

# Groveport Community School

## REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

Groveport Community School proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Groveport Community School intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the school year or portion of the school year. Groveport Community School will also deliver instruction through hybrid and/or virtual academy options if full- or partial-closure of campus is deemed necessary due to communicable disease outbreaks, health department or Governor’s orders, or administrative decision based on safety and health interests of our students, staff, and community. Details of these plans are included in the sections that follow.

The following is an overview of remote learning models if the school is not able to provide direct, on-campus learning as presented in its adopted education plan. Within each model, it is important to implement processes and practices that help students continue to move forward and develop the foundational skills and knowledge from the previous year. The use of concept mapping can support teachers and parents make connections across the years. Additionally, the school will continue to identify high-quality instructional materials that are conducive to remote learning of the essential curriculum. The school will work diligently to keep non-core classes that keep students engaged and motivated. In remote learning situations, expectations for student engagement and participation will emphasize the same rigorous approach as a direct, on-campus learning environment. All components of a remote learning model will be collaboratively developed and monitored among all stakeholders.

### Remote Learning Models

#### Option 1: Hybrid Model

M	T	W	Th	F
Cohort A			Cohort B	

**Model Overview:** Students will be assigned a specific cohort and report to the building two full days per week to allow for social distancing and reduced class sizes. Students will complete work independently on days they do not report to school using school-provided tablets/chromebooks and assignments via Google Classroom and/or other school-identified Learning Management System and other online learning programs (Renaissance, Flow360, STAR CBM, STAR Custom, AMIP, Accelerated Reader) and/or identified Learning Management System as determined by the school. The school will offer all students

a device at the beginning of the school year and a school device policy will be issued. During remote days, attendance and progress will be monitored based on time logged into assigned programs and completion of assigned work. Teachers will facilitate a combination of Synchronous lessons (Live online and conducted in real-time) and Asynchronous lessons (prebuilt instruction and course components, allowing students to complete them at the time and pace of their choosing) during both on-site and virtual days. Additional information on student participation and completion of work addressed in Section III.

Wednesdays will be used as 100% distance learning for students to allow for deep-cleaning of the building as well as provide teachers time for collaborative planning, professional development, individual/small group student check-ins and family communication. If necessary, students who may benefit from in-person, one-on-one or small group instruction could be considered to come to the building for this support if deemed necessary. These small groups will be contained to a specific area of the building/classroom to ensure the rest of the facility is cleaned appropriately.

Special Education teachers and related service providers will collaborate with general education teachers to schedule and provide required services to students. Rotated pull-out classes may also reduce the student-teacher ratios. Specials teachers will be included, to teach their respective content. These classes will be offered as a rotation to provide the necessary content and support to students for a well-rounded curriculum while also helping to reduce the student-teacher ratios.

Special Education evaluations will be scheduled on the day the student is assigned to be on campus. IEP meetings will be scheduled before or after school or during planning times on the assigned day the student is at school. Meetings will be held in person, via phone or virtually.

To the best of our ability, the school will work collaboratively with the family to ensure family members or those living in the same household, are assigned to the same cohort to allow for a consistent daily schedule between on-site and distance learning days.

## **Option 2: 100% Virtual (or Online) Academy Model**

**Model Overview:** Model will be implemented when full-closure of campus as deemed necessary due to communicable disease outbreaks, health department or Governor's orders, or administrative decision based on safety and health interests of our students, staff, and community. Teachers will deliver instruction virtually through a combination of synchronous and asynchronous lesson delivery.

Students will complete work independently using school-provided tablets/chromebooks and assignments via Google Classroom and/or other school-identified Learning Management System and other online learning programs (Renaissance, Flow360, STAR CBM, STAR Custom, AMIP, Accelerated Reader) and/or identified Learning Management System as determined by the school. Attendance and progress will be monitored based on time logged into assigned programs, participation during synchronous lessons virtually and completion of assigned work.

Students who may benefit from in-person, one-on-one or small group instruction could be considered to come to the building for this support if deemed necessary and it is safe to do so.

Special Education teachers and related service providers will collaborate with general education teachers to schedule and provide required services to students. Rotated pull-out classes may also

reduce the student-teacher ratios. Specials teachers will be included, to teach their respective content. These classes will be offered as a rotation to provide the necessary content and support to students for a well-rounded curriculum while also helping to reduce the student-teacher ratios.

Special Education evaluations will be scheduled on the day the student is assigned to be on campus. IEP meetings will be scheduled before or after school or during planning times on the assigned day the student is at school. Meetings will be held in person, via phone or virtually

## I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

As students return to school in the fall of 2020, it will be important to gauge where they are in terms of standards mastery as well as where students are in their acquisition and retention of knowledge from the 2019-2020 school year. Given the variability that will exist among students upon returning to school, it is imperative that individual instructional needs become much more personalized. The school will also focus on collaboration with family and community partners as a foundation for determining student instructional needs.

