



**Remote Learning Plan
Imagine Environmental Science Academy (IESA)
1030 Clay Avenue
Toledo, Ohio 43608
August 20th, 2020**

Imagine Environmental Science Academy (IESA) proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Imagine Environmental Science Academy (IESA) 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 Environmental Science Academy (IESA) will also deliver instruction through hybrid and/or virtual academy options if full- or partial-closure of campus is deemed necessary due to communicable disease outbreaks, health department or Governor's orders, or administrative decision based on safety and health interests of our students, staff, and community. Details of these plans are included in the sections that follow.

I. A description of how student instructional needs will be determined and documented:

All students will take the KRA and STAR Assessment to assist in identifying and documenting students' current academic needs and gaps. The STAR assessment will be administered at least three times a year (Fall, Winter, and Spring) in the areas of Math and Reading. In the event that students are learning remotely either for a full building closure or for health reasons, individual appointments will be made either in person or virtually to complete the assessment. Students may also be given the option to take the assessment from home at a designated time.

STAR assessments and classroom/teacher assessments along with the students' prior academic records will be used to guide instruction, create RIMPs and determine appropriate additional services in Tier 2 and Tier 3 Reading support and EL programs. Students' will also receive individualized learning paths in

Freckle based on academic knowledge demonstrated within each supplemental program.

Teachers will review the data collected to determine students' academic levels, where they need to be, and make appropriate plans based on the students' needs to help them meet the established goals.

II. The method to be used for determining competency, granting credit, and promoting students to a higher-grade level

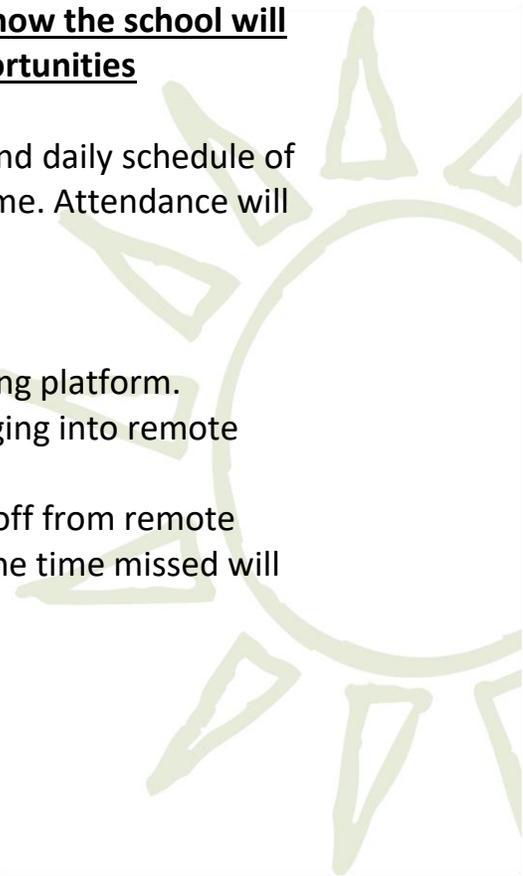
Competency and promotion will be determined based on the students' academic progress. Student work, classroom assessments, as well as, vendor assessments will be used to determine student's understanding and acquisition of material. Assessments will be given on campus or online in the event that students are learning remotely. Students will also be working with support teachers face-to-face on campus or remotely via a virtual hosting platform as appropriate. Student work and assessments will be collected physically and/or digitally for evaluation using a Mastery grading scale. The data collected from teachers and support staff will be used to determine students' acquisition and understanding of material.

Students will be promoted if they can demonstrate mastery of the Ohio Learning Standards.

III. The school's attendance requirements, including how the school will document participation in learning opportunities

All students will be expected to follow the school calendar and daily schedule of 6.5 hours whether on campus or learning remotely from home. Attendance will be taken daily based on the following:

- i. Physical attendance.
- ii. Students signed on and in attendance via virtual hosting platform.
 - 1. Students arriving late to campus or are late logging into remote instruction will be marked as tardy.
 - 2. Students who depart from campus early or log off from remote instruction early will be marked as early release and the time missed will accumulate as absences.



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

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

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

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

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

- Engagement with online learning as evidenced by logging in to online classes, curriculum, work activities, or similar.
- Attendance in Classes and Tutoring sessions
- Attendance in online classes
- Attendance in online collaborative learning groups
- Participation in projects assigned by the school
- Participation in tutoring and/or academic guidance via phone, or by teacher/student correspondence via email, text, or other communication tools available to both students and teachers.





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

Teachers will initiate parent contact for students failing to complete remote or online work. After a minimum of 3 attempts to contact the parent and student, the teacher will refer the student to an administrator. Administration will then contact the parent and discuss any issues, such as: truancy notification, attendance intervention per our board policy, and any other concerns related to the attendance requirements.

Notably, students typically learning on campus who show signs of illness or a fever will be encouraged to stay home. Students staying home due to illness may take part in remote learning via a virtual hosting platform and be marked as present if appropriate given the illness.

