LaBrae Local Schools

2020-2021 Remote Learning Plan

District Name: LaBrae Local Schools
District Address: 1001 North Leavitt Rd., Leavittsburg, Ohio 44430
District Contact: Anthony J. Calderone, Superintendent
District IRN: 050245
Board Approval: August 10, 2020

Instructional Needs

Instructional Sequencing & Aligned Instruction to Learning Standards

LaBrae School District will have a multifaceted approach to determining the instructional needs of students as we approach the restart of school in August. Because of the spring closure of schools mandated by the Governor of the State of Ohio and the immediacy of that decision, we acknowledge that the educational gap for students has been greatly affected far beyond what would be normally expected over the summer months. The gap for students, especially those who are at risk at all levels of instruction have been definitively widened.

Following the recommendations of the state of Ohio as to the time frame for administering tests so to allow students time to acclimate to a new school environment, diagnostic tests will be administered after a few weeks of review and orientation to gather data on student mastery of learning standards in specified areas of instruction and analyzed to identify learning gaps to target for re-teaching and intervention. These diagnostic assessments will be specific to grade level and subject matter and include vendor diagnostics, pre-requisite subject inventories, end of the year exams from the previous school year, and teacher-made assessments where needed and appropriate.

Gap Analysis for ELA K-4, ELA K-12, Math, Science, and Social Studies

Teachers will be asked to complete COVID-19 K-8 Gap Analysis and COVID-19 High School Gap Analysis spreadsheets from ODE or the local Trumbull County ESC, hereafter TCESC, to identify which concepts were taught while school was in session, remotely or not covered at all. This will be available for teachers to review before the school year for analysis and planning. Essential and critical areas of focus may be prioritized by teachers for more intensive direct instruction or compacted to address gaps in student learning and mastery.

Addressing the Instructional Needs of Students with Disabilities

Current IEP's will be reviewed with a consultation between the special education supervisor and intervention specialists concerning the effectiveness of Spring remote learning for Students with disabilities or students receiving services under IDEA or ADA in Spring 2020.   Parental

feedback and teacher input will be considered when updating remote learning practices and designing approaches for more effective student engagement and targeted focus on IEP goals. IEP updates will include a focus on engagement of students and targeted skills that are appropriate, viable and conducive to both in class engagement and remote learning situations. There may be flexibility in scheduling considered for students as individuals or small groups under a remote learning plan for accommodations in scheduling days where students requiring additional support services may have varying days of attendance.

In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education.

LaBrae Local Schools will ensure the following with respect to all Students with Disabilities (SWD):
- Receive a Free Appropriate Public Education (FAPE) under Individuals with Disabilities Education Act (IDEA) by working with each family, student, and teachers to determine what FAPE looks like for each student and family
- Are included in all offerings of school education models using the IEP process to customize educational opportunities and provide supports when necessary
- Use annual IEP to plan for traditional school year including distance learning plans or addendums to address distance learning needs during immediate or future school closures to account for delivery of education as school sites reopen, including uncertainty for pivoting in and out of distance learning
  - The IEP is the roadmap for each student with a disability, and in these challenging and emerging times, it is critical that the IEP team meets and works together to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access
- Have constant, open and on-going communication with their IEP team (general education teachers, intervention specialists, related services, etc)
  - Even for those families who switched to distance learning, re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure engagement, connectedness, and support, particularly for families who may be in crisis.
  - Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feelings about the current pandemic are as unique as the needs of the children. Considering and honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

Plan for Students Identified as Gifted & Served with a Written Education Plan (WEP)

For those students who were in the process of being assessed for gifted placement and were unable to complete assessments because of the COVID-19 Closure, the assessment process will be completed by October 31, 2020. Newly identified students will be placed into the services for which they qualify at the earliest possible opportunity.

