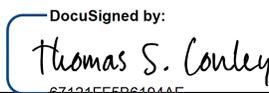


River Gate High School

[2020-2021 REMOTE LEARNING PLAN

School Name	River Gate High School		
School IRN	133488		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	July 20, 2020	Board President Signature	 67121FF5B6194E...

Describe the remote learning plan your school intends to implement for the 2020-2021 school year.

Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented. Remote learning resources are available on the Ohio Department of Education's website [here](#).

Three options will be available for our families to select to guarantee maximum learning opportunities and to ensure that the needs of our families are being met, as well.

Option 1 – On-site learning in the building

Option 2 – Individualized learning option

Option 3 – Distance learning

One of the three learning options will be selected which best fits the needs of each family. Discussions regarding the three options will be conducted during orientation. These options are not fluid and once selected, the families will need to adhere to the option.

Option 1 Description

Option 1 is the opportunity for all students to learn on-site in the building which ensures all students and staff are safe, practicing social distancing protocols and are learning in an academically rigorous environment. In addition, Option 1 adheres to COVID-19 guidelines and recommendations from local, state, and federal health officials while also providing equitable academic opportunities for all students. Students will be separated into two different groups and attend school two days per week. The day in between groups will be utilized for deep cleaning of the school.

Safety and Cleanliness/Disinfecting

The health and safety of our students, and staff continues to be our top priority as we plan for how to reopen schools.

All staff will participate in a 1-day training during our scheduled professional development days to ensure all staff are trained in appropriate protocols of health, sanitation, and safety.

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The school will adopt hygiene and social distancing protocols that must be followed. The protocols include:

- All staff will be required to wear masks.
 - A mask will be provided for staff, or staff will be allowed to wear their own masks.
- Students will be required to wear masks
 - A mask will be provided for students who need them, or students will be allowed to wear their own masks.
- Social distancing in classrooms and common areas, avoiding crowds, and staying at least six feet away from others whenever possible.
 - Physical barriers will be installed where it is difficult to maintain proper social distancing.
- Hand sanitizer and hand sanitizing stations will be provided in all classrooms.
- Appropriate and thorough hand washing will be encouraged and informational signs will be posted on appropriate procedures.
- Families will be asked to do home assessments of their students' health each day before sending them to school.
- Temperatures of all students will be checked upon arrival.
- Staff will be asked to do self-assessments of their own health before reporting to work each day.
- Limited visitors or volunteers will be allowed in school buildings.
- No in-person field trips will be allowed.
- Students and staff must use fillable water bottles and not drink directly from water fountains.
- Families should make arrangements for pick-up of students who become ill during the school day.
 - The school will have a separation room for a student who is feeling ill and is awaiting pick-up from their parent or guardian.

Custodial staff will thoroughly clean and disinfect school buildings each night after in-person classes. In addition, custodial staff will be expected to conduct deep cleanings on Wednesdays prior to Group B school days.

In addition, common areas will be cleaned and disinfected throughout the day. Staff will have a cleaning protocol to ensure the classroom remains disinfected throughout the day.

Communication

Effective communication regarding the re-opening logistics, day-to-day operations, scheduling, new processes, student health and safety will be communicated to all stakeholders starting at the end of July.

Ongoing effective communication will be completed on a weekly basis via the One-Call service, school-wide newsletters, and classroom/teacher newsletters to ensure the new health and safety protocols, as well as operational procedures are communicated to all Stakeholders.

Students with disabilities

If a student with a disability returns to the school building to receive their education, specially designed instruction, including frequency and duration of services, will be provided, as outlined in Section 7 of their IEP. Intervention specialists and related service providers will provide their services in the student's least restrictive environment, as outlined in Sections 7 and 11 of their IEP. Time and effort logs will be used to track service minutes for each student and document what goals and objectives were worked on during that time.

Attendance will be taken daily by the teachers to mark if a student is present in their class.

Community engagement and resources

The Family Advocate will work to ensure that the school has partnerships with local mental-health professionals to provide support to the families and students.

Attendance

The schools attendance policy will be enforced for all students participating in Option 1.

Food Service

All eligible students will receive breakfast and lunch daily.

Students will eat both breakfast and lunch in their classrooms to avoid additional transitions.

Academics

Classroom teachers and school-based staff will provide in-person instruction and supports for all students.

Students will use desks only and the classroom configuration will be established to provide the required distance between desks, where appropriate.

Option 2 – Individualized Learning On-line Option

Option 2 provides an opportunity for families to participate in a learning option that fits the needs of their family due to a COVID related impact. The school will provide students with the resources to master Ohio's Learning Standards and complete required coursework virtually in the event the students are unable to attend school due to COVID. Through the Apex curriculum and teacher created packets, students will be able to access daily class schedules, receive instruction (recorded and live) and participate in school activities, as if they were in a brick and mortar school building.

