

<b>School Name</b>	LAKE ERIE PREP		
<b>School IRN</b>	013132		
<b>Sponsor Name</b>	<b>OCCS</b>	<b>Sponsor IRN</b>	<b>016998</b>
<b>Board Adopted Date</b>		<b>Board President Signature</b>	

**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](#).**

LEP will 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 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.

LEP has 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: Traditional**

#### *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

#### **Option 2: HYBRID**

##### *Instruction*

LEP will utilize the Canvas platform for virtual instructional interaction with students. The sequence of standards taught across each mode of learning at the grade level will be the same for those in the traditional model.

For example, hybrid/virtual students start with standard 3.NBT.1 in 3rd grade Math. The school-based 3rd grade teacher should also start with this standard and teach each subsequent standard in the same sequence and for approximately the same amount of time as the AMP curriculum with modifications made for student's learning needs. School based classroom teachers may project that same course, or one that they modify themselves, onto the whiteboard for whole class use. Sequence of standards taught remains intact.

Students that are participating in the hybrid model will be split into Groups A and B; each group will engage in 2 days of traditional learning and 3 days of virtual learning weekly. To provide an equitable learning experience, teachers will ensure that students in grades K-8 receive at least two hours of direct instruction synchronously through Big Blue Button each day they are working virtually; one hour for math and one hour for ELA, at a minimum. This does not include a student's required services per their IEP.

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.

1. Schools will provide a virtual learning experience for students that is equitable to their grade level peers who are receiving their instruction in the school building.
  - a. Any instructional opportunity offered to a student in the school building must be replicated for students in the virtual setting.
    - i. For example, but not limited to:
      1. Students who receive Title I small group intervention services should receive those regardless of their physical location



2. Students who receive support as an English Learner should receive those same supports regardless of their physical location
3. If school-based students have Art, Music or PE throughout the week, the same must be offered to students working virtually.
4. Core content as taught by the classroom-based teacher must be offered virtually.
  - a. If a school has a standard social studies block, that standards-based instruction needs to be given to virtual students as well
2. All students who receive Special Education services will receive the services prescribed by their IEP. These could be delivered on the days the student physically attends the building, or virtually through Canvas.
  - a. It is the responsibility of the classroom and/or virtual teacher to be aware of a student's accommodations and support the student appropriately whether that means a modified assignment, additional time for an assignment, etc.

#### *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: Online**

##### *Instruction*

Students will learn from home every day school is in session as indicated in the school's Board approved calendar. School surveyed the families to determine which household had internet ready devices and the amount. Students without devices will be provided a Chromebook and internet resource sheet (for local providers) if needed based on participation and eligibility guideline. Teachers will facilitate standards-based instruction using the curriculum embedded in the CANVAS programming; 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 iReady or other programs to differentiate for student learning needs around a given standard. 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 be a mix of teacher-led, synchronous sessions and 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 and those that support our English Learners. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Call blast System, 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 an initial beginning of year diagnostic through both the NWEA MAP assessment as well as iReady Diagnostic at the start of school (All modalities). This data will inform any changes in a student's academic progress and set the course for interventions and enrichment support for the upcoming year. Teachers will use the data to make informative instructional changes each cycle

We will continue with our biweekly cadence of short cycle assessments {growth monitoring (K1) Standards mastery (2-8)}, these mini checkpoints are designed to assess a student's growth/mastery of a standard(s) with items aligned in rigor and format to the Ohio State Test (OST).

LEP will also utilize COMP assessments as a tool that will allow students to take mock assessments at regular intervals pencil to paper.

**RTI**

- Teacher assesses the skill of the learners in class.
- Based on data interventions can be a part of a whole class setting or small groups (utilizing the appropriate social distancing practices)
  - Tier 1
    - Whole group -universal screening – differentiations
  - Tier 2
    - Small group
      - Targeted intervention in addition to the regular classroom instruction.
      - Daily additional intervention
      - Imbedded in the schedule utilizing title teacher
  - Tier 3
    - Intensive
      - Small percentage – no more than 3 students



- Most instruction in whole class setting – however if progress is continually limited the student may be recommended for an evaluation for special education.

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

Students will be assessed three times during the upcoming school year, using both NWEA and iReady assessment. In addition, bi-weekly short-cycle assessments (SCAs) will be provided based on current learning targets and quarterly assessments from ACCEL will be given. Each assessment will provide school leaders and instructional staff the opportunity to prioritize need, re-teaching, small group/intervention, and RTI.

Students will continue to be graded for mastery using the existing/traditional grading scale. Work completion will be captured, as well through various modes of submission – in-person, electronic, and program specific outcomes.

Promotion will be granted to students that meet all minimum requirements, specifically in math and ELA. Students who fail the first semester in either or both will be identified, and retention plans will be created with the families to ensure that promotional goals are set for the second semester.

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

3. Attendance will be taken daily
  - a. For students in the building, standard attendance taking procedures will be applied.
  - b. For students working remotely on any given day, metrics for measuring attendance may include:
    - i. Turning in assignments through Canvas
    - ii. Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
    - iii. Responding to a threaded discussion
    - iv. Attending a teacher's virtual office hours for support
    - v. Recording activities in the offline tracker in Canvas
      1. Engages in a required learning activity that does not have a corresponding lesson in Canvas, the time can be tracked here. Examples may include- a PE assignment that requires students to



exercise for 30 minutes each day, or a 2<sup>nd</sup> grade student who needs to record the number of minutes they spend reading independently with books of their choice.

Failure to meet metrics for attendance while working remotely may constitute an absence.

**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](#).**

Learning opportunities for students in virtual/hybrid modalities will participate in two ways - Asynchronous Learning and Synchronous Learning, both within a Learning Management System. The Learning Management System for LEP is the "ACCEL Management Platform" (AMP).

Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an In Person learning experience.

Documentation of participation may include, but not limited to:

- Turning in assignments through Canvas
- Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
- Responding to a threaded discussion
- Attending a teacher's virtual office hours for support
- Recording activities in the offline tracker in Canvas

Engages in a required learning activity that does not have a corresponding lesson in Canvas, the time can be tracked here. Examples may include- a PE assignment that requires students to exercise for 30 minutes each day, or a 2<sup>nd</sup> grade student who needs to record the number of minutes they spend reading independently with books of their choice.



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

## Option 1: Traditional

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

## Option 2: Hybrid

- NWEA
- iReady
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (grade 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

## Option 3: Online

- NWEA
- iReady
- 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

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

## Idea 1:

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.

## Idea 2:



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.

Idea 3:

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.

Idea 4:

As a school we recognize that our families are diverse but are all focused on ensuring their children succeed. For some of our students, transportation can be a barrier, causing absence or tardiness. We are working closely with the district concerning transportation. It is our intent that transportation does not dictate the learning options available to a family.

Idea 5:

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.

Idea 6:

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 OCCS 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
- Text Complexity
- Robust Vocabulary
- SEL





- Culturally Responsive Teaching
- Performance Evaluation

Virtual teachers only:

- Canvas 101- features and functions of the learning platform, best practices for engaging students virtually, and expectations of the virtual teacher
- Text Complexity
- Robust Vocabulary
- SEL
- Culturally Responsive Teaching
- Performance Evaluation

School leadership teams:

- How to monitor and provide effective feedback to virtual teachers
- SEL
- Culturally Responsive Teaching
- How to lead a virtual school with a traditional mindset

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

