Remote Learning Plan

The Governing Authority has adopted the following plan to provide instruction using a remote learning model for the 2020-2021 School Year in accordance with Section 16 of Sub. H.B. 164.

1. A description of how student instructional needs will be determined and documented.
   a. Ohio's Learning Standards will continue to be utilized and taught within the Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) framework, differentiating learning as needed.
      i. Documentation of this will be done by completion of lesson plans by teachers.
   b. Students and families will be given the option of completing work via online components. An option will be available for paper-based packets should a student/family feel that is a better option for the student's learning needs.
   c. When students are working remotely, the School will provide consistent support including, but not limited to, student check-ins on a weekly basis through:
      i. Recorded videos to support topics taught in the classroom.
      ii. Phone calls or virtual sessions/office hours held by the Instructional Assistant or support staff to facilitate student work.
         1. Documentation of this will be done by the support staff team member by taking attendance, tracking student name, brief description of activity and logging it.
   d. Specially Designed Instruction and related service minutes will be provided as prescribed in each student's Individualized Education Program (IEP).
   e. Teachers will complete lesson plans according to the School's lesson plan criteria.
2. The method to be used for determining competency, granting credit, and promoting students to a higher-grade level.
   a. Students will be graded according to the work they complete and turn in per the School's standard procedure/grading scale. Competency is determined by the student receiving a passing score.
      i. If a student is at risk of failing/does not score competent, the teacher will reach out to the student, family, and School Administration to ensure the student receives the necessary support.
   b. Course credits will be granted for students who complete course requirements with an overall passing grade.
   c. Promotion of students to a higher-grade level will follow ODE requirements and the School's policy.

    i. A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the School Director, with appropriate input from the student's teacher(s), professional staff, and parent(s).

    ii. Teachers and the School Director will consider at least the following factors in arriving at decisions on promotion:

        1. The student's level of academic aptitude and achievement;

        2. The student's level of social and emotional development and ability to effectively interact with other students in his/her current grade level;

        3. The student's attendance patterns and its effect on the student's progress; and

        4. Any other factors thought to be appropriate by the School Director, teacher(s), and professional staff.

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

    a. Teachers will track attendance by logging in for online learning, turning in of assignment(s), or being present at School; dependent on delivery method of instruction.

    b. Documentation of attendance will be re-evaluated based on potential state guidance for remote learning.

    c. For students who are non-responsive in the remote setting, teachers will determine root cause (ex. lack of understanding of material) to address the concern.

        i. Once determined, the teacher will reach out to the student, family, and School Administration to address the non-responsive student and develop a solution.

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

    a. A student's progress will be monitored by the work they complete, analyzing work samples for areas of skill proficiency and skill deficits. If deficits are determined, additional support will be provided to the student.

    b. Other assessments will be utilized to determine student progress dependent on student needs. The administration of assessments will also monitor progress. Due to the nature of our School-wide assessment system, it will be utilized in an in-person or blended learning model. For a fully online learning model our School-wide assessment system will not be utilized. We will also use curriculum-based assessments to monitor student progress.

    c. Students on an IEP will have their goals monitored and documented to ensure progress is being made on their IEP goals.

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

    a. We are building collective efficacy through sustained professional development in areas of high impact for our students. These areas include

trauma-informed education, PBIS and teaching to the high levels of Depth of Knowledge that is present in state assessments.

b. We began a reading initiative in the spring of 2020 that will carry forward into the 2020-2021 School Year. We are developing a reading framework to guarantee all teachers are following best practices in the science of reading. We began with a gap analysis of reading/ELA curriculum materials to ensure consistent, high-quality instruction. In the 2020-2021 School Year we will engage in PD to ensure that all staff are trained in the science of reading, the simple view of reading and the framework expectations.

c. During remote learning, students will have access to their instructional staff for continuity in order to best continue the learning experience from the in-person classroom. This will ensure that students receive continued support in meeting their learning goals aligned to the Ohio Learning Standards.

d. With use of ESSR funds we have the ability to go 1:1 with electronic devices for all students. Parents who opt out of receiving technology will be allowed to complete paper-based work packets during remote learning times. This packet will be equal to/aligned with the online instruction.

e. If a School elects not to bus students to school or parents are do not feel comfortable sending their students to school over health/safety concerns, families can opt in to 100% remote learning for their student(s).

6. A description of the professional development opportunities that will be offered to teachers.

a. To ensure the successful implementation of our 1:1 device deployment, the Technology Integration Coaches developed professional development (PD) specific to students, staff and families. This training will be given in August.

   i. Examples: platform mechanics, access (how to get to the different applications), etc.

b. Technology Integration Coaches, IT department members, and Curriculum department members will work in conjunction to provide necessary PD for teachers to ensure the ability for remote learning.

   i. Examples: reading framework initiative, curriculum-based materials, etc.