

RESOLUTION APPROVING ALTERNATIVE REMOTE LEARNING PLAN

West Park Academy

WHEREAS, the School is sponsored by St. Aloysius and has a Board and Sponsor approved Education Plan as detailed in its community school contract; and

WHEREAS, pursuant to challenges brought on by COVID-19, the School has developed alternative education re-opening plans A, B and C to address various scenarios that may be required to re-open operations with remote instruction, a blended distance learning and adjusted on-site scheduling model or full on-site school opening with social distancing; and

WHEREAS, H164 requires that the School submit a Board approved Remote Learning Plan prior to the end of July 2020;

IT IS HEREBY RESOLVED, that the Board approves an alternative remote learning plan for the School, to be finalized by Superintendent/School leader; and

IT IS FURTHER RESOLVED, that the Board authorizes the School leader to submit the remote learning plan to the Ohio Department of Education in compliance with HB164, once finalized by Superintendent/School leader and approved by the Board President on behalf of the Board.

Moved: Mr. Frey Seconded: Mr. Norcross

Ayes: 3 Nays: 0

Approved by the Board of Directors at a properly noticed public meeting held on July 20, 2020 at which a quorum was present.

By: David Shepherd
Print Name

DocuSigned by:
David Shepherd
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Signature

Title: Board President , West Park Academy

School Name	West Park Academy		
School IRN	014189		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date		Board President Signature	

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](#).

Our school intends to offer three learning options for families to choose from this fall that will be implemented on the first day of school, regardless of a child's grade level. These three options allow families to consider their child's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families will be asked to make a choice prior to the start of school and continue with that modality until the end of the 1st semester. School leaders have the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students will pivot to Option 3 immediately.

While other schools have predetermined the learning scenario for their students, we are prepared to meet the complexities of giving families choice. Organization, communication, and coordination will be paramount to our student's success. As such, we have decided that all students will receive standards-based instruction in a defined sequenced for each course. This allows all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allows for the seamless integration for a child who needs to change from one modality to another due to extenuating circumstances. It also allows regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

While maximizing educational options for families, the school will work to minimize risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts will include facial coverings, health monitoring, cleaning and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be given to the emotional well-being of students as the school works to provide an equitable and safe learning environment.

Option 1: Full time in school

Instruction

Students will come to the school building each day for a full instructional day based on the Board approved calendar. Teachers will facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur



with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

Health and Safety Protocols

- Daily individual health assessment for all students and staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 3 feet

Option 2: Hybrid

Instruction

West Park Academy will also provide a hybrid option for families where students attend schools part of the week and participate virtually on the other days. Two groups will be created that will determine which days they attend. The two groups will attend in person on different days of the week. Days that students are at home learning, they will be expected to logon at the specific time to engage in the instructional and learning opportunities. There will be time for students to independently access various program and online curricular tools that support the lessons.

While in the building, students will be social distanced with additional safety measures in place (i.e. health assessment, limited entries, barriers, masks, etc.). Learning will continue under the latest and most up-to-date guidance, and will provide students with the opportunity to learn and be engaged "as normal."

Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services.

*Any student whose family desires "in person" learning, will be in the building all five days. On the days that are schedule for virtual learning, they will be provided with the technology needed to participate from within the school.

Health and Safety Protocols

- Health assessment for students when attending in-person
- Daily health assessment for all staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 6 feet



Option 3: Full time at home*Instruction*

Students will learn from home every day school is in session as delineated in the school's Board approved calendar. Students will be provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers will facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers have the ability to modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers can also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, will also be offered to virtual students. Each day instruction will be a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations will be set by grade level band for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. It is expected that there is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPAA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature will also be used by our Title I teachers and those that support our English Learners. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

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?

All students will take the NWEA MAP and iReady assessment at the start of school. This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

We will continue with our biweekly cadence of short cycle assessments, designed to assess a student's mastery of a standard(s) with items aligned in rigor and format to the Ohio State Test (OST). We also have Mastery Connect as a tool that will allow students to take mock assessments at regular intervals online, simulating the experience with the OST, and allowing for careful tracking of standards mastery. Regardless of the student's modality, they will be able to participate in these assessments. This would have been more difficult with only a paper-based option.

Describe your RtI process.

Prior to the beginning of the year, all students enrolled who were in RTI last year will be reviewed with the RTI team and their educators for the upcoming year. Plans, accommodations, and assistance will continue or be updated as prescribed by the prior year's plan.

Students who are currently not in the process can be added to the process by their teacher(s), administration, or parent/guardians. Concerns are brought forward through a formal referral process which describes the exact academic and/or behavioral concern. Baseline data is captured and then



the educational team generates a 4-6 week plan that addresses the exact concern(s) that are measurable. The student will enter a 4-6 week cycle plan with updates to the plan as needed (within the current tier or moving up or down the tiered system). The educational team will provide the updated data at each meeting about the student's progress. If necessary, and after all viable options have been exhausted, a student may be referred for an MFE by the team.

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

Students will be assessed tri-annually using the NWEA MAP and iReady assessment. In addition, bi-weekly short-cycle assessments (SCAs) will be provided based on current learning targets and quarterly assessments from ACCEL will be given. Each assessment will provide school leaders and instructional staff the opportunity to prioritize need, re-teaching, small group/intervention, and RTI.

