

<b>DISTRICT NAME</b>	Lakeland Academy Community School
<b>SCHOOL YEAR</b>	2020/2021
<b>IRN</b>	011511
<b>COUNTY</b>	Harrison
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<b>SIGNATURE/DATE</b>	Scott Bardall      August 14, 2020

### REMOTE LEARNING PLAN

In response to the disruptive nature of COVID-19, Ohio’s Legislators and Governor Dewine enacted HB164 in June, 2020. Part of HB164 reads: “Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year... Not later than July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education.” Community Schools are asked to also forward their plan to their sponsor. This template has been created by the ESCLEW to help guide your work in the following requisite areas.



Check all the boxes that apply.

I am submitting my district’s Remote Learning Plan.

I am providing an amended version of my district’s Remote Learning Plan.

#### GENERAL OVERVIEW

##### SUMMARIZE THE OVERALL INSTRUCTIONAL MODEL TO BE USED?

Lakeland Academy Community School will be using a hybrid model. Some students will be in a face to face setting. Others will be learning remotely. If remote, three synchronous online learning days will be the standard and two days of asynchronous tasks for students will be assigned. Teachers will have established office hours on those days asynchronous tasks are assigned. All students will have access to a chromebook, but parents also have the option of completing analog materials.

##### EXPLAIN THE USE OF SYNCHRONOUS AND ASYNCHRONOUS REMOTE LEARNING.

**Synchronous learning for remote learners will take place in the form of zoom classes (live). All lessons will be recorded and available for remote learners. Asynchronous learning will be in the form of a variety of online curriculum options that align with the standards of the lesson being taught.**

#### **ADDITIONAL COMMENTS OR NOTES**

- Our staff begins in the building August 24. We see students on September 8.

## **REMOTE LEARNING PLAN CHECKLIST**

### **Requirements, as indicated in House Bill 164.**

#### **The Remote Learning Plan includes the following:**

- X A description of how student instructional needs will be determined and documented.
  - X The method to be used for determining competency, granting credit and promoting students to higher grade levels.
- X The school's attendance requirements, including how the school will document participation in learning opportunities.
- X A statement describing how student progress will be monitored.
- X A description as to how equitable access to quality instruction will be ensured.
- X A description of the professional development activities that will be offered to teachers.

### **Recommendations and Best Practices**

- X **Fixed schedules:** Courses have established schedules for teacher-led instruction.
- X **Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
- X **Clear expectations:** Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
- X **School and Community Communication Plan:** The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.

## SECTION ONE

### a. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED

(past performance, Standardized test results, diagnostic testing results)

- Instructional needs will be determined by Gap Analysis, STAR testing results from March testing, and past student performance.
- STAR testing allows for individualized reports for each student that we will use to determine their baseline starting points.
- In ODE tested grade levels and content areas Reset Readiness Assessments (baseline testing and checkpoint assessments) will be used. Diagnostic resources made available by ODE will be used to determine benchline data. Math, ELA, Social Studies and Science will be assessed.
- All baseline data collected will be used to determine instructional decisions and individual differentiation.
- All IEP/504/Gifted student goals will be communicated to teachers, intervention specialists, parents, and students (when appropriate) through either face to face meetings or direct phone communication.
- Ensuring that communication is face to face or through direct phone contact will ensure student privacy. With a small student population this policy will work to address these concerns.

### b. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DOCUMENTED

(documentation will be in the form of test results placed in student files, updated IEP/504/Gifted documents, and individualized logs completed by teachers)

- Documentation of instructional needs will catalogued as “testing results” in student files
- All necessary instructional needs/modifications will be included in IEP/504/Gifted plans, and in individualized student logs completed by teachers.

### ADDITIONAL COMMENTS OR NOTES

**Action Steps:** Review of test results/diagnostic test ‘drill downs’ for individual students, and past student performance, communication with stakeholders, new year diagnostic testing, updating student files

**Persons Responsible:** Classroom teachers, Intervention Specialists, and Administrator

**Date for Completion:** Reviews will be completed before the opening day of school. Communication with stakeholders will be ongoing throughout the year. New diagnostic testing and updating student files will be ongoing throughout the year.