The school will continue to participate in all state-mandated diagnostic, formative and summative assessments to determine and document student instructional needs. These include the Kindergarten Readiness Assessment, 3<sup>rd</sup> Grade Reading Guarantee, and K-3 Literacy and Math Assessment. The school also participates in STAR Renaissance (STAR Reading, STAR Early Literacy, and STAR Math) **quarterly** to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses students within Tier II and Tier III of the MTSS process.

STAR Renaissance has adapted all programs including Accelerated Reader, Flow360, STAR CBM, STAR Custom, and AMIP for Math and Reading to support **both on-site and remote administration and student use**. Within a remote setting, the school will continue to use STAR Renaissance (Star Reading, Star Math, Star Early Literacy) to support comprehensive benchmark and formative assessments for screening, monitoring student mastery of standards and individual student growth and progress toward personalized learning goals. The school also uses Renaissance progress monitoring reports, instructional planning reports and Individual student goal setting for all students. . All Renaissance programs incorporate learning progressions aligned to Ohio's standards to show skills and standards students have mastered and which skills students are ready to learn next.

When students are on-site in the school building, teachers will continue to provide direct instruction to students, assessing students for instructional needs, and provide targeted interventions for students as needed. Students will be provided tablets and/or chrome books when they are working remotely. Students will be provided access to online learning platforms for remote learning including but not limited to the following: Accelerated Reader, Flow360, STAR CBM, STAR Custom, and AMIP. Each week, staff will inform students about which online activities to complete in the provided platforms. Classroom teachers and other instructional staff will monitor completion for additional instructional needs. Teachers will provide other remote learning work for students to complete for reinforcement.

Student engagement can easily be compromised by the lack of face-to-face interaction. It is important to note that the affordances of technology and of online learning overlap in many ways with the needs of English learners and students with disabilities. Fortunately, there are several strategies that can help teachers keep all students engaged while learning remotely.

Documentation process of student completion of assignments will be tracked using Renaissance, Google Classroom, and Clever. Teachers will monitor student engagement, as well as, the completion of remote learning assignments for hybrid and 100% virtual. Teachers will contact families of students not meeting the expectation of requirements of completion to resolve. If completion does not improve, the teacher will inform the administrative staff. The administrative will reach out to the family to attempt to increase participation.

## II. METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGHER LEVEL

### **Address the Following:**

- Mastery of specific grade level standards/proficiency
- Assigning grades/credit
- Considerations of year-end promotion.

**In-Person/Traditional Brick and Mortar:** Competency is determined through in-class work and assessments. Granting credit for assessments and in-class work will be based on the school's current grading system. The school's current board approved promotion and retention policy will continue to guide decisions.

**Hybrid Model:** Competency is determined through in-person assessments. Granting credit for assessments and in-class work will be based on the school's current grading system. Granting credit for online practice (example: STAR Custom) will be a participation grade. Promotion will be based on completing **70%** of online work as well as being proficient in **3** or more subjects, according to the student's report card. The school's current board approved promotion and retention policy will continue to guide decisions. Individual decisions or promotion or retention can be made at the administrator's discretion.

### **100% Virtual or Digital Academy**

Competency is determined through live zoom discussions to deter parents/families from answering on behalf of students and to get a true understanding of what they understand. Granting credit for assessments will be based on the schools current grading system, assessments will be taken live. Granting credit for online practice (example: STAR Custom) will be a participation grade. Promotion will be based on completing **70%** of online work as well as being proficient in 3 or more subjects, according to the student's report card. The school's current board approved promotion and retention policy will continue to guide decisions.

**Note:** In order to maintain a high-level of rigor and student participation and engagement, the school will expect 100% completion and participation regardless of the model implemented. However individual student circumstances will be reviewed and considered on an as-needed basis.

Additional considerations for determining competency and individual student growth include the following:

- Establish regular check-ins (student conferencing) and opportunities for students to share work, collaborate, ask questions and set individual learning goals.
- Provide different modes and tools to provide ongoing, targeted and meaningful feedback.
- Support students' ability to self-asses their own growth within established learning activities. (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)
- Adapt formative assessment methods, and the ways in which evidence of student learning is collected (e.g. this may include using digitally based strategies to formatively assess and gauge student progress).
- In the absence of online opportunities, using phone calls or emails to measure student's achievement and progress.

### **III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES**

The school will document evidence of student attendance and participation. Classroom teachers will be responsible for assigning and tracking student participation in a set number of hours per week and taking such attendance daily. Attendance and participation will be "reported" in EMIS as actual time (i.e., hours). In other words, the method of tracking time will need to be converted into estimated hours of participation when students are engaged in individual learning.

