



**Safe Return to In-Person Instruction
and Continuity of Services Plan
2021-2022**

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During times when it is deemed safe for all Zenith students to be participating in face to face learning, Zenith parents and students are offered two instructional options. Option A and Option C. These options take into account the health of our learning community and student learning. It is our goal to find a reasonably safe course of action to provide our students with the highest quality education we can offer in these uncertain times. Option B (hybrid) will be enacted during times when social distancing and infectious disease control are paramount to keeping our students safe. This option allows for scheduled small group instruction to meet at the school building with a majority of instruction taking place remotely.

Facility Safety Plan (for options A and B)

- Temperature checks for each individual entering the facility, with additional ppe provided for staff members administering checks.
- Visitors, parents, and other non-essential personnel cannot enter facilities
- Signage will be posted at the main entrance(s) mandating that people who have been symptomatic not enter the building.
- Floor markers will be installed in hallways and classrooms to help with social distancing guidelines.
- Hallways will be divided into two lanes to reduce accidental exposure or contact.
- Schedules will be designed for optimal safety when changing classe, as teachers who must share students will be moving from class to class instead of students.
- Social Distancing policy:
 - Student desks will be at least 3ft apart from the next desk, with an ideal distance of separation between desks at 6ft or more.
 - Staff and students will be at least 3 feet away from other staff and students at all times with an ideal distance between persons being 6ft or more.
- Individuals traveling will be asked to quarantine for two weeks prior to entering the facility
- Staff will use personal days when traveling for non-emergency purposes
- Masks are mandatory for all staff & students
- 2 cloth masks will be provided for each student and staff member, all masks will be labeled with first/last name and grade.
 - Masks will be marked with student names and grades, removed when leaving the campus, lysol sprayed daily, put into marked baggie, teachers take home on Friday to wash their homeroom students masks weekly and return them the first day of the following week.
 - Students must provide their own masks during transportation to and from school
 - During lunch, ziplock bags labeled with student names will be provided for masks during lunch. Lunch will be scheduled classroom cohort and take place within the cafeteria or if weather permits, eaten outside to reduce risk of exposure.
 - Policies will be added to the student and teacher handbooks to include consequences for not wearing a mask or removing a mask from another person.
- 1 face shield will be provided for each staff member
- Hand Washing/ Sanitizing

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- Hand sanitizer will be provided at building entrances, cafeteria, and in each classroom. Staff and Students will be expected to apply hand sanitizer upon entry to the classroom and upon exiting the classroom, touching mouth or nose, coughing or sneezing, or touching shared objects with bare hands.
 - 1 or 2 hand sanitizing stations in each hallway depending upon hallway size. Supply caddies to include Hand sanitizer, gloves (for clean up), tissues or paper towels and a small trash can. Teachers MUST monitor students at the sanitizing stations.
 - Caddies will need to be collected and disinfected daily and then put back out in the morning.
- Staff and Students will be expected to wash their hands regularly, especially before and after eating and after using the restroom.
- Additional day-time janitors on site to regularly disinfect bathrooms, cafeteria, lobby, and other common areas
- Each building will designate a staff person who will be responsible for responding to COVID-19 concerns and will help coordinate with local health authorities regarding positive COVID-19 cases. All school staff and families should know who this person is and how to contact them.
 - The designated staff person will report to the Franklin County Health Department if there is a significant increase in absent students, as well as positive cases of COVID-19.
- **Self Reporting, Infection Communication, Quarantine and Isolation Room**
 - **Self Reporting:** The Remind 101 messaging system will be utilized to allow staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with applicable laws and privacy policies, including the Family Educational Rights and Privacy Act (FERPA).
 - **Infection Communication:** Remind 101 messaging system will be utilized to notify staff, families, and the public as needed if a person with COVID-19 was on the school premises while infectious. This will be done in coordination with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws.
 - School administration will report the exposure to the Franklin County Health Department for contact tracing.
 - **COVID Quarantine Decision Tree¹ and Isolation Requirements**
 - For people who received a **laboratory test for COVID-19 Positive test result:**
 - Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms.
 - Siblings and household members also stay home for 14 days. Negative test result but symptoms with no other diagnosis: Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms. Siblings and household members also stay home for 14 days.
 - For people with a **COVID-19 diagnosis without a lab test OR people with symptoms consistent with COVID-19 without a medical evaluation** (e.g., monitoring symptoms at home)
 - Zenith Students displaying symptoms at school will be sent to the isolation area until they can be picked up by a parent or guardian and be brought home/ to the doctor.
 - Zenith Staff members with symptoms at school will be sent home if they are able to drive themselves, if unable to drive, they will be sent to the isolation room until a family member or ambulance (if medically necessary) is able to pick them up.

