ohio Department of Education by the stipulated deadline. The Remote Learning Plan will be ratified by the Board at the next regular meeting of the governing authority.

APPROVAL AND ADOPTION OF RESOLUTION

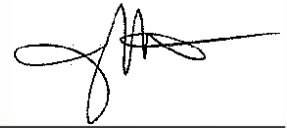
Motion approve the Remote Learning Plan (~~without~~/ with)

amendment(s), made by Nick Manno

seconded by Dedra Hurst.

Board Member Name/Initials	AYE	NAY	Other (Not present, abstain, etc.)
Dedra Hurst	✓		
Nick Manno	✓		
Michael Reidelbach	✓		
Owen Spaite			<u>Not Present</u>
Jessica Hricovec, President	✓		

Duly adopted by a vote of the Board on this 15 day of July, 2020.



_____, *President*
Franklinton Prep High School