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School IRN			
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	8/11/2020	Board President Signature	Charles Allen

**Describe the remote learning plan your school intends to implement for the 2020-2021 school year. Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented. Remote learning resources are available on the Ohio Department of Education's website [here](#).**

Our school intends to offer three learning options for families to choose from this fall that will be implemented on the first day of school, regardless of a child's grade level. These three options allow families to consider their child's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families will be asked to make a choice prior to the start of school and continue with that modality until the end of the 1<sup>st</sup> semester. School leaders have the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students will pivot to Option 3 immediately.

While other schools have predetermined the learning scenario for their students, we are prepared to meet the complexities of giving families choice. Organization, communication, and coordination will be paramount to our student's success. As such, we have decided that all students will receive standards-based instruction in a defined sequenced for each course. This allows all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allows for the seamless integration for a child who needs to change from one modality to another due to extenuating circumstances. It also allows regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

While maximizing educational options for families, the school will work to minimize risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts will include facial coverings, health monitoring, cleaning and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be given to the emotional well-being of students as the school works to provide an equitable and safe learning environment.

**Option 1: Full time in school**

*Instruction*

Students will come to the school building each day for a full instructional day based on the Board approved calendar. Teachers will facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional



practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

#### *Health and Safety Protocols*

- Daily individual health assessment for all students and staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 3 feet

#### **Option 2: Hybrid**

Students will attend class 2 days per week and work 3 days per week at home. Activities will include a mix of in-person and online activities planned according to health guidelines. Students will receive a computer, as needed, and internet reimbursement based on eligibility and participation. Teachers will facilitate standards-based instruction using materials that are aligned with Ohio Standards. Teachers have the ability to modify the activities within each lesson to provide enrichment opportunities, remedial opportunities and opportunities to engage with additional resources such as IXL. Teachers can choose to use the assessments within the learning platform or choose to use their own created assessments. Students taking part in hybrid learning will also take diagnostic assessments such as NWEA. At home instruction will be teacher-led, synchronous sessions with student-led practice activities. Students will complete at home, on-line instruction with the support of their parents. Expectations will be set regarding number of hours the student should be engaged in learning at home. Students with IEP needs will receive instruction while in the school as well as when participating online. The on-line platform is a closed-session platform that is fully compliant with HIPPA and FERPA. Teachers, students, and families will be communicated with regularly regarding progress.

#### *Health and Safety Protocols*

- Health assessment for students when attending in-person
- Daily health assessment for all staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 6 feet

#### **Option 3: Full time at home**

##### *Instruction*

Students will learn from home every day school is in session as delineated in the school's Board



approved calendar. Students will be provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers will facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers have the ability to modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL or other programs to differentiate for student learning needs. Teachers can also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, will also be offered to virtual students. Each day instruction will include teacher-led, synchronous sessions as well as provide opportunities for student-led practice activities. Expectations will be set by grade level band for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. It is expected that there is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature will also be used by our Title I teachers. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

**Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?**

All students will take the NWEA MAP assessment at the start of school. This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

We will continue with our biweekly cadence of short cycle assessments, designed to assess a student's mastery of a standard(s) with items aligned in rigor and format to the Ohio State Assessments. Students also take mock assessments at regular intervals online, simulating the experience with the Ohio State Assessments, and allowing for careful tracking of standards mastery. Regardless of the student's modality, they will be able to participate in these assessments. This would have been more difficult with only a paper-based option.

All students will receive tier 1 interventions, regardless of learning modality. In addition, students who are not progressing and meeting mastery will receive tier 2 interventions in small group settings, virtually or in-person, by title staff. These interventions will be administered for a minimum of 4 weeks and will be progress monitored to determine progress. Any student who does not progress will receive tier 3 interventions.

**Describe the method to be used for determining competency, granting credit, and promoting students**



**to a higher grade level.**

The school will be utilizing programs both remotely and in person that are standards-based. As a result, students will need to demonstrate competency in the standards in order to be considered for promotion. Grades will be based on student mastery of the standards and interventions will be used for those who are struggling to demonstrate competency.

In addition, students will be taking school-wide assessments including formative and summative assessments as well as NWEA and DRA to determine proficiency. This data, along with teacher data, will be used to determine a student's growth and ability to move to the next grade level.

