



**Hope Learning Academy
HB 164
Remote Learning Plan
2020-2021 SY**



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Hope's Remote Learning Guidelines

Purpose

The purpose of this plan is to provide guidance to our learning community on how Hope Learning Academy will conduct online/remote Learning if needed.

Structure

Teachers will post weekly assignments on Monday morning by 9:00 am on Google Classroom. All weekly assignments will be due on Sunday by 11:59 pm.

Teachers will post 1 -2 recorded lessons per week for core subject areas.

Teachers will offer 1-2 “live” sessions via Google Meet per week.

Students will complete classwork and/or weekly assessment via Google Classroom.

Teachers will have Office Hours on Friday to help students with any coursework and answer any questions.

Students that receive special services will continue to receive accommodation and modifications in accordance with the student's IEP, 504, or other learning plans. Intervention Specialists will join classroom teachers during live sessions as well as schedule 1 on 1 or small group meetings.

Students are expected to attend class during scheduled class time. If family circumstances do not allow a student to attend at their regular scheduled time, the family must notify the classroom teacher. Teachers will present flexible learning opportunities to be sensitive to those challenges.



Instructional Learning Packets

Families have the option to choose instructional learning packets. These paper-based packets will include developmentally appropriate, grade-level specific learning materials. Packets may include worksheets, exploratory materials, choice boards, and other hands-on activities. Students participating in this option will have weekly check-ins via phone. Completed work packets can be dropped off to the Schools' dropbox on Mondays, and new packets can be picked up at that time.

Communication

Hope Learning Academy will use the following online platforms to support Distance Learning and faculty and student collaboration to ensure a quality student learning experience.

1. Student Email Accounts - Weekly announcements and school updates will be emailed to student email accounts and posted on the School-wide page of Class Dojo.
2. Google Classroom - will be used to deliver student instruction. Classroom teachers will be required to post assignments and learning materials on google classroom weekly. Student's documents will be turned in and graded via google classroom.
3. Google Meet - Classroom instruction and meetings will be used to communicate with students. Teachers may schedule 1 on 1 check-in, or offer group instruction via Google Meet.
4. Progressbook- Will continue to be used to display student grades.



Attendance

Attendance will be determined in various ways. This will include student participation during live lessons or scheduled check-ins, completed work through google classroom, or complete learning packets. Students are expected to regularly participate in educational opportunities in order to be counted and marked as present. If students are not completing work or participating in learning, teachers will be contacting parents, principals, and counselors, to work with families to develop plans for student engagement based on the needs of each student.

Student Learning

Our students' learning needs will be determined through assessment data, student's IEP or 504 plan, parent partnership. Hope teachers will still continue to use grade-level assessments. Assessments will be virtual, formative, and summative through our online platforms.

The success of our remote learning plan is a partnership and is dependent on careful planning by our dedicated teachers, appropriate student engagement, and strong parent support for this alternative mode of instruction. Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Google Classroom and Progressbook.

Assessment

Grade level assessments have been developed and will continue to be utilized during remote learning. The delivery method will be adjusted and differentiated to meet the needs of individual students.

- Students will participate in short, non-graded formative assessments per subject and lesson as a check for understanding.
- Students will participate in no more than two graded assessments per subject per week (30 minutes maximum). These may include, but is not limited to:



- Google docs, forms - quizzes, tests, or assignments
- Journaling, conversation with students, projects

Academic progress monitoring

Hopes teachers will continue to meet to discuss instructional best practices, methods, and strategies. This planning time will continue to monitor students' academic progress in all academic areas; including, but not limited to ELA, Math, Social Studies, Science, Social Sciences, and SEL. We will continue to meet and follow our RTI process. Assessments will be virtual, formative, and summative through our online platforms and by student work. Student progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during grade-level meetings.

Classwork

- Teachers will deliver 1-2 lessons per week
- Assignments should be focused on building key skills.
- Assignments should be easily understood by parents so that they can help their students.
- Assignments should be manageable in length.
 - For elementary school, each assignment should not take more than 15-20 minutes to complete.
 - For middle school, each assignment should not take more than 30-40 minutes to complete.
- Teachers have the discretion to determine the type of assignments to be completed.
- For younger students, teachers may want to do 1 short assignment each day.
- For middle school students, teachers may want to do 1-2 longer assignments to be split over the week.
- Materials to complete assignments should be limited to general school supplies.
- Printing will not be required. All tasks must be completed on a device or uploaded as a picture.
- All content will be posted on Google Classrooms.



Lesson plans

- Plans should be developed with the same criteria as a “regular” lesson plans
- What standards are being met?
- What modes of communication need to be considered for accessing the curriculum?
- What are the IEP goals, related services, and needs of each student?
- How are lessons and activities differentiated?
- If paper-packets are necessary, plan how they will be distributed and returned.
- Lesson plans should be uploaded to the shared folder in google drive.

Grading

Grading during remote learning will follow the typical grading policy.

Grades K - 2

A progressive scale will be used on the grade cards for Kindergarten – Third Grade.