## SECTION TWO

### a. THE METHOD TO BE USED FOR DETERMINING COMPETENCY

(classroom performance, diagnostic testing results, Standardized test results)

- Competency will be based on a combination of classroom performance, diagnostic testing, and standardized test results. All three components are based on measurable standards.
- If a student is at risk of failing/does not score competent, the teacher will reach out to the student, family, and School Administration to ensure the student receives the necessary support. Communication will be frequent and ongoing.

**b. THE METHOD TO BE USED FOR GRANTING CREDIT**

- Credit will be granted based on student performance in the classroom or from a remote location.
- Passing (baseline) will be set at 60%.

**c. THE METHOD TO BE USED FOR PROMOTING STUDENTS TO A HIGHER GRADE LEVEL**

Teachers and the School Director will consider the following factors in arriving at decisions on promotion:

- The student’s level of academic aptitude and achievement;
- The student’s level of social and emotional development and ability to effectively interact with other students in his/her current grade level;
- The student’s attendance patterns and its effect on the student’s progress; and
- Any other factors thought to be appropriate by the School Director, teacher(s), and professional staff.

**ADDITIONAL COMMENTS OR NOTES**

**Action Steps:** Diagnostic testing, end of course assessments, common assessments, communication with students/parents

**Persons Responsible:** Classroom teachers, Administrator

**Date for Completion:** All action steps will be ongoing throughout the school year, though there are windows for testing that will be followed

**SECTION THREE**

**a. THE SCHOOL’S ATTENDANCE REQUIREMENTS**

(As per ODE regulations, 920 hours minimum hours of classwork will guide our instructional decisions, planning and implementation; use ProgressBooks to record time on lessons and assessments; teacher recording of remote meeting, time spent on assignments remotely)

- Clearly ODE requirements will be followed. The 72 hour rule for remote learners will be documented through zoom conferences, completed assignments/projects, and appropriate legitimate excuses. The 72 hour rule will be administered for in school students as in the past.
- Synchronous full class or small group meetings with teachers at least 3 times per week. Teachers will use a tracking form to log student attendance.

- Asynchronous assignments will have students working independently and credit will be given for task completion. ProgressBooks features or manual calculation by teachers will be used to determine time calculations for attendance.
- We will make available all classes/lessons via zoom to students where internet service is available.
- We will train teachers prior to school opening on procedures for documentation of attendance.
- Assignment completion will be used for attendance, particularly for our youngest remote learners.
- For remote learners without internet capabilities assignment completion will be used district wide. Teachers will document this. An appeals process will be available.
- Attendance and absenteeism policies will be updated to align with our remote learning plan, as per ODE requirements and in coordination with policy updates from Dickenson and Wright (school attorney).
- Parents may/will communicate approved school absences electronically or telephonically and will be logged in the central office throughout the year.

All attendance information will be transferred to DASL/EMIS.

**b. HOW THE SCHOOL WILL DOCUMENT PARTICIPATION IN LEARNING**

- Synchronous Full Class Meetings/small group meetings with teachers (at least three times per week) will be held. Student logins will be recorded. Teachers will give a participation grade based on the content of the lesson.
- Asynchronous tasks will be assigned for independent work and teachers will calculate a participation grade and score assignments as appropriate. This information will be transferred to ProgressBooks and DASL.
- For students using paper based only materials, the calculation of “participation and scores” will be calculated and documented in the same way. Additionally, students may earn grades for having telephone or in person meetings with teachers.

**ADDITIONAL COMMENTS OR NOTES**

**Action Steps:** Create lessons to be posted to ProgressBooks and made available via zoom, teacher training on attendance documentation, update attendance and absenteeism policy

**Persons Responsible:** Teachers, Administrator, Administrator/School attorney

**Date for Completion:** Teacher lessons will be ongoing throughout the year. Teacher training on attendance documentation will be completed by the school opening. Updating school policy on attendance and absenteeism policy will be completed prior to the opening of school

**SECTION FOUR**

**a. HOW STUDENT PROGRESS WILL BE MONITORED**

(homework turned in, assessments of a variety of types, diagnostic testing, state end of course testing)

- Student progress will be monitored in face-to-face instruction through regular assessments/projects/homework/classroom participation.

