



L. Hollingworth School

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

L. Hollingworth School proposes to use direct, on-campus learning in keeping with its adopted education plan where possible and in the best interest of students during the 2020-21 school year. However, L. Hollingworth School 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. L. Hollingworth School 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. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

- a. In response to the Covid-19 pandemic, L. Hollingworth School will be operating under one of the following four levels for instruction. The school will communicate the status of the instructional level with all staff members, students, parents, and guardians.
 - i. **Level Green**: All instruction is on-campus. No remote learning.
 - ii. **Level Yellow**: Most instruction is on campus; A remote learning option will be available for students who are high-risk or concerned about Covid-related health and safety practices.
 - iii. **Level Orange**: Hybrid model - All students will receive instruction on campus 2 days per week and remote instruction 3 days per week
 - iv. **Level Red**: All instruction is delivered remotely
- b. Students, parents and guardians are asked to communicate their technology needs to their child's teacher or a member of the administration team. Chromebooks and WiFi hotspots will be provided to those families in need for all

remote learning scenarios as soon as feasible. Technology needs will be assessed with surveys and direct communication with families throughout the school year.

- c. Paper instructional packets will be provided for students in grades K-2 and upon parent request in grades 3-8.
- d. Gaps in learning will be determined at the beginning of the year by the most recent assessment data available (IRLA, iReady, MobyMax, NWEA, AIR, etc).
- e. Ongoing assessments throughout the school year will determine instructional needs as the school year progresses. Students will be assessed in reading using the IRLA biweekly and the NWEA MAP test in reading 3 times per year. Students will be assessed in math with both the iReady diagnostic assessment and NWEA MAP testing 3 times per year. Students will be progress monitored in other subjects using programs such as MobyMax and both formative and summative classroom assessments.
- f. L. Hollingworth will prioritize interventions in reading and math, both remotely and on-campus, to address increased gaps in learning due to Covid-related closures.

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

a. Grades

- i. All students will receive letter grades in the core subjects of Reading, ELA, Math, Science, and Social Studies in all scenarios of instruction, including remote learning scenarios.
- ii. Students will receive a Satisfactory/Unsatisfactory in all Specials classes determined by participation. In a remote scenario, students must participate in 60% of online activities in order to receive a Satisfactory on their grade card.
- iii. There will be no late penalties for student work within the current quarter. Students will have the ability to make up any missing assignments until the end of the current quarter.
- iv. Exemptions for classroom assignments will be considered at the discretion of the teacher and administration for students facing Covid-related illness or precautions.
- v. Teachers will communicate with parents for any student receiving a D or F in remote learning scenarios.

b. Promotion/Retention

- i. Per the LHS Board Policy on Promotion and Retention, "decisions on the promotion and retention of students in a grade are based on documented instructional objectives, performance standards, and promotion criteria." Furthermore, "The Head of School or designee, after

consultation with staff and parents, has the authority to make the final decision relative to the promotion or retention of a student.” The data used to determine these decisions will come from final grades, state assessments, and district assessments, such as AIR state testing, NWEA MAP, IRLA, and iReady.

- ii. Head of School or designee, and teachers will consider, at the least, the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.
 - 1. The student's level of academic aptitude and achievement;
 - 2. The student's level of social and emotional development and the student’s ability to effectively interact with other students in his/her current grade level;
 - 3. The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student’s progress;
 - 4. Any other factors thought to be appropriate by the Head of School or designee, teacher(s), and professional staff.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

- a. In accordance with the LHS school calendar, remote learners will receive 172 days of online instruction, which will consist of 6.5 instructional hours per day. In all remote learning scenarios, instructional hours will be calculated based on a combination of the following:
 - i. Pre-recorded or live stream feed of direct instruction
 - ii. Posted assignments or paper work packets for students to complete at home
 - iii. Scheduled small group or one-on-one conferencing via Google Meet
 - iv. Open office hours for teachers via Google Meet.
- b. Students are expected to attend all remote learning opportunities and lessons unless the absence is excused consistent with School policies. For remote learning scenarios, there are two options for students to “attend” class.
 - i. Teachers who are on campus will stream a live feed of direct instruction for students to log in and watch using Google Meet. Students who log in, will be marked present by the teacher on an attendance tracking sheet.
 - ii. Teachers will also be required to record all direct instruction lessons and post them to their Google Classrooms for remote learners and absent on-campus learners to access at their earliest convenience. Teachers will include a Google Form with the recorded video, asking for a specific response within the video (i.e. question/word of the day, password, exit ticket, etc). Students who respond to the question appropriately will be

marked present by the teacher on an attendance tracking sheet. Tracking sheets will be provided.