¹ [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs](#)

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- Stay home at least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms. Siblings and household members also stay home for 14 days.
- For people with **other diagnoses (e.g., norovirus, strep throat) that explain the symptoms, or when a health care provider says symptoms are connected to a pre-existing condition**
 - Stay home until symptoms have improved. Follow specific return guidance from the health care provider. If symptoms related to a pre-existing condition change or worsen, talk to a health care provider to determine next steps. Siblings and household members do not need to stay home.

Equity and Accessibility Considerations

- Students in grades K-2 will get 1 device per 2 children in a family.
- Students in grades 3-8 will get 1 device per child.
- During the admission process, Parent liaisons will be helping families sign up for free/ reduced price internet service.
- Students with issues with Internet connectivity can call the school for help, and in times when it is safe to do so may schedule an appointment to come work at the school. While there is a teacher contact in the building for troubleshooting questions related to software or hardware issues, students are encouraged to contact helpdesk@zenithacademy.org first to seek assistance.
- When it is safe for options A or B to take place, Parent liaisons will provide weekly updates to administration regarding student numbers for each plan.
- Parent Liaisons serve as translators for families, in the building there is at least 1 parent liaison for each major home language that is not English.
- The following are offering non-digital resources designed to help families implement remote learning.
 - STAPLES Office Supply Stores in Ohio are offering free printing of school packets. Retail stores are open and families that are unable to print their school packets at home may come to the printing services area of the store where STAPLES has computers available for use. You may access the documents from your school district site and print them out at the store.
- Transportation
 - As needed, Zenith schools will provide scheduled bus pick ups, by family, for small group learning meetings.
 - All persons driving or riding in a school transportation vehicle must wear a face covering. *Please reference the Face Coverings section above for additional details.* An extra supply of face coverings shall be maintained on school transportation vehicles for riders who forget to bring them.
 - Seating will be arranged to maintain 6 feet of distance between the driver and riders.
 - Riders from the same household will be seated together.
 - Students from different households will be seated at least 6 feet apart on the bus.
 - Clean and disinfect transportation vehicles regularly, focusing on frequent cleaning of touched surfaces in the vehicle (e.g., surfaces near the driver's seat, hard seats, door handles, seat belt buckles, light and air controls, doors and windows, grab handles) between routes. Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
 - Follow the symptom screening protocol outlined in the COVID Quarantine Decision Tree and Isolation Requirements section above, for any person entering a school transportation vehicle. Consider the

option of a parent/guardian attestation. People must stay home and not board transportation if they are experiencing symptoms of COVID-19 or have been exposed to someone positive for COVID-19.

- Students who become ill during the day must not use group transportation to return home.
 - If a driver becomes sick during the day, they must follow protocols outlined for people who are ill and must not return to drive students.
 - Limit the number of people on transportation vehicles to 50% maximum occupancy.
 - Provide hand sanitizer to support healthy hygiene behaviors on all school transportation vehicles for safe use by staff and older children.
 - Consider using assigned seating for riders to assist with rapid contact tracing in the event there is a positive case who rode on a school transportation vehicle while potentially infectious.
 - Consider keeping windows open if appropriate and safe while the vehicle is in motion to help increase air circulation.
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Socially Distant Teaching

Brick and Mortar Academic Plan, Return to in person learning

- All day/every day classes in person, following Facility safety plan guidelines
 - 14-16 students per class (desks/ students/ staff at least 3 feet apart at all times).
 - Students receive Core and Elective courses
 - K-8 students stay in homeroom except during lunch, recess, and PE
 - Building schedules will be arranged to keep students socially distant and together as a cohort to reduce social contacts and transmission of COVID-19.
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Continuity of Services to Support Students

- **Determining Students' Academic Needs**
 - Within two weeks of enrollment all students will be given universal screeners. These will be administered in small groups, by family, at a scheduled appointment at the school building.
 - NWEA MAP Reading and Math: to identify baseline academic level and detection of at-risk students
 - All interventions for at-risk students identified by NWEA MAP assessments will be provided by classroom teachers.
 - Option A: Small leveled group interventions and evidence based practices will be utilized in the physical classroom setting.
 - Option B: (Remote/ Building Hybrid Model) at-risk students will get priority for scheduled small group face to face instruction where interventions will be implemented, documented and progress will be monitored.
 - Option C: (ZODA Model) Teachers will schedule and provide instruction for At-Risk students in individual or small group digital video conferences to implement interventions.