- Students who choose remote learning (with computer access/synchronous) will have access to all lessons via zoom or be able to access them on ProgressBooks, so their progress will be assessed by a combination of assignments completed and zoom interactions.
- Students who work independently will be monitored for progress through completed assignments.
- All documentation will be entered into ProgressBook during the year.
- Teachers have had training in the use of common assessments, use of rubrics and project based learning, etc.
- Assignment completion will be used to calculate grades and the parameters will be successful completion of the assignment as graded by the teacher (expectations will be explained at the outset of the school year).
- Communication with students/parents will follow school email, direct phone contact, and face-to-face contacts, when possible.
- Differentiation will be provided in every class, and particularly to those students who are on IEPs, with specific guidelines outlined by our Intervention Specialists.
- Teachers will keep a log on student differentiation practices.

#### ADDITIONAL COMMENTS OR NOTES

**Action Steps:** Prepared differentiation for all learners, documentation of progress in ProgressBooks, Communication with stakeholders

**Persons Responsible:** Teachers, Administrator

**Date for Completion:** Differentiation for lessons to students will be an ongoing process throughout the school year. Documentation of progress in ProgressBooks will also be ongoing. Communication with parents/students will be ongoing, as well.

#### SECTION FIVE

##### a. HOW EQUITABLE ACCESS TO QUALITY INSTRUCTION WILL BE ENSURED

(beyond school activities...phone contacts, zoom meetings, google classroom lessons and activities provided online, home instruction in certain cases, improved access points in the school)

- Digital access for our students is a top priority, however, in our area internet access is not always reliable. We have increased the access points and made the school internet available to students outside of school hours who can be within range. We have made parents aware of low cost or free opportunities for 'hot spots', as well.
- We will engage families to the greatest extent possible through increased communication, making the school's internet available when possible, and creating an after school program (smaller number of students) where healthy snacks, mentoring, remediation, and intervention services are available.
- Students with disabilities will have unprecedented access to our Intervention Staff and have complete access to all special services, to the extent possible.
- For remote learners, communication through zoom lessons and increased availability of access to Intervention staff will address this concern.
- In some cases home visits will be arranged, if possible.
- For high mobility students we will offer chromebooks if learning remotely.
- We will also increase our communication with caregivers, when possible.
- We are establishing a partnership with our local mental health services agency.

- We have established an afterschool program to increase the availability academic support three days each week.
- Our before and after school program includes nutritional services three days each week. We also have special lunches provided each Friday to meet nutritional needs, as well.
- We have established a partnership with our local college to gain access to college/career planning.

#### ADDITIONAL COMMENTS OR NOTES

**Action Steps:** (Increased access points in the school for internet use, communicate free or low cost ‘hot spot’ opportunities, after school program, zoom opportunities, access to chromebooks outside of school)

**Persons Responsible:** Administrator, teachers

**Date for Completion:** The ‘hot spot’ communications have been made. We have completed increasing our access points in the school. Our after school program is in operation. Zoom opportunities and chromebooks for outside of school use will be operational at the outset of the new school year.

### SECTION SIX

#### a. THE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT WILL BE OFFERED TO TEACHERS

(Professional development has been and will continue to be offered to improve online learning opportunities, provided by ODE, ESCLEW, Jefferson County ESC and other vendors, google classroom linked to ProgressBooks training offered to all teachers, Special Education activities linked to ProgressBooks training for Special Education teachers, training on updated ProgressBooks)

- Professional development has been offered throughout the summer and will continue throughout the school year. Topics have included; student trauma and effects, classroom management, special education services and updates, remote learning activities/planning, ProgressBook training. Safe schools PD will be offered prior to opening the school year.
- There will be no face-to-face Professional development other than those that we present to staff administratively.
- We rely heavily on PD offered through ESCLEW, JCESC, and SST 12.
- Our teachers teach combined classrooms from grades K-8, so there is no opportunity for teachers to collaborate on lessons from a content standpoint. Most of the time offered for teachers to view digital training is done prior to the school year.
- Training teachers and support staff on health protocols will be done prior to the opening of the school year.
- Our staff begins in the building August 24. We see students on September 8.
- Several days of PD/training will be included during this period.

#### ADDITIONAL COMMENTS OR NOTES

**Action Steps:** PD offerings on health protocols, PD offerings on updated ProgressBooks and google classroom, PD on Special Education topics

**Persons Responsible:** Administrator, teachers

**Date for Completion:** All PD that can be completed prior to school opening in September will be (health protocols, ProgressBooks, google classroom, and some Special Education topics. There will be ongoing PD as opportunities are made available.