



ACADEMY OF OHIO

Remote Learning Plan

District Name:	Valor Academy, Inc.
District Address:	1330 Atcheson St.
District Contact:	Tamara Becker, Superintendent
District IRN:	019212

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school’s attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check all that apply)

- Teacher-student interaction through online learning platforms

Remote Learning Plan

- √ Online lessons for student to work on at home
- √ Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Practice and Assessments Opportunity ● Quizzes ● Peer Discussion ● Unit Projects ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>To continue raising the instructional bar, teachers will be able to get baseline data. This data will come from the NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) to help teachers strategically plan and align intervention based on scholars needs. Gap analysis for ELA, Math, Science, and Social Studies will present levels for individual learning to understand the goals, needs and planning through baseline data and other assessments that will be taken within the first quarter of school.</p> <p>In the same manner as in person learning, teachers will use the remote learning plan to monitor and determine scholars needs. Teachers will work collaboratively to ensure all scholars' needs are being met and which method of instruction scholars will receive. Scholars will adhere to the aligned curriculum set to Ohio's Learning Standards whether scholars are in school physically, hybrid (2-3 days per week) or fully remote. Scholars will use the digital curriculum to participate in practice and assessment opportunities, quizzes, peer discussions, unit projects and all learning standards with the use of the support from the teacher. Remote learning will operate the same as in school as scholars will have access to all courses in which the teacher will help all scholars identify timeframes, learning habits and ways to seek additional support.</p> <p>The NWEA MAP will serve as a universal screening tool which will give each scholar a prediction as</p>	

Remote Learning Plan

to how they will align with the Ohio State Tests. This test will be offered in the fall, winter, and spring to allow teachers the opportunity to monitor academic growth and/or goals for every scholar. Based on each benchmark assessment, scholars will receive scheduled, non-instruction intervention to actively close the achievement gap. Teachers will continue to monitor the data and will report weekly on all scholars' intervention progress. This meeting will address the needs of every scholar, progress, and targeted goals. Teachers will be assigned a group of scholars as a case load to allow scholars to receive support consistency and promote forward planning to assist each scholar individually during intervention.

Any scholar with an identified disability will receive the learning opportunities mentioned above much the same as all scholars. The additional steps will include receiving all benchmark baseline, assessment data to share with the family, along with the SPED coordinator reviewing the scholar's IEP, to amend any accommodations, services, and/or instruction. The SPED coordinator will continue to work with all scholars to ensure they are tracking their progress to meet set goals.

Any English Learners (ELs) will receive the same learning opportunity mentioned above much the same as all scholars. The additional steps will include reviewing all benchmark baseline assessment data by the English as a Second Language (ESL) teacher. The data will be shared with the family to assist in developing or amending accommodations, services, and/or instruction. All EL will have a Learning Plan with clear goals in which the teacher will work with the scholar to achieve mastery.

Any scholar who has been identified as gifted or accelerated will have the same learning opportunity mentioned above much the same as all scholars. The additional steps will include review of all benchmark baseline assessment data for the purpose of Written Education Plans (WEPs) and Written Acceleration Plans (WAPs). The gifted teacher will monitor progress through each benchmark assessment and share data with the family to help determine if accommodations, services, and/or instructions need to be amended. All scholars identified as gifted or accelerated will have a set of goals with dates that the teacher will work with them to achieve mastery.

¹ NWEA MAP is the universal screening tool that will be used as the benchmark data. The baseline (1st assessment) will happen the first 30 days of school. Scholars will be able to receive the assessment remotely with a secured screen and proctor to protect the integrity of the test.

