

## **Imagine Columbus Primary Academy**

### **REMOTE LEARNING PLAN 2020-2021**

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

The primary objective of this plan is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. The following is an overview of remote learning models, in the event ICPA is not able to provide direct, on-campus learning as presented in its adopted education plan. Within each model, it is our intention to implement processes and practices that help students move forward and develop the foundational skills and knowledge from the previous year. The use of concept mapping will also support teachers and parents in following the trajectory of each child's educational track. Additionally, we will continue to identify high-quality instructional materials that are conducive to remote learning of the essential curriculum. ICPA will work diligently to keep non-core classes that keep students engaged and motivated. In remote learning situations, expectations for student engagement and participation will emphasize the same rigorous approach as a direct, on-campus learning environment. All components of a remote learning model will be collaboratively developed and monitored among all stakeholders.

Based on individual circumstances and/or at the administrator's discretion, these models are available on a school-wide, grade level, or individual basis. It is the intent of ICPA to adhere to the state of Ohio's Public Health Advisory Alert system. ICPA is located in Franklin County; therefore, in the event the county is on a level 4, all classes will be 100% virtual. In the event the county is on a level 3, with no indication of a four-week downward trend, all classes will also be 100% virtual. Levels 2 and 1 may be a hybrid learning or in-building model depending on the situation in the immediate area surrounding the school.

Due to the current level 3 status in Franklin County, in conjunction with the upward trending data, it is the intent of Imagine Columbus Primary Academy to operate in a 100% virtual model for the first quarter of the school year. The second quarter standing will be determined at a later date.

#### **Remote Learning Models**

##### **Fall 2020 Start: 100% Virtual (or Online) Academy Model**

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

Students will complete work independently using school-provided Chromebooks and assignments via Google Classroom, Mastery Portfolio and other school-identified Learning Management Systems. Programs to be utilized include, Freckle, Renaissance, I-Ready, Typing, Heggerty, Accelerated Reader Moby Max, and News ELA. Attendance and progress will be monitored based on time logged into assigned programs, participation during synchronous lessons via Zoom and completion of assigned work.

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

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

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

**Hybrid Model Options:**

**Option 1a: 2 Full-Day-Hybrid Model**

M	T	W	Th	F
Cohort A		D E P  C L E A N	Cohort B	
Kindergarten-6 7:55am-2:55pm	Kindergarten-6 7:55am-2:55pm		Kindergarten-6 7:55am-2:55pm	Kindergarten-6 7:55am-2:55pm
Cohort A			Cohort B	

I like this model, but I wonder...will the same teacher be responsible for remote teaching on Wednesday and if so, how will that happen if they are in the classroom?

**Model Overview:** Students will be assigned a specific cohort and report to the building two full days per week to allow for social distancing and reduced class sizes. Students will complete work independently on the days they do not report to school using school-provided tablets/chromebooks and assignments via Google Classroom and/or other school-identified Learning Management System. Such systems include I-Ready Reading, I-Ready Math, Freckle, Renaissance, Mastery Portfolio and MobyMax.

**Remote Learning:** A consistent schedule for remote learning instruction will be shared with parents in advance and will include:

- Learning Objectives
- Assignment Due dates

- Scheduled Google Meets times
- Teacher office hours

It is our hope to provide 1 device per student. This will be determined after the budget has been completed. If that is not possible, 1 will be provided per family of 2 students and increase from there. ICPA will work with families to ensure each student has reliable access to technology and internet access. During remote days, attendance and progress will be monitored based on time logged into assigned programs and completion of assigned work. Teachers will facilitate a combination of synchronous lessons (Live online and conducted in real-time) and asynchronous lessons (prebuilt instruction and course components, allowing students to complete them at the time and pace of their choosing) during both on-site and virtual days. Teachers should contact parents individually when a student is struggling with content, not turning in assignments or not attending classes. A collaborative plan is then developed to determine how to meet this child's individual needs. Additional information on student participation and completion of work addressed in Section III.

**In Building Learning:** In building learning will include lessons and reduced class size instruction for ELA and Math. At this time, individual learning goals and interests can be addressed. Instruction will be differentiated and flexible while allowing for small group pull outs. In addition, RTI instruction will occur to meet the needs of our learners who are currently functioning below grade level. Data will be collected and monitored to track progress and make necessary adaptations to each child's current trajectory. All learning goals will be created based on content standards and student interest and choice.

