

School Name	Lake Erie International High School		
School IRN	151183		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	7/27.20	Board President Signature	Terry L. Walker

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](#).

Option A: Normal 5-Day All Student Schedule

- This would be implementing our traditional instructional model using Apex curriculum as well as Achieve3000 with instructional staff providing additional learning opportunities in the classroom.
- This option will be implemented as long as we can safely provide instruction within the school building.

Option B: Hybrid of In-School and Remote Learning

- This would be implementing a combination of both our in-school traditional instructional model and remote learning model still using Apex and Achieve3000 in which teachers will be available for remote learning through various Google Classroom and social media and technological options.
- This option will be implemented based on factors such as classroom availability to keep students and staff safe or as mandated by the State and/or Cuyahoga County Health Department.
- Google meet/classroom will allow students that are not in the building physically to interact with their teacher via web video.

Option B: Hybrid Remote and In-Building Learning Plan

Students: 1 day in building, 4 days remote learning each week

- Split students into 4 groups as determined by session:
 - Group A (Session 1, 1st ½ of students)
 - Attend in bldg. 7:30-12:30 Mondays
 - Remote learning Tuesdays-Fridays
 - Group B (Session 1, 2nd ½ of students)
 - Attend in bldg. 7:30-12:30 Tuesdays
 - Remote learning Mondays, Wednesdays-Fridays
 - Group C (Session 2, 1st ½ of students)
 - Attend in bldg. 11:00-4:00 Wednesdays
 - Remote learning Mondays, Tuesdays, Thursdays, Fridays
 - Group D (Session 2, 2nd ½ of students)
 - Attend in bldg. 11:00-4:00 Thursdays
 - Remote learning Mondays-Wednesdays, Fridays

- All groups would do remote learning on Fridays along with the other three days not scheduled for in-building sessions.
- Staff would be in building Mondays-Thursdays, optional Fridays.
- Students are expected to complete a minimum of 3-5 assignments per day, including any day of remote learning.
- FaceTime and other social emotional instruction should be repeated to include all in-building students whenever possible. Virtual SEL and other student well-being services can be held as an all-school, small group, or individual workshops.
- Lunch distribution suggestion -- students may be given five lunches (and breakfasts?) on their in-building day to cover the remote day's food as well.

Weekly Schedule - Hybrid Learning Option

	MON	TUE	WED	THU	FRI
Work with in-building students	7:30 AM to 12:30 PM	7:30 AM to 12:30 PM	11:00 AM to 4:00 PM	11:00 AM to 4:00 PM	Not Applicable
Student Lunch	12:15 PM to 12:30 PM	Not Applicable			
Staff Lunch	12:30 PM to 1:00 PM	12:30 PM to 1:00 PM	10:30 AM to 11:00 AM	10:30 AM to 11:00 AM	12:30 PM to 1:00 PM
Work with remote learning students	1:00 PM to 4:00 PM	1:00 PM to 4:00 PM	7:30 AM to 11:00 AM	7:30 AM to 11:00 AM	7:30 AM to 4:00 PM
Meetings (Virtual When Possible) 4:00 PM -5:00 PM					

Option C: Full Remote Learning



- This would be implementing our remote learning model still using Apex and Achieve3000 in which teachers will be available for remote learning through various Google Classroom and social media and technological options.
- Teachers will be on Google Meets between 10am-Noon and 1pm-3pm
- This option will be implemented if the threat of COVID-19 contagion is high, if we were mandated by the State and/or Cuyahoga County Health Department or if someone in the building tests positive for the coronavirus.
- Google meet/classroom will allow students that are not in the building physically to interact with their teacher via web video.
- A minimum of 3-5 assignments need to be completed daily for a student to be counted as present.
- If a student does not complete at least 3 assignments that day then the total number of minutes logged into Apex will be used to help determine if the day should be counted as a present day.
- If a student does not complete at least one assignment then they must be logged into Apex/Achieve 3000 for a minimum of 3 hours working on studies/assessments to be counted as present.
- Students working on offline assignments and not completing at least 3 assignments can be awarded a present day through teacher discretion.
- Students not meeting the daily requirements for a present day will be marked absent and the missed hours will accrue toward truancy.
- Excused absences will be handled through the policy in the student handbook.
- Any student who does not have a present day for 14 consecutive school days will be considered truant under the 72-Hour Rule.