Remote Learning Plan

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• Clear instructional plans have been created• Clear instructional plans have been communicated with staff, parents, and other stakeholders• Clear expectations given to students on expectations, grading requirements, and working from home guidelines• IEP, if applicable• Email• Gradebook• Graded Assignments and tests• Phone calls• Video Meetings
<p>Address Documenting Instructional Needs Here:</p> <p>Instructional plans communicated to staff, parents, and other stakeholders. To keep all scholars engaged and build healthy relationships with families, our daily commitment is prioritizing communication between teachers, staff, scholars, and families. All IEPs will be enforced to ensure services are effective and support the scholar's needs. Weekly meetings with staff and the school leader will take place to aid as a support for teachers, ensure monitoring and service are efficient and implemented with fidelity. Teachers will email weekly newsletters to alert scholars and families of any new or upcoming information for the week. This will provide another source of communication to keep parents and scholars connected while being hybrid or totally remote. Teachers will complete a weekly log of what is working well and what is not, parent contact (calls), scholar calls, and all video meetings. The school leader will monitor gradebooks and reports, while teachers review scholar's grades to provide individualized assistance similar to that of the in-person rotation station model. All plans will be documented effectively, including intervention (Response to Intervention) RTI.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>Hybrid and Remote Instructional Plan</p> <p>Model of Remote Learning Plan</p>	

Remote Learning Plan

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Valor Academy will follow the grading policy found in the Student/Parent Handbook for the purpose of reporting grades and determining competency in hybrid or totally remote learning. Teachers will be supported to allow scholars extended time on assignments and projects if needed to encourage engagement and attainable success. Scholars will be identified weekly if they are falling behind or off track. Parents will receive a notification by phone, email and/or a letter mailed to scholar's residence on file. If scholar need additional support, an individualized learning plan will be implemented and reviewed in a meeting with the teacher, parent, and scholar. If any scholar continues to not progress pass a plan of action with the teacher, a second meeting will be called as we (parent, teacher, scholar and school leader) collectively review all data to explore advanced options to support the scholar's learning.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Address Determining Competency Here:</p> <p>Valor Academy will follow the grading policy found in the Student/Parent Handbook for the purpose of reporting grades and determining competency in hybrid or totally remote learning. Teachers will be supported to allow scholars extended time on assignments and projects if needed to encourage engagement and attainable success. Scholars will be identified weekly if they are falling behind or off track. Parents will receive a notification by phone, email and/or a letter mailed to scholar's residence on file. If scholar need additional support, an individualized learning plan will be implemented and reviewed in a meeting with the teacher, parent, and scholar. If any scholar continues to not progress pass a plan of action with the teacher, a second meeting will be called as we (parent, teacher,</p>	

Remote Learning Plan

scholar and school leader) collectively review all data to explore advanced options to support the scholar's learning.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher-Grade Level Here:
 Scholars will be promoted to the next level following school policy and as determined by the teacher. Some promotional meetings will include the parents, scholar, teacher(s), and school leader to discuss all data and what would be best for the scholar.

Attach any Additional Documentation or Notes (if necessary):

Promotion/Retention (Middle School Grades 6-8)

The promotion (advancing to the next grade) and retention (staying in the current grade) of scholars enrolled with Valor Academy, Inc. is based on the degree of success the individual scholar achieves in completing the educational program designated to meet his/her needs.

Valor Academy, Inc. has high standards for promotion. Scholars must earn their promotion to the next grade level by demonstrating mastery of the grade level's rigorous standards, as set forth by the State Board of Education. Decisions to retain a scholar will be communicated with the parent/guardian, administrator, scholar and teacher and any other staff that serves the scholar (SPED, Counselor, etc.).

The Principal/Superintendent may review the decision of a teacher to promote or retain a scholar upon request to do from the parent/guardian.