The progressive scale is as follows:

3 = Demonstrates proficiency in meeting the standard and independently working

2 = Progressing toward meeting the standard with practice and support

1 = Experiencing difficulty in meeting the academic standard

Grades 3-8

Percentage grades will be used on the grade cards for Fourth – Eighth Grade.

The grading scale is as follows:

A	90% - 100%	D	60% - 69%
B	80% - 89%	F	59% and below
C	70% - 79%		



- Incomplete (I): This grade indicates that even after multiple attempts by staff to engage the student, the student has made little to no effort to communicate with staff and/or engage in learning opportunities.

Student Participation

We will use a shared google form to keep track of student participation. Teachers will up the form weekly with information for students who do not participate.

Parent PTO Meetings

Parent engagement and support are important at Hope. Hope PTO will host virtual Monthly meetings on the first Wednesday of each month.

Special Education Accommodations and Modifications

While providing Distance Learning, we must ensure that we are providing Free and appropriate education for our students with disabilities as stated under IDEA.

This means that we should consider the following

1. What related services do they need?
2. What are their physical needs?
3. What assistive technology do they need?
4. What are their communication needs?
5. What access do they need? (internet/laptops)

First Week of Remote Learning

The Sped Team will need to go through each student's IEP/504 and evaluate what they need, and what type of accommodations need to be made.



Next, they will need to contact each family, to coordinate services. They need to determine if they have internet, laptops, or any other necessary devices. Together they will determine the type and how often students will need to receive services.

This information will be updated on their IEP as well as a shared spreadsheet.

Intervention Specialists will

- Students will have access to online learning programs including Lexia, ST Math, I-Ready.
- Special education teachers will provide a suggested age-appropriate (and individualized as necessary) schedule of learning activities.
- Special education teachers may create individualized instructional videos based on a student's IEP.
- Special education teachers will review and provide feedback on student work that is emailed to them or completed using Google Docs.
- Special education teachers will collaborate with general education classroom teachers on a weekly basis about each student's progress.
- If appropriate, special education teachers will collaborate with related service providers about each student's individual progress.
- Teachers will review student progress and provide additional materials as needed
- Track student's goals and progress.
- Schedule weekly check-ins to work 1 on 1 or small group meetings with students via google hangouts, or phone calls.

IEP TEAM Meetings

The IEP will need to discuss how the student accesses technology and how the student will access the curriculum during distance learning. The services to be provided to the student, including a description of how the student will access the technology and curriculum, should be included in the service narrative of IEPs as appropriate. Related services that would occur on distance learning days should also be considered.

- IEP meetings that require an evaluation or observation will need to be put on hold until school resumes.



- We can just conduct a records review and/or use data obtained prior to the shutdown with parents consistent.
- IEP Team meetings can be held via Zoom or Google Meet.
- Hope will still need PRO1 and electronic signatures.
- We will consider the parent's access to technology during this time.
- *If accessible OT/Speech can be offered at Rehab dynamics or via Zoom.
- *If accessible, evaluations can be scheduled at Lisa Clairs office or via Zoom.

Otherwise, Missed minutes of service (PT/OT/Speech/etc.) will be made up when regular school services resume. Any evaluation or conference that can be rescheduled after a regular school services resume will be rescheduled.

*Subject to change depending on the State/ law requirement.

ETR Team Meetings

- If possible Evaluation Reports still need to be completed within 60 days.
- Evaluations can be completed via Zoom or phone conferencing.
- PRO1 must still be sent out
- Electronic signatures are required. (we can explore different ways to obtain it)
- Kelly Staples will determine which evaluation and observation that can wait until school resumes and which will need to be completed during distance learning.
- Evaluations that don't require observations or can be done via Zoom can be completed with parent consent.
- Kelly Staples will determine if just a records review will be completed instead of a re-evaluation.

Intervention Specialist Responsibilities

- Intervention Specialists will coordinate lessons with classroom teachers.
- Intervention Specialists should set up a weekly video or phone calls with students to support with accommodations and extra support.
- Log minutes and supports



- Within the first-week Intervention Specialist will coordinate with teachers, parents, and the admin team what the needs of each of their students are. Sped students may need an individualized distant learning option.

Special Programs

Title I

Title I Teachers and Strategists will continue to collaborate with grade-level teachers for at-risk students and provide services via online modalities, packets, and phone calls.

Leveled Literacy Intervention

Hope will continue its Leveled Literacy Intervention. Fountas & Pinnell has granted temporary access to LLI books digitally. Teachers will have permission to deliver these materials via Google Meet.

LLI groups meeting times will be predetermined and scheduled in advance by the Instructional Leader.

General Guidelines and Staff Expectations

During the shutdown, please check your school email at least once per day and respond to parent communication within 24 hours. Parents may be reaching out for assistance or clarification about assignments and access to online platforms.

In terms of time per day, we would estimate that teachers would spend 1-2 hours each day checking emails, monitoring progress, communicating with parents and students, grading assignments, etc.



Technically, home instruction counts as school being in session, so teachers are on-contract. In the event that you are unable to provide instruction, you must contact the School Leader.

