

## S.U.P.E.R. Learning Center's Faith Christian Academy

### Remote Learning Plan

S.U.P.E.R. Learning Center's Faith Christian Academy presented two options for families this school year in response to the COVID-19 pandemic:

Option 1 (Site-Based) - On-site 5 days a week instruction following all safety procedures set forth by state and local guidance.

Option 2 (Remote Learning) - Remote Learning Instruction to be completed at home on a semester by semester basis.

No Blended Learning Plan is being offered or considered.

S.U.P.E.R. Learning Center's Faith Christian Academy's Remote Learning Plan is designed to facilitate safety, student engagement and continuity of instruction for students receiving instruction in a separate location from their classroom teachers. The Remote Learning Plan will ensure that

1. All students have opportunities for continued learning that focuses on the Ohio Learning Standards and continues to provide rigorous instruction in all content areas.
2. Instruction is individualized based on the student's IEP goals, modifications and accommodations
3. Related services are working in collaboration with teachers to meet student needs.
4. Appropriate progress monitoring is given to assess student progress through the curriculum.

In addition to families that can "Opt-In" to Remote Learning for the semester, all students will have access to remote learning "As Needed." This will occur for an individual student if the student is subject to quarantine due to personal or family exposure to COVID-19, or the student's home county is at Level 4 on the Ohio Public Health Advisory System. Remote Learning will also be used "As Needed" for whole-school instruction if Summit County is at Level 4 on the Ohio Public Health Advisory System, and/or SUPER Learning Center is subject to building closure by any state or local health or government agency.

#### Student Accessibility

- A variety of communication systems are used to ensure information and expectations are clearly communicated to students, parents and guardians. These systems include: email, phone calls, Zoom meetings, RemindMe App and Schoology.
- Families are given the option to request a device from the school for remote learning purposes.
  - If families make the request, S.U.P.E.R. will provide a device for each student in the family to access appropriate applications and Schoology.

- If families make the request, S.U.P.E.R. will provide IT support for such families to have guidance with questions and to understand appropriate applications needed for remote learning.

**Description of Student Instructional Needs**

- Students participating in remote learning will receive instruction from a licensed teacher following Ohio Learning Standards set forth by the Ohio Department of Education. Prior to the school year starting, all students will be given baseline assessments in English Language Arts and Mathematics to determine present levels of academic performance. Teachers will ensure differentiation of instruction to take into account individual student needs.
- Student attendance will be taken on Schoology (remote learning platform) at the time of student log-in. Classroom teachers will conduct “check-ins” with students as necessary for assignment completion and to answer student and parent questions.
- Students with disabilities participating in remote learning will receive specialized direct instruction from a licensed Intervention Specialist per the requirements of the IEP above and beyond the content delivery from the classroom teacher. The Intervention Specialist will meet with the student a minimum of two times per week via Zoom meeting. Student attendance will be taken at each meeting and recorded by the Intervention Specialist. The Intervention Specialist will remain in contact with students and parents via email and Schoology (remote learning platform).
- Remote learning can be synchronous or asynchronous, and it may or may not involve technology based on teacher assignment. It is fully acceptable for any teacher to utilize a blend of real-time, flexibility timed, technological and non-technological options. Instruction will prioritize addressing the Ohio Learning Standards and also focus on information pertinent to prepare for face-to-face instruction, post-secondary instruction or competitive employment.
- Educational Resources for Remote Learning Plans:

Grade	Title	Core/Supplement	Platform: Online/Books/Printable	Access Needed
K-12	AIMSweb Plus	Core	Online/ Printable	Subscription
K-12	Schoology	Core	Online	Subscription
K-12	BrainPop	Core	Online/ Printable	Subscription
K-6	Everyday Math	Core	Online	Subscription
K-6	Wonders Reading	Core	Online	Subscription
K-12	Freckle	Core	Online	Subscription
6-12	CK-12	Core	Online	Subscription
6-12	Kahn Academy	Core	Online	Subscription
6-12	Typing Without Tears	Core	Online	Subscription
K-12	Razkids	Core	Online	Subscription

K-5	GoNoodle	Supplement	Online	Subscription
K-12	Flocabulary	Supplement	Online	Subscription
K-12	Teachers Pay Teachers	Both	Online/ Printable	Free to register/ pay for files
K-12	YouTube/ TeacherTube	Supplement	Online	Free
K-12	Flipgrid.com	Supplement	Online	Free
K-12	Math-aids.com	Supplement	Online	Free
9-12	IXL	Supplement	Online	Subscription
K-12	Prodigy Math	Supplement	Online	Subscription

