

School District Remote Learning Plan

Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year in accordance with [Section 16 of Sub.H.B. 164 of the 133rd General Assembly](#). The submission date of July 31, 2020 has been extended to August 21, 2020 for the qualifying public school to submit the adopted plan to the Ohio Department of Education. An adopted plan shall not be subject to approval by the Department.

"Qualifying public school" means a school district, a community school, or a STEM school that has not been approved to use a blended learning model in accordance with section 3302.41 of the Revised Code for the 2020- 2021 school year.

For all requirements and recommendations needed to adopt a Remote Learning Plan, please visit our [Remote Learning web page](#) and review the checklist provided by the Ohio Department of Education.

If you have already notified the Ohio Department of Education that you will be implementing a Blended Learning Model for the 2020-2021 school year, you may submit an updated Blended Learning Declaration Form and indicate that you are discontinuing the Blended Learning Model.

A qualifying public school governing body may submit its plan to the Ohio Department of Education by completing the following form, submitting its Remote Learning Plan and emailing both items to: remotelearning@education.ohio.gov

Check all the boxes that apply.

- I am submitting my district's Remote Learning Plan.
- I am providing an amended version of my district's Remote Learning Plan.

School Year: 2020-2021

District/Name: Hardin Community School

IRN: 011324 County: Hardin

Name and Title: Wade Melton, Director

Signature: _____ Date: 08/14/2020

Email: wademelton@hardinohio.us

Phone: 419-673-3210 x1007

Remote Learning Plan Checklist

Requirements, as indicated in House Bill 164.

The Remote Learning Plan includes the following:

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

Recommendations and Best Practices

- Fixed schedules:** Courses have established schedules for teacher-led instruction.
- Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
- Clear expectations:** Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
- School and Community Communication Plan:** The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.

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| | |
|-----------------------|-------------------------------------|
| District/School Name: | Hardin Community School |
| Address: | 400 Decatur St., Kenton, Ohio 43326 |
| Contact: | Wade Melton |
| IRN: | 011324 |

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (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... The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelarning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).

Consider how instruction will take place? (check all that apply)

- Teacher-student interaction through online learning platforms
- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

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How Will School Start on August 19th?

Hardin Community School's (HCS) Return to School Guidelines explain the procedures and protocols for Hardin Community School students with an emphasis on a layered approach to COVID-19 virus mitigation. Plans in the guidelines are subject to change as new information becomes available or as new situations arise related to COVID-19.

Note: This plan is a working document. As public situations and Public Health guidance changes this plan will also change to maintain the greatest safety for our students, staff, and their families.

HCS return to school plan includes three important components:

As HCS opens school the goal will be to phase-in and transition for more or all of our students to be in the building, but early on we want to make sure that we understand how our students and staff operate (work out the bugs) with less capacity in the building and then to increase capacity as it is appropriate.

Plan A: Blended Remote Learning (HYBRID)

This model has our students physically in school by dividing our students into two groups in order to maintain the CDC's recommended six-feet of social distancing. Each student will develop and follow an individualized Student Learning and Success Plan (includes academics and workforce/career planning). Group A will attend two days per week in class (Monday/Tuesday) and Group B will attend two days a week in class (Thursday/Friday) while Wednesdays would not be an in-person school day and instead allow time for disinfecting the building, collaboration, outreach, mediation, and allow teachers to manage remote learning. Students, when not in school the other three days of the week, will work remotely on school assignments from home and participate in workforce/career planning and activities led by staff of the Comprehensive Case Management and Employment Program (CCMEP) at Hardin County - Ohio Means Jobs. The CCMEP program will have students complete the career cluster assessments, career profile, complete mock job interviews, complete a resume, and participate in Industry Credential learning, employment opportunities, job shadowing, completion of Ohio seals, and participate in apprenticeships and internships (motivated by incentives) (incentives are Appendix A). Student learning will be enriched with group-based work and teacher-led instruction. Attending two days a week will provide students with accountability (completing their work off site and completing quizzes, tests, small group work on site) Teachers will design learning activities (Virtual Learning Academy VLA) for students to complete in the days they are not in school. Combining Face-to-Face Learning with Online Learning will provide a blended format that will keep HCS students prepared for either fully returning to the classroom or operating remotely.

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Plan B: HCS Virtual (Available 2020-2021 ONLY unless school returns to a normal 5 days a week schedule at which point Plan B will no longer be available.)