Students currently being serviced under a 2019-2020 WEP will have a review of their current plan and an appraisal of the degree to which it was successfully adapted to the remote learning platform. The TCESC gifted supervisor and teacher will utilize that information for the purpose of planning appropriate goals in the 2020-2021 WEP plans so goals are aligned to the remote learning platforms.

There will be flexibility in scheduling considered for students as individuals or small groups under the remote learning plan for accommodations in scheduling days where students requiring

additional support services for enrichment may have specific scheduled days of attendance so district staff can provide services.

Documenting Instructional Needs

A collaborative process was implemented to facilitate input from school families and staff to gather information, which was used to reflect on the success of the remote instructional delivery during the closure of schools and plan for more successful delivery of instruction that would more closely meet the needs of our diverse learners.

Instructional plans for the District's varying attendance models for remote learning were developed over a three day process, using a small group of teacher leaders and administrators. Those plans varied according to grade level and subject matter. They included appropriate instructional resources by grade level, subject specific instructional frameworks, suggested time parameters, guidelines for teachers and students, and attendance and grading policies.

LaBrae's Restart Instructional Plans developed during the leadership conference were reviewed and selected. Examples for parents were incorporated into a district document that communicated the instructional vision to teachers, parents and the community. A more detailed review of the District document was conducted by administrators with their building staff members in preparation for implementation of the remote learning platforms.

Included in the LaBrae 2020 Restart Plan are:
- Guiding Principles upon which the plan is premised
- District Attendance Models Aligned to the Ohio Health Advisory System
- Instructional Designs with sample schedules that are building specific
- Description of blended learning cohorts with a yearly attendance calendar
- Description of color coded attendance models (Red, Yellow & Green)
- General academic policies and practices
- Health & Safety Protocols
- Operational changes
- Face covering policies
- Transportation guidelines

Google Classroom will be the learning management system for all teachers. Via Google Classroom and remote learning tools, District teachers, support services, and administrators have designed a school schedule for each grade level that provides consistent opportunities for student engagement that includes direct instruction, remediation services, support services, enrichment opportunities, and a medium for communication. The remote learning schedule has been distributed to students and parents.

Determining Competency, Granting Credit, & Promoting Students to a Higher Grade Level

Determine Competency

Teacher -made formative and summative assessments currently used in the classroom may be adapted to the digital platform using Google Classroom to check competency. Vendor assessments from adopted curriculum that contain digital assessment components will continue to be used whether in their entirety or adapted by the teacher to determine competency, and or mastery, of specific standards or the end of course minimum proficiency.

Diagnostic testing in content areas may be used as a comparative assessment to determine competency in specific areas of instruction.

Competency testing required by the ODE, such as the AIR, End of the year Course Exams, and the ACT will continue as regulated by the state of Ohio. Companion assessments, already routinely scheduled by specific grade levels such as the IOWA Test of Basic Skills, CogAT, I-ready, Lexia Rapid Test and Reflex Math will continue to be used as a measure of student competency.

Granting Credit

The District, through board approved policy, has grading and assessment policies that are in place and effective during a remote learning attendance model. The effective policies have been communicated to students and families through multiple mediums.

Teachers will adapt the regular curricula where appropriate for each grade level to a digital platform and students will be graded under the current adopted grading system for each grade level and building.

In striving to ensure student engagement and participation during remote learning, student participation will be emphasized by all District staff and incorporated into each teacher's assessment and grading practices, and subsequently, will be a component of a student's final grade and issuance of credit in a scheduled course or content area.

Promoting Students

During remote learning, a student will be promoted to the succeeding grade level when s/he has:
- Completed the course and State-mandated requirements at the presently assigned grade level.
- Demonstrated a minimum level of proficiency on State approved diagnostic tests.
- After the review of grade level appropriate data, in the opinion of the professional, the student has achieved the instructional objectives for the present grade level.
- Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade level.
- Demonstrated the degree of social, emotional and physical maturation necessary for a successful learning experience in the next grade.
- Sufficiently met the credit requirements in accord with District policies, as applicable, to earn promotion
- During remote learning, promotion decisions continue to be based on a holistic look at each student's progress, with flexibility for remote learning conditions.