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

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

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

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

Option 1b: 2 Half-Day-Hybrid Model

Monday, Tuesday	W	Thursday, Friday
Cohort A		Cohort A
AM On Site Learning PM Remote Learning	D E E P	AM Remote Learning PM On Site Learning
Cohort B		Cohort B
AM Remote Learning PM On Site Learning	C L E A N	AM On Site Learning PM Remote Learning

**Model Overview:** Students will be assigned a specific cohort and report to the building 4 days a week for ½ days only. Teachers will be assigned a specific cohort to allow for social distancing and reduced class sizes. Students will complete work independently on the ½ days they do not report to school and Wednesday using school-provided tablets/chromebooks and assignments via Google Classroom and/or other school-identified Learning Management System and other online learning programs (Freckle, Renaissance, MyON, Accelerated Reader, Headsprouts, NewELA, MobyMax, IXL, BrainPop, XtraMath, Typing) and/or identified Learning Management Systems to be determined.

The following programs are aligned to Ohio’s Learning Standards.

- I-Ready Reading
- I-Ready Math
- Freckle Reading
- Freckle Math
- Mastery Portfolio

**Remote Learning:** A consistent schedule for remote learning instruction will be shared with parents in advance and will include:

- Learning Objectives
- Assignment Due dates
- Scheduled Google Meets times
- Teacher office hours

It is our intention to provide one device per student. ICPA will work with families to ensure each student has reliable access to technology and internet access. During remote days, attendance and progress will be monitored based on time logged into assigned programs and completion of assigned work. Teachers will facilitate a combination of synchronous lessons (Live online and conducted in real-time) and asynchronous lessons (prebuilt instruction and course components, allowing students to complete them at the time and pace of their choosing) during both on-site and virtual days. Teachers should contact parents individually and within 10 school days when a student is struggling with content,

not turning in assignments or not attending classes. A collaborative plan is then developed to determine how to meet this child's individual needs. Additional information on student participation and completion of work addressed in Section III.

**In Building Learning:** In building learning will include lessons and reduced class size instruction for ELA and Math. At this time, individual learning goals and interests can be addressed. Instruction will be differentiated and flexible while allowing for small group pull outs. In addition, RTI instruction will occur to meet the needs of our learners who are currently functioning below grade level. Data will be collected and monitored to track progress and make necessary adaptations to each child's current trajectory. All learning goals will be created based on content standards and student interest and choice.

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

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

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

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

In conjunction with the state of Ohio and Federal laws all special education policies and procedures will be adhered to . To see a detailed description, please follow link.

<http://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance/2014-Ohio-Operating-Standards-for-the-Education-of-Children-with-Disabilities.pdf.aspx>

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

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

In order to ensure an equitable and accurate picture of each child's ability, each child's teacher within the school building on an appointment only basis while practicing social distancing and disinfectant practices will administer base line assessments.

The following is a brief description of the assessments used to evaluate student knowledge and skills. The school will continue to participate in all necessary diagnostic, formative and summative assessments to determine and document student instructional needs. The school also participates in STAR Renaissance (STAR Reading, STAR Early Literacy, and STAR Math) **quarterly** to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses students within Tier II and Tier III of the MTSS process.

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

When students are on-site in the school building, teachers will continue to provide direct instruction to students, assessing students for instructional needs, and provide targeted interventions for students as needed. Students will be provided Chrome books when they are working remotely. Students will be provided access to online learning platforms for remote learning including but not limited to the following: Google Classroom, Freckle, Renaissance, I-Ready, Typing, Heggerty, Accelerated Reader Moby Max, and News ELA.. Each week, staff will inform students about which online activities to complete in the provided platforms. Classroom teachers and other instructional staff will monitor completion for additional instructional needs. Teachers will provide other remote learning work for students to complete for reinforcement.

Student engagement can easily be compromised by the lack of face-to-face interaction. It is important to note that the affordances of technology and of online learning overlap in many ways with the needs of English learners and students with disabilities. Fortunately, there are several strategies that can help teachers keep all students engaged while learning remotely. Virtual classroom management practices and procedures will be utilized to reinforce participation. Students who log in on time and

participate in the designated activities will have the opportunity to enter a drawing for prizes and pizza parties for their families.