### **Method of Competency, Approval of Credits and Promotions**

- Due to the variability of home learning environments as well as student communication and academic abilities, students engaged in remote learning will have freedom to complete assignments at their own pacing within the parameters set forth by the instructor. This accommodates the anticipated needs of parents and students to adjust their schedules due to parent work schedules, needs of other children in the home, and any other personal needs of each student’s family.
- Letter grades will be awarded based on satisfactory completion of assignments, quizzes and tests in Schoology, attendance evidence that direct instruction videos were watched by the student and participation in synchronous instruction (where applicable).
- Assessment of performance will include staff feedback from classroom teachers, Intervention Specialists and Related Services staff, assignments, quizzes, tests, checklists and informal assessments.
- Quarterly Interim Reports and Report Cards will be sent home to families throughout the school year (posted every 4.5 weeks).
- Approval of credits and promotions will be based on final letter grades for each completed course.

### **Attendance Requirements**

- SUPER Learning Center is committed to creating a collaborative relationship with all students and parents engaged in Remote Learning. All students engaged in Remote Learning will be enrolled in SUPER Learning Center and all demographic information is required to be maintained consistent with practices for students enrolled in “in-person” instruction. Prior to enrollment in Remote Learning, parents and school administration must confer to ensure students will have access to internet connectivity and devices. Any student needing assistance with securing either connectivity or devices will be given support by SUPER Learning Center. Each student will be assigned a teacher to serve as a liaison between the student and school. Said teacher will be responsible for direct

instruction and responding to parent/student educational concerns. Students with disabilities will be assigned an Intervention Specialist to provide specially designed instruction and SLP/OT therapists will also provide direct services via remote video instruction. Additional support is available to students through the Student Support office, administrative staff and assigned classroom general education teacher(s). SUPER Learning Center recognizes the value of strong parent/child and teacher relationships in ensuring student success.

- While the health and safety of all students is of primary importance, we encourage student engagement in the learning process. To that end, students are expected to participate in all remote learning activities, which will include viewing instructional videos, completing assignments, attending synchronous direct instruction video conferences and participating in assessment sessions. SUPER Learning Center’s general attendance policy will apply concerning “excused” absences. (See Appendix A, attached).
- All attendance for Remote Learning will be tracked and monitored as follows:
  - All students will be expected to participate in learning activities on a daily basis. “School days” will be defined based on the adopted calendar of SUPER Learning Center.
  - If a student is unable to participate in learning activities, due to illness or other “excused” reasons as outlined in SUPER Learning Center’s general attendance policy, parents are required to notify the attendance line by 9:00am that the student will not be attending that day.
  - In addition to tracking daily attendance, teachers will track engagement in remote learning activities.
    - Students are required to participate in all scheduled teacher-led remote instruction by reporting to the online meeting room no later than 15 minutes after the scheduled instructional time.
    - Students are required to log into the learning management system on a daily basis and view the entirety of all instructional videos. The remote learning management system will track student engagement and time viewing the instructional videos.
    - Students are required to complete all assigned tasks, projects and assessments on or before their due date. All assigned tasks, projects and assessments will include an approximate time allotment for purposes of tracking remote learning hours. Any Student IEP accommodations for extended time will be honored.
    - Failure to (a) participate in teacher-led instruction, (b) view assigned instructional videos and/or (c) complete assigned tasks, projects and assessments within the assigned timeframe in light of any IEP accommodations for extended time, will result in a loss of attendance for

the hours contemplated by that activity. Failure to complete 6 hours of cumulative instructional assignments will equate to one school day absent. Absences calculated for failure to engage in remote learning opportunities will be included in SUPER's "Excessive Absence" and "Unexcused Absence" policies.

### **Monitoring of Student Progress**

- All students participating in remote learning will participate in Tri-Annual (September, January, May) Progress Monitoring through our AIMSweb Plus Platform for teaching staff to monitor individual student skill sets within reading, writing and math content.
- Completion of classroom curriculum and classroom assignments will be monitored by the classroom teacher. Teacher will provide "check-ins" with students as appropriate.
- Monitoring of IEP goals will be conducted by the Intervention Specialist. The Intervention Specialist will work 1-on-1 with the student weekly per the requirements on the IEP. Quarterly progress reports will be sent home to parents to show progress on IEP goals through the course of the school year.
- Related Services staff will monitor IEP goals and work 1-on-1 with the student monthly per the requirements on the IEP. Quarterly progress reports will be sent home to parents to show progress on IEP goals through the course of the school year.
- Quarterly Interims Reports and Report Cards will be sent home to families throughout the school year (posted every 4.5 weeks).