Attendance and Participation

Attendance Requirements

LaBrae will monitor and track student attendance according to our instructional attendance models. Since LaBrae students maybe engaged in remote learning under two different attendance models, the District is prepared to monitor and track student attendance and engagement accordingly:

Blended Learning: Attendance will be taken daily for student cohorts that are physically in attendance according to the alternating attendance schedule. Attendance for remote learning days will be tracked by the level of student engagement in, and completion of, remote learning activities and assignments.

Full Remote Learning: Attendance for full remote learning days will be tracked by the level of student engagement in, and completion of, remote learning activities and assignments.

Attendance hours will vary by the type of remote-learning activity. Synchronous teacher-led remote learning can be used to track attendance, but asynchronous self-directed remote learning may require varying evidence of student participation.   Evidence of participation can include daily logins on digital programs, student-teacher interactions via telecommunications and other technologically based communication platforms, and assignment completion. Although the default is to assume attendance, if there's no evidence of student exposure, engagement or participation, that child should be considered as non-participating or absent.

District policy on attendance was presented and communicated to parents in the initial release of the remote learning plan. Teachers will communicate to students specific attendance requirements for specific courses that are appropriate for each grade level, subject and digital activity. When student absent levels warrant attendance intervention, District leaders and support staff will initiate an attendance intervention team that will engage families and develop an attendance intervention plan. The team will work to implement and monitor the attendance intervention plan and adjustments made accordingly.

Progress Monitoring

Monitoring During Remote Learning

Progress monitoring for students will be conducted using the digital platforms. Current digital resources that track student progress will continue to be used. Programs for Elementary students in grades K-5, such as Lexia, I-ready & Reflex Math will continue to track student progress over time. Other means of progress monitoring, including vendor assessments and adopted curriculum with digital formats such as Think Central which can also be used to track student progress in mastery of course content standards. Teacher-made assessments that track student progress on standards may also be used when adapted to the digital format through the District's learning management system. Oral progress monitoring may also be used for individual students using telecommunications platforms.

Progress monitoring will be documented and communicated to parents in the grade reporting portal. Parents of students receiving special services, in accordance with an IEP or 504 plan, will receive interim reports, grade reports, and progress monitoring reports at regularly scheduled intervals.

Equitable Access

Plan For Equitable Access

At the conclusion of the 2019-2020 school year, the district conducted a parent survey to evaluate the remote learning experience for students including student access to technology and connectivity with 350 families responding. Recently, a survey for the 2020-2021 school year was sent to parents to assess the family's needs for technology in a remote learning environment and included an opportunity to request equipment or Internet connectivity for their household. The feedback from families has been more significant in the second survey with a higher degree of participation, which has produced more valuable information to better inform the District plan moving forward and facilitate closing the digital divide and providing equitable access to all students. As a result of parental feedback, the District has invested financial resources in purchasing additional technology to provide students access to learning devices and connectivity.

Professional Learning

Educator Professional Development

Planning for professional development to enhance remote learning began before the end of the school year during the pandemic closure with the district offering Google Classroom professional development to all staff via a Google Meet session. Further, classes and workshops for remote learning proficiency were offered to all staff during the Summer of Growth offered through TCESC, whose primary focus was on digital platforms and resources to enhance remote instruction. Further course work is available for teachers from the TCESC in the early weeks of August.

LaBrae Local Schools, in partnership with the TCESC, is offering further training for teachers in Google Classroom and Digital Resources in the professional development days preceding the beginning of school for students. Adjustments in the start day of school for students have been moved to a later start date so that teachers will have more time to develop skills and proficiency in delivering instruction remotely.

Teacher leaders have been identified, and trained in digital delivery of instruction, and will offer support and additional training as needed. A digital workspace has been created to enhance collaboration among instructional staff.