

HARVARD AVENUE PERFORMANCE ACADEMY

Board Resolution to Amend a Distance Learning Plan

August 3, 2020

WHEREAS, the Harvard Avenue Performance Academy (“Academy”) is a community school sponsored by St. Aloysius (“Sponsor”) pursuant to Chapter 3314 of the Ohio Revised Code (“ORC”), and governed by its Board of Directors (“Board”);

WHEREAS, House Bill 164, passed by the Ohio General Assembly and signed by Governor DeWine modified the requirements for public schools to have a distance learning plan (“DLP”);

WHEREAS, a DLP is necessary for public schools to continue operations during the coronavirus pandemic and to count hours of learning opportunities offered in a virtual setting; and

WHEREAS, the Board has received and reviewed the Academy’s DLP (attached).

NOW THEREFORE, the Board of the Harvard Avenue Performance Academy does hereby authorize, agree to, and adopt the following resolutions:

RESOLVED, that the Board approves and adopts the Academy’s amended DLP.

IN WITNESS WHEREOF, the undersigned, being the Board of the Academy, certify that these resolutions were reviewed, duly considered, and approved.

DocuSigned by:
Brett Jones
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Brett Jones, Chair

DocuSigned by:
Jeff Briggs
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Jeff Briggs, Vice Chair

DocuSigned by:
Abigail Weaver
0370367EF48A4E0...
Abigail Weaver, Secretary

DocuSigned by:
Ashley Buchanan
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Ashley Buchanan, Member

DocuSigned by:
John Rothwell
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John Rothwell, Member



Remote Learning Plan

On a school-wide or student specific basis, along with regular in person attendance, the School's Regional Superintendent may determine and his or her sole discretion that instruction will occur either (1) in a full-virtual setting or (2) in a hybrid setting, whereby students will attend school for full days for part of the week and participate virtually for other portions of the week. This document summarizes the instruction that will occur in the virtual portions of options (1) or (2), above.

Instructional needs determination and documentation:

- Student instructional needs will be monitored and documented by use of synchronous and asynchronous learning through an online learning platform. Online lessons will be delivered through Google Classroom for students to work on at home. Remote lessons are designed with a beginning, middle, and an end. Lessons will provide a balance between teacher-centered and student-centered instruction. Students are still required to show what they know through assignment and assessments and are given feedback. The content being provided follows our pacing guides and content standards with the same rigor and same performance expectations. Offline instruction and packets for some students where technology is not accessible will be available. There will be frequent teacher/student check ins in small and large groups to continue instructional needs.

Determining competency, granting credit, and promoting students to a higher grade level:

- The school will utilize a range of assessment methods to judge student performance. Grading will follow clear, consistent criteria/standards, and help each student understand in each course or program what behavior and/or achievement is needed to earn each grade. Students will be provided frequent opportunities 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. Each student enrolled in a course for which a lesson is posted on the site will be granted a two-week period from the date of posting to complete the lesson.
- Teachers will provide evaluation reports to parents 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. A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria.

Attendance requirements, including documenting participation in learning opportunities:

- Student attendance will be tracked based on collection of platform data and evidence of completion of asynchronous work. For reporting purposes, students will be marked present if they participate in learning opportunities for a given day unless otherwise required by state law or rule. The School will also track hours of attendance, shown through attendance during synchronous lessons or evidence of completed work during the year, as actual or reasonably estimated time. Hours of participation will be utilized to determine truancy. Attendance will be tracked on a weekly basis.
- Notwithstanding any differences in current policy, student absences will be excused for any permitted reason, including medical reasons, based on written, verbal, or other electronic communications from parents as logged internally.

How student progress will be monitored:

- Student progress will be monitored by administering the NWEA-MAP, diagnostic tests in Study Island, Moby Max, Lexia, and classroom based assessments. Student progress will also be monitored by participation and daily assignments in the core subject areas of reading, math, science, social studies, and fitness. The learning that will be occurring remotely will be aligned with Ohio's learning standards. The special education team will provide student progress monitoring to all students with an IEP by meeting individual IEP goals and using resources that support students with disabilities.

How equitable access to quality instruction will be ensured:

- Equitable access to quality instruction will be ensured by providing all students working remotely with a device to use including Google Classroom assignments and slides that correlate to the schools' curriculum and pacing guides. Local internet providers that provide free or reduced prices have been identified and given to families.
- The special education team will provide equitable access to all students by meeting IEP goals and resources and support to students with disabilities that are aligned with their IEP goals and provide FAPE. Tele-therapy and intervention support will be ongoing using synchronous learning via online tools to provide both individual and small group support and therapy. Additionally, interventionists, speech therapists, occupational therapists and other special education staff will collaborate and push into large group Zoom meetings with the general education teachers to support instruction.

Professional development activities that will be offered to teachers:

- A variety of professional development activities will be offered to teachers. Two weeks of professional development will be provided to staff prior to school starting. The Hamilton County Educational Service Center (HCESC) will provide regular professional development to instructional staff with the focus on using online learning platforms and quality content aligned with grade level standards to create synchronous and asynchronous learning opportunities for students. This professional development and support will be on-going for staff. Professional development will primarily focus on social emotional learning, trauma informed instruction, diversity training, curriculum maps, weekly resources, and using technology specifically to support remote learning.