### **Equitable Servicing**

- Fixed schedules, familiar instructors and curriculum materials, clear expectations and consistent communication will be used to foster access to quality instruction.
- Students with special needs participating in remote learning will be required to attend to the same instruction material provided to general education peers with appropriate accommodations and modifications as defined in the IEP.
- Accommodations such as extended time or modified assignments identified in the student's IEP will still be in place as they would be during on-site instruction. Classroom Teachers and Intervention Specialists will check in with students on a regular basis either by email, phone call or Schoology to provide additional accommodations and direct instruction.
- If technology is not available to a student (due to limited internet servicing as devices will be provided to families), consideration will be given to providing internet access. Additionally, teachers and related service providers will send/mail physical packets of printed materials home to students. The information in the packets will contain printed copies of assignments, learning activities, instructions and any login information for online curricular resources should their access to technology change. Materials will include expectations and opportunities for students to move forward in their learning

goals. These materials will include things such as: visual schedules, checklists and sensory based materials. All completed assignments can be mailed/ dropped off at the school for teachers to review.

- Students participating in remote learning will receive related services direct instruction by a Speech and Language Pathologist or Occupational Therapist as determined by the IEP. Therapy will be provided via Zoom meetings and Schoology. Related Services staff will collaborate with the Intervention Specialist to ensure appropriate instruction and supports are provided. Attendance will be recorded by the related services staff at each scheduled Zoom meeting.
- If remote learning becomes unavailable due to power outages, internet failure, device malfunctioning, lack of access to online modules, or any other event particular to a student's home environment, the student will be given a make-up period for work completion.

### **Professional Development Opportunities**

- Professional development for staff will be critical to their understanding and implementation of e-learning and continuity of learning opportunities. Staff with a level of confidence and competence with specific technology, tools and specific educational resources will be called upon to educate and mentor their peers, and. Or provide technical supports to students and/ or parents as needed.
- All staff are being provided with emotional check-ins with administration to address stress and anxiety related to the new remote learning plans, specifically in relation to COVID-19.
- All staff are participating in monthly roundtables to address specific concerns that arise as a result of remote learning throughout the school year.
- Classroom Teachers and Intervention Specialists are participating in professional development courses specifically on Schoology (the remote learning platform) in order to learn how to use and implement the program in a meaningful way.
- Classroom Teachers and Intervention Specialists are receiving professional development training in specific online portals connected to purchased school curriculum that provides meaningful content delivery to students following Ohio Learning Standards.
- Classroom Teachers and Intervention Specialists are provided with multiple online resources that are available to students as supplemental resources to add additional learning opportunities for students both in on-site and remote learning programs.
- Classroom Teachers and Intervention Specialists are given planning time within Teacher Based Teams to collaborate, develop and build their online classroom.

## **APPENDIX A**

### **ATTENDANCE & ABSENCE POLICY**

**PLEASE NOTE THAT THIS POLICY HAS BEEN AMENDED FOR THE 2020-21 SCHOOL YEAR TO TAKE INTO CONSIDERATION CORONAVIRUS-RELATED CONCERNS.**

Attendance is a critical aspect of participation in the educational process. SUPER Learning Center firmly believes that regular, punctual attendance is a critical life skill necessary for future success. Additionally, following Ohio's laws concerning compulsory school attendance is a duty that we take seriously. Standards set by the Ohio Department of Education require that secondary school students be in school for at least six hours each day. If SUPER Learning Center is open, students are expected to report to school either "in-person" or via the remote learning program.

Special note concerning attendance during Coronavirus outbreak – the Ohio Department of Health has created the Ohio Public Health Advisory System. **IF YOUR COUNTY OF RESIDENCE IS AT LEVEL 4 (PURPLE), YOU ARE SUBJECT TO STATE-MANDATED STAY AT HOME ORDERS AND YOUR CHILD MUST ACCESS THE REMOTE LEARNING PROGRAM ONLY UNTIL YOUR COUNTY GOES BACK TO LEVEL 3. YOUR CHILD CANNOT COME TO SCHOOL IF YOU ARE LIVING IN A LEVEL 4 COUNTY.**

**IF SUMMIT COUNTY, WHERE SUPER LEARNING CENTER IS LOCATED, IS AT LEVEL 4 (PURPLE), THE BUILDING WILL BE CLOSED AND ALL TEACHERS AND STUDENTS WILL REPORT TO SCHOOL THROUGH THE REMOTE LEARNING PROGRAM UNTIL SUMMIT COUNTY RETURNS TO LEVEL 3.**

#### **Excused Absences**

The State classifies absences into two categories – excused and unexcused.

