

School Name	Lincoln Park Academy		
School IRN	041065		
Sponsor Name	Buckeye Community Hope Foundation	Sponsor IRN	000862
Board Adopted Date	July 30, 2020	Board President Signature	DocuSigned by: <i>Steven Gonzales</i> 653CFBD6F3C3409...

Lincoln Park Academy
REMOTE LEARNING PLAN
2020-21 SCHOOL YEAR

Lincoln Park Academy intends to implement flexible learning plans for its K-8 students in 2020-21 that meet the primary goals of providing continuous, effective instruction to all students while keeping our school community safe and healthy. Lincoln Park academy will provide direct, on-campus instruction to students where possible, operating within Ohio's guidelines for school restart.

However, given the COVID-19 outbreak, Lincoln Park Academy will also use remote learning. Lincoln Park Academy will offer a virtual academy for students with personal or health situations that warrant this option for full- or partial-school year.

Lincoln Park Academy 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, transportation availability, or administrative decision based on safety and health interests of our students, staff, and community. For example, remote options may also be used to permit school to be in session on inclement weather days.

Lincoln Park Academy has a comprehensive 2020-21 restart guide from which this remote learning plan is drawn. The remote plan specifically addresses items required under H.B. 164 to be submitted to the Ohio Department of Education. Within the restart guide, the following three instructional delivery plans are fully developed for providing learning opportunities to students during 2020-21:

- Plan A: On-campus Instruction
- Plan B: Hybrid Instruction
- Plan C: Virtual Academy



I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

Our school intends to 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 with that modality until the end of the 1st semester. School leaders have the discretion to accommodate a family's request for an option change at any point. 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 C immediately. While other schools have predetermined the learning scenario for their students, we are prepared to meet the complexities of giving families choice. Organization, communication, and coordination will be paramount to our student's success. As such, we have 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.

Students receiving instruction under Plans B and C will have their needs for familiarity with remote learning addressed by a one-day orientation program. A technology integration contact will also be available to students and families to help troubleshoot technology use on an ongoing basis.

By the end of the first month of the school year, all students will be assessed using the NWEA Measures of Academic Progress (MAP) assessment in ELA and Math to determine instructional needs and levels. Kindergarten teachers will administer the KRA individually to each enrolled kindergarten student. Individual appointments may be used for assessment of students in high-risk categories and, where testing protocols permit, assessments may be conducted virtually. These assessments will be administered to all students (Plans A-C).

Students in grades K-3 will be identified in the first month of school as on-track or not-on-track for meeting Ohio's Third Grade Reading Guarantee based on MAP assessments. Specific areas of need will be identified for those students not-on-track through examination of MAP performance and/or additional diagnostic testing. This information will be used to develop a needs-based Reading Improvement and Monitoring Plan (RIMP) for each student as well as a



plan for delivering RIMP services via on-campus or remote intervention sessions. Remote intervention will in the form of synchronous sessions delivered through AMP, teleconferencing, or individual appointments at the school or a tutoring location.

Particular attention will be devoted to students in high-need groups in determining and documenting student levels of performance and needs. Teacher-based teams will examine other relevant sources of data, including OELPA scores of English learners, intervention records, and work samples from Spring to fully understand student needs. IEP teams will review levels of student performance from assessments and progress reports and determine if there is the need for an IEP amendment or review.

Student data will be maintained in the student data system (Power Teacher) so that teachers and others working with the student are informed of student needs. The school will follow HIPPA guidelines in managing and making health information available.

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

Student competency will be assessed quarterly under Plans A-C. Quarterly progress reports will be shared with parents. Lincoln Park Academy utilizes a standards-based progress reporting system that details standards taught and rates student competency based on percentage.

In addition to quarterly progress reports, teachers will utilize evaluated work samples, short cycle assessments, Reading/Phonics Inventory, non-graded formative assessments, and graded, unit summative assessments to track student competency in mastering key Ohio Learning Standards as defined by Lincoln Park Academy's curriculum maps and pacing guides. Under Plans A-C, results of these assessments will be available to students and parents.