Each day, students will participate in both synchronous lessons (Live online and conducted in real-time) and asynchronous lessons (pre-built instruction and course components, allowing students to complete them at the time and pace of their choosing) during both on-site and virtual days. The school will communicate daily and weekly expectations for student participation and emphasize that multiple approaches will be used to ensure student engagement.

During synchronous learning time, student attendance will be track similar to in-person learning based on the number of hours the student is participating in such learning.

During asynchronous learning time, evidence of participation (or lack thereof) will be monitored.

For students in the building, standard attendance taking procedures should be applied daily as in the past. For students working remotely on any given day, their attendance will be tracked and monitored using one or more of the following processes:

- Engagement with online learning as evidenced by logging in to online classes, curriculum, work activities, or similar.
- Attendance in Classes and Tutoring sessions
- Attendance in online classes
- Attendance in online collaborative learning groups

- Participation in projects assigned by the school
- Participation in tutoring and/or academic guidance via phone, or by teacher/student correspondence via email, text, or other communication tools available to both students and teachers.

The School will continue to follow the requirements regarding automatic withdrawal of students who fail to participate in 72 consecutive hours of learning opportunities.

#### IV. STUDENT PROGRESS MONITORING

The following is a brief description of the screening diagnostic, formative and summative assessments used to evaluate student knowledge and skills. The school participates in all state-mandated diagnostic, formative and summative assessments. These include the Kindergarten Readiness Assessment, 3<sup>rd</sup> Grade Guarantee, and K-3 Literacy and Math Assessment. The school also participates in STAR Renaissance (STAR Reading, STAR Early Literacy, and STAR Math) **quarterly** to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses students within Tier II and Tier III of the MTSS process.

STAR Renaissance has adapted all programs including Accelerated Reader, Flow360, STAR CBM, STAR Custom, and AMIP for Math and Reading to support **both on-site and remote administration and student use**. Within a remote setting, the school will continue to use STAR Renaissance (Star Reading, Star Math, Star Early Literacy) to support comprehensive benchmark and formative assessments for screening, monitoring student mastery of standards and individual student growth and progress toward personalized learning goals. The school also uses Renaissance progress monitoring reports, instructional planning reports and Individual student goal setting for all students. All Renaissance programs incorporate learning progressions aligned to Ohio's standards to show skills and standards students have mastered and which skills students are ready to learn next.

Teachers will continue to utilize regular formative and summative assessments as part of the instructional cycle and/or as part of the Ohio Improvement Process through Teacher Based Teams (TBTs) and regular collaborative planning and targeted data discussions.

As presented above, the following considerations will support on-going student progress monitoring and individual growth within a remote setting.

- Establish regular check-ins (student conferencing) and opportunities for students to share work, collaborate, ask questions and set individual learning goals.
- Provide different modes and tools to provide ongoing, targeted and meaningful feedback.
- Support student's ability to self-asses their own growth within established learning activities. (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)
- Adapt formative assessment methods, and the ways in which evidence of student learning is collected (e.g. this may include using digitally based strategies to formatively assess and gauge student progress).
- In the absence of online opportunities, using phone calls or emails to measure student's achievement and progress.

## **V. ASSURANCE OF EQUITABLE ACCESS**

Within a remote learning environment, ensuring equitable access to students will require considerations and discussions focused on the following: student access of technology, home learning environment and setting, student learning and engagement, attendance, modality of communications and assessment of student growth and achievement:

The school will conduct regular and ongoing family surveys to gauge accessibility needs and family experiences in a remote setting. The school will analyze survey data to adjust remote learning plans as needed to ensure equitable access within the school community. The school will focus on the following areas to support equitable access within the school community.

1. Technology access (hardware and connectivity) Do they have access to the internet? How familiar are students with the device and necessary support to ensure they are familiar with navigating its features?
2. Capacity of families to support students educational needs and provide a learning environment conducive to student growth and achievement in a remote setting.
3. Transportation, meals and child care concerns
4. Individual family health concerns and fears related to the COVID-19 pandemic
5. Student support teams and additional services may need to be developed to support non-engaged students and families

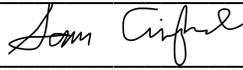
## **VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT**

The school will provide teacher professional development in collaboration with ODE, sponsors and instructional leaders within the school building. Professional development will focus on the following:

- Remote learning (student relationships, assessments, using platforms/LMS to develop lessons, documentation)
- SEL/Trauma/Mental Health
- Parent Collaboration
- Implicit Bias training
- Teacher Self-Care
- GenEd working with Special Ed
- Content and strategy within a remote learning environment

This document defines remote learning as learning that occurs when the learner and educator, or source of information, are separated by time and distance and, therefore, cannot meet in a traditional classroom setting. We use remote learning as a broader term that can include distance learning, online learning, virtual instruction or remote training. This document intentionally does not use the term distance learning, which is often internet-based instruction.

Date of Board Approval: August 14, 2020

Authorizing Signature for the Board: 

School Leader Name: Sam Craighead, Board President

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