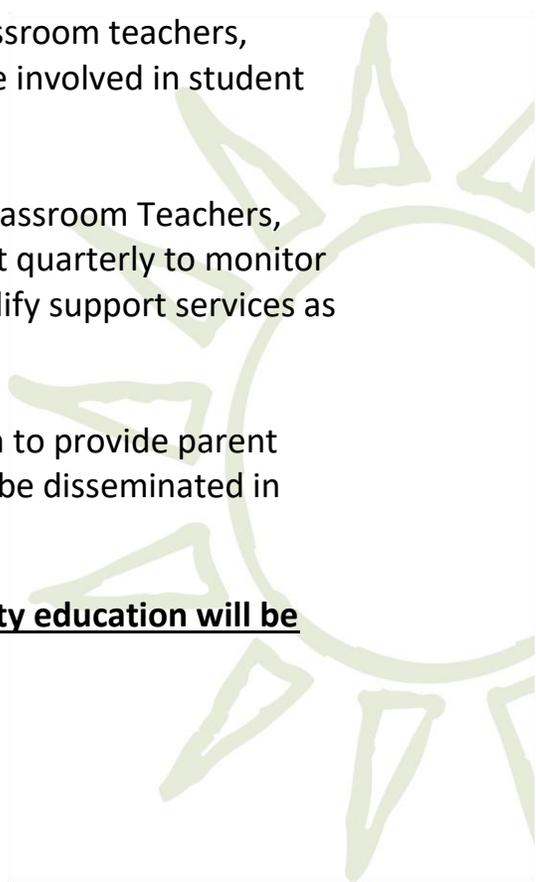
IV. A statement describing how student progress will be monitored

Students will be progress monitored on weekly basis and in some cases on a daily basis. Progress monitoring will be done both face-to-face on campus and remotely through individual and small group meetings via a virtual hosting platform depending on school and student circumstances. Teachers will use data collected from homework, class work, weekly assessments, and anecdotal notes to determine student needs on a daily or weekly basis. Classroom teachers, Support teachers, and Special Education teachers, will all be involved in student progress monitoring.

A team consisting of the School Leader, Academic Coach, Classroom Teachers, Support Teachers, and Special Education Teachers will meet quarterly to monitor student progress, make instructional adjustments, and modify support services as circumstances warrant.

Parents will be invited to the meetings virtually or in person to provide parent input on the learning path as needed. Information will also be disseminated in parent conferences.

V. A description as to how equitable access to quality education will be ensured



The school aims to provide equitable access for students whether learning on campus or remotely. Each student will be provided with a Chromebook, or other device, for instructional use on campus or for remote learning from home. Integrated use of technology will take place the classroom to aid in the efficiency of transitioning to remote learning should the need arise.

IESA will work with community partners to loan students with limited or no access to the internet with a hotspot or internet connection, to be used for remote learning at home. Both hotspots and devices will be lent to students at no cost to the family.

Special Education and EL services will be provided both remotely and on campus depending on student's elected learning model and students' academic support needs for RTI, Tier 2, and Tier 3 services. All services will be based on students' academic, social and behavioral goals and are documented in accordance with services and goals.

Teachers/ Staff will communicate with students and families learning remotely on a weekly basis to determine if there are social and emotional, academic, or technology support needs to be sure students learning from home have equal access to services as students learning on campus. Parents and students will also be given pertinent information on how to reach out to staff if they have a need prior to a teacher contacting them.

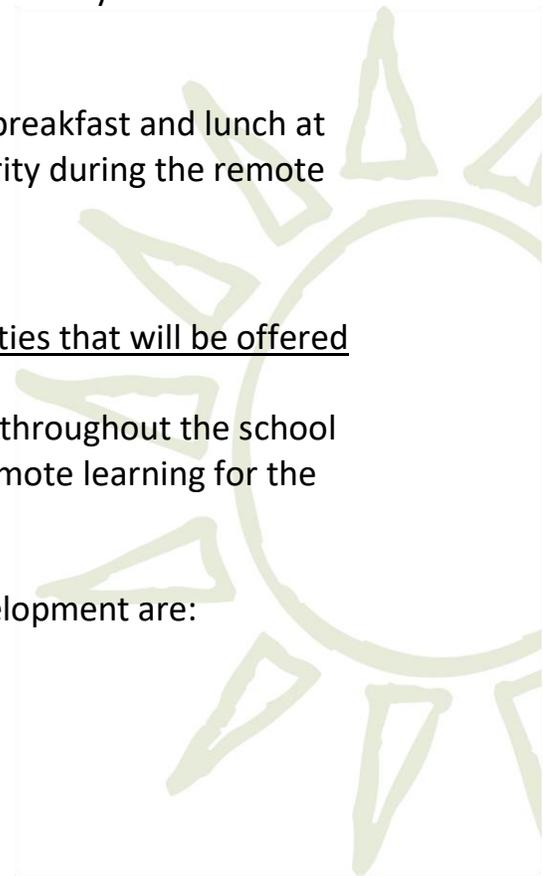
Additionally, students will be provided with access to free breakfast and lunch at designated stops throughout our area to ensure food security during the remote learning opportunities.

VI. A description of the professional development activities that will be offered to teachers:

Teachers will be participating in professional development throughout the school year to ensure educational best practices for hybrid and remote learning for the new school year.

Topics to be addressed through required Professional Development are:

- Social Emotional Learning



- Trauma Informed Practices
- Covid Best Practices
- Remote Teaching Best Practices
- Culturally Relevant Parent Communication & Engagement
- Online Digital Learning Platforms
- Equity Workshops
- Weekly Job Embedded PD
- Monthly Building Leadership Job Embedded PD
- PD based on the current needs and observations within the building

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