



3248 Warsaw St.  
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## HB 164 Remote Learning Plan

Rise and Shine Academy

**A description of how student instructional needs will be determined and documented.**

Administrators and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

The core areas of instructional focus will be on Mathematics and Literacy. Additional time will focus on Science and Social Studies, Business 101, Leadership, and Theater activities.

Teachers will use the following daily guidelines as they design at home learning activities that meet the State required engagement and instructional time. Activities will vary and allow for flexibility in times, access to technology, and learning styles.

Students will be given remote learning packets. These packets will be picked up and dropped off on Fridays. These packets will align with online instructional content and Ohio curriculum standards. Each student will be provided a tablet to access online content. Students will be required to log onto Zoom and HMH classroom virtual face to face hours four days a week (Monday, Tuesday, Wednesday, Thursday). On the day with no virtual face to face class students will be required to complete take home packet work.

Virtual face to face classroom meetings will take place Monday- Thursday 9am- 11:30 am. Students will be required to also attend help sessions and small group sessions.

Daily Instructional Minutes		
Content Area	K-2	3-6
Literacy	60	60
Math	45	45

<b>Science, Social Studies, Specials</b>	45	45
<b>Total Minutes</b>	150	150

## Special Education Remote Learning Details

### Daily Structure

School administrators and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Instruction will vary based on the services listed in the IEP and the student's grade level. Here's how Special Educators will work to ensure services are provided to students.

<b>Service</b>	<b>Collaboration</b>	<b>Planning</b>	<b>Instruction</b>
KG – 6 <sup>th</sup> Academic Support or Resource	Collaborating with related service providers as necessary	Creating assignments or activities related to students' IEP goals.  Planning for students who do not have Internet access or may not be able to access any live instruction.	Ensuring accommodations and modifications are provided.  Creating assignments aligned to students' IEP goals

Pull- out classes	Collaborating with general education teachers and related service providers	Planning activities related to students' IEP goals and course content aligned to the suggested minutes for the students' grade levels.	Planning activities related to students' IEP goals and course content aligned to the suggested minutes for the students' grade levels.
Related Service Providers	Collaborating with general education and special education teachers, and paraprofessionals as needed	Planning activities and therapy aligned to students' IEP goals. Considering collaborating with parents for them to support needs identified in students' IEPs. Planning for students who do not have Internet access or may not be able to access any live instruction/therapy.	Ensuring accommodations and modifications are provided.  Creating assignments aligned to students' IEP goals

Videoconferencing or teleconferencing may be used with individual students to provide services. Prior to providing these services, staff members will obtain consent to provide special education and related services via remote learning. Consent will be obtained via email or a scan/photo of the agreement.

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

**Grading & Feedback for Learning**

As Educators are providing feedback to students, they will...

- Ensure grades and feedback are used to support learning and not to negatively impact students during remote learning.
- Utilize ongoing, formative assessments to evaluate student progress and learning, as well as assignment completion and due dates.
- Provide feedback to students and families that is specific and actionable to promote growth and learning.
- Utilize modified and/or differentiated rubrics to support the needs of all learners.
- Utilize feedback to support the mastery of essential skills and content.
- Differentiate feedback based upon student circumstances/needs.
- Defer to school administrators prior to assigning summative grades or report cards during the remote learning period.

If students begin to struggle to achieve competency, they will be assigned to small group sessions led by paraprofessionals to ensure the students are allotted additional instruction time in select subjects.

The quarters students spend participating in remote learning will count towards overall grades. These grades will help determine grade



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promotion at the end of the school year. If a student fails reading and or math two or more quarters, they will be recommended for retention.

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

Each morning attendance will be taken during virtual face to face meetings. Attendance during this meeting time is mandatory. Each remote learning packet that is turned in weekly will also count towards student attendance. Attendance will be reported daily to the administrative office.



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**A statement describing how student progress will be monitored.**

Student progress monitoring will be monitored by formal and informal assessments to promote growth and learning. Teachers will use assignments and tests to aid in determining student progress and if interventions are needed for individual students.



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**A description as to how equitable access to quality instruction will be ensured.**

Parents are required to pick up student's remote learning packets each Friday from Rise and Shine Academy. If the time of pick up conflicts with parent's schedules accommodations may be made.

Each student will be given Android tablets prior to the start of the school year. These tablets will have all the applications that students will be required to use the 2020-2021 school year. Our school will also work with families that may not have WIFI connections. Parents will be required to sign an online consent for learning prior to securing Android tablet from Rise and Shine Academy. (Appendix A)



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**A description of the professional development activities that will be offered to teachers.**

Rise and Shine Academy teachers and staff will be provided ongoing professional development to ensure best practices are being implemented throughout the school year. The professional development will begin two weeks prior to the start of the school year.

Teacher will be trained on HmH platform that will be used for instruction. Teachers will also be trained on how to conduct zoom meetings and google classroom sessions. Teachers will continue throughout the school year to be trained on how to properly and effectively use technology for instruction.



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## Appendix A: Passive Consent for Online Learning

Dear Parent/Guardian:

When school is in session, your child may participate in various instructional groups with other students led by teachers and related services staff (e.g., social workers, speech and language therapists, occupational therapists, etc.) throughout the school day. Staff will deliver specialized services to your child through various means, which may include an online meeting platform, specifically Google Hangouts and Zoom and HMH for Education.

Please note:

- A feature of Google Hangouts and Zoom for Education is that students and parents will have the capability to see the other students in these groupings at the same time.
- To increase the privacy and confidentiality during sessions, please find a private, quiet location in your home to limit disruptions or others listening to the sessions.
- The staff member providing instruction through Google Hangout and Zoom for Education will not be responsible for the physical safety of students in their homes, and this responsibility remains a family responsibility.
- We will not record any sessions and we do not provide consent to be recorded during sessions.
- All information disclosed within sessions and written records pertaining to those sessions are confidential.



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- Staff members reserve the right to end any online session at any time for any reason.

If you have any questions regarding your child’s participation in these groups through Google Hangouts or Zoom for Education or you do not want your child to participate in the instructional group, please contact RSA to further discuss this support for your child. If you do not want your child to participate in online meeting platforms, please contact your child’s teacher to discuss alternatives.

School Name: Rise and Shine Academy

Resolution for of the Governing Authority

WHEREAS, HB 164, permits certain public schools that have not otherwise been approved to use a “blended” learning model under continuing law for the 2020-2021 school year, to adopt a plan to provide instruction using a “remote” learning model for the 2020-2021 school year.

WHEREAS, HB 164 requires this remote learning plan to be submitted to the Department of Education by July 31, 2020.

WHEREAS, HB 164 specifies that a district or school that implements such a plan must be considered to have complied with any requirements otherwise prescribed under continuing law regarding a minimum number of school hours and state funding and a student who receives instruction under the plan must not be counted as more than “1.0” full-time equivalent student for state funding purposes.

NOW, THEREFORE BE IT RESOLVED, that the Governing Authority of community school listed above adopts/approves the community school’s remote learning plan as presented by (School Leader’s Name) on (Date)

Todd Jol 8/20/20

School Treasurer/Date

Patricia Redfern 8/20/20

Governing Authority President/Date



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