The Individualized Learning Option can be a combination of Option 1 and Option 2 or strictly Option 1. The Individualized Learning On-line Option allows students to participate in Live learning sessions with their teachers through Google Classroom or Zoom or watch the recorded lesson at a time convenient to the student. In addition, students will utilize the School PLP. The Individualized Learning On-Line option is facilitated by classroom teachers who will provide pacing and instruction based on Ohio's Learning Standards.

The family and teacher may also choose to provide paper instructional packets and projects for students learning at home.

Digital access

Some families lack access to digital resources, technology and the internet, which limits the availability of virtual learning, the school will work with families to ensure that they have sufficient access.

Attendance

Student attendance will be taken by the teacher based on work completed, log-in times and/or participation in live learning sessions. In the instance that a student works on paper packets, attendance will be based on communication with the teacher during office hours to ensure learning support is being provided.

Food Service

We know that many of our students and their families rely on the school's free breakfast and lunch program. The school will continue to provide these meals to all students.

To accommodate breakfast and lunch when students are learning at home, each student will be provided with ten meals (5 breakfasts and 5 lunches). The meals will be available for pick-up at the school at a designated time.

Students with disabilities

If a student with a disability uses the blended learning model, a temporary measure due to illness or risk associated with COVID-19, the team will determine the best course of action as it best fits the student's need. This could include having virtual lessons presented to the student by the intervention specialist or related service provider in real time or having the lesson recorded to be watched at a time that is conducive for the student. All work related to their goals and objectives will be posted on the virtual platform offered by the school (i.e. Google Classroom), along with due dates for when a student must return the work.

If the student does not have access to the internet, paperwork will be provided to the family via mail or it will be delivered to the family's home by a staff member. Intervention Specialists will utilize the telephone to provide instruction and supplement that instruction with the paperwork that was provided.

Time and effort logs will be used to track service minutes for each student and document what goals and objectives were worked on during that time.

Attendance will be tracked via their participation in the livestream lesson, by the time stamp on the virtual platform showing when a student has watched the video or by receiving their services over the telephone.

Upon returning to the building, intervention specialists and related service providers will conduct informal assessments to determine their students' present levels of performance. Each student's team will determine if COVID Impact Services are required for that student.

Community engagement and resources

The Family Advocate will work to ensure that the school has partnerships with local mental-health professionals to provide support to the families and students.

Option 3 – Mandatory Distance learning

Mandatory Distance Learning

The school will provide students with the resources to master Ohio's Learning Standards and complete required coursework virtually in the event there is a mandatory shut-down and students are unable to attend school due to COVID. Through the Apex curriculum and teacher created packets, students will be able to access daily class schedules, receive instruction (recorded and live) and participate in school activities, as if they were in a brick and mortar school building.

Attendance

Student attendance will be taken by the teacher based on work completed, log-in times and/or participation in live learning sessions. In the instance that a student works on paper packets, attendance will be based on communication with the teacher during office hours to ensure learning support is being provided.

Special Education

If a student with a disability uses the remote learning model, where they attend school virtually for the duration of the school year, intervention specialists and related service providers will provide services similar to the blended learning environment. This could include having virtual lessons presented to the student by the intervention specialist or related service provider in real time or having the lesson recorded to be watched at a time that is conducive for the student. All work related to their goals and objectives will be posted on the virtual platform offered by the school (i.e. Google Classroom), along with due dates for when a student must return the work. If the student does not have access to the internet, paper work will be provided to the family via mail or it will be delivered to the family's home by a staff member. Intervention Specialists will utilize the telephone to provide instruction and supplement that instruction with the paperwork that was provided.

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Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

The school will continue to seek to prevent academic and behavioral failure through the implementation of universal screening, diagnostic assessments, early intervention, frequent progress monitoring, and increasingly intensive research-based instruction or interventions for students who continue to have difficulty.

Students instructional needs will be determined through evaluation of academic credits and through NWEA/MAPS assessments. The school will follow the procedures outlined in the Policy on Identifying Students At-Risk of Not Qualifying for a High School Diploma as they determine instructional needs.

Student's earned credits, remaining credits, and course history will be reviewed and a graduation plan will be developed for every student. Students will be scheduled into courses based on their remaining credits needed to graduate following the 9-12 grade course progression.

Students will take the initial NWEA/MAPS assessment at the beginning of the school year or upon enrollment. Students receiving scores below their grade level benchmarks will be placed in reading and math intervention courses.

Additional assessments of students' knowledge, skill and competencies include the Ohio State End of Course Assessments and fulfillment of graduation pathways where students demonstrate competency and readiness for college and career.