Contacting Parents

- When making a phone call to a parent/student from your personal phone, dial *67 BEFORE you dial the phone number. This will block your number from displaying on their caller ID.
- Google Voice for Phone calls. Phone calls can also be made from Google Hangouts. [Link to Directions](#). (Currently, this works from your personal Gmail account.)

Feedback

- Timely feedback is essential to student learning, especially in online learning.
- Clearly communication regarding where or how students should ask questions.
- Avoid requiring real-time class sessions. You may post videos and offer chat times, but access to this time can not be required for a grade.
- Post all classroom content, comments, and grades on Google Classrooms.

Deadlines

- Provide students ample time to complete the assignment.
- More time than usual, do not take points off for late assignments.
- Keep tasks simple.

Bandwidth

- Consider the size of files to be downloaded by students. Students with limited WiFi may have limited bandwidth
- If you upload videos keep the size of the file small. Videos should be 8-10 minutes or less. Avoid using HD quality.
- Please make general notes about what students should do if they do not have/lose internet access
- If families do not have internet access they can request paper packets.

Files

- Try to post only PDF and Google doc documents. These are universal documents and can be read on any device.



- Have assignments submitted through Google Classroom.

Weekly Staff Meetings

Leadership Team will meet on Mondays at 10 am

Elementary Team will meet on Wednesdays at 12 pm

Middle School Team will meet on Thursdays at 12 pm

All Staff Professional Development Trainings will be held on Fridays at 10 am

Professional Development

Two days of Professional Development will be provided to teachers to prepare in situations where sudden changes to remote learning occur. Additional Professional development opportunities will be offered to teachers based on current need. All teaching staff will participate in weekly training sessions on Friday At 10 am. In addition to this, book studies, continuing education, and other CEU classes will be conducted as planned. Hope's teachers and staff will continue to have equitable access to these PD opportunities.

Roles and Responsibilities

Non-Teaching Staff Responsibilities

- Partner with classroom teachers to support distance learning lessons.
- Weekly check-in calls with each Family to ensure that they are ok. During the call offer information on resources for food, or medical treatment.
- Offer remote homework help and support.
 - *We will create a shared google document and divide up students on each caseload. Para's will track their calls and needs via tracking sheet.
- Other duties as assigned by the School Leader
- Respond to families or teacher requests in a timely manner.
- Participate in grade-level meetings each week.

Special Education Team Responsibilities



- Partner with Classroom teachers to accommodate the online learning curriculum for students on your caseload.
- Curate or develop resources to support Sped Students.
- Communicate with parents as needed
- Communicate and provide timely feedback to students.
- Track student's goals and progress.
- Schedule weekly check-ins to work 1 on 1 or small group meetings with students via google hangouts, or phone calls.

School Counselor, Behavior Specialist, Health

- Create developmentally appropriate videos or content regarding self-regulation, anxiety, social-emotional development, or wellness strategies that students can practice during this time.
- Create counseling lessons that students could complete or practice at home.
- Provide developmentally appropriate “blog-type” statements that include resources for families.
- Schedule weekly check-ins to work 1 on 1 with students via zoom, hangouts, or phone calls.

Technology

- Support the development of the Remote Learning plan.
- Tech support to staff and Families.
- Communicate with parents as needed.



Building Operation Hours

Hope's main office will be open on Mondays from 9 am -12 pm. Teachers may use that time to get materials out of their classrooms, plan or collaborate with other faculty. Families may pick up or drop off learning materials during that time.

A core belief that guided the establishment of Hope Learning Academy is that our students learn in different ways. We likewise believe that education can continue in a variety of ways. Information regarding remote learning options will be sent to each Hope family in individual emails and Dojo messages. If there are any questions regarding our distance learning initiative please contact any of the following school personnel.

Joella Simmons, School Leader jsimmons@hopelearningacademy.org
Kelly Staples, Asst. School Leader kstaples@hopelearningacademy.org
Jackie Insch, Instructional Leader jinsch@hopelearningacademy.org

Modified Remote Learning Plan

A modified version of our remote learning plan will apply under the following conditions;

- If state legislation determines that individual families will have the option to *choose* remote learning when face to face instruction is available.
- Children and families that are at “high risk” for COVID 19 may opt for our remote learning plan. The CDC defines high-risk individuals as older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19.
- In the event that a student/family member has been exposed to COVID 19, and needs to be quarantined for 14 days.

The remote learning plan will call for some modifications to the overall structure. All other previous policies and procedures will apply.



- Teachers will post weekly assignments on Monday morning by 9:00 am on Google Classroom. All weekly assignments will be due on Sunday by 11:59 pm.
- Teachers will post 1 -2 recorded lessons per week for core subject areas.
- Students will complete classwork and/or weekly assessment via Google Classroom.
- Students will be assigned an advisor who will check in weekly, and help with any course work.
- Teachers will have Office Hours on Friday to answer any questions.
- Students that receive special services will continue to receive accommodation and modifications in accordance with the student's IEP, 504, or other learning plans. Intervention Specialists will schedule 1 on 1 or small group meetings.

Remote learning placements will be reassessed every 30 days. When there is no community spread and risk is very minimal, students will be integrated back into the general classroom.