Career Technical Education Remote Learning Plan

Senior-Only Credentials:

- Larock Healthcare Academy:
 - Students who participate in Larock Healthcare programs will do their courses online through Webex and be broken up into small groups to attend their skill sessions in the building. All Students must follow Larock Healthcare Academy attendance policy or they will be dropped from the program.
- Law and Public Safety:
 - Students who participate in the Law and Public Safety program with Cuyahoga Community College will abide by all remote learning policies applied by the College. Students will use blackboard and other university online platforms to complete their work virtually. If students need to take an assessment on campus they must follow all of Cuyahoga Community College guidelines and procedures.
- Monitoring Student Progress:
 - The Lake Erie CTE Director will do weekly check-ins via zoom, e-mail or phone calls to monitor student progress in each respective industry credential.
- Attendance Policy:

- Students participating in Senior-Only Credentials attendance will be counted for the days they are in attendance at their respective industry credentials. This will be checked and completed weekly by the CTE Director.
- Career Based Intervention:
 - Lake Erie will use online tools as in OhioMeansJobs.com to create a career profile, explore Career Pathways, Practice Interviews and Tips, Explore Scholarship Opportunities, and explore the 16 Personalities by discovering their strengths and weaknesses.
 - Host Zoom meetings to discuss social and emotional skills, Postsecondary and Career Preparation, Health and Wellness Literacy, Safety, Communication Skills, Customer Service, Entrepreneurial Concepts, and Problem-Solving and Critical Thinking.
- Work-based Learning:
 - Work-based Learning is a student-led, instructor, and employer co-supervised experience that results in measurable outcomes aligned with career field technical content standards. If face-to-face check-ins are not possible, virtual meetings, phone calls, and written or electronically prepared evaluations between the Lake Erie Staff and employer will take place to monitor the work experience. Lake Erie Staff will work with the student by zoom or email or any other virtual means to work on work-based learning, development, coaching and feedback.

Student Engagement Follow Up

- The Family Advocate and Retention Specialist will conduct daily home visits/phone calls for disengaged students as needed.

Building Support

- A skeleton staff and security will be in the building daily to provide student support between 10am-Noon and 1pm-3pm

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?

Determination of Needs:

Special Education or Section 504 Plan Learners – A process exists for newly enrolled students that tracks and receives all needed SpED and 504 Plan paperwork. This information will determine timelines for updating IEPs, ETRs, and 504 Plans. IEPs, ETRs and 504 meetings are conducted remotely or by phone based upon the most recent documentation for each student. For enrolled students not currently identified for an IEP/504 Plan, an IAT process and team are in place to identify and assess individual and interventions which are based upon student referrals.

English Learners – A process exists for newly enrolled students that tracks and receives all needed EL paperwork. All identified EL students are tested and the results of the test helps in determining the level of English proficiency.

Computer and Internet Access – Students who do not have access to a computer or tablet are referred to the school’s Family Advocate, who works with PCs for People to find donated computers or tablets for the students. Students who do not have Internet access are referred to Spectrum and AT&T who offer free and discounted rates for low-income students. The school also bought several hot spots from PCs for People which are provided to students who cannot get Internet Access from a cable and Internet provider. If a student cannot get access to either a computer or Internet, the student is mailed resources and assignments so he or she can continue to do their work. The work is then sent to the teacher of record who then grades and enters the scores of the assignments and sends out the next set of course materials.

Documentation of Needs:

The school documents all IEP, ETR and 504 Plan Information on a Google spreadsheet and in DASL. The school also documents EL information on a separate spreadsheet and in DASL. The school uses Google spreadsheets to track students needing a laptop and/or Internet service, as well as a spreadsheet that tracks school-provided laptops and hot spots. Individual teachers track student work that is being mailed.

Monitoring Student Progress:

Classroom Teacher of Record – Classroom teachers are responsible for grading student assignments, entering these grades and determining when the student is completed with the course. The teachers can assign due dates as needed on an individual basis. Teachers contact students through multiple sources when the student is not consistently meeting their daily goals. Teachers are available to be contacted through multiple sources by students and parents.

Weekly Assignment Tracker – This spreadsheet tracks completed assignments for individual students in each content area as well as the total weekly completed assignments in each content area. Students not meeting daily and/or weekly goals are identified as RTI students.

