



## Remote Learning Plan

Community School Name:	Middlebury Academy
IRN:	134213
Date Approved by Governing Authority:	
Submission Date:	

### **Provide a description of how student instructional needs will be determined and documented**

The school will continue to follow the education plan as detailed in its community school sponsor contract and in compliance with ORC 3314.03 to meet the students' instructional needs. As indicated in the school's education plan and alternative reopening plan, local assessments and teacher-developed criterion – referenced diagnostic and summative assessments will be used to ensure student instructional needs are being met

Pacing guides are currently being reviewed by the teachers identifying what standards were covered during the 2019-20 school year in each grade level. The staff will be mindful of direct instruction that was missed the prior year and devote time to teaching missed standards. Common assessments will be developed to identify mastery of those standards and student readiness to move onto the current grade level standards.

All student data will be housed in a common secure document so that all staff have access.

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

The school will continue to utilize the methods described in the school's alternative reopening plan and its community school contract educational plan as required by ORC 3314.03.

At Middlebury, we follow the board policy that outlines retention of students. This will also apply to students that are receiving hybrid and online instruction. This policy takes into consideration that the administration and teaching staff can make a final decision on retention based on the needs of each child.

We assess social competencies by using a checklist of expected social competencies per grade level. And, when necessary, we may use a more formal assessment administered by our school psychologist. As with academic struggles, students who struggle with expected social competencies are referred to our RTI team where we utilize our MTSS framework to identify tiered interventions to support social skills competencies.

Student participation will be evaluated by teachers facilitated phone calls each week, reviewing the communication log completed by staff and usage data of online platforms (where applicable). We will continue to evaluate progression via check-in calls, assignment submission and class participation, and when students return, our plan is to conduct assessment data evaluations to identify any present skill gaps.



**Include the school's attendance requirements, including how the school will document participation in learning opportunities**

Attendance will be monitored and documented in compliance with the school's policy. Teachers will utilize a variety of communication methods to engage students and families throughout remote learning periods. These methods include, but are not limited to, US mail, e-mail, text messaging, video classroom and video conference connections, telephone calls, and face-to-face communications.

Learning opportunities, completion of assignments, and student engagement through various methods will be tracked and documented by the teachers and staff as indicated in the school's plan.

Students who have chosen to receive instruction using our online programming are required to log onto each scheduled daily classroom session (these sessions may vary from grade level to grade level, but should include a morning meeting, ELA block, math block, science, and/or social studies block, physical education, and twice weekly social skills class). During periods of remote learning, attendance will be determined based upon participation in learning opportunities and through staff and teacher communications with students.

Attendance will be based on total participation including time spent online in Blackboard, time spent offline on timed assignments, and synchronous learning time.

Students participating in hybrid learning options will have their attendance monitored and documented using combined hours of at-home and in-class work. Students who are present for synchronous/live streamed lessons will be considered to be in attendance.

Students who physically attend the building must adhere to the board adopted policy on attendance. However, if they are unable to physically attend school, they will be permitted to attend classes online if possible and receive credit for being in attendance for the day.

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

The school will continue to monitor student progress pursuant to the school's educational plan, alternative reopening plan, and board approved policies. During periods of remote learning, teachers will work with students and assess student work. Teachers will monitor student engagement and assess individual learning, progress and performance during these periods. Teachers will document performance as indicated in the school's plan.

The NWEA is the benchmark assessment that is given three times per year. For those students physically attending school, the test will be given in identified small groups. Students who are receiving instruction online will be asked to come into the building when other students are not in attendance. In order to maintain test validity, the NWEA benchmark assessment will be administered one-on-one by a staff member.

Bi-weekly progress monitoring will occur for any student who is receiving Tier 2 or 3 intervention. This tool will be specific to targeted intervention a child is receiving.

Short common formative assessments are given after the teaching of a specific standard or cluster of standards. These assessments are used to drive instruction and determine intervention needs and/or groupings.

Teacher based teams meet weekly to review student data. This time is dedicated to determining the needs of individual students that are struggling to master expected grade level standards. Students who are still struggling to meet grade level expectations will receive tiered intervention that may include increased instructional time either in person or online, small group support, and/or one-on-one skill practice.