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- Home Language Survey to identify possible EL students
 - OELPS: For students identified by Home Language Survey to screen if they qualify for EL program.
 - All Level I and II interventions for EL students will be provided by the English Language learner instructor. All Level III EL interventions will be provided by the classroom teacher.
 - Option A: Small leveled group interventions and evidence based practices will be utilized by EL instructors in the physical classroom setting.
 - Option B: (Remote/ Building Hybrid Model) at-risk students will get priority for scheduled small group face to face instruction where interventions will be implemented, documented and progress will be monitored. Students will be put into small groups during independent work time as noted on their grade's schedule.
 - Option C: (ZODA Model) EL Teachers will schedule and provide instruction for At- Risk students in individual or small group digital video conferences to implement interventions. Students will be put into small groups during independent work time as noted on their grade's schedule.
 - Medical Risk Factor Survey to identify students who are at high risk for contracting or being negatively impacted by COVID-19
 - [Student Risk Screening Scale](#) to identify students who are at risk for social- emotional problems
 - Teachers will complete this for their homeroom.
- **Documenting Students' Academic Needs**
 - Digital/ In person Data Team Meetings (Teacher Based Teams/ Building Leadership Teams)
 - By grade (K-3)
 - By subject area (4-12)
 - Academic Coach supervision of instructional practices and progress
 - EL/ SpEd Progress monitoring and documentation of instruction and interventions
 - Small leveled group interventions and evidence based practices will be utilized by EL/ SpEd instructors in the physical classroom setting.
 - Evaluations and Services for SpEd and EL
 - Services and evaluations will be provided remotely or in socially distant in-person meetings, based upon the family's comfort level.

Method to be used for determining competency, granting credit and promoting students to higher grade levels.

- **Method for determining competency**
 - Edulastic Standards based assessments
 - Average cumulative score of 60% or higher
 - Curriculum Embedded Assessments
 - Average cumulative score of 60% or higher
 - Digital and Analog practice/ classwork
 - Average cumulative score of 60% or higher
 - NWEA MAP Assessments

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- Lo-Avg range or above
- 194+ for 3rd grade ELA test
- Ohio State Tests (AIR, OELPA)
 - 683+ scaled score or 46+ reading subscore on OST 3rd Grade ELA
- CTE Tests, passing grade.
- Special Education Progress Reports, RIEP, IEP
- **Method for granting credit**
 - Participation / Assessment Data: Students will be granted credit for attempting:
 - Edulastic Standards based assessments
 - Curriculum Embedded Assessments
 - Digital and Analog practice/ classwork
 - NWEA MAP Assessments
 - Ohio State Tests (AIR, OELPA)
 - CTE Tests
 - Special Education and or EL coursework
 - Virtual synchronous learning meetings (or face to face class sessions if Option A)
 - Attendance Data
 - Remote Attendance hours will be granted from the sources listed in participation data, depending on the anticipated amount of time necessary to successfully complete the assigned task.
 - A cumulative minimum of 828 coursework hours will be required for students to be considered eligible for promotion.
- **Method for promoting students**

Zenith shall prohibit the promotion of a student to the next grade level if the student has been truant for more than ten percent of the required attendance days of the current school year **and** has failed two or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

- Assessment Data
 - Edulastic Standards based assessments
 - Curriculum Embedded Assessments
 - Digital and Analog practice
 - NWEA MAP Assessments
 - Ohio State Tests (EOC, AIR, OELPA)
 - Grade level proficiency standards
 - Projects, reports, classroom data
- Attendance Data
 - ZenSIS
 - Live interactive synchronous instruction via, Zoom or Google Meetings
 - Phone Calls home, small group meetings (in person, or via zoom)
- Participation Data
 - LMS (Google Classroom or Moodle)
 - Digital assessments to monitor academic progress (depending on grade level/ subject area)

- Paper packets (K-2, weekly turn in drop box)

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

- **Attendance Requirements**

- Students will login to LMS Monday - Friday during scheduled school hours
- Students will attend scheduled digital learning sessions (Zoom/ Google Meetings)
- Students and Faculty will maintain two-way ongoing communication during school hours
- Remote Attendance hours will be granted from the sources listed in participation data, depending on the anticipated amount of time necessary to successfully complete the assigned task.
 - A cumulative minimum of 828 coursework hours will be required for students to be considered eligible for promotion.
- Zenith shall prohibit the promotion of a student to the next grade level if the student has been truant for more than ten percent of the required attendance days of the current school year **and** has failed two or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