Documentation of students instructional needs, knowledge, skills and competencies will be completed through Student Graduation Plans, Individual Student Success Plans, graduation pathway supporting documents and plans, and EMIS.

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

The school will continue to utilize the methods described in the school's alternative re-opening / re-start plan and its educational plan as required by ORC 3314.03.

Students will demonstrate competency and earn credit in their core academic and elective classes by receiving a final grade of 60% (D) for each semester class. Students will be promoted to the next grade level based on the number of credits earned and will follow the 9-12 grade course progression

Students must earn a minimum of 20 course units in the specified subject areas listed below.

Complete Courses:

Courses	State Minimum
English language arts	4 credits
Health	½ credit
Mathematics	4 credits ¹
Physical education	½ credit ²
Science	3 credits ³
Social studies	3 credits ⁴
Electives	5 credits ⁵

Other Requirements

Students must receive instruction in economics and financial literacy (in high school) and complete at least two semesters of fine arts (during grades 7-12).

Describe your school's attendance policy for the 2020-2021 remote learning plan.

Attendance will be monitored and documented in compliance with the school's policy. During periods of remote learning, attendance will be determined based upon participation in learning opportunities and through staff and teacher communications with students. 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 are expected to participate in learning 5 hours a day.

What learning opportunities will be available to students? How will the school document participation in learning opportunities? For additional support, consider reviewing the TEALS Program guide [here](#).

Students have multiple learning opportunities including:

- Teacher led direct instruction provided though in person and virtual classrooms
- Online curriculum facilitated and supplemented by licensed instructors
- Independent learning projects including student Capstones, Community Service, and Work Based Learning

Teacher directed or facilitated learning opportunities will be documented though attendance and student log in records, completed assignments, and participation during live sessions.

Each independent learning opportunity will be documented through the completion of project proposals, plans, logs, verification forms, portfolios, and final body of work including presentation. Students will be required to participate in check points with teachers/mentors to ensure they are on track.

The school is preparing to deliver instruction through the use of technology infused lessons that enable students to perform tasks and activities via digital platforms and apps that can be utilized in school and for remote learning. The curriculum supports that are provided have digital options to enable students to access the curriculum through google classroom and other digital classrooms that allow students to complete and submit assignments.

For students learning remotely, the students will be able to access the live instruction through the use of a classroom projector/camera and speaker that will be streamed to a Google Hangout, or Zoom account. This permits students at home to still participate in instruction while at home. The teacher will ensure that attendance is taken in the morning for those students in school, and at the beginning of each class for those that are learning remotely. Throughout the streaming of the lesson, the teacher will ensure they are cold calling on students that are in the classroom, as well as those that are learning remotely to ensure that students are participating and are on-task, as well as to check for understanding, such as is the normal procedures that exist for lesson delivery.

All lessons will continue to use the gradual method of release (EEI) as the strategy for delivering instruction to the students in the classroom and to those learning remotely. The teacher will communicate the learning objective for the lesson, ensuring they state the purpose of the content and how it aligns to past, current, and future lessons and understanding. All lessons will include a direct instruction component in which the teacher is explicitly teaching the content for at least 20-25 minutes, followed by 15 minutes in which the teacher and students

are working together on the learning objective, and ending with at least 25 minutes of independent work that the teacher will use to assess the mastery level of each of the students. Each lesson will include checks for understanding components, and an exit slip to determine how well the students have understood the learning objective for the current lesson. Student completion of assignments will be utilized to keep track of student participation. In addition to the core content areas, the school is also preparing to provide learning opportunities and programs aligned to the social-emotional learning standards, character education, emotional health and counseling, as well as arts education.

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 re-opening / re-start 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 following process will be followed for monitoring student progress towards credit attainment and fulfillment of graduation pathway requirements

- Initial meeting at the beginning of the school year or time of enrollment to review credits earned, establish education plan for credit attainment, and establish a plan for graduation based on requirements and options for students cohort
- Quarterly meetings to review credit attainment and progress towards graduation.

All NWEA and EOC assessment data will be collected and evaluated at the building level by teachers, and administrators, and reviewed quarterly during TBT and BLT meetings. The effectiveness of instructional strategies, interventions and supports will be evaluated and modified as necessary based on progress towards and attainment of OIP benchmarks and goals as well as individual student goals.

Provide a description as to how equitable access to quality instruction will be ensure.

The school will continue to follow its community school contract education plan, alternative re-opening / re-start 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 the school year and during 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, research projects, peer tutoring, work-based learning, television, or other methods as determined by teaching staff and school administration to meet student academic needs.

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

All staff will be provided with professional development that is relative to the needs of the school specifically focusing on safety and health of our students, remote learning and improved instructional practices. In addition, the school will participate in any professional development that the sponsor offers in the 2020-2021 school year.