Excusable reasons for absence from school, whether your child is enrolled in "in-person" or remote learning instruction, are:

- Personal illness, injury or disease. A medically excused absence occurs anytime a student is out of school due to illness or medical concern. Medical excuses will be accepted in the form of either doctor's note OR parent call-in on the day of the absence. A student may have up to 10 medically excused absences without a doctor's note and with only a parent call-in during the school year. Medical absences will be accepted this way for students participating in both in-person and remote learning. This policy will be extended beyond 10 absences if the student or someone in the student's family is diagnosed with, suspected of having, or in quarantine for, symptoms of COVID-19.
- If the absence is NOT presumed or confirmed to be Coronavirus, then any absences in excess of three consecutive days or three days in one week, the school will require medical verification.

- If the absence is presumed or confirmed to be Coronavirus, then single absence lasting longer than 10 school days will require medical verification.
- Illness in the family requiring the presence of the child – documentation may be requested
- Quarantine of the child, family or home – limited to the length of quarantine imposed as determined by local health officials
- Death in the family – limited to 3 school days unless reasonable extension is needed due to relationship with the child - documentation may be requested
- Family emergency – documentation may be requested
- Observances or celebration of religious holidays
- School sponsored or approved activities
- Professional appointments (medical, dental, legal, etc.) – documentation of appointment is required. Effort should be made to make these appointments, when possible, during non-school hours.
- College visits – requests should be made one week in advance by notification to Mrs. Ross in the main office, and are subject to administrative approval.
- Special personal or family circumstances:
  - Administrative approval may be denied if the administrator believes an absence is unjustified or if the student has exceeded a reasonable limit of absences.
  - Weather-related absences will be considered on a case-by-case basis depending on conditions in student’s home school district, distance, and administrative discretion.

Students who are absent from school due to quarantine or other COVID-related closure, but who are not experiencing any symptoms or illness, are required to participate in remote learning during their absence.

Additional excusable reasons for absence from school during remote learning:

- Temporary or short-term internet outage for individual students or households;
- Unexpected technical difficulties for individual students or households, such as password or software upgrades, laptop or computer failure, or inability to access the school’s online learning system.

All other absences from school shall be considered unexcused. In all cases, the building administrator will make determinations regarding whether or not an absence is considered excused or unexcused. All absences, excused and unexcused, are considered, and counted toward overall attendance and summer make-up days.

### **Reporting Absences – Required for both in-person and remote learning**

Parents must call or email the school no later than 9:00am to report student absences, stating the reason for the absence. Students, even if over age 18, are not permitted to email or call in their own absence unless they are legally emancipated from their parent or legal guardian and living independently.

The number to call to report an absence is 330-247-2631 and the email address to use to report absences is: [ccampbell@iamsuper.org](mailto:ccampbell@iamsuper.org).

Students who arrive after 9:30am or leave before 2:30pm will be recorded as a half-day absence. Students must attend school for one-half or more of their scheduled classes for that day in order to attend and/or participate in student activities on that day.

If a student is absent from school, he/she is not permitted on school grounds.

If proper notification is not given, including a phone call and a note/verification of illness when required, then the absence will be unexcused. If an absence is unexcused, the student will not be permitted to receive credit for any make-up work and may be subject to disciplinary action. Please also review section titled “Unexcused Absences and Truancy.”

### **Additional Participation Requirements for Attendance for Remote Learning Students**

If a student is unable to participate in learning activities, due to illness or other “excused” reasons as outlined in SUPER Learning Center’s general attendance policy, parents are required to notify the attendance line by 9:00am that the student will not be attending that day.

In addition to tracking daily attendance, teachers will track engagement in remote learning activities as follows:

- Students are required to participate in all scheduled teacher-led remote instruction by reporting to the online meeting room no later than 15 minutes after the scheduled instructional time.
- Students are required to log into the learning management system on a daily basis and view the entirety of all instructional videos. The remote learning management system will track student engagement and time viewing the instructional videos.
- Students are required to complete all assigned tasks, projects and assessments on or before their due date. All assigned tasks, projects and assessments will include an approximate time allotment for purposes of tracking remote learning hours. Any Student IEP accommodations for extended time will be honored.

