

Hardin Community School's 2021 – 2022 Blended Learning Plan:

The following description of Blended Learning at Hardin Community School moving forward outlines the problem, the rationale that supports implementing a Blended Learning model, and the broad scope of the plan:

Hardin Community School students disengage from high school for many different reasons: academic struggles, low level school engagement, suspension or expulsion, personal and/or familial obligations, mental health and/or addiction issues, juvenile justice system involvement, financial instability, homelessness, becoming a parent, unsupportive school environments and imperceptible relevance of school to their lives and futures. The common thread that connects so many young people is that the traditional high school model simply did not work for them. Whether these students require efficient means of recovering credit, flexible schedules to accommodate work or family responsibilities, and/or more applied learning opportunities, to re-engage them requires options that are substantively different from the high school programs they exited.

Our blended learning education program at HCS will combine in-person and online/virtual instruction and supports—to meet the needs of young adults looking for a viable on-ramp to a high school diploma and a pathway to postsecondary education and the workforce. The blended learning underlying tenet is that technology can be used to enhance and expand teaching and learning and create student-centered educational environments—that is, learning environments that are tailored to the student instead of students adapting to the learning environment.

Blended learning at HCS will combine the best of face-to-face instruction, such as interaction with and support from highly qualified educators—as well as opportunities for applied and/or experiential learning and skill development—with the best of online learning, including control over pace and expertly developed content and tools.

Many of our students were disengaged with school not because of academic ability, sometimes it's because life got in the way. The traditional schools, because of size and capacity, for the most part don't have the wraparound services, they don't have the support services, they don't have the personnel that's helping students overcome those barriers, so the student then starts to pull away from the school. And that's the story that we get over and over again.”

Blended learning at HCS will re-engage youth through online credit recovery, which is often accompanied by face-to-face instruction and/or support. Online credit recovery with in-person interaction will incorporate supportive in-person adults who help keep students on track and provide academic and non-academic assistance. While credit recovery is conducted through online curriculum it occurs within the context of a program that includes other means of instruction, including traditional teacher-led classrooms and project-based learning.

HCS combines high school completion options with workforce or community development programs by helping students make progress toward and obtain a diploma with on-the-job skill development and career technical training, and in a number of cases, opportunities for service and civic engagement—to increase college and career readiness and employability.

The HCS model will be a high tech, high touch learning environment that is blended to meet the needs of a dropout prevention group of students, primarily ages 16-21. HCS concentrates on re-engaging students, on helping them discover a pathway, creates an individual learning plan (student success plan), and we watch the acceleration of their learning take place as they grow to trust the environment and actually believe that they can graduate and get a job that will help them support their families and have the kind of life that we all want to have.

We use blended learning, but we don't believe that the computer can replace good instruction. We still have a certified, high-quality teacher in every classroom who's creating content and leading students through their work.

The Comprehensive Case Management Employment Program (CCMEP) a workforce/career development organization builds job and life skills in addition to the educational competencies at HCS. The benefits of blended

learning at HCS will reasonably address the academic, social, emotional, and financial needs of re-engaging students and help them to earn their high school diploma and pathway credential.

A: Hardin Community School (HCS) will use two (2) blended education delivery models: Rotation and Flex.

Model 1: Rotation The common feature in the rotation model is that, within a given course, students rotate on a fixed schedule between learning online in a one-to-one, self-paced environment and sitting in a classroom with a traditional face-to-face teacher. It is the model most in between the traditional face-to-face classroom and online learning because it involves a split between the two and, in some cases, between remote and onsite. The face-to-face teacher usually oversees the online work.

Model 2: Flex Programs with a flex model feature an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive as-needed basis through in-person tutoring sessions and small group sessions. Many dropout-recovery and credit-recovery blended programs fit into this model.

B: The following explanation describes how HCS will determine and document student instructional needs.

Students will participate in Pre-Course exams.

Students will participate in Course quizzes and exams.