- **Documentation of attendance and participation**

- **Remote Learning Delivery Method: Attendance tracking may require multiple approaches to account for the differences between *in-school activities, teacher-led remote learning and self-directed remote learning*.²**
 - Teacher-led remote learning (synchronous): Teachers will track attendance on the Zenith SIS and on paper at the student level in hour increments (for example, two-hour synchronous web-based instruction with students in attendance may equal two hours of attendance for each student).
 - Self-directed remote learning (asynchronous): Teachers should consider evidence of participation (or lack thereof) with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:
 - Daily logins to learning management systems.
 - Daily interactions with the teacher to acknowledge attendance.
 - Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students.
 - Zenith West has subscribed to Remind 101, and utilizes a parent messaging group in What's App to keep constant contact with families. Students and teachers also have Zenith created emails. Parents are expected to update the school if their phone number changes. All teachers must contact each student in their classroom by phone at least

² [Attendance Considerations for Remote Learning Plans | Ohio Department of Education](#)

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once every 2 weeks. Families and students have access to either personal teacher's phone number or google voice number.

- Assignment completion.
 - When using assignment completion to track attendance, teachers should determine the number of hours they expect an assignment to take for a typical student and use that to gauge each student's attendance
 - Students struggling with instructional content:
 - Option A: Small group instruction, in classroom
 - Option B: schedule a time to come into the building and work with their teacher.
 - Option C: independent work time is reserved for 1:1 and small group virtual video conferencing instructional interventions.
- Participation Data
 - LMS (Google Classroom or Moodle)
 - Recording attendance and attempts on assignments
 - Digital assessments to monitor academic progress (depending on grade level/ subject area)
 - Paper packets (K-2, weekly turn in drop box), turned in to the school every Friday.
 - Assessment Data
 - Edulastic Standards based assessments
 - Curriculum Embedded Assessments
 - Digital and Analog practice
 - NWEA MAP Assessments
 - Ohio State Tests (AIR, OELPA)
 - Grade level proficiency standards

Best Practices Zenith will follow to maintain continuous two way communication from school to home.

1. Maintain contact information for students and families and build strong relationships that can endure time and distance.
 - a. Student and parent contact information. First and foremost, maintain regularly updated contact information for students and parents. This can be a first step in preventing students—especially the state's most vulnerable—from falling through the cracks.
 - b. Digital access. Use outreach opportunities to learn more about the student and/or family's digital access, including internet connectivity and technology devices. Successful digital remote learning experiences require consistent access to the internet and technology devices.
 - c. Engage and build long-term trust. Continue to establish meaningful communication that connects students, families, educators and, in some cases, other caring adults from the community. This builds trust and enables collaboration that empowers families and communities to support student attendance. Parent and family engagement can include creating connections to community supports that meet the

needs of the whole child, training on remote learning platforms and other technology, and communicating clearly district and school attendance expectations. Students and families benefit from relationships with teachers, school staff, coaches and mentors. These caring adults play vital roles in communicating with families and often know how best to stay in touch as they are the individuals students see most often.

2. Pay attention to health and safety first. The focus on consistent student attendance, including exposure and engagement in learning, should be balanced with a priority on the health and safety of students, families and educators.
3. Emphasize student presence and engagement. The keys to ensuring students are present, engaged and supported in learning include maintaining frequent contact with students and families, connecting students to appropriate resources, encouraging student participation and offering enriching, interesting and engaging learning opportunities.
4. Use data to drive decisions. Leverage use of short- and long-term data to understand successes and opportunities, support diverse learning styles, identify solutions and drive continuous improvement. As part of this work, districts and schools are encouraged to consistently collect, report and pay attention to student attendance data.
5. Leverage community partnerships that address the whole system. Collaborate with strategic community partners to strengthen efforts to support attendance, exposure and engagement in learning. Each education partner has unique insight that can help inform direction. This is especially the case since community partners support mental health and well-being initiatives.
6. Use a multi-tiered system to support the whole child. It is crucial to support the needs of the whole child by using a multi-tiered system of support to remove barriers that prevent students from participating and engaging in learning, mitigate negative learning experiences, address lack of engagement and misconceptions, and provide needed social-emotional supports.

