

Horizon Science Academy Columbus High School

IRN: 133660

Amended Remote Learning Plan (10/27/2020)

2020-21 School Year

Horizon Science Academy Columbus High School (HSACHS) proposes to use remote, off-campus learning in keeping with its adopted education plan during the first semester of the 2020-21 school year with an option of extension for the second semester. HSACHS will deliver instruction through synchronous and asynchronous learning opportunities, utilizing a learning management system and a variety of tools designed to actively engage students in learning. Students determined to be inactive and/or struggling learners, as well as students requiring specific supports for learning (i.e. student operating with an IEP or EL designation), MAY be asked to attend school in person (in small numbers) based on feedback from teachers and school administration and with the approval and provided transportation by the parent or guardian. In-person learning may also be extended to students in career technical programs (such as Engineering and Health Science Programs), again with the consent provided by the parent/guardian. Any in-person learning can and will be ended by school leadership based on student conduct, adherence to safety standards, safe building capacity standards, and orders from state or local officials in relation to learning. In such an event, students will be transitioned back to a full remote learning environment. Every student will be assigned a school-owned Chromebook. Internet hotspots may be provided to the students in special circumstances (if needed).

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

Details:

- Diagnostic pre-assessment at the start of the academic year will be used to assess retention of learning and establish what students may have learned in previous learning opportunities. The resulting data from these assessments will allow teachers to (generally) determine the length and depth of lessons going forward based on student prior knowledge. Assessments can be a vendor (e.g. Edgenuity) created or created by staff based on standards-based assessments.
- Standards-based assessments, created by a vendor (e.g. Edgenuity) will be used in each course unit as applicable. If no vendor assessment is available, the teacher will, with the participation of administration (and designated department chair if needed), create an assessment tied to appropriate standards and/or learning goals established in the lesson plan(s) for the unit.
- Teacher based teams, in coordination with the Assistant Principal of Academics and RTT Coordinator (when designated), will analyze assessment data regularly and develop strategies for furthering student learning on course content. Specific student

needs will be addressed through a variety of strategies designed to remediate or extend student learning based on mastery of course content.

- Specific needs of students who have a special designation (such as IEP or EL) will be determined by the staff assigned to instruct and support said students and will be evaluated by an Assistant Principal of Academics (or Principal when needed) for appropriateness based on student circumstances.
- Documentation of student instructional needs will be accomplished through record keeping relating to student performance data/data analysis and teacher based team meeting minutes/notes. Communication to students and parents relating to individual instructional needs will be maintained in log entries kept on our school student information system (CSIS).

II. METHOD TO DETERMINE COMPETENCY, GRANT CREDIT, AND PROMOTE STUDENTS TO A HIGHER LEVEL

Details:

- Student competency will be determined by the assessed level of success in formative and summative assessments. Assessments may be constructed by the teacher, in consultation with the designated school leaders referenced in Section I of this document, or created by a vendor (e.g. Edgenuity).
- The resulting assessment of student competency will be assigned a percentage grade which will fall into letter rating categories as outlined in our course of study.
- Students earning an overall class grade 60 percent or higher will be awarded credit in the course. Those not meeting this standard will be required to repeat the course as needed based on graduation requirements. Students who accomplish this minimal standard of performance noted above or greater will be awarded credit. Final course grades in all courses assigned to the student will be compiled (and weighted as required by course, if applicable) into a cumulative grade point average. Successful accumulation of credits during the school year will determine if a student is promoted to the next grade level.
- Aside from regular assessments, for every course, there will be general checkpoint exams/tests/quizzes after each unit/chapter etc. aligned to Ohio Learning Standards (or any other standard) to assess student mastery of the learning outcomes. This assessment will be done on Edgenuity for all corresponding courses.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Details:

- All classes will be virtual synchronous (vILT) three days a week (on Mondays, Tuesdays, and Thursdays); that means ALL students, regardless of their location, must be present online for attendance purposes in real-time on these days. The

regular school's master schedule will be followed on these synchronous days. Classes will be asynchronous on Wednesdays and Fridays. Fridays can be used by teachers (particularly those in our career technical education programs) for scheduled hands-on laboratory learning opportunities and other in-person educational supports relevant to the course and student needs.