For parents and guardians concerned about their family's or their student's health in an in-person school environment, a full-time digital learning option using the same curriculum used in the classroom (written by certified Ohio teachers and meets Ohio standards) is available. HCS will offer grades 6–12 the VLA curriculum which includes both virtual time with teachers and digital classroom lessons.

We are glad to offer this option.

Importantly, students who enroll in HCS Virtual for the upcoming academic year can make this choice on a 9 weeks basis unless HCS returns to a normal schedule with all students in the building five days a week.

Plan C: The ability to quickly flex to all remote learning.

Throughout the academic year, we will continue to follow guidance from Governor DeWine, the Ohio Department of Health, the Ohio Board of Education and the Hardin County Health Department regarding the overall health and transmission risk within our state and the community. We are prepared to transition to a completely remote environment should that be necessary.

It's important to note that current CDC guidance recommends schools close for two to five days for deep cleaning and monitoring of symptoms in the event of a confirmed case. This document is fluid and will change based on the best evidence-based information provided by the Ohio Department of Health and the Ohio Department of Education. Their direction will determine how long school might close in the event of an outbreak, we all need to be prepared to make this transition quickly and smoothly.

We learned a lot during the state closure, and we also received feedback from parents and staff about how to improve the experience. As a result, remote learning will look much different than it did in the spring, including:

- Detailed requirements in place to ensure a consistent remote learning experience,
- Clear communication for students and families,
- Access to technology and Wi-Fi, and
- More robust paper packets connected to specific curriculum.

Health and Safety Protocols

We understand any return-to-school plan presents risks. For this reason, we have developed health and safety protocols based on guidance provided by the Centers for Disease Control, the World

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Health Organization, and any state of Ohio direction that is provided in the next several weeks. The following protocols will help protect our staff, students and families as much as possible.

These protocols will include:

- Rigorous prevention techniques, including at-home and in-school health assessments, temperature checks, and staff and student mask-wearing (staff is mandatory and students are strongly recommended);
- Quick decision, communication, and, as necessary, isolation protocols in response to confirmed cases of COVID-19; and
- Masks and hand sanitizer will be available to staff and students. Students will have assigned seats.

Specifically:

- Social Distancing (6 feet) will be enforced whenever possible;
- Hand Sanitizer will be provided in multiple locations throughout school;
- Hand Washing for a minimum of 20 seconds will be encouraged multiple times each day;
- Masks are required for staff and strongly recommended for students (provided if needed) when on buses and in school buildings (evidence continues to mount on the role and importance of wearing face coverings to interrupt the spread of COVID-19. Face coverings protects both the wearers and those they come in contact with). If under Governor DeWine's order or if Hardin County is on Level 3 or Level 4 of Ohio's Public Health Advisory Alert System rating face coverings will be required for students as well;
- Symptom checklists will be completed at home and upon arrival to school and temperatures taken;
- Daily and rigorous cleaning protocols will be followed: classrooms, offices, and lobby furniture will be cleaned with EPA approved cleaning solutions at the beginning and end of each school day, door handles, sink faucet handles; restroom stall doors, and eating areas will be cleaned minimally every two hours during each day's operation;
- Nutritious meals will continue to be served daily (NOTE: The water fountain will not operate) (students should plan to bring a water bottle with water);
- Visitors to the building during the pandemic will be discouraged. All visitors will be required to follow the safety protocols and wear a face covering. Face coverings will be provided to any visitor upon request.

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411.1 Use of Face Masks/Coverings

The health and safety of students, staff, and volunteers is paramount to the School. For this reason, and in light of the COVID-19 pandemic, state and local health orders, and guidance from the Ohio Department of Education, the School will comply with this policy for the 2020-2021 school year.

The School will follow the mandates and requirements set forth by the federal, state, and local governments, the Center for Disease Control (“CDC”), Ohio Governor, Ohio State Department of Health, local county health department, Ohio Department of Education, and other applicable entities (“Directing Entities”) as it relates to the protecting the health of students. If any of these Directing Entities or the School administration requires staff, students, and/or visitors to wear face masks/coverings while attending school, reporting to work at a school, or visiting a school, the School will follow and enforce such directives. If any part of this policy conflicts with applicable mandates or requirements from these Directing Entities, the School will comply with the applicable mandate or requirement.