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

### Address the Following:

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

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

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

### **100% Virtual Academy**

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

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

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

- Establish regular check-ins (student conferencing) and opportunities for students to share work, collaborate, ask questions and set individual learning goals.
- Provide different modes and tools to provide ongoing, targeted and meaningful feedback.
- Support students' ability to self-assess their own growth within established learning activities. (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)

- Adapt formative assessment methods, and the ways in which evidence of student learning is collected (e.g. this may include using digitally based strategies to formatively assess and gauge student progress).
- In the absence of online opportunities, using phone calls or emails to measure a student's achievement and progress.

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

The school will work to document evidence of student attendance and participation. Both components will be computed (weekly and/or daily).

Instruction/Independent Work will equal a total of 6 hours a day. At the end of the week each student total (out of 30 hrs) will be recorded for attendance purposes. 30 hours constitutes a week of school.

Each online program tracks attendance and participation. Total screen time is logged under each user. Teacher may access that information for attendance purposes. Parent and families are notified if a student does not log on for morning meeting, similar to a brick and mortar absence. Students not participating in the virtual academy will be marked absent. Unless a reason is provided, the absence will be deemed "unexcused." In the event of 3 days of unexcused absences, in addition to contacting parents, a home visit may occur.

### IV. STUDENT PROGRESS MONITORING

The following is a brief description of the assessments used to evaluate student knowledge and skills. The school will continue to participate in all necessary diagnostic, formative and summative assessments to determine and document student instructional needs. The school also participates in STAR Renaissance (STAR Reading, STAR Early Literacy, and STAR Math) **quarterly** to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses students within Tier II and Tier III of the MTSS process.

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

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

In addition to the “STAR” programs, Mastery Portfolio will track student progress and have a component for parent to log in and also track student progress. This platform will also create a quarterly grade card.

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

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

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

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

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

1. Technology access (hardware and connectivity) Do they have access to the internet? Do they have access to a device or what alternatives exist for them to access a device? How familiar are students with the device and necessary support to ensure they are familiar with navigating its features?

2. Capacity of families to support students educational needs and provide a learning environment conducive to student growth and achievement in a remote setting.
3. Transportation, meals and child care concerns
4. Individual family health concerns and fears related to the COVID-19 pandemic
5. Student support teams and additional services may need to be developed to support non-engaged students and families

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

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

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

## **VII. Health and Safety**

1. Vigilantly assess symptoms
  - ICPA will send home anyone with symptoms and notify health department. In addition ICPA will notify health department any time a positive test is reported to us.
  - Temperatures will be taken prior to entering school building. Admission will not be granted in the event the temperature is over 100.5 degrees. Any adult accompanying a child will also be subject to a temperature check. In the event they have a fever registering over 100.5 degrees, their child will not be permitted in the building.
2. Students will be required to use hand sanitizer and wash hands throughout the day to prevent spread. Wash and sanitize hands to prevent spread
3. The school will thoroughly be cleaned and sanitized daily to limit spread on shared spaces
4. Students will not be permitted to share any items.

- 5. Practice social distancing
  - o **STRIVE** to maintain 6 ft as often as possible in all areas - including buses, classes, hallways etc
    - what this looks like should be based upon your local Alert Status
    - this is aspirational - but schools need to make local decisions
    - American Association of Pediatrics says that if the 6 ft is impossible then it may come to choice to have 3ft vs only having 1/2 the kids on site - then they would recommend doing the 3ft so kids are in school.
- 6. Face coverings
  - o Board must develop a face covering policy using the best available science
  - o Policy should include any changes necessary based on your local Alert Status
  - o Requirements: all staff required to wear face covering unless unsafe or when it can significantly impact learning process - may consider shield if face mask isn't appropriate
  - o Student masks - there is very strong science that K-5 kids can wear masks as long as individual needs/development are taken into consideration and very strong science that says that 6-12 kids SHOULD wear masks. It is strongly suggested that all students in grades 3-12 wear masks.
    - schools should take significant effort to reduce stigma for students/staff who cannot and should not wear masks

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

Date of Board Approval: July 17, 2020

Authorizing Signature for the Board: Andrew Parker

School Leader Name: Elizabeth Fry

School Leader Contact: Email: elizabeth.fry Phone: 614-433-7510  
@imagine.schools.org