We will present a live Facebook tutorial to provide step by step instructions for parents regarding how to utilize the learning management system. Teachers will conduct Zoom conferences with all virtual/hybrid parents at the beginning of the school year. A YouTube tutorial will be created that parents can access. All teachers will be using DoJo and a tutorial video will be posted through that medium as well. Finally, all teachers teaching virtually and through the hybrid model will be required to have daily office hours so parents will be able to reach out to them during that time to ask any related questions.

**Describe your school's attendance policy for the 2020-2021 remote learning plan.**

The Academy will adhere to the current attendance policy approved by the Board of Directors. For the purpose of the Remote Learning Plan, we have a specific attendance policy in place for all learning options. The students will complete a minimum of 920 hours during the 2020-2021 school year.

**Traditional Option:** We will take attendance daily using PowerSchool.

**Hybrid Option:** Students will be attending school in person two days a week. During this time, the teacher will be responsible for marking the student present/absent in Power School. On the other three days of the week, student attendance hours (5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in Canvas, the learning Management System we use as part of our AMP program.

**Online Option:** Student attendance hours (at least 5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in the LMS Platform.

**What learning opportunities will be available to students? How will the school document participation in learning opportunities? For additional support, consider reviewing the TEALS Program guide [here](#).**

The students will be offered three models of instruction; in person, virtual, and hybrid. The Canvas program documents student work so online participation can be monitored. Teachers will support both the fully virtual as well as the hybrid learning model. Students attending in person will also use this program and will be monitored by teachers in the classroom. By ensuring that all modalities are utilizing the Canvas (AMP) platform, the school can ensure that students are receiving equitable learning



opportunities. Students taking advantage of the fully virtual option will receive a minimum of two hours of teacher-led instruction daily; one for math, and one for ELA. St

**Provide a statement describing how student progress will be monitored.**

**Option 1: Full time in school**

- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource

**Option 2: Hybrid**

- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery
- On a bi-weekly basis, teachers will send a progress report, via DoJo, to each parent indicating the amount of time their student was engaged in online learning
- On a bi-weekly basis, teachers will notify parents, via DoJo, of any outstanding assignments for their student

**Option 3: Full time at home**

- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery
- On a bi-weekly basis, teachers will send a progress report, via DoJo, to each parent indicating the amount of time their student was engaged in online learning
- On a bi-weekly basis, teachers will notify parents, via DoJo, of any outstanding assignments for their student



**Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).**

By determining the sequence of standards taught in each course at each grade level, we provide equity in a child's exposure to standards-based instruction.

By utilizing a common program for delivering instruction whether choosing the traditional method, the hybrid method, or the virtual method of instruction.

All supports, such as Title I groups, occur for children who have been identified, regardless of their learning modality. Special Education students who receive services as articulated in their IEP will receive those as well, regardless of modality. The same applies to our English Learners.

Careful consideration will be given to teachers facilitating all three modes of learning. It is not the case that a specific caliber of teacher will be assigned based to a specific modality. Our leadership team surveyed our teachers regarding their preferences for each modality. Based on this, and a careful assessment of their skills applicable to each modality, teaching assignments will be made.

Technology is required for times students are learning away from the building. As needed, families will be issued Chromebooks for home use. Reimbursement for internet access at home will be available based on participation and eligibility guidelines.

All teachers, regardless of their teaching modality, will be regularly observed and coached. Principals and Directors of Academics will use classroom walkthrough protocol for both building based and virtual instruction.

**Provide a description of the professional development activities that will be offered to teachers.**

Teachers will have access to all virtual and in-person professional development sessions offered by Charter School Specialists for the 2020-2021 school year.

Additionally, professional development will be delivered based on the modality the teacher will be working within.

All teachers:

Canvas 100- features and functions of the learning platform



Understanding the scope and sequence of the AMP courses

PBIS

Special Education Procedures and Policies

Response to Intervention

Journeys

Go Math

Effective Lesson Planning

Short-Cycle Assessments

Virtual teachers only:

Canvas 101- features and functions of the learning platform, best practices for engaging students virtually, and expectations of the virtual teacher

School leadership teams:

How to monitor and provide effective feedback to virtual teachers

Response to Intervention for virtual teachers

Families and Students:

Canvas 101 for students and families

Expectations for virtual learning

How to access support for technology concerns and questions regarding activities or assignments