Except as provided herein, all students, faculty, staff, and volunteers shall wear face masks/coverings at all times when:

- In any indoor location including, but not limited to, classrooms, gymnasiums, offices, locker rooms, hallways, cafeteria, and/or locker bays;
- Outdoors on school property and unable to consistently maintain a distance of six feet or more from individuals who are not members of their household;
- Waiting for a school bus outdoors and unable to maintain a distance of six feet or more from individuals who are not members of their household; or
- Riding a school bus.

To the extent that the School provides transportation services for its students, students shall be required to wear face masks/coverings while being transported on school buses. If a student receives transportation services through a school district transportation provider that requires face masks/coverings, the School will follow and enforce such directives, to the extent permitted by law and state and federal guidance.

Visitors will also be required to wear a face mask/covering while in any indoor location on the school’s property, and while outdoors on school property and unable to consistently maintain a distance of six feet or more from individuals who are not members of their household.

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In implementing this policy, consideration should be given for the age and developmental level of the child and the physical situation the child is in at that moment. Face masks/coverings are most essential in times when physical distancing is difficult.

At minimum, face masks/coverings must:

- Cover an individual's mouth, nose, and chin.

In addition, it is strongly recommended that face masks/coverings:

- Fit snugly against the side of the face so there are no gaps;
- Not create difficulty breathing while worn; and
- Be held secure through either a tie, elastic, etc. to prevent slipping.

Face masks/coverings shall not include masks designed to be worn for costume purposes, and all face masks/coverings shall meet the requirements of the appropriate dress code policies and code of conduct. Procedural and surgical masks intended for health care providers and first responders should be reserved for appropriate occupational and health care settings.

Exemptions. The requirement to wear a face mask/covering does not apply when:

- The individual has a medical condition including respiratory conditions that restricts breathing, mental health conditions, or a disability that contraindicates the wearing of a face mask/covering;
- The individual is communicating or seeking to communicate with someone who is hearing impaired or has another disability, where an accommodation is appropriate or necessary;
- The individual is actively participating in outdoor recess and/or physical activity where students are able to maintain a distance of six feet or more or athletic practice, scrimmage, or competition that is permitted per Ohio Department of Health Order;
- The individual is seated and actively consuming food or beverage;
- Where students and staff can maintain distancing of at least six feet and removal of the face mask/covering is necessary for instructional purposes, including instruction in foreign language, English language for non-native speakers, and other subjects where wearing a face mask/covering would prohibit participation in normal classroom activities, such as playing an instrument;
- Students are able to maintain a distance of six feet or more and a mask break is deemed necessary by the educator supervising the educational setting;
- The individual is alone in an enclosed space, such as an office; or
- When an established sincerely held religious requirement exists that does not permit a face mask/covering.

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The School Principal or his/her designee shall have the authority to determine if and when masks may be temporarily removed pursuant to an exemption in consultation with local health authorities and state and federal guidance.

Face shields that wrap around the face and extend below the chin can be considered as an alternative, in the sole discretion of the School, where an exemption applies.

The School is required to provide written justification to the local health officials, upon request, explaining why a staff member is not required to wear a face mask/covering in the School.

Exemptions will be considered on a case-by-case basis. If any of the above exemptions are applicable, a request for such exemption must be submitted in writing to the staff member's supervisor, or in the case of a student, to the School Principal or his/her designee, and a decision on the request will be provided in writing by the School. An individual may, on a case-by-case basis, be required to wear a face shield or other face mask/covering as appropriate for an accommodation of this face mask/covering requirement. The School may also discuss other possible accommodations for the student or staff member. Such discussion shall follow applicable law and School policies and procedures for requests for accommodation, including but not limited to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Any school nurse or staff member who cares for individuals with COVID-19 symptoms must use appropriate personal protective equipment ("PPE"), provided by the School, in accordance with Occupational Safety and Health Administration ("OSHA") or Public Employment Risk Reduction Program ("PERRP") standards***.

If face masks/coverings are required, and no exemption has been applied, students and/or staff who violate this policy shall be subject to disciplinary action in accordance with the applicable Student Code of Conduct/Student Discipline Code, staff handbook, and in accordance with policies of the School.

***Note regarding this policy: the Board shall comply with PERRP and OSHA requirements for all Board employees. However, School staff members employed by a management company are subject only to OSHA requirements and are not subject to PERRP requirements provided above.