Students will participate in End-of-Course-Exams, ACT, and the Renaissance Stars tests specified for an Ohio Dropout Recovery Prevention (DORP) School.

Student records will be requested from the student's previous school(s) including test scores, ETRs, and IEPs.

Intervention Specialist, School Psychologist, and teachers will review records and monitor test scores, determine possible resources that will assist the student, and implement a plan to remediate student weaknesses.

NOTE: All courses/curriculum is aligned to Ohio' Learning Standards. Content is well-rounded and provides for critical thinking, foundational knowledge and skills building, and gives opportunities for social and emotional learning.

C: The method HCS will use to determine competency, granting credit, and promoting students to a higher grade level is outlined below:

HCS's Blended Learning Plan is competency-based, allowing students to demonstrate mastery of knowledge and skills and progress at their own pace, often enabling them to complete courses in less time than is possible in a traditional classroom. HCS students (particularly those who are at risk of dropping out) seeking their diploma or equivalency to gain entry into the workforce, are able to accelerate their time to completion helping them fortify and sustain their motivation to complete their diploma and credential. The online components of blended learning further enable students to develop skills and habits that better prepare them for postsecondary success.

Technology skills and digital literacy have increasingly become fundamental components of what it means to be college and career ready in the 21st century. Technology used in our blended-learning program will not only familiarize students with word processing, general computing and electronic communication but will also show students how to use technology to become creators, critical thinkers and more effective leaders. In addition, opportunities to work independently help students become more adept in self-regulation and time management.

Blended-learning programs that offer students control over time, place and pace of instruction often enable re-engaged youth to create a schedule that is compatible with their responsibilities outside of school. Students who have substantial obligations outside of school often find it difficult, if not impossible, to attend school from 8:00 a.m. to 3:00 p.m., Monday through Friday. They may have conflicting work schedules or children in their care during those hours. They may need to attend medical or other appointments with a parent or grandparent.

Hardin Community School require that all student completed work (lessons, quizzes, papers, assignments, and exams) result in a score of a minimum of 75%. If the score is below 75% the work will be returned to the student with recommendations to improve the score. Once the score is at least 75% a grade will be awarded. VLA courses are 18 lessons for a half credit and 36 lessons for one credit. Students, utilizing their individualized Student Academic and Success Plan, will indicate how many credits the student must earn (a total of 20 credits to graduate) to be on track to graduate on time (within 4 years from the year they entered 9th grade).

NOTE: The HCS Governing Board approved promotion/retention policy will guide decisions.

D: HCS attendance requirements and how HCS will document participation in learning activities is as follows:

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

IN-PERSON ATTENDANCE

- The educational program offered by HCS is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.
- In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a verbal or written statement of the cause for such absence. The HCS Board of Education reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.

IN-PERSON/ROTATION/FLEX STUDENTS ON PROBATION

- Students on probation will follow probation rules regarding school attendance, 3. (A) “You shall attend school on time, every day school is in session, unless medically excused. A doctor must complete the Court prescribed excuse form and it shall be given to the school and your Community Control Manager within 24 hours of your first absence. The form(s) shall cover each day of absence.”
- Repeated infractions of HCS Board policy on attendance may result in intervention including court intervention. Additionally, charges of truancy may be filed.
- The HCS Board considers the following factors to be reasonable excuses for time missed at school:
 - A. Personal illness
 - B. Illness in the family necessitating the presence of the child
 - C. Quarantine of the home
 - D. Death of a relative
 - E. Necessary work at home due to absence or incapacity of parent(s)/guardian(s)
 - F. Observation or celebration of a bona fide religious holiday
 - G. Out-of-state travel (up to a maximum of four (4) days per school year) to participate in a School-approved enrichment or extracurricular activity
Any classroom assignment missed due to the absence shall be completed by the student.
 - H. Such good cause as may be acceptable to the Superintendent
- Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the HCS Board.
- The HCS Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

