

CERTIFICATION OF RESOLUTION
 REMOTE LEARNING PLAN FOR THE 2020-2021 ACADEMIC YEAR

iLEAD SPRING MEADOWS
 (An Ohio Non-Profit Corporation)

The Governing Authority (the "Board") of iLEAD Spring Meadows, (the "School" and the "Corporation"), a non-profit corporation organized under the laws of the State of Ohio, hereby resolves as follows:

WHEREAS the Board is committed to providing educational opportunities to the School's students in a manner that facilitates learning;

WHEREAS Community Schools must provide a minimum of 920 hours of learning opportunities;

WHEREAS the Ohio General Assembly has mandated via HB 164 that schools develop a Remote Learning Plan for the 2020/2021 Academic Year that incorporates:

- o (1) A description of how student instructional needs will be determined and documented;
- o (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
- o (3) The school's attendance requirements, including how the school will document participation in learning opportunities;
- o (4) A statement describing how student progress will be monitored;
- o (5) A description as to how equitable access to quality instruction will be ensured;
- o (6) A description of the professional development activities that will be offered to teachers.

IT IS HEREBY RESOLVED that the Board authorizes the Chairperson as authorized signatory to approve the Remote Learning Plan for the 2020-2021 Academic Year and instructs that a copy of the approved plan be submitted by the Sponsor to the Ohio Department of Education by the stipulated deadline.

APPROVAL AND ADOPTION

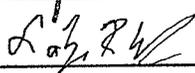
Motion to approve the Remote Learning Plan for the 2020/2021 Academic Year (without) with

amendment(s), made by Member Williams

seconded by Member May

Board Member	AYE	NAY	OTHER (Not Present, Abstain, etc.)
Tricia Maassel			Awaiting Sponsor Approval
Jacquelyn May	X		
David Shock			Not Present
Jeff Williams	X		
Jeff Wilcox			Resigned
LaTanya Wilson Chairwoman	X		

Executed and adopted by a vote of the Board on this 20th day of July, 2020.



 LaTanya Wilson, Chairwoman
 iLEAD Spring Meadows



iLEAD Spring Meadows Remote Learning Plan 2020-2021

Learning Model:

Parent Option Model: iLEAD Spring Meadows plans to give parents the option of whether their learner will participate 100% remotely or a combination of in person and remote.

Virtual Option: Families that select this option will be provided online resources to support academic and social emotional growth through project based learning. Both synchronous and asynchronous instruction will be provided allowing families the most flexibility and removing time constraints.

Blended Learning Option: Families that select the blended learning option will have their learners on campus in small groups two days a week and will utilize remote learning the other three days. Learners in the blended learning model will be divided into two cohorts. Cohort A will be on campus on Monday and Tuesday, Cohort B will be on campus on Thursday and Friday. Remote learning will take place through both synchronous (Facilitator Directed) and asynchronous instructional opportunities allowing families both the support and flexibility they need.

Tracking Choices: iLEAD Spring Meadows will provide families with both options starting the last week of July. Commitment forms will be collected and learner selections will be entered into our Student Information System. Our SIS will attach each student to the appropriate calendar. These calendars are used to document both attendance and grading. Both learner groups will utilize digital learning through PowerSchool, participate in synchronous and asynchronous learning activities, and continue to utilize Project Based Learning to grow as learners and leaders.

Changing Choices: Learners that select the 100% virtual option will not be able to switch to an onsite blended learning model until the end of the first semester, sooner only if covid-19 precautions are no longer required. Learners that select the blended on-site option will be able change to the 100% virtual option at any time by contacting the registrar and making a request to change options. Learners that select the blended learning option will not have an option to change between onsite cohorts as long as covid-19 precautions are required and in place.

Determining and Documenting Instructional Needs:

iLEAD Spring Meadows will continue to administer benchmark assessments using the NWEA MAP Assessment three times a year to identify learning needs and monitor growth. We are able to successfully assess learners remotely using MAP. In addition to benchmark assessments, facilitators will also conduct Fountas & Pinell reading assessment, unit assessments in math, Project evaluations, and learner self-evaluations to identify learner strengths and needs. Learner progress is documented in Gradebook, our online grading system. Reports of Progress are produced twice a year, at the end of each semester. Facilitators will send home interim reports at the middle of each semester and families have access to review learner progress using the parent portal.

Grading and Promotion

iLEAD Spring Meadows will continue to use Standards Based Grading for both the blended learning model and the full virtual option. Learners making adequate progress toward mastery of standards will be promoted to the next grade level in grades K-8. Reports of Progress are produced twice a year, at the end of each semester. Facilitators will send home interim reports at the middle of each semester and families have access to review learner progress using the parent portal.

Attendance Requirements:

Learners will be expected to meet all state mandated attendance requirements. Our on-site attendance is entered into our Student Information System daily. Off-site daily attendance hours will be documented using the same system by our virtual learning facilitators. In addition, an online shared spreadsheet will be used that identifies hours for face to face synchronous instruction using zoom or other online resources, assignment completion hours, asynchronous learning opportunities and instruction, office hours support, and family meetings. Learners, parents, and facilitators will be required to verify accurate documentation of attendance and participation for both options for each reporting period.

Evidence of participation in asynchronous learning may include, but is not be limited to:

- Daily logins to learning management systems.
- Daily interactions with the teacher to acknowledge attendance.
- Daily interactions between facilitators and learners, including but not limited to; could include, messages, emails, telephone calls, video chats or other formats that enable engagement, and assignment completion. (Facilitators will determine the number of hours they expect an assignment to take for a typical learner in their weekly plans and use that to gauge each student's attendance.

iLEAD Spring Meadows will update our attendance and absenteeism policies before the start of school to align with our remote learning plans and blended learning options.

Student Progress:

Learner progress will be monitored by their homeroom facilitator. Facilitators will use diagnostic assessments, summative assessments, and formative assessments to monitor learner progress. Learners will complete Individualized Learning Plans and monitor their progress toward their academic and social emotional goals through portfolio pieces and self-reflections.

Protecting student data:

iLEAD Spring Meadows will take all necessary measures to protect private student information for learners selecting both options. Learner records and other private information will be received, stored, and shared on site and electronically in the same capacity as under previous onsite scenarios. All staff adhere to FERPA and IDEA requirements for protecting learner's information.

Staff professional development:

Staff will be provided ongoing professional development through both virtual and in person synchronous learning opportunities and asynchronous virtual learning activities developed by expert educators in the areas of math, reading, instructional best practices, special education, RTI, Project Based Learning, Distance Learning, STEAM, Social Emotional Learning, and Love & Logic.