Remote Learning Plan

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
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Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students ● Students will be logged in the learning management system (LMS) to use the standards-based digital curriculum. ● Student completed work will help provide evidence. ● Assessments completed will help provide evidence. ● Participation in other course requirements as set by the teacher and submitted online. ● Teachers will facilitate learning and ensure students master concepts.
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Address Attendance Requirements Here:

Valor Academy has high expectations for scholars learning and know that attendance is a direct correlation to student success. For this reason, every effort is made to ensure scholars and families understand the importance of being present, especially when learning remotely. Efforts made are both proactive and reactive. Scholars and families are given information about attendance and the various ways scholars will be required to complete assignments and attend class. This is method is used as the proactive method as parents and scholars are given the opportunity to discuss any concerns as well as receive clarity. Teachers will keep a parent contact log to manage their case load of scholars and record the data per conversations. Teachers will also maintain an attendance tracker to aid in supporting scholars as well as reporting purposes. As a community, concern for scholars is our priority when a scholar is not present. Therefore, by tracking attendance, we can immediately connect with families as well as support scholars from being automatically withdrawn after 72 hours per Ohio Revised Code §3314.03(A)(6)(b). The tracker will be used for hybrid or total remote learning.

Attendance tracked by the teacher will support the type of learning the scholars participated in and evidence will be provided per scholar. Other methods that will assist with attendance are students logging into the LMS system to complete assignments, assessments and other tasks assigned by

Remote Learning Plan

the teacher. Scholars will also receive credit for participating in teacher facilitated learning.

Valor Academy will update attendance policies as needed as it relates to remote learning. If absence is related to COVID-19 for anyone in the scholar's home, including the scholar, the scholar will be given excused absences under the new Ohio code 3301-69-02 to ensure everyone is safe as well as adherence to health department guidelines are followed.

Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a plan for documenting student participation in remote learning.• Teachers will receive training to complete tracker and support scholars learning.• Communicated the plan with families and other stakeholders.
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Address Student Participation Requirements Here:

Student learning will be shared between the scholar, teacher, and parent. Teachers are expected to use the tracker (attached below) for attendance and participation reporting. Students will be required to engage in learning opportunities throughout the week.

Teachers will be trained to accurately complete the data for all scholars to ensure effective monitoring, noted attendance, and completion of all tasks/assignments.

Families and other stakeholders will receive be made aware of the plan to track attendance and participation so that they, too, can join the accountability for the scholars learning. As a team, collective efforts will ensure scholars receive the same learning remotely as in person.

Attach any Additional Documentation or Notes (if necessary):

[Attendance tracker for Remote Learning](#)

[What is my role?](#)

Remote Learning Plan

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Teachers will progress monitor students weekly. Through assessments, tasks, and other tasks in the LMS, teachers will provide feedback to scholars to ensure they are supported. Parents will be given information to sign into the LMS system and track their child's progress.
<p>Address Monitoring Student Progress Here:</p> <p>Through remote learning, scholars will be able to access the same curriculum as they would in person. Scholars will meet with their highly effective certified teacher to receive intervention based on data from the benchmark assessment. Scholars will continuously work with their teacher to review goals and celebrate success each week. All scholars with plans (IEPs, English Learning plan, etc.) will continuously be monitored and given feedback on weekly or as needed. Parents will also receive information as plans suggest or when a team meeting needs to be arranged.</p>	
<p>Attach any Additional Documentation or Notes (if necessary): Parents will receive instructions as to how to log on the system to access their scholar's information.</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Students will be issued laptops if needed. Device to access internet will be provided on an as needed case. Support with technology will be offered to students from a variety of sources, teachers, technology department, administrators, and others who are qualified to do so.

Remote Learning Plan

	<ul style="list-style-type: none"> • Technology Plan has been created to ensure equitable access
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Address Equitable Access to Quality Instruction Here:
 Valor Academy will continue to provide equitable access for all scholars to ensure academic success remotely. As we continue to bring secure collective efforts together to provide scholars with school-owned devices or connectivity to the internet, it is a top priority that all scholars receive the necessary resources to continue receiving the same learning as In person.

Attach any Additional Documentation or Notes (if necessary):
[Parent and Scholar Survey for technology](#)

SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
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Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
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Address Professional Learning/Development Here:
 Teachers will take advantage of professional development opportunities at the start of the school year as this will take place asynchronously and synchronously. Training will take place the first two weeks of school. See attachment for Professional Development Training

Attach any Additional Documentation or Notes (if necessary):
[Professional Development Training](#)