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----- 20'-----



----- 34'-----

Classroom #28 measures 34' long by 20' wide. Length runs East to West. This classroom will house 1 teacher and 9 students with 6' distancing possible. Assigned students will eat in the classroom.



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----- 24'-----



----- 25'-----

Classroom #12 measures 25' long by 24' wide. Length runs East to West. This classroom will house 1 teacher and 7 students with 6' distancing possible. Assigned students will eat in the classroom.



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| SECTION ONE | INSTRUCTIONAL NEEDS |
|--|---|
| Resource Link(s): | Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth |
| Determining Instructional Needs | <p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Instructional Sequencing • Aligned Instruction to Learning Standards • Gap Analysis for ELA, Math, Science, and Social Studies • Created a plan for IEP and students with disabilities • Created a plan for students identified as gifted served with a Written Education Plan (WEP) |
| | <ul style="list-style-type: none"> • Students will participate in Pre-Course exams. • Students will participate in Course quizzes and exams. • Students will participate in End-of-Course-Exams, ACT, and tests specified for an Ohio Dropout Recovery Prevention (DORP) School. • Student records will be requested from the student’s previous school(s) including test scores, ETRs, and IEPs. • Intervention Specialist, School Psychologist, and teachers will review records and monitor test scores, determine possible resources that will assist the student, and implement a plan to remediate student weaknesses. |
| Documenting Instructional Needs | <p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders |
| | <p>All instructional needs will be included in each student’s success plan.</p> |
| | <p>All courses/curriculum is aligned to Ohio’ Learning Standards. Content is well-rounded and provides for critical thinking, foundational knowledge and skills building, and gives opportunities for social and emotional learning.</p> |

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| SECTION TWO | DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL |
|---|--|
| Resource Link(s): | District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities |
| Determine Competency | What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments) |
| <p>Hardin Community School will require that all student completed work (lessons, quizzes, papers, assignments, and exams) result in a score of a minimum of 75%. If the score is below 75% the work will be returned to the student with recommendations to improve the score.</p> | |
| Granting Credit | What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments) |
| <p>Once the score is at least 75% a grade will be awarded. VLA courses are 18 lessons for a half credit and 36 lessons for one credit.</p> | |
| Promoting Students | What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments) |
| <p>Students, utilizing their individualized Student Academic and Success Plan, will indicate how many credits the student must earn (a total of 20 credits to graduate) to be on track to graduate on time (4 years from the year they entered 9th grade). Each earned 5 credits results in moving to the next grade in high school.</p> | |
| <p>The HCS Governing Board approved promotion/retention policy will guide decisions.</p> | |

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Policy 243 Reporting Student Progress and Grades

The School will utilize a range of assessment methods to judge student performance. The School recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the School's Program. See also Policies 203 to 203.5 on Parent Involvement.

The Board believes that the School's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level, kindergarten through 12.

The Director or his/her designee shall develop procedures for grading which:

1. Have clear, consistent criteria and standards particularly when grades are based on subjective assessment;
2. Help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade; and
3. Provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the Director or his/her designee.

Policy 245 Promotion and Retention Policy

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences. The grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third-grade reading guarantee requirements.

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Promotion

A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Director, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention

A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Director and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Director or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Director identify that a student's promotion could be in jeopardy.

Factors

Teachers and the Director will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress; and
- Any other factors thought to be appropriate by the Director, teacher(s), and professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments;
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;

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- 5th grade English language arts, math, and science achievement assessments;
- 6th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 7th grade English language arts and math achievement assessments; or
- 8th grade English language arts, math, and science achievement assessments.

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is a limited English proficient student who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3; or
- All of the following apply:
 - The student is a student with a disability;
 - The student has taken the third grade English language arts achievement assessment;
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; and

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- The student previously was retained in grades K-3.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction in the fourth grade, including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the fourth grade at the Director's discretion.

Intervention

Annually, the School will assess the reading skills of each student enrolled in grades 1 to 3 by September 30, and in kindergarten by November 1, and will identify students who are reading below grade level, except those students with cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis. The students' classroom teachers shall be involved in the assessment and identification of students reading below grade level; however, such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the student.

