

How will students receive instruction? How will instructional practices be documented?

- Students will receive instruction via three learning environments when on a partial remote plan: (TLC) Teacher led Classes (traditional classroom instruction, single subject with teacher-led classroom), (FIT) Focused Instructional Tutoring (single subject small group instruction, tutoring, supported paper and online guided instruction with teacher expert available, e.g. math students with math teacher working on math courses), (GIS) Guided Instruction Support (independent study with licensed teacher support as needed to assist with student progress on any subject of student's choice.)

Documentation:

- Student attendance is taken daily and by class. Student work in online courses is monitored by teachers, admin, and support staff. Learning progress is monitored via gradebooks either in online curriculum or teacher gradebooks. Students and teachers follow a prescribed schedule with rosters so student learning participation can be followed and student progress monitored.
- In the event of full remote implementation, TLC and FIT will shift to instruction using Zoom or Google Meets. Documentation of student learning will remain the same.

How will schools determine competency? What criteria will be used to determine eligibility to award course credit? What criteria will be used to promote students to next grade level?

- Teachers will determine student competency by quantity and quality of work completed within a syllabus that is aligned to Ohio Standards, State-approved online curriculum course requirements, or evidence of standards-based mastery learning including, but not limited to, student test scores and work portfolios. Students must achieve a minimum 60% to be awarded credit. Students are promoted to next grade level based on credits acquired as defined by local Board policy.

What will be the school attendance requirements? How will those be documented? How will learning be documented?

- Student learning will be documented within teacher gradebooks and/or online curriculum grades and course completions.
- Staff will document student attendance at least daily in LMS and/or school-based Remote Learning Plan documentation tool. Student attendance will be monitored using one or more of the following processes:
 - Engagement with online learning as evidenced by logging in to online classes, curriculum, work activities, or similar.
 - Attendance in Classes and Tutoring sessions

- Attendance in the building (when enabled)
 - Attendance in online classes
 - Attendance in online collaborative learning groups
 - Participation in PBL projects assigned by the school
 - Participation in tutoring and/or academic and/or career course (CTE) tutoring online, by phone, or by teacher/student correspondence via email, text, or other communication tools available to both students and teachers.
- Students are expected to attend school daily according to their cohort-designed learning plan. When attending on campus, they are expected to be there for their full scheduled day. When participating in remote learning, they are expected to attend all remote sessions and complete independent work either online or by completing assigned homework or projects related to their coursework and campus-based classes. Since each student has an individualized learning plan, general expectations will include a variety of outcomes including completing a unit a day in online curriculum, assigned homework as determined by the class instructor, or other individualized learning tasks assigned by classroom teachers.
 - Students or families may request full remote learning for personal or family reasons or health concerns. Requests will be reviewed and granted by the local administrator with appropriate documentation. The school will create a personalized schedule for the student based on their learning needs.

How will student progress be monitored?

- Student progress will be monitored by assignments submitted, activity completion in online curriculum, classroom participation in person or online, and teacher documentation of progress.

How will equitable access to quality instruction be ensured?

- Our Remote Learning Plan is technology based which means all students who need technology to complete their learning and work will be provided access to a chrome book and hot spot as needed so they can participate in all learning opportunities. Additionally, for all students, paper coursework will be available as needed and determined by need using staff consultation.

What professional development activities will be offered to teachers?

Our schools are implementing new curriculum and instructional practices based on our OIP goals as a network this fall. In conjunction with these network goals, the following PD has been designed:

- Teachers will be provided PD on effective online instructional practices, Implementing Common Instructional Framework, Building school culture with common Habits of Mind, curriculum writing, Marzano Vocabulary process, PBL (online and in-classroom) instructional processes, and assessment implementation and analysis. Additionally,

teachers will receive specific PD related to the tools we use as a system for writing/housing curriculum and writing and housing assessments. Finally, our teachers and staff will receive training on implementing our CTE and CBI programs including specific PD on delivering EnvisionIt, our CBI curriculum.