IN-PERSON ROTATION and FLEX STUDENT PARTICIPATION

- Students are enrolled in school a minimum of 1074 Hours each year. HCS provides students an opportunity to receive instruction or learning activities. Students are awarded participation hours based on academic progress and time on task. The curriculum is available 24/7. When the student is working remotely, he/she has the flexibility to choose when to access his/her curriculum. Weekly contact minimally with your homeroom teacher is required on the days you work remotely.
- Students must participate in learning opportunities five days per week for a minimum of 26 hours. A remote student's week is defined as Sunday through Saturday. These hours can be a combination of online and offline activities.
- Students log in and participate in the online curriculum and demonstrate adequate progress with completion of a minimum of one unit per class per week.
- Off-line hours are hours spent doing coursework while not logged into VLA and are tracked by the use of the activity log. Activities such as reading, watching curriculum-based videos, and working on worksheets are examples. Please remember to describe the activity and list start and stop times.
- Students can participate in workforce/career-based learning
- Students can participate in pre-approved service-learning activities.
- Students can participate in virtual field trips.

NOTE: The HCS Governing Board approved attendance policy will guide attendance requirements.

Policy 251 Attendance/Truancy/Withdrawal

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).

4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays consistent with the child's truly held religious beliefs.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. The existence of an emergency condition at home such as absence, illness, or death of the parent.
12. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
13. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
14. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
15. Absences due to hours beyond the minimum amount of clock hours per day required for kindergarten students under the law if the School operates an all-day kindergarten program.
16. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
17. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and

there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.

2. May not materially endanger the child's educational welfare and scholastic advancement.

Withdrawal

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities without excuse prior to November 1, 2018 will be automatically withdrawn from the School. After November 1, 2018 a student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five (5) minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for two (2) hours of that day).
- Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).
- Track tardiness and early dismissals to the nearest 15 minutes (not to exceed sixty (60) minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurse's office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an AIT plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the AIT plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth-class misdemeanor if found guilty.

Reporting

The School shall report to the Ohio Department of Education, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.

2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02.

E: HCS will monitor student progress.

A statement describing how student progress will be monitored.

Teachers will maintain a continuously updating Excel Spreadsheet that lists Student, lessons to complete and completed, hours completed, grades earned, and whether the student is on track as determined by academic goals listed in individualized Student Academic and Success Plan. The Excel Spreadsheet will be viewed by teachers, staff, and administration. Incentives will be awarded to students on track or ahead of on track. Students will be encouraged and challenged if they didn't meet their weekly goals. If weekly goals are consistently missed individualized consequences will be determined and applied.

NOTE: The spreadsheet will be updated twice weekly and reviewed minimally weekly. Likely interventions when not on track will include conversations/ intervention planning with parent and student, implementing a more rigid schedule for completing work, and/or being required to attend school all four in-person school days weekly. The School will utilize a range of assessment methods to judge student performance. The School recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the School's Program. See also Policies 203 to 203.5 on Parent Involvement.

The Board believes that the School's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level, kindergarten through 12.

The Director or his/her designee shall develop procedures for grading which:

1. Have clear, consistent criteria and standards particularly when grades are based on subjective assessment;
2. Help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade; and
3. Provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the Director or his/her designee.

The School will utilize a range of assessment methods to judge student performance. The School recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the School's Program. See also Policies 203 to 203.5 on Parent Involvement.

The Board believes that the School's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level, kindergarten through 12.

The Director or his/her designee shall develop procedures for grading which:

4. Have clear, consistent criteria and standards particularly when grades are based on subjective assessment;
5. Help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade; and
6. Provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the Director or his/her designee.

Policy 245 Promotion and Retention Policy

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences. The grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third-grade reading guarantee requirements.

Promotion

A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Director, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention

A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Director and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Director or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Director identify that a student's promotion could be in jeopardy.