Teacher-Based Teams (TBT) – The TBT meets twice a month to assess RTI students’ areas of weakness to determine a classroom intervention to improve progress and/or success. If two classroom interventions have been attempted but are not successful, the student will be referred to the IAT process.

Weekly Completed Courses – This spreadsheet tracks completed courses for individual students, as well as the total number of completed courses in each content area.

Describe the method to be used for determining competency, granting credit, and promoting students to a higher grade level.

Determining Competency:

Apex Curriculum – All students are expected to earn a grade of 60% or higher on each graded assignment. Every student will also be expected to pass the course final exam in order to be awarded credit for completing the course. Each Apex course is broken down into semesters worth 0.5 credit

each, with the exception of US Government and Bridge Math. Both these courses are full credit, whose course designs are based upon a full year's assignments. These courses are worth 1.0 credit upon success completion.

Achieve 3000 – Each student enrolled in Achieve3000 as a reading intervention course will earn 0.5 elective or English credit after passing 40 assessments with a grade of 75% or higher.

AGS Curriculum – This is an additional curriculum available for Special Education students based upon individual needs using IEP/ETR information and teacher discretion.

Credit Flex – This allows for alternative instructional methods and alteration of courses by teachers and/or administration based upon individual student need.

Awarding Credit:

Upon completion of a course's requirements, the teacher will review the student's coursework to be sure it has been completed with an overall course grade of 60% and close out the course and provide a final grade. The Assistant Principal will award final credit in DASL, update the student's progression plan, assign a new course and update all necessary Google spreadsheets. The student will be notified of a completed course by the content teacher and be awarded a "Completion of Course" certificate by the Assistant Principal.

Promotion of Students to the Next Grade Level:

The Assistant Principal promotes individual students as they complete the necessary course requirements for grade advancement. When students advance in grade level it is updated in DASL. The students are informed of the grade advancement by the Assistant Principal.

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

Attendance Policy (For remote or hybrid learning)

- A minimum of 3-5 assignments need to be completed daily for a student to be counted as present.
- If a student does not complete at least 3 assignments that day then the total number of minutes logged into Apex will be used to help determine if the day should be counted as a present day.
- If a student does not complete at least one assignment then they must be logged into Apex/Achieve 3000 for a minimum of 3 hours working on studies/assessments to be counted as present .
- Students working on offline assignments and not completing at least 3 assignments can be awarded a present day through teacher discretion.
- Students not meeting the daily requirements for a present day will be marked absent and the missed hours will accrue toward truancy.
- Excused absences will be handled through the policy in the student handbook.
- Any student who does not have a present day for 14 consecutive school days will be considered truant under the 72-Hour Rule.

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](#).

Students will have all of the same learning opportunities remotely as they would in the traditional classroom by increasing their literacy by learning how to use new technology including but not limited to Google Classrooms, Google Docs, School Email, and other G-Suite tools. Students will also have access to the SEL opportunities offered by the Family Advocate and other staff members, but through virtual means. All learning opportunities will be documented through proper attendance procedures, Google spreadsheets tracking progress, Apex and Achieve3000 reports, and academic documentation entered into DASL.

Provide a statement describing how student progress will be monitored.

The Academic Coach will create a weekly Assignment Tracker spreadsheet documenting the number of completed assignments done in each class per day for the prior week. This data will be broken down by content area and have a pre-grad (seniors) breakdown to help monitor our pre-grads progress towards graduation. This report will also show what students didn't log into the curriculum and what students logged in but did not complete any assignments. These students will be considered our RTI students and interventions up to and including IAT referral will be put into place. In addition, teachers will monitor their assigned courses to check students' progress and will meet with struggling or stagnant students to try to get the students back on track.

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

All teaching staff have proper ODE-approved licenses for their content area. All students are properly evaluated upon enrollment to determine if EL, Special Ed, or 504 services are needed. All students are assigned a school gmail account and have access to all teachers and the Google Classrooms in order to be able to effectively communicate with the teachers and other staff members. Our Family Advocate works with community stakeholders to help ensure that all students have access to computers, internet, and hotspots.

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 and our State Support Team for the 2020-2021 school year.

Additionally, Lake Erie provides the staff with all required professional development for the school year. The school provides additional professional development for the staff as needed. Teachers and other staff are required to participate in at least two outside PD opportunities per year.

Finally, teachers have been offered to attend Google training sessions and webinars to learn the different features of Google Education and how to implement these features with hybrid or remote learning.