- **A statement describing how student progress will be monitored.**

Several tools are listed to monitor student progress. When will these tools be administered? Will the students have to be on-site or how will NWEA Map be given remotely in terms of licensure? If students come to the site, how will they be transported and what are the safety protocols established for the assessments? Provide schedules of assessments?

- Monitoring students' pace and progress across all courses for attendance, participation and performance.
 - Attendance will be monitored
 - Through teacher collection each period/ live session and recorded via ZENSIS
 - Through interactive synchronous instruction via, Zoom or Google Meetings
 - Through Phone Calls home, small group meetings (in person, or via zoom)
 - Participation will be monitored via
 - LMS (Google Classroom or Moodle)

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- Digital assessments to monitor academic progress (depending on grade level/ subject area)
- Paper packets (K-2, weekly turn in drop box)
- Performance will be monitored through the following forms of formal assessment data
 - Edulastic Standards based assessments

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- At least once every month
- Curriculum Embedded Assessments
 - At least once every week
- Digital and Analog classwork practice
 - Daily digital classwork
 - Weekly Analog packets
- NWEA MAP Assessments (K-8) , NWEA MAP skills checklists (K-2)
 - Fall, Winter and Spring (NWEA MAP Growth)
 - Monthly (NWEA MAP Skills Checklists)
- Ohio State Tests (AIR, OELPA)
 - Fall (3rd grade ELA AIR)
 - Spring (3rd - 8th ELA and Math, 5th and 8th Science, EL's K-8 OELPA)
- Grade level standards/ English Language proficiency standards/ IEP goal monitoring
 - Twice quarterly (interim reports and report cards)

A description as to how [equitable access](#) to quality instruction will be ensured

How services will be provided for Students with Disabilities and English learners to be identified and assessed.

- Identification of SWD
 - MTSS process
 - NWEA MAP/ SRSS screeners
 - Tier I interventions, classroom level progress monitoring
 - Tier II interventions, classroom level progress monitoring
 - Tier III interventions, referral for evaluation
 - Permission granted, students are scheduled to be evaluated virtually or in person, depending on Family's preference and comfort level.
 - If a student is identified as SWD, then IEP interventions will take place in 1:1 google meetings or zoom meetings. If necessary and safe, students will be able to meet with SpEd teacher/ service providers in the building for services.
- Identification of EL's
 - Home language survey (new students)
 - Students who speak any language other than English in their home will take OELPS. Students who qualify as EL's from OELPS results will be identified as EL's.
 - Students who are level 1 will meet with the EL teacher most often.
 - Students who are level 2 will meet with the EL teacher regularly.
 - Students who are level 3 and 4 will be monitored by their classroom teacher and meet with EL teacher as needed.

We will develop the skills and abilities of Zenith Schools leaders to understand the reality of inequities and foster the collaborative design work necessary to address it. Zenith educators will be more tuned in to instructional settings and approaches that allow for more personalized and engaged learning. Zenith educators will need to ensure cultural relevancy and student choice. Zenith educators will need to embrace personalized learning that allows students to take greater roles in the acquisition of knowledge and skills for success. Project-based learning and mastery-based approaches (instead of seat-time approaches) will help create learning environments that are more engaging and

responsive to student dispositions and desires. Zenith’s multi-tiered system of support will serve to help customize the learning approach to meet the individual needs of each child. Zenith educators will be mindful to amplify student voices, especially those of minorities and other underserved groups. Zenith educators will use student voice to better understand student needs and learning preferences to foster greater success. Zenith educators will work to recognize the manifestations of implicit bias and eliminate or overcome it.