- Failure to (a) participate in teacher-led instruction, (b) view assigned instructional videos and/or (c) complete assigned tasks, projects and assessments within the assigned timeframe in light of any IEP accommodations for extended time, will result in a loss of attendance for the hours contemplated by that activity. Failure to complete 6 hours of cumulative instructional assignments will equate to one school day and an unexcused absence will be recorded. Absences calculated for failure to engage in remote learning opportunities will be included in SUPER's "Excessive Absence" and "Unexcused Absence" policies.

### **Make-Up Work**

Students who have an excused absence from school are expected to make-up missed work. It is the student's responsibility to arrange for the work missed by contacting their teacher(s) the day they return. Students will be given at least the same amount of time to make up the work as the student was absent from school; however, assignments given prior to an absence are due upon return to school. If absent when a major assignment is due or a test is given, the assignment or test will be due upon return to school. Any student that is absent for an extended period of time should contact the main office to plan to have assignments sent home.

Students who have an unexcused absence will not receive credit for missed work, but may still be required to complete the work in order to ensure that they have gained mastery of the skill or to demonstrate progress on academic objectives.

### **Early Release or Late Arrival – Calculating Absence/Tardies – for “in person” learning**

Students arriving at school after 8:45am are tardy. Any student arriving late must be accompanied by a parent to sign them in at the school office.

Students who arrive after 9:15am or leave before 12:00pm = ½ day absence.

Students wishing to leave school early on a given day must turn in a note to the main office explaining the early dismissal and the reason for it.

Students must be signed in or out of school by a parent/guardian. Any student leaving the school without being signed in or out by a parent will be considered truant, the absence will be unexcused, and SUPER Learning Center will not accept a note or phone call after the fact.

Please schedule appointments during after school hours and school breaks.

### **Tardy Policy for “in-person” learning**

Tardiness is defined as arriving to school between 8:45am and 9:15am. Excessive tardiness may be cause for disciplinary action to be taken on a case-by-case basis.

1. Excused Tardy: Students tardy to school due to a medical/dental appointment will be excused provided a parent notifies the office either in person or by phone and provides a doctor's note.

2. Unexcused Tardy: Over sleeping, car trouble, heavy traffic, etc. are not considered excused. Weather related tardies may be excused per administrative approval.

3. Excessive Tardies Consequences: Attendance reports are tallied daily and consequence are based on tardies per academic quarter. Consequences for excessive tardiness will be determined by administration.

Habitual tardies will warrant student to participate in year-end make up week.

### **Excessive Absences**

Excessive absences, even if excused, will be followed by a series of letters to parents/guardians in an attempt to keep them informed. Notification will be made as follows:

- 10 absences 1st letter sent to parents
- 15 absences 2nd letter sent to parents
- 20 absences 3rd letter sent to parents and conference with administrator

We ask that students do not exceed 10 absences per semester or 20 absences per school year.

HIGH SCHOOL: Due to state requirements for seat hours, if your student is in 9th through 12th grade, they may be denied credit for a class regardless of passing grade in said class.

### **Unexcused Absences and Truancy**

Truancy is defined as an unauthorized or unexcused absence. The State of Ohio has compulsory school attendance laws. SLC is required to report attendance records for each student and will follow all required attendance laws for the State of Ohio. Truancy charges or other consequences might occur for students with frequent absences. Additionally, for those students receiving a scholarship, excessive absences may result in the loss and forfeiture of any and all scholarships.

### **School Closures**

SLC participates in school-closing alert systems on WKYC (channel 3), WEWS (channel 5), and FOX (channel 8). This can be accessed either by watching one of the above-mentioned news stations, logging onto their website, or listening to one of many radio channels listed as part of their program. Additionally, SLC encourages all parents to register on Chanel 3's I-Alert website. By doing so, parents will receive an instant text to their cell phone the exact moment SLC closes. SLC may close due to weather, illness or other unforeseen circumstance. All closings will be posted on our Facebook page.

As a further means of keeping students and their families safe and off hazardous roads, SLC will be closing any time Springfield Local Schools (Summit County) closes due to weather. However, please do not depend on Springfield's closing, always verify if SLC is closed. The public schools have a maximum of 5 closing days per school year and SLC may occasionally close when Springfield remains open. The SLC administration realizes that SLC is blessed with families that travel some distance to allow their child to attend SLC. Keeping this in mind, and not having a way to predict the weather in all of SLC families' areas, please use your best judgment when inclement weather arrives. Absences due to bad weather in your area will be considered an excused absence.

Please note that any COVID-related closures or mandated quarantines that may be required by the Ohio Public Health Advisory System or other state and local authorities will be communicated to you via email.