Students will continue to be graded for mastery using the existing/traditional grading scale. Work completion will be captured, as well through various modes of submission – in-person, electronic, and program specific outcomes.

Promotion will be granted to students that meet all minimum requirements, specifically in math and ELA. Students who fail the first semester in either or both will be identified and retention plans will be created with the families to ensure that promotional goals are set for the second semester.

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

1. Attendance will be taken daily
 - a. For students in the building, standard attendance taking procedures will be applied.
 - b. For students working remotely on any given day, metrics for measuring attendance may include:
 - i. Turning in assignments through Canvas
 - ii. Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
 - iii. Responding to a threaded discussion
 - iv. Attending a teacher's virtual office hours for support
 - v. Recording activities in the offline tracker in Canvas
 1. Engages in a required learning activity that does not have a corresponding lesson in Canvas, the time can be tracked here. Examples may include- a PE assignment that requires students to exercise for 30 minutes each day, or a 2nd grade student who needs to record the number of minutes they spend reading independently with books of their choice.
 - vi. Failure to meet metrics for attendance while working remotely may constitute an absence.



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](#).

Learning opportunities for students in virtual or hybrid modalities will participate in two ways - Asynchronous Learning and Synchronous Learning, both within a Learning Management System. The Learning Management System for West Park Academy is the "ACCEL Management Platform" (AMP).

Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an In Person learning experience.

Documentation of participation may include, but not limited to:

- Turning in assignments through Canvas
- Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
- Responding to a threaded discussion
- Attending a teacher's virtual office hours for support
- Recording activities in the offline tracker in Canvas
- Engages in a required learning activity that does not have a corresponding lesson in Canvas, the time can be tracked here. Examples may include- a PE assignment that requires students to exercise for 30 minutes each day, or a 2nd grade student who needs to record the number of minutes they spend reading independently with books of their choice.

Provide a statement describing how student progress will be monitored.

Option 1: Full time in school

- iReady
- NWEA MAP
- Running records (K-3)
- High frequency words (K-3)
- Letter/Sound recognition (K-1)
- Blends/segment (1-2)
- Fluency checks (4-8)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource

Option 2: Hybrid

- iReady
- NWEA MAP
- Running records (K-3)
- High frequency words (K-3)
- Letter/Sound recognition (K-1)
- Blends/segment (1-2)
- Fluency checks (4-8)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

Option 3: Full time at home

- iReady
- NWEA MAP
- Running records (K-3)
- High frequency words (K-3)
- Letter/Sound recognition (K-1)
- Blends/segment (1-2)
- Fluency checks (4-8)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).

Idea 1:

By determining the sequence of standards taught in each course at each grade level, we provide equity in a child's exposure to standards-based instruction.

Idea 2:

All supports, such as Title I groups, occur for children who have been identified, regardless of their learning modality. Special Education students who receive services as articulated in their IEP will receive those as well, regardless of modality. The same applies to our English Learners.

Idea 3:

Careful consideration will be given to teachers facilitating all three modes of learning. It is not the case that a specific caliber of teacher will be assigned based to a specific modality. Our leadership team surveyed our teachers regarding their preferences for each modality. Based on this, and a careful assessment of their skills applicable to each modality, teaching assignments will be made.

Idea 4:



As a school we recognize that our families are diverse but are all focused on ensuring their children succeed. For some of our students, transportation can be a barrier, causing absence or tardiness. We are working closely with the district concerning transportation. It is our intent that transportation does not dictate the learning options available to a family.

Idea 5:

Technology is required for times students are learning away from the building. As needed, families will be issued Chromebooks for home use. Reimbursement for internet access at home will be available based on participation and eligibility guidelines.

Idea 6:

All teachers, regardless of their teaching modality, will be regularly observed and coached. Principals and Directors of Academics will use classroom walkthrough protocol for both building based and virtual instruction.

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

Teachers will have access to all virtual and in-person professional development sessions offered by Charter School Specialists for the 2020-2021 school year.

Additionally, professional development will be delivered based on the modality the teacher will be working within. Add your other PD topics based on your Literacy Plan, compliance items, curriculum, culture- building focus, etc.)

All teachers:

- Canvas 100- features and functions of the learning platform
- Understanding the scope and sequence of the AMP courses
- iReady
- Lucy Caulkins Writing Units of Study
- Eureka and math intervention
- Guided Reading
- Training on integrating all ELA components into an ELA block
- Writing SCA training (with 2020-21 updates)
- School culture
- Dr. Butler – Culturally Responsive Classrooms
- PBIS, operations, Power School, attendance, grading, data tracking

Virtual teachers only:

- Canvas 101- features and functions of the learning platform, best practices for engaging students virtually, and expectations of the virtual teacher
- All trainings listed above

School leadership teams:

- How to monitor and provide effective feedback to virtual teachers
- iReady

- Dr. Butler – Culturally Responsive Classrooms
- LENS – Building Excellent Schools

Families and Students:

- Canvas 101 for students and families
- Expectations for virtual learning
- How to access support for technology concerns and questions regarding activities or assignments
- Access to all additional software and computer programs supporting our curriculum.
- Technology use, guidelines and expectations
- School-COVID related protocols and procedures