For students reading below grade level, the School will:

- Provide written notification to the student's parent(s) that includes the following:
 - A statement that the student has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the student;
 - A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the

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student is exempt; and

- A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in knowing whether the student is reading at or above grade level and is ready for promotion.
- Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency, including research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and targeted at the student's identified deficiencies.
- Develop a reading improvement and monitoring plan within sixty (60) days after receiving the student's results on the diagnostic assessment. The plan must include:
 - Identification of the student's specific reading deficiencies;
 - A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
 - Opportunities for the student's parent(s) to be involved in the instructional services and support;
 - A process for monitoring the extent to which the student receives the instructional services and support;
 - A reading curriculum during regular school hours that does all of the following: assists students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student's reading process; and
 - A statement that if the student fails to attain a level designated by the Ohio Board of Education on the assessment to measure skill in English language arts expected by the end of the third grade, the student may be retained in the third grade.

Teacher Qualifications

Each student with a reading improvement and monitoring plan shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable; or
- Completed a master's degree program with a major in reading; or
- Was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education; or

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- Was rated “above expected value added” in reading instruction, as determined by criteria established by the Ohio Department of Education, for the most recent consecutive two years; or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction approved by the State Board of Education; or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

The student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria and is assigned a teacher mentor who also meets the qualifications above.

A student with a reading improvement and monitoring plan who enters the third grade after July 1, 2013 but prior to July 1, 2016, a student who is an English language learner and has been in the United States for three years or less, or a student who has an IEP may be assigned a teacher who holds an alternative credential approved by the Ohio Department of Education or who has successfully completed training based on principles of scientifically research-based reading instruction approved by the Ohio Department of Education. Beginning July 1, 2014, the alternative credentials and training must be aligned with the reading competencies adopted by the State Board of Education.

Nothing in the Third Grade Guarantee prevents a student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

A teacher other than the student’s assigned teacher may provide any services required under the Third Grade Guarantee, provided that the teacher meets the qualification requirements and that the assigned teacher and Director agree to the assignment. Any such assignment of services must be documented in the student’s reading improvement and monitoring plan.

Reporting Requirement

The School shall annually report to the Department of Education its implementation and compliance with the Third Grade Guarantee.

When a student enrolls in the School, the School will provide the parent(s) with a copy of the most recent School report card.

R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq.

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| SECTION THREE | ATTENDANCE AND PARTICIPATION |
|--------------------------------|---|
| Resource Link(s): | Communications Planning |
| Attendance Requirements | <p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created a communication and attendance plan for staff and students |

IN-PERSON ATTENDANCE

- The educational program offered by HCS is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.
- In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a verbal or written statement of the cause for such absence. The HCS Board of Education reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.

IN-PERSON STUDENTS ON PROBATION

- Students on probation will follow probation rules regarding school attendance, 3. (A) “You shall attend school on time, every day school is in session, unless medically excused. A doctor must complete the Court prescribed excuse form and it shall be given to the school and your Community Control Manager within 24 hours of your first absence. The form(s) shall cover each day of absence.”
- Repeated infractions of HCS Board policy on attendance may result in intervention including court intervention. Additionally, charges of truancy may be filed.
- The HCS Board considers the following factors to be reasonable excuses for time missed at school:
 - A. Personal illness
 - B. Illness in the family necessitating the presence of the child
 - C. Quarantine of the home
 - D. Death of a relative
 - E. Necessary work at home due to absence or incapacity of parent(s)/guardian(s)
 - F. Observation or celebration of a bona fide religious holiday
 - G. Out-of-state travel (up to a maximum of four (4) days per school year) to participate in a School-approved enrichment or extracurricular activity

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Any classroom assignment missed due to the absence shall be completed by the student.
H. Such good cause as may be acceptable to the Superintendent

- Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the HCS Board.
- The HCS Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

| | |
|-----------------------------------|--|
| Participation Requirements | <p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders |
|-----------------------------------|--|