All students, Plans A-C, will earn credit for completion of a grade level and be eligible for promotion if they are deemed academically prepared for the next grade level (see attached Promotion and Retention Policy). Board Policy defines "academically prepared" as receiving passing grades in a majority of graded academic subject areas. Students in grade 3 must also meet the requirements of Ohio's 3rd grade reading guarantee (TGRG) to be promoted to grade 4 in English Language Arts unless exempted under TGRG guidelines. Students will be retained if they have been truant for more than ten per cent of the required attendance hours of the current school year under Plans A-C. Students may not be promoted if they have failing grades in two or more required academic subject areas unless the school principal and teachers of those subject areas agree that the student is academically prepared for promotion.



III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Under Plans A-C, Lincoln Park Academy's teachers will develop lesson plans that present student learning opportunities for a minimum of 5.5 hours per school day in the school's adopted school calendar that totals 979 hours. Teachers will participate in professional development in designing learning opportunities under each instructional delivery plan.

Lincoln park Academy will follow the Board-adopted attendance policy in determining and documenting whether a student meets attendance requirements or is truant. Attendance will be taken daily and confirmed weekly for students receiving instruction under all three delivery plans. Absences will be documented as excused or unexcused in accordance with Board Policy. Students will be determined to be present, tardy or absent as follows:

- Plan A: On-campus Instruction

Students will be counted as present if they are in attendance for the school day or part of the school day. Parent(s)/guardian(s) must notify the school on the day a student is absent unless previous notification has been given in accordance with school procedures for excused absences. The school leader or designated attendance officer will notify a student's parents when the student is absent from school. Tardiness and daily absences will be documented as excused or unexcused per Ohio Revised Code guidelines and administrative interpretation. Tardy will be counted when a student has come in 5 minutes after the start of the school day. Students signed out early by a parent or approved person will be subject to the same guidelines. Early dismissals are counted the same as a tardy. If a tardy or early dismissal is due to a doctor's appointment, a medical excuse is required for the absence/tardy designation to be excused. The school will follow its adopted truancy policy and truancy intervention steps when students are chronically absent.

- Plan B: Hybrid Instruction

Student attendance under Plan B will be the combined total in hours of: 1) on-campus attendance (defined in Plan A); 2) time logged onto Lincoln Park Academy's learning management system (AMP); 3) time spent in synchronous learning activities (livestreamed or AMP lessons); and 4) time spent in completing submitted, offline assignments pre-tested for estimated completion time. Best practices in hybrid and remote learning incorporate some student voice and choice in time and place of learning. Therefore, attendance from these sources will be verified through weekly averaging by the school's designated attendance officer.



This will be used for conferencing with parents and students about the child's own learning pace. Students with disabilities' learning time on assignments will be adjusted in keeping with any accommodations on the student's Individualized Education Plan (IEP). A day of instruction will be considered 5 or more hours of participation, averaged weekly (25 hours per week). The school will initiate a wellness check if the student does not show participation for two successive scheduled school days, or in any week where total participation falls below 25 hours unless the parent has notified the school of an excused absence. Students will be documented as tardy for each hour below the 25-hour participation unless hours missed total a whole day (5 hours) in which case day(s) of absence will be documented. The school will follow its adopted truancy policy and truancy intervention steps when student attendance falls below these targets.

- Plan C: Virtual Academy

Student attendance under Plan C will be the combined total in hours of: 1) time logged onto Lincoln Park Academy's learning management system (AMP); 2) time spent in synchronous learning activities (livestreamed or AMP lessons); and 3) time spent in completing submitted, offline assignments pre-tested for estimated completion time. Best practices in hybrid and remote learning incorporate some student voice and choice in time and place of learning. Therefore, attendance from these sources will be verified through weekly averaging by the school's designated attendance officer. This will be used for conferencing with parents and students about the child's own learning pace. Students with disabilities' learning time on assignments will be adjusted in keeping with any accommodations on the student's Individualized Education Plan (IEP). A day of instruction will be considered 5 or more hours of participation, averaged weekly (25 hours per week). The school will initiate a wellness check if the student does not show participation for two successive scheduled school days, or in any week where total participation is below 25 hours unless the parent has notified the school of an excused absence. Students will be documented as tardy for each hour below the 25-hour participation unless hours missed total a whole day (5 hours) in which cases day(s) of absence will be documented. The school will follow its adopted truancy policy and truancy intervention steps when student attendance falls below these targets.