- **Zenith will provide family engagement opportunities:**
 - We will provide Zenith families opportunities to support evidence-based Foundational Knowledge & Skills practices at home through a tiered-support approach.
 - Provide all families opportunities to be active supporters of their children’s Foundational Knowledge & Skills development;
 - Promote language and literacy interactions at home that are enjoyable for children and families;
 - Provide clear, timely correspondence and understanding for families about their children’s progress;
 - Equip families with the developmentally appropriate strategies and resources they need to support their children’s learning, such as access to books, and internet safety
 - Reading A-Z Printable leveled books
 - Google classroom (2020-2021 school year) to reach students at home and provide extra support to students and parents.
 - 1:1 device ratio for grades 6-8 and 1:2 device ratio for grades K-5 by 2020-2021 School year
 - Promote literacy in families’ home languages;
 - Incorporate the interests and cultures of children and their families; and
 - Communicate high learning expectations for all children
- Professional Development to improve equity
 - [Culturally Responsive Teaching](#) (ODE LMS)
 - Evaluating Digital Content for Instructional and Teaching Excellence (ODE LMS)
 - [Equity & Empathy in the Wake of Covid-19 and Social Injustice](#) (ESC)
 - [Best Practices for Supporting English Learners](#) (ESC)
 - [How to be an Anti- Racist](#) (PLC)
 - [Mindfulness: Ellen Langer](#) (PLC)
- Removing barriers to engagement by assisting in transactional tasks like technology issues and exploring options for student choice in assignments.
 - Providing mobile internet access enabled devices to students
 - K-2, 1 device per 2 students in each family
 - 3-12, 1 device per student
- Intervening quickly to get students back on track.
 - Regular progress monitoring and implementing evidence based strategies and high yield practices as interventions
 - Special Education and English Learners
 - Students physically on campus for 1:1 or small group instruction at least 1x/ week (or according to IEP) unless unsafe to do so, at which time Zoom/ Google Meetings will take place.
- Helping students adapt to new learning environments, including where to work, how to manage competing priorities and schedule conflicts, and how to build resiliency, among other strategies.

- Universal Screeners for
 - Medical Risk Factor Survey to identify students who are at high risk for contracting or being negatively impacted by COVID-19
 - Student Risk Screening Scale to identify students who are at risk for social- emotional problems
- Progress Monitoring to identify students who are at risk in any of the 4 learning domains
 - Foundational Knowledge & Skills
 - Educlastic 3-8 (every child, at least one every month)
 - NWEA MAP skills checklists K-2 (Every child, at least once every month)
 - Heggerty Phonics Assessments
 - NWEA MAP, AIR, Educlastic, OELPA
 - Well Rounded Content
 - NWEA MAP, performance assessments
 - Curriculum Embedded Assessments
 - Leadership & Reasoning
 - Performance assessments, group projects
 - Social-Emotional Learning
 - Student Risk Screening Scale, administered quarterly
- **A description of the professional development activities that will be offered to teachers.**
 - **Professional development supporting evidence-based leadership practices:**
 - We will engage our administrators and lead teachers in professional learning focused on evidence-based leadership practices and systems that support educators as they implement practices to further learners' language and literacy development through a tiered-support approach.
 - **Professional development supporting evidence-based teaching practices:**
 - We will engage our educators in professional learning focused on implementing evidence-based language and literacy practices through a tiered-support approach.
 - **Professional Development to improve equity**
 - [Culturally Responsive Teaching](#) (ODE LMS)
 - Evaluating Digital Content for Instructional and Teaching Excellence (ODE LMS)
 - [Equity & Empathy in the Wake of Covid-19 and Social Injustice](#) (ESC)
 - [Best Practices for Supporting English Learners](#) (ESC)
 - [How to be an Anti- Racist](#) (PLC)
 - [Mindfulness: Ellen Langer](#) (PLC)
 - **Technology Integration and Digital Instruction**
 - **For Academic Coach and Principals:**
 - [Certified Coach Curriculum : Google](#)
 - [Moodle Admin Quick Guide](#)
 - [Moodle Demonstration](#)
 - [Google for Education, Fundamentals Training](#)
 - [FERPA 101: For Local Education Agencies | Protecting Student Privacy](#)
 - **For Teachers:**
 - [Moodle Teacher Quick Guide](#)
 - [Moodle Demonstration](#)
 - [Google for Education, Fundamentals Training](#)

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- [Digital Citizenship And Safety Course : Google](#)
- [Educator Level 2 | Teacher Center](#)
- [Support English Language Learners : Google](#)
- [TEALS Best Practices](#)
- **ELL and SPED Teachers:** [Tools for Diverse Learners Training : Google](#)
- [Ohio EdTech: Online Teaching and Learning Support Playlist](#)
- [FERPA 101: For Local Education Agencies | Protecting Student Privacy](#)
- ZENSIS Training (Attendance/ LMS)
- Remote Learning Plan Protocols
- Health and Wellness
 - Infectious disease control, BBP, Universal Precautions training
 - Anti Harassment & Bullying
 - Missing children and abuse
 - Whole Child/ 4 Domains Professional Development
 - (Trauma Informed, Vulnerable Youth, MTSS, Evidence Based Practices, SEL)
- Student Learning
 - Social Distance Learning Protocols
 - Curriculum, Materials and Pacing Guides
 - MTSS: Screening, Monitoring, Tiered Interventions and Assessments
 - English Language Learners and Equity