IN-PERSON and REMOTE STUDENT PARTICIPATION

- Students are enrolled in school a minimum of 1074 Hours each year. HCS provides students an opportunity to receive instruction or learning activities. Students are awarded participation hours based on academic progress and time on task. The curriculum is available 24/7. When the student is working remotely, he/she has the flexibility to choose when to access his/her curriculum. Weekly contact minimally with your homeroom teacher is required on the days you work remotely.
- Students must participate in learning opportunities five days per week for a minimum of 26 hours. A remote student's week is defined as Sunday through Saturday. These hours can be a combination of online and offline activities.
- Students log in and participate in the online curriculum and demonstrate adequate progress with completion of a minimum of one unit per class per week.
- Off-line hours are hours spent doing coursework while not logged into VLA and are tracked by the use of the activity log. Activities such as reading, watching curriculum-based videos, and working on worksheets are examples. Please remember to describe the activity and list start and stop times.
- Students can participate in workforce/career-based learning
- Students can participate in pre-approved service-learning activities.
- Students can participate in virtual field trips.
- Teachers may track student participation in the out-of-school setting based on attendance in any synchronous lesson or through evidence of completion of asynchronous work or lessons through log-in data, completed assignments, teacher logs, and/or any other data available

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through online platforms. The School will communicate attendance requirements upon enrollment or at the start of the year, and staff will regularly communicate attendance and documentation expectations.

- Notwithstanding any provision to the contrary in Board policies, consistent with Department of Education guidance, to the extent students are absent due to COVID-19, including if there are technical difficulties accessing a lesson, if transportation is impossible due to a COVID-related impediment of the student or family member, or any other reasonable cause, the administrator may excuse such absence pursuant to his/her reasonable discretion. Further, also consistent with state guidance, notwithstanding any note requirement in policy, the School will accept verbal or emailed communications to justify any absence, and the School will log such communications internally.

The HCS Governing Board approved attendance policy will guide attendance requirements.

Policy 251 Attendance/Truancy/Withdrawal

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).

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3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays consistent with the child's truly held religious beliefs.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. The existence of an emergency condition at home such as absence, illness, or death of the parent.
12. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
13. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
14. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
15. Absences due to hours beyond the minimum amount of clock hours per day required for kindergarten students under the law if the School operates an all-day kindergarten program.

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16. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence, including COVID-related circumstances not associated with the other enumerated items.
17. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.
2. May not materially endanger the child's educational welfare and scholastic advancement.

Withdrawal

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities without excuse prior to November 1, 2018 will be automatically withdrawn from the School. After November 1, 2018 a student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her

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designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five (5) minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for two (2) hours of that day).
- Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).
- Track tardiness and early dismissals to the nearest 15 minutes (not to exceed sixty (60) minutes) of missed instruction for each instance of tardiness or early dismissal per day.

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Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurse's office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian,

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guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;

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5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an AIT plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the AIT plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth-class misdemeanor if found guilty.

Reporting

The School shall report to the Ohio Department of Education, as soon as practicable, any of the following occurrences:

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1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02.

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| SECTION FOUR | PROGRESS MONITORING |
|--|---|
| Resource Link(s): | Exceptional and At-Risk Youth |
| Progress Monitoring | <p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Developed a Plan to monitor student progress with remote learning |
| <p>Teachers will maintain a continuously updating Excel Spreadsheet that lists Student, lessons to complete and completed, hours completed, grades earned, and whether the student is on track as determined by academic goals listed in individualized Student Academic and Success Plan. The Excel Spreadsheet will be viewed by teachers, staff, and administration. Incentives will be awarded to students on track or ahead of on track. Students will be encouraged and challenged if they didn't meet their weekly goals. If weekly goals are consistently missed individualized consequences will be determined and applied.</p> | |
| <p>The spreadsheet will be updated twice weekly and reviewed minimally weekly. Likely interventions when not on track will include conversations/ intervention planning with parent and student, implementing a more rigid schedule for completing work, and/or being required to attend school all four in-person school days weekly.</p> | |

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| SECTION FIVE | EQUITABLE ACCESS |
|---|---|
| Resource Link(s): | Technology Needs Data Use: Gathering Stakeholder Input |
| Equitable Access | <p>What is your school district’s plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access |
| <p>Hardin Community School is responsive to students’ individual and collective lived experiences and does the following:</p> <ul style="list-style-type: none"> ● Makes education accessible to all students; ● Is co-constructed by students, families, community, and school; ● Affirms racial and cultural identities to foster positive academic outcomes; ● Develops students’ abilities to connect with the community; ● Empowers students as agents in their own teaching and learning; ● Anticipates and designs the education experience around and in response to social and cultural differences; and ● Contributes to an individual’s engagement, learning, growth, and achievement through the cultivation of meaningfully relevant conversations, activities, and engagements. <p>Our Best Practice: Regardless of whether we are in-class or learning remotely, access to teachers, technology and the internet are essential tools for our students. Digital disparities between households is one of the greatest sources of inequity in our school. This is why we have expanded our 1:1 device program, and students grades 6–12 will have a take-home device that is safe and includes the tools (hotspot and apps) needed to work from home.</p> | |