Factors

Teachers and the Director will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress; and
- Any other factors thought to be appropriate by the Director, teacher(s), and professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments;
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 5th grade English language arts, math, and science achievement assessments;
- 6th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 7th grade English language arts and math achievement assessments; or
- 8th grade English language arts, math, and science achievement assessments.

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is a limited English proficient student who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3; or
- All of the following apply:
 - The student is a student with a disability;
 - The student has taken the third grade English language arts achievement assessment;
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for

two school years but still demonstrates a deficiency in reading; and

- The student previously was retained in grades K-3.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction in the fourth grade, including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the fourth grade at the Director's discretion.

Intervention

Annually, the School will assess the reading skills of each student enrolled in grades 1 to 3 by September 30, and in kindergarten by November 1, and will identify students who are reading below grade level, except those students with cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis. The students' classroom teachers shall be involved in the assessment and identification of students reading below grade level, however such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the student.

For students reading below grade level, the School will:

- Provide written notification to the student's parent(s) that includes the following:
 - A statement that the student has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the student;
 - A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the student is exempt; and
 - A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in knowing whether the student is reading at or above grade level and is ready for promotion.
- Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency, including research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and targeted at the student's identified deficiencies.
- Develop a reading improvement and monitoring plan within sixty (60) days after receiving the student's results on the diagnostic assessment. The plan must include:
 - Identification of the student's specific reading deficiencies;
 - A description of the additional instructional services and support that will be provided to the student to

remediate the identified reading deficiencies;

- Opportunities for the student’s parent(s) to be involved in the instructional services and support;
- A process for monitoring the extent to which the student receives the instructional services and support;
- A reading curriculum during regular school hours that does all of the following: assists students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student’s reading process; and
- A statement that if the student fails to attain a level designated by the Ohio Board of Education on the assessment to measure skill in English language arts expected by the end of the third grade, the student may be retained in the third grade.

Teacher Qualifications

Each student with a reading improvement and monitoring plan shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher’s license and has attained a passing score on the corresponding assessment for that endorsement, as applicable; or
- Completed a master’s degree program with a major in reading; or
- Was rated “most effective” for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education; or
- Was rated “above expected value added” in reading instruction, as determined by criteria established by the Ohio Department of Education, for the most recent consecutive two years; or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction approved by the State Board of Education; or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

The student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria and is assigned a teacher mentor who also meets the qualifications above.

A student with a reading improvement and monitoring plan who enters the third grade after July 1, 2013 but prior to July 1, 2016, a student who is an English language learner and has been in the United States for three years or less, or a student who has an IEP may be assigned a teacher who holds an alternative credential approved by the Ohio Department of Education or who has successfully completed training based on principles of scientifically research-based reading instruction approved by the Ohio Department of Education. Beginning July 1, 2014, the alternative credentials and training must be aligned with the reading competencies adopted by the State Board of Education.

Nothing in the Third Grade Guarantee prevents a student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

A teacher other than the student’s assigned teacher may provide any services required under the Third Grade Guarantee, provided that the teacher meets the qualification requirements and that the assigned teacher and Director agree to the assignment. Any such assignment of services must be documented in the student’s reading improvement and monitoring plan.

Reporting Requirement

The School shall annually report to the Department of Education its implementation and compliance with the Third Grade Guarantee.

When a student enrolls in the School, the School will provide the parent(s) with a copy of the most recent School report card.

R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq.

F: HCS will protect student data.

Student email only operates internally. Students can email each other and school staff. Student email accounts are unable to send email to other email addresses not connected to the school's domain.

Student curriculum (VLA) is only available via Progressbook that is also internal. Each Chromebook is automatically directed to VLA via Progressbook when students log into their accounts. While students are able to surf the net a program titled "GoGuardian" is used to alert school staff when students are in locations on the net that are unallowed. Since email and VLA are internal no student data is viewable by outside sources.

Additionally, students and their parents sign an agreement to follow a list of guidelines that are designed to protect students.