IV. STUDENT PROGRESS MONITORING

All students will be assessed using the NWEA Measures of Academic Progress (MAP) assessment in ELA and Math in Fall, Winter, and Spring. Winter and Spring data will be compared with the Fall baseline to monitor the student's progress as compared with individual growth targets and grade-level norms. MAP benchmark assessments will be administered in



keeping with test administration guidelines. For students receiving instruction under Plan B or C, assessments will be given in an individualized appointment setting where possible.

Student progress will also be monitored continuously by teachers through Lincoln Park Academy's pacing guide and standards mastery tracking. Students who are not progressing to meet key grade-level standards under Plans A-C will be reviewed by Lincoln Park Academy's Multi-tiered Systems of Support (MTSS/Rti) team, including the parent. 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. Bi-weekly progress monitoring targeted to areas of need will occur for any student who is receiving Tier 2 or Tier 3 interventions.

Students in grades K-3 identified as not on track to meet Third Grade Reading Guarantee will receive intervention services under a Reading Improvement and Monitoring Plan. Progress will be monitored monthly on areas of reading identified through diagnostic testing.

In keeping with the Ohio Improvement Process, teacher-based teams meet weekly to review student data. This time is dedicated to monitoring the progress of each student in meeting key grade-level standards and to determining best instructional courses of action.

V. ASSURANCE OF EQUITABLE ACCESS

Prior to the beginning of the school year, the grade level teacher, parent and enrollment specialist will assess student needs and the best plan of instructional delivery to ensure equitable access. Where possible, students will receive instruction under Plan A, on-campus learning. However, through its three plans, Lincoln Park Academy will be prepared for equitable means of instructional delivery flexible enough to meet individual student situations as well as changes in school or community health status.

Lincoln Park Academy will utilize available state/federal funds so that under Plans B-C, each student will check out a school-owned Chromebook that will be used for learning during the 20-21 school year. The Chromebook will be prepared by the school for quick access to the child's teacher, AMP, online curricular resources, and online intervention programs.

All students (Plans A-C) will have learning opportunities in English Language Arts, Mathematics, Science, Social Studies, Physical Education, and Art or Music.



Plans B and C

Classroom lessons will be livestreamed for viewing, recording, and posting on AMP for students learning off-campus under Plans B and C. Students will use their assigned Chromebooks from home to access synchronous (AMP) class sessions and asynchronous recordings and learning assignments (AMP). Assignments offered through remote learning will parallel those offered in live classrooms with an emphasis on understanding, practicing, and mastering key Ohio learning standards in each academic subject area.

Lincoln Park Academy's management company (ACCEL) will work with families of students who do not have Internet access to locate community hotspots, free Internet sources, or locations where students may work. For students working under Plan C, the school will work with families for reimbursement of cost to contracted providers if none of these sources is accessible to the family.

Print or other materials, such as copies of novels or books, will be provided to students working remotely through Lincoln Park Academy which will include pick-up and delivery options.

Teachers and student support staff (Behavior Specialists, Teachers, Administrators, Intervention Specialists, Technology Integration Specialist) will hold virtual office hours weekly where students working under Plans B and C may access support.

Students with disabilities will receive all services as determined by their IEP goals through on-campus services, synchronous learning sessions and remote work assignments, and/or teleconferencing. Related services will be provided through tele-therapy or individual appointments under Plans B and C.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Teachers will receive professional development prior to the start of the school year on:

1. School and state guidelines regarding safe school restart
2. Lincoln Park Academy restart guide and remote learning plan
3. Collaborative planning and engagement with families
4. COVID-19 prevention, symptoms, and reporting/management of students showing symptoms
5. Use of curriculum maps and pacing guides for lesson design



6. Planning effective asynchronous lessons using AMP
7. Planning synchronous lessons using AMP
8. Assessment of student needs and use of research-based interventions
9. Ohio Improvement Process steps under each plan
10. Mandatory annual topics (i.e., PBIS, mandatory reporting, child abuse prevention)

Teachers will receive ongoing professional development throughout the school year. The above topics will be reinforced and extended upon, for example, expanding into other aspects of AMP tools. In addition, professional development will be based on individual professional development plans of teachers and areas of need per the Fall NWEA assessment (baseline) data.

July 30, 2020

Date of Board Approval:

Authorizing Signature for the Board:

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