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| SECTION SIX | PROFESSIONAL LEARNING |
|---|---|
| Resource Link(s): | Professional Learning Needs |
| Professional Learning | <p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning. |
| <p>● <u>Positive Behavior Interventions and Supports</u></p> <p>Positive Behavior Interventions and Supports (PBIS) is a general education initiative, supporting all children and youth. PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional, and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.</p> <p>Facilitator: State Support 6 Team</p> | |
| <p>● <u>ZOOM Across Your School Training</u></p> <p>Zoom helps you build today's collaborative classrooms; Enrich teaching and learning; and Expand traditional classrooms with video communications to meet the growing needs of today's students. Improve learning outcomes and increase student participation and learning retention with virtual and hybrid classrooms and micro-learning.</p> <p>Learn to use HD video and audio so students can join classes virtually, from any device, boosting attendance and retention. Record sessions and automatic transcription allow students to learn at their own pace. Simple user management and single sign-on make video a seamless component of the learning experience.</p> <p>Facilitator: Jefferson County VLA</p> | |
| <p>● The TSS Certification verifies knowledge of the <u>Trauma-Skilled Schools Model</u> and expertise to share the model with others within the certificate holder's place of employment. Trauma-Skilled Specialist Certification is founded on National Dropout Prevent Center's Trauma-Skilled Schools Model, a research-based guide for structuring school climate, modifying instructional practices, and imparting educator skills to improve achievement and graduation outcomes for trauma impacted and adversely stressed students.</p> <p>Course 1: Trauma-Skilled Schools (Overview)</p> | |

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This course gives an overview of the process for building a trauma-skilled plan that fits your school or district and how to implement and maintain the plan. Designed as an introduction to the Trauma-Skilled Schools Model, the course previews content from each of the five steps outlined in the model itself. Current systems are examined and the need for a trauma-skilled educator training is addressed.

Course 2: Trauma-Skilled Schools Educator Knowledge

Increasing educator knowledge is Step 1 of Trauma-Skilled Schools and focuses on the effects of chronic stress and trauma on brain development and behavior and how these effects manifest in the classroom. It establishes the baseline language that all staff need for understanding and effective classroom management. The course examines the effectiveness of Trauma-Skilled as a Tier 1 strategy

Course 3: Trauma-Skilled Schools Building a Climate of Resilience

The Trauma-Skilled Schools Model Step 2 explains the value of managing stress and trauma and of building a culture that fosters the development of five resilience factors that leads to success in the classroom and in life. Emphasizing that culture must be systemic, intentional, and consistent, this course focuses on developing five resilience factors: Connection, Security, Achievement, Autonomy, and Fulfillment.

Course 4: Trauma-Skilled Schools Management Skills for Educators

Step 3 of the Trauma-Skilled Schools Model develops individual skills that can be used to respond to the effects of chronic stress and trauma. Categorized as skills related to Prevention, Intervention, Recovery, and Referral, the course covers preventing negative manifestations, intervention techniques and identification of danger zones, basic de-escalation, and the use internal and external referral resources.

Course 5: Trauma-Skilled Schools Implementation and Management Strategies

Step 4 and Step 5 define the processes for Assessment, Implementation, Maintenance, and Validation of the of the Trauma-Skilled Schools Model. This course highlights the strengths of different methods of implementation of the model and outlines how to earn and maintain Trauma-Skilled Schools certification for a school or district.

Facilitator: National Dropout Prevention Center via Successful Practices Network (SPN)

- Blended Learning and Flipped Classroom 101

PBS Learning Media: Blended learning combines the strength of technology-enhanced learning with traditional face-to-face instructional methods. The models of blended learning continue to

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evolve as technology integration in the classroom becomes commonplace. This course will provide an overview of blended learning and an in-depth examination of one blended learning model, the flipped classroom. Learners will define strategies for implementing a blended learning model in their classrooms.

Facilitator: PBS Teacher line

NOTE: The courses/curriculum is the same used in HCS classrooms and is aligned to Ohio's Learning Standards. Content is well-rounded and provides for critical thinking, foundational knowledge and skills building, and gives opportunities for social and emotional learning.