- Teachers will be directed to use a video conferencing tool (Google Meet/Zoom) and they are expected to start recording the synchronous sessions when they start the class. The link of the recorded video of each synchronous class session may be shared on Google Classroom at the end of the class/school day. This will allow all students to make a review of the lesson when they are studying later at their own pace.
- Teachers are expected to use GoGuardian as the classroom management software for ALL student Chromebooks or other devices using school-assigned student email accounts (on-site and remote). GoGuardian will automatically start recording ALL students' web activity when the first bell for the class rings. The system automatically saves (and thus retains a documentation source of) all students' activity and keeps it in an archive on the cloud. Teachers/admins can monitor/limit/block web activity.
- On synchronous days (*Mondays, Tuesdays, and Thursdays*), daily attendance to school will be documented through student participation in synchronous video lessons. Attendance will be recorded on a period by period basis by classroom teachers in our student information system (CSIS) with official "daily" attendance processed by the Attendance Officer at the end of each school day.
- On asynchronous days (*Wednesdays and Fridays*), attendance will be recorded on a period by period basis by classroom teachers in our student information system (CSIS) with official "daily" attendance processed by the Attendance Officer. Late submission of an attendance question (after 2:30 PM) on the day it is due will be considered as "Tardy" if received by 11:59 PM on the asynchronous day. Late academic work may be subject to academic/grade penalties in accordance with school and classroom policies.
- Student attendance will be recorded in conjunction with the percentage of their daily courses they are marked present to. Students recorded as present by their individual course teachers for 100-60% of their classes will be marked "Present". Students who are marked present by their individual course teachers for 59.99-25% of their classes will be marked as "Half Day Absent". Students recorded as present by their individual course teachers for 24.99-0.00% of their courses will be marked as "Absent". Attendance codes such as "Present", "Tardy", "Tardy Excused" and "School Function" used by a classroom teacher will be construed as "Present" in accounting daily attendance. Teachers are expected to preserve any communication, notes and login records as evidence of any student attendance entry other than "Present".
- Computer-based Learning (CBL) courses will not factor into daily attendance records as each course is designed for independent student work and no in-person session (i.e. study hall time designated for CBL) will occur during Remote Learning. Official

records and enrollment in any specific CBL course will be maintained on student records (i.e. Transcript, Progress Report, Grade Card), and student progress data will be measured in increments determined by the school Educational Technology Coordinator and communication with parents regarding student progress and performance conducted by an Administrative Assistant.

- Communication with parents regarding student absences during synchronous days will occur at least one time. For both synchronous and asynchronous school days, parents will be notified officially of student absence after the close of the school day via phone calls and or emails.
- Student truancy/non-attendance will be documented in our student information system (CSIS) and be processed according to district policy. The school attendance officer and administrative assistants will process attendance data and address concerns relating to attendance according to all applicable Ohio Laws (and/or any additional directives from the Ohio Department of Education and local county juvenile court officials).
- Documentation of learning opportunities will be accomplished by teacher reporting/administrative oversight of assignment records entered into our student information system (CSIS). In the event of a legitimate and documented student illness (short term), forgiveness of late work penalties will be provided in accordance with current school policies. Any student who notifies the school of a potential long term illness may be considered for a 504 plan to be established by the parent/guardian, student, medical professional, and school 504 Coordinator. Any established plan will enumerate the process in which student work may be modified or submitted based on individual student needs.
- Every class in the master schedule will have a class on Google Classroom with the same name; this will be done by syncing classes, rosters, and guardians in the school's Student Information System (ConceptSIS) with Google Classroom. When a student moves to a different class or leaves school, Google Classroom rosters will be automatically corrected.
- Teachers will post all materials, assignments, announcements, etc. within a TOPIC on Google Classroom which has the name of that school day. Every official school day will have a folder (Topic) named with the date of that day on Google Classroom and all materials for that day will be posted in that folder.

Besides Google Classroom, all courses in the master schedule will have an equivalent course on Edgenuity where applicable and all students in the school will be enrolled in these courses. All contents of the course will be locked (hidden to students) until the course teacher decides to unlock content both for the entire class and for individual students after synchronous teaching. Besides being used for assessments, this parallel course on Edgenuity may be considered as a digital 'blizzard bag' to potentially be activated in case of short or long term teacher leave. (In case of a short- or long-term teacher leave, uncovered parts of the curriculum of the course will be unlocked and students will continue on the parallel Edgenuity course until the course resumes with a regular teacher or approved

alternate in-person instructor) Edgenuity is a content-ready Learning Management System (LMS). Edgenuity Courseware offers over 300 standards-aligned, online courses. Courses are customizable and feature a full suite of learning tools and scaffolds, and can be taken for initial credit, as well as concept or credit recovery in accordance with yearly credit limits outlined in HB 164. It can be used both in blended and self-paced settings.