The use of technology and computer resources at the School is a revocable privilege. Failure to abide by this policy may render you ineligible to use the School's computer facilities and may bring additional disciplinary action.

All users are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, email, and all other similar networks and devices. Users are expected to be responsible and use Technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, email, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the School community is prohibited, even if such uses take place after or off School property (i.e., home, business, private property, etc.).

Failure to adhere to this policy and the guidelines below will result in disciplinary action as outlined in the Student Code of Conduct.

Unacceptable uses of Technology/Internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with students' and employees' rights to privacy; trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; or using other users' email addresses and passwords.
2. Using profanity, obscenity, or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin, or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; or transmitting any material in violation of federal or state law.
3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials; accessing materials in violation of the Student Code of Conduct; or viewing, sending, or accessing materials that you would not want instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to his or her instructors immediately.

4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging Technology devices, computers, computer systems, or computer networks (for example, by the creation, introduction, or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using the Technology or the Internet for commercial purposes or activities, which are defined as offering or providing goods or services or purchasing goods or services for personal use, and include, but are not limited to, the following:
 - a. any activity that requires an exchange of money and/or credit card numbers;
 - b. any activity that requires entry into an area of service for which the School will be charged a fee;
 - c. any purchase or sale of any kind; or
 - d. any use for product advertisement or political lobbying.
8. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

All users are expected to be responsible, courteous and thoughtful when using Technology and the Internet. Common sense should prevail. The use of the School computer network system should be in support of education and research, consistent with the educational mission or objectives of the School and in accordance with federal law, Ohio law, and the Student

Code of Conduct

Students and Staff have no expectation of privacy with respect to the use of Technology, the Internet, intranet, or email. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct, or the law may result in severe penalties, up to and including expulsion.

The School makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the School technology system will be error-free or without defect. The School will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or computer viruses. The School is not responsible for the accuracy or quality of the information obtained through or stored on the School system. The School will not be responsible for financial obligations arising through the authorized use of the system.

In accordance with the Children's Internet Protection Act ("CIPA"), the School has placed a filter on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The School blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the School is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. Parents should be aware of these risks.

The School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. The School will also educate students on cyberbullying awareness and response.

G: The following Professional Development activities will be provided to teachers and staff.

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

● Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) is a general education initiative, supporting all children and youth. PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach

to social, emotional, and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Facilitator: State Support 6 Team

- ZOOM Across Your School Training

Zoom helps you build today's collaborative classrooms; Enrich teaching and learning; and Expand traditional classrooms with video communications to meet the growing needs of today's students.

Improve learning outcomes and increase student participation and learning retention with virtual and hybrid classrooms and micro-learning.

Learn to use HD video and audio so students can join classes virtually, from any device, boosting attendance and retention. Record sessions and automatic transcription allow students to learn at their own pace. Simple user management and single sign-on make video a seamless component of the learning experience.

Facilitator: Jefferson County VLA

- The TSS Certification verifies knowledge of the Trauma-Skilled Schools Model and expertise to share the model with others within the certificate holder's place of employment. Trauma-Skilled Specialist Certification is founded on National Dropout Prevent Center's Trauma-Skilled Schools Model, a research-based guide for structuring school climate, modifying instructional practices, and imparting educator skills to improve achievement and graduation outcomes for trauma impacted and adversely stressed students.

Course 1: Trauma-Skilled Schools (Overview)

This course gives an overview of the process for building a trauma-skilled plan that fits your school or district and how to implement and maintain the plan. Designed as an introduction to the Trauma-Skilled Schools Model, the course previews content from each of the five steps outlined in the model itself. Current systems are examined and the need for a trauma-skilled educator training is addressed.