- iii. In addition, teachers should document attendance of any scheduled small group or one-on-one conferencing. Tracking sheets will be provided.
- iv. Teachers are required to turn in their attendance tracking sheets for remote learners at the end of every week.

c. Attendance Board Policy

- i. The attendance of your child at school molds a life-long learning process. The attendance will be monitored daily and reported to you quarterly or before based on need.
- ii. For parents not reporting their child absent via telephone, the student must bring a written note to school when returning from absence. The note must be signed by parent/guardian and state the reason for the absence.
- iii. Per LHS Board policy, "If the student continues to miss school, the school must refer the student to the Absence Intervention Team to create a specific intervention plan for that student and work with the student for 60 days. The team will include an administrator, an individual in the school who knows the child personally, the student, and the student's parent or guardian and can also include a school psychologist, counselor, social worker, and representatives of local public or nonprofit agencies that can provide services to the student."
- iv. After a total of 140 hours (20 days) absence (legitimate excuses and unauthorized), the parent/guardian will be notified that the child may be retained at the end of the current school year.

d. Truancy Board Policy

- i. Truancy is declared when a student is absent from school, or any portion thereof, without school authorization. House Bill 410 became effective April 6, 2017. The bill modifies certain sections of the Juvenile Code regarding truancy. HB 410 creates a new process as follows: The school must notify the student's parent, guardian, or custodian that the student is missing school. After this notification, the school can start utilizing interventions with the student as laid out in school policy. **L. Hollingworth School will provide written notice to parents within seven days of a child's absence of 38 or more hours in a month (6 days) or 65 or more hours(10 days) in a school year. The parent MUST meet with administration to attempt to resolve the issue. Based on our school calendar, a student is chronically absent if he or she misses as few as two days of school per month.**

IV. STUDENT PROGRESS MONITORING

- a. In Levels Yellow and Orange, all remote learners will be required to take district and state assessments on campus. Remote learners with high-risk health conditions or concerns about Covid-related precautions will be provided a controlled and isolated area for assessment.
- b. Remote learners will continuously be progress monitored by utilizing programs such as iReady, MobyMax, and IRLA conferences via Google Meet. L. Hollingworth will monitor progress with iReady's diagnostic assessment 3 times per school year (fall, winter, spring). IRLA conferences will be held biweekly at minimum with remote learners in order to monitor progress in reading. Teachers will use MobyMax, Khan Academy, classroom assessments, etc. daily at their own discretion to more frequently monitor the progress of remote learners.
- c. In addition, students will be progress monitored with the NWEA MAP test in reading, math, and science (grades 5 and 8 only) 3 times per year.
 - i. Fall: September 8, 2020 - September 22, 2020
 - ii. Winter: January 19, 2021 - February 2, 2021
 - iii. Spring: May 10, 2021 - May 19, 2021
- d. Student progress will also be monitored continuously by teachers through formative and summative assessments, tracking standards mastery.
- e. Students who are not progressing to meet key grade-level standards will be reviewed by LHS's RTI team. The student's plan of instructional delivery will be reviewed as part of the team discussion. Appropriate, research-based interventions will be assigned to improve student progress within the virtual or campus-based classroom (Tier 1) and in increasing levels (Tier 2 or 3) if student progress fails to improve.
- f. RTI/Title Services
 - i. Students in all remote learning scenarios will receive personalized instructional opportunities through Google Meet.

V. ASSURANCE OF EQUITABLE ACCESS

- a. Instructional Materials
 - i. Chromebooks and WiFi hotspots will be provided to those families in need for all remote learning scenarios as soon as feasible.
 - ii. Paper instructional packets will be provided for students in grades K-2 and upon parent request in grades 3-8.
- b. Students who receive services (IEP, 504, Speech):
 - i. All assessments will be administered in person in a controlled and isolated area for assessment. Students will receive services on campus. In

the case that the parent of a student receiving services does not feel comfortable sending their child on campus for in-person instruction, a signed agreement will take place. In an effort to ensure the students SDI and minutes are met as aligned within their current IEP, the identified student's services will be a high priority to take place in person.

- ii. All students will receive services remotely through Google Meet or Zoom in a Level Red instruction scenario.
 - iii. Students in initial testing or due for 3 year re-evaluation will be tested as scheduled. Should the student choose remote learning or the school be closed due to local or state mandatory closure the testing will continue using Pearson Q-Global via a ZOOM conference. The Special Education Coordinator and Intervention Specialists will be trained in using the platform. This testing must take place on campus, with the exception of a state-mandated shutdown. There will be flexibility and good faith effort to meet the federal mandated guidelines/
- c. Social/Emotional Needs:
- i. L. Hollingworth School will be providing additional services in counseling and mentorship for the 2020-2021 school year.
 - ii. These services will be offered online for remote learners who need access to them.
- d. CCP:
- i. Students will test in December and tentatively take spring classes.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

- a. In order to adapt to a remote learning scenario, teachers will be provided professional development in the following areas:
- i. Google Suite (Classroom, Meet, Forms, Slides, Sheets)
 - ii. Other technology pieces (Web cameras, Screencastify, L. Hollingworth Website, etc.)
 - iii. Online features of American Reading Company curriculum
 - iv. iReady program for math interventions
 - v. Effective instruction and prioritizing curriculum
 - vi. Health guidelines and sanitation practices
 - vii. Pearson Q-Global via a ZOOM conference for staff and related services for currently identified students up for 3 year re-evaluation and initial

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- testers. (SPED Coordinator, Intervention Specialists, Occupational
Therapists, Speech Language Pathologists, IT Coordinator)
- b. Teachers will be surveyed for further professional development needs.

Date of Board Approval: 7/30/2020

Authorizing Signature for the Board: Rachel M. Pitts

School Leader Name: T.C. Franklin

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