Academic staff will manage & monitor scholar learning. They will call scholars throughout the week to specifically ask how scholars are progressing with the academic work. Teachers will ask scholars specific questions regarding the work to check for scholars' understanding. Teachers will indicate in their daily logs the specifics of the conversation. Another method teachers will use to monitor scholar learning is the use of videoconferencing.. During lessons, teachers will ask questions for understanding. If students weren't online, they will receive phone calls that include teacher student questioning. When school resumes, assessments will be taken to determine what skills are necessary to reteach.

**Provide a description as to how equitable access to quality instruction will be ensured**

The school will continue to follow its community school contract education plan, alternative reopening plan and equity plan. The methods of delivery of instruction will be based upon individualized student needs, circumstances, and course content. Teachers will assess students to determine whether additional supports are needed throughout periods of remote learning. During periods of remote learning, a variety of delivery methods may be used including, but not limited to independent study, project-based learning, learning activity packets, credit flexibility, research projects, cross-grade grouping, cooperative learning, peer tutoring, work-based learning, television, podcasts, film, video, or other methods as determined by teaching staff and school administration to meet student needs.

The school and parents will collaboratively decide on the instructional delivery format for individual students. Each child working in virtual or hybrid instruction will receive a device that will be used for learning during the 20-21 school year. All lessons will be livestreamed for viewing, recorded, and posted on the LMS for students learning at home. All students will be assessed on standards using the same benchmark assessment, standards-based common assessment, and unit assessments. All classroom materials, textbooks, and student workbooks will be made available to students learning from home. Parents will be invited to information sessions where they will learn about different strategies for making home learning successful, learn how to navigate the online learning management system, and learn where to get school support for any issues they might have with home learning.

Those parents that do not have access to the internet will be given free resources in order to access a "hotspot."

Teachers will hold virtual office hours where students may access support on guided or independent practice that may be difficult for them.

All students will participate in our PBIS programming and be able to earn daily, monthly, and quarterly rewards. Expectations for classroom learning and online learning will be posted and made clear to all the students.

All students will participate in PE activities as well as social skills classes.

Students with special needs will receive all services as determined by their IEP goals. Related services will be provided online for those families that are opting to stay home. If necessary, services may be provided in person at an alternate location or when all other students are out of the building. This will be based on parent comfort levels.

Students who are not meeting grade level expectations will be referred to our RTI team. They will receive services as outlined in our MTSS framework. Intervention time will include live lessons during an identified intervention time as well as skill practice and progress monitoring.



**Provide a description of the professional development activities that will be offered to teachers**

The school will continue to provide professional development for teachers according to its planned professional development calendar. Additional professional development will be made available based upon feedback from the building leader team and teacher-based teams and individual teacher requests. Teachers will be provided professional development to assist with remote learning topics. Professional development delivery may include workshops, on-line courses, and collaborative workshops with teacher-based teams.

All staff will receive training on the use of Blackboard, Middlebury's identified learning management system. This will also include lessons on "online presentation and etiquette."

All staff will be trained on the symptoms and prevention of COVID-19.

All staff will be trained on COVID-19 safety protocols as well as procedures to follow if a student tests positive for coronavirus or staff members themselves experience symptoms or test positive.

All staff will be trained on effective PBIS strategies to use both in the physical classroom and for those learning through virtual or hybrid options.

The plan and options will be communicated in the following ways:

- \* We have developed COVID-related communications for the contingencies that may emerge (i.e., a student in the school tested positive; a student in your child's class tested positive; etc.).
- HR and Legal have developed COVID-related communications that will be shared with families regarding our protocols if an infection is confirmed, with their child, a family member or someone else they contacted outside of school.
- We will have a mechanism for parents/students and employees to contact us outside regular business hours if they have symptoms of or have been exposed to COVID-19.
- We have updated our student handbook to provide clear direction on when to keep a student home and process for notify the school.
- We are holding back to school nights with our families.
- We are having one fun event, another opportunity to communicate, prior to the start of the school year.
- We have a weekly meeting with all of our school leaders to discuss policies, parent and staff concerns, and our plans.
- \* We will use the website, robocalls, newsletters and personal phone calls to communicate with parents as to the status of school and whether education will be virtual, blended or in person.
- \* As part of registration for school, each parent will receive in writing the plan for our school. It will also be on our website and communicated through weekly newsletters

The School continues to comply with requirements otherwise prescribed under continuing law regarding a minimum number of school hours and state funding.

Approved at Board Meeting on Wednesday August 12th, 2020;  
Signed by Ronald McDaniel. (See Cover)