IV. STUDENT PROGRESS MONITORING

Details:

- Student progress monitoring will be accomplished through cooperative work between teachers and select administrators assigned to monitor teacher teams (to be assigned by the Principal).
- Through cooperative teacher/administrator team efforts, student progress will be observed via documented individual student progress on assigned coursework as well as communication logs shared by teachers, administrators, and administrative assistants.
- Assessments, based on State educational standards, will be employed in courses as appropriate (using our online curriculum--vendor created--assessments) and this data will be used to further monitor progress on student mastery of specific content standards.
- Designated staff members will provide and document (via a process approved by the Principal) feedback to students and parents at intervals determined by the school leadership team. Student success/progress and student concerns related to both academics and social-emotional well-being are a critical aspect of progress monitoring and will be shared with stakeholders, such as administrator and teacher teams, students, and parents.
- 2 types of reports on Edgenuity (when applicable) will be used to monitor student progress in asynchronous sessions:
 - Progress Report: For a single student, the course progress report shows percentage completion, activity scores, activity count (total and completed), and the weighting and overall scores by activity type. This report provides a snapshot of the student's progress and achievement in a single course.
 - Lesson Mastery Report: This report will provide an at-a-glance view of how students are performing in all the lessons in a course, in order to identify and group students for re-teaching. For each lesson, educators can view how many students are struggling with the lesson, how many are active in the lesson, and a number of other statistics. The report can be filtered by standard, and it can be sorted by lesson difficulty or any other of the columns displayed. Educators can, as they see fit or at the direction of the Assistant Principal of Academics, drill into any lesson to view which students are struggling and/or active, with visibility into the assessment questions and individual student responses for targeted, real-time intervention.

V. ASSURANCE OF EQUITABLE ACCESS

Details:

- Equitable access to quality instruction is dependent on access to a sufficient device and access to high-speed internet that can handle the demands of remote learning.
- In preparation for the year, HSACHS will attempt phone/email communication with every parent. The email/phone survey will include a yes/no answer to the question of access to high-speed internet and access to a sufficient device to engage in remote learning. Throughout the year, staff and administration (and designees) will communicate with families regarding student participation and patterns in behavior, minimally on a biweekly basis.
- HSACHS will facilitate check-out of/assignment of a device with a keyboard and mouse pad to every student that needs it. All students are assigned a Chromebook in the normal course of operation.
- HSACHS will facilitate access to high-speed internet options at low or no cost to families. This will be done through resources available on highspeedinternet.com which indicates programs providers are running as well as government services to support low-income families in getting internet access. (as also mentioned on [ODE's website](#))
- We will employ a remote learning model that expects three days of synchronous learning and two days of asynchronous learning. This learning may be through live streaming or other remote instructional delivery methods. As noted in our introductory statement, select students may be asked to attend classes in person at the school building as needed (with the guidelines noted therein). Students facing a hardship that limits participation in a synchronous environment will be permitted to access video of the class as confirmed through the use of logs and work by individual teachers at the direction of the Assistant Principal of Academics. Parental notification of hardship will be critical in assessing student attendance as outlined in Section III of this document. Parental notification to the school can be in the form of a signed letter that details the unique circumstances of the child to be approved by the principal (to be retained in the student file for documentation purposes).
- Special Education Services will be provided either onsite or digitally depending on the needs of the student's circumstance and with the consent of the parent in accordance with health and safety standards. The school, at its discretion, may accommodate student/parent needs in a variety of ways, such as delivery of items needed for learning if determined to be necessary. All service minutes will be documented by service providers using a spreadsheet created collaboratively with an assigned administrative team member. Records will be available for review/audit by the appropriate stakeholders, such as school administrators, to ensure continuity and equity of services. EL Services will be provided and documented in the same way.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Details:

It is the intent of HSACHS to provide professional development to our staff in an effort to continue their professional growth as well as address pertinent topics facing our school community. During teacher in-service time in August 2020, our school contracted with Butler County ESC to provide training relating to all of the distance learning matters noted below:

- How to connect and communicate effectively with families and other stakeholders during distance learning
- Teaching effectively in synchronous and asynchronous remote classroom environments to foster student engagement.
- Social-Emotional Learning in a remote learning environment
- COVID-19 awareness, safety practices, mental health issues, and impact on staff and students.

Teachers needing a refresher course or initial training relating to implementation of Edgenuity content, using its performance analysis tools and features was offered during our August in-service and as determined by need during the first month of the school year. In a similar fashion, training on how to use monitoring features (such as GoGuardian) will be available on a similar basis. During the remainder of the school year, feedback will be obtained from teachers, school administrators and other stakeholders depending on the performance needs of our students and staff.

Date of Board Approval: _____

Authorizing Signature for the Board: _____

School Leader Name: _____

School Leader Contact: Email: _____ Phone: _____

**Note: This document supersedes any previously submitted documentation relating to Horizon Science Academy Columbus High School and remote learning during the 2020-2021 school year.*