Course 2: Trauma-Skilled Schools Educator Knowledge

Increasing educator knowledge is Step 1 of Trauma-Skilled Schools and focuses on the effects of chronic stress and trauma on brain development and behavior and how these effects manifest in the classroom. It establishes the baseline language that all staff need for understanding and effective classroom management. The course examines the effectiveness of Trauma-Skilled as a Tier 1 strategy

Course 3: Trauma-Skilled Schools Building a Climate of Resilience

The Trauma-Skilled Schools Model Step 2 explains the value of managing stress and trauma and of building a culture that fosters the development of five resilience factors that leads to success in the classroom and in life. Emphasizing that culture must be systemic, intentional, and consistent, this course focuses on developing five resilience factors: Connection, Security, Achievement, Autonomy, and Fulfillment.

Course 4: Trauma-Skilled Schools Management Skills for Educators

Step 3 of the Trauma-Skilled Schools Model develops individual skills that can be used to respond to the effects of chronic stress and trauma. Categorized as skills related to Prevention, Intervention, Recovery, and Referral, the course covers preventing negative manifestations, intervention techniques and identification of danger zones, basic de-escalation, and the use internal and external referral resources.

Course 5: Trauma-Skilled Schools Implementation and Management Strategies

Step 4 and Step 5 define the processes for Assessment, Implementation, Maintenance, and Validation of the of the Trauma-Skilled Schools Model. This course highlights the strengths of different methods of implementation of the model and outlines how to earn and maintain Trauma-Skilled Schools certification for a school or district.

Facilitator: National Dropout Prevention Center via Successful Practices Network (SPN)

● Blended Learning and Flipped Classroom 101

PBS LearningMedia: Blended learning combines the strength of technology-enhanced learning with traditional face-to-face instructional methods. The models of blended learning continue to evolve as technology integration in the classroom becomes commonplace. This course will provide an overview of blended learning and an in-depth examination of one blended learning model, the flipped classroom. Learners will define strategies for implementing a blended learning model in their classrooms.

Facilitator: PBS Teacherline

NOTE: The courses/curriculum is the same used in HCS classrooms and is aligned to Ohio' Learning Standards. Content is well-rounded and provides for critical thinking, foundational knowledge and skills building, and gives opportunities for social and emotional learning.

Additionally, the following resources will be utilized for teachers and staff:

- Ohio Management Council offers a community dashboard called the Remote Learning Space that is maintained by Ohio educators. It includes the most up-to-date resources being used in schools across Ohio. It is organized by "Resources for Planning," "Resources for Teachers," "Resources for Students and Families" and "Zoom Training Videos and Resources." The site also includes free, live webinars, sample guidelines and best practices for teachers and families.
- INFOhio, Ohio's digital library, contains resources that are aligned to Ohio's Learning Standards and organized for grades 6-8 and grades 9-12; the grades HCS serves. It also features educator tools that include teacher-approved lesson plans, best practices, articles, websites and other instructional materials to support personalized learning, project-based learning and the inquiry process. The site also features professional learning, professional databases and school library services. Many learning activities can be completed remotely and online. ISearch is a single search box that enables users to search for any resources contained in INFOhio's Integrated Library System.

H: All HCS students will have an equal and equitable access to an education.

A description as to how equitable access to quality instruction will be ensured.

Hardin Community School is responsive to students' individual and collective lived experiences and does the following:

- Makes education accessible to all students;
- Is co-constructed by students, families, community, and school;
- Affirms racial and cultural identities to foster positive academic outcomes;
- Develops students' abilities to connect with the community;
- Empowers students as agents in their own teaching and learning;
- Anticipates and designs the education experience around and in response to social and cultural differences; and

- Contributes to an individual's engagement, learning, growth, and achievement through the cultivation of meaningfully relevant conversations, activities, and engagements.

Our Best Practice: Regardless of whether we are in-class or learning online, access to teachers, technology and the internet are essential tools for our students. Digital disparities between households are one of the greatest sources of inequity in our school. This is why we have expanded our 1:1 device program, and students grades 6–12 will have a Chromebook device that is safe and includes the tools (hotspot and apps) needed to work from home.