Additionally, the following resources will be utilized for teachers and staff:

- Ohio Management Council offers a community dashboard called the Remote Learning Space that is maintained by Ohio educators. It includes the most up-to-date resources being used in schools across Ohio. It is organized by "Resources for Planning," "Resources for Teachers," "Resources for Students and Families" and "Zoom Training Videos and Resources." The site also includes free, live webinars, sample guidelines and best practices for teachers and families.
- INFOhio, Ohio's digital library, contains resources that are aligned to Ohio's Learning Standards and organized for grades 6-8 and grades 9-12; the grades HCS serves. It also features educator tools that include teacher-approved lesson plans, best practices, articles, websites and other instructional materials to support personalized learning, project-based learning and the inquiry process. The site also features professional learning, professional databases and school library services. Many learning activities can be completed remotely and online. iSearch is a single search box that enables users to search for any resources contained in INFOhio's Integrated Library System.

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Hardin Community School will be working with the CCMEP program and OhioMeansJobs to provide graduation pathways to HCS students. An incentive program has been established to help students reach their goal of graduation: Hardin County CCMEP Incentive Program

Purpose:

To allow the CCMEP young adults participating in the CCMEP program to receive incentives for qualifying tasks.

References:

CCMEP TANF & WIOA allows for the paid, unpaid, stipend and the payment of incentives to the youth participants for recognition and achievement directly tied to training and work experiences. Since CCMEP programs are driven by performance outcomes, incentive encouraging recruitment, participation and successful completion are helpful to the youth and the community.

Policy:

The criteria for the incentive awards are connected to the youth's performance and are established by the CCMPE TANF and the WIOA. The incentives are awarded to the youth based upon the progress and or achievement of employment and education outlined in the Individual Opportunity Plan. The youth may receive more than one however not to exceed the maximum of \$2,000.00 a year. The payment for the work experience is not included in this maximum amount.

The Youth CCMEP case workers will be responsible for the verification of the attainment of the incentives for each youth and this verification must be kept in the confidential case file. When the incentives are approved the Incentive Form must be completed and submitted to the Fiscal Department along with copy of the documentation to verify the incentive was met.

The incentives will be paid to each youth that is enrolled in the CCMEP program in the form of a check. ALL the incentives that have been met must be documented in the case notes. The check that is given to the youth is not to be dispersed as payroll, and there for income tax is not to be withheld.

Incentives:

Incentives are to encourage the youth to successfully complete the CCMEP program milestones on their own IOP. Incentives may pay for activities which begin and are completed after the youth has been enrolled on the CCMEP program. Hardin County job and Family Services will ensure the following procedures;

1. Incentive should be reflective in the contract budget.
2. Documentation must verify the link to the youth's IOP. This documentation must be kept in the case file of the youth.
3. The incentive should be paid after the achievement of the goal.

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4. The case notes must be written and state achievement, amount of the incentive and the reason for the incentive.

5. Incentive awards and the amounts:

A. High School Youth

1. Complete 20 lessons per month for Life Works/Hardin Community School \$25.00
2. GPA at 2.0 with all passing grades \$25.00
3. GPA at 3.0 with all passing grades \$50.00
4. High school diploma \$250.00

B. Employment

1. Obtain unsubsidized- employment maintained for 3 months \$100.00
2. Obtain unsubsidized- employment maintained for 6 months \$200.00

C. Other Participation Incentives

1. Create an OhioMeansJobs account, complete activities (new enrollees only) \$25.00
2. Increase TABE testing by 2 grades \$50.00
3. Gain a credential \$50.00
4. Complete 5 passing courses on computer for training \$50.00

D. Work Experience

1. Job Shadow for 1 hour \$25.00
2. 80% or higher on the evaluation from the employer \$50.00
3. Hired for employment from the job site. \$100.00
4. Workshop incentives (interviewing, applications and job search) \$25.00
5. Budget course \$25.00
6. Successfully completed the work experience \$100.00
7. Work experience incentives will be paid biweekly using the following chart. This can't last more than the 90 days without good cause.

- 1 -10 hours \$50.00
- 11-20 hours \$100.00
- 21- 30 hours \$150.00
- 31-40 hours \$200.00
- 41-50 hours \$250.00
- 51-60 hours \$300.00
- 61-70 hours \$350.00
- 71-80 hours \$400.00