



# OVCA Distant Learning Plan

## **OVCA Distance Learning Plan**

OVCA will continue to the model that holds true to the OVCA Charter. This model complies with all the expectations of State Department of Education and CDC guidelines. The only change that is needed is in-person field trips, prom, graduation, state testing, and professional development will be conducted online to stay in compliance with CDC recommendations. Board meetings will be scheduled based on board members requests and CDC Guidelines. First day of school will be August 12.

**Equity of Access:** Our OVCA students are loaned computers at one per family based on qualifying for free/reduced lunch. They are provided internet broadband hotspots if they qualify for free/reduced lunch or are experiencing a COVID-19-related hardship.

**Attendance Policy:** Board Policy 3010

A few pieces of our model highlighted in this plan—K12 Curriculum, Targeted Data Driven Instruction, Social Emotional Supports/Wrap Around Services.

## **K<sup>12</sup> Curriculum**

OVCA uses the K<sup>12</sup> curriculum. Descriptions of the curriculum can be found on the OVCA website at <http://ovca.k12.com/curriculum.html>.

The curriculum in K-8 focuses on mastery. The curriculum spirals as recurring themes build upon the previous grade. One advantage of using K<sup>12</sup> curriculum in all content areas is that cross curricular connections are made in the curriculum. For example, if students are studying medieval times in history the art class focuses on art and techniques from that time period. This research-based curriculum has engaging high-quality online lessons, videos, photography, animations, interactive games, labs, and assessments. The online lessons are supported by published textbooks, workbooks, and manipulatives.

From kindergarten through 8th grade, student learning is centered around six core courses: Language Arts/English, Mathematics, Science, History, Art, and Music, plus adaptive reading remediation courses. In addition, OVCA provides K-8 students with elective options in Health/Safety/PE, and World Languages.

Middle school and high school courses transition to preparing students for content and the platforms they will likely encounter in college. OVCA offers a comprehensive list of high school courses designed

to help students earn their high school diploma. These include Mathematics, English, Science, and History courses in multiple levels to meet the needs of diverse learners. Students can also take a variety of electives, including up to four years of a world language. OVCA's course options allow students to chart their own path, choosing courses to match their aptitude and goals. The core level is similar to the rigor found in other programs and will prepare students for post high school activities. Students may also take more rigorous comprehensive courses, honors courses or AP courses.

**Alignment with OAS Standards:** Teachers at OVCA create curriculum maps that align the K<sup>12</sup> courses to the Oklahoma Academic Standards (OAS). With the new platform, teachers in grades 6-12 can add teacher created content to courses to ensure state standards are being met or provide additional remediation or enrichment beyond the curriculum.

OVCA will continue with instruction through virtual synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently at his own pace. Synchronous instruction in the online classroom, Blackboard Collaborate, may be used for direct instruction for whole group, small group, individuals, or on-demand help. OVCA calls these teacher-led synchronous classes Class Connect.

Students with special needs are supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP determines the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, are provided online or in person as determined by the IEP Team. Students with disabilities participate in the general education program to the greatest extent possible, as determined by the IEP team. OVCA's special education teachers support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students who are eligible for ELL (English Language Learners) services receive programming support through a sheltered instruction model. ELL students attend the general education setting to receive their curriculum and instruction, as well as individual support sessions with an ELL teacher, as appropriate and as identified by the student's individual language domain (speaking, listening, reading, writing) needs. Each student in the ELL program also receives a Language Instruction Education Plan (LIEP) plan that outlines individualized language goals, accommodations or modifications (as deemed necessary) and supplemental programming options.

**Award Credits for Course Completion:** High School will complete courses as created by teachers. Students in grades 9-12 will take final exams at the end of both fall and spring semesters. There will not be excused absences allowed for these exams. To protect test confidentiality, all exams will be open from 5pm the night prior to the exam to 5pm the night of the exam. All students enrolled in for high school credit courses will take the final exam when it is scheduled unless prior approval has been given by both the teacher and principal. Final exams are given the last week of each semester. These exams/coursework will determine if credit is awarded.

## Targeted, Data Driven Instruction

Data drives decisions about instruction on an ongoing basis at OVCA. Each school year is divided into blocks of instructional time (generally 6-8 weeks) called instructional cycles. At the beginning of each cycle, the teacher strategically plans instruction for groups of students based on data from state and district assessments. A sample of analysis and grouping from the district assessment can be found in the appendix.

Instructional plans are aligned to the state standards outlined in the yearlong curriculum maps, but also consider the needs of the group. For example, if a group of students is mastering grade level content at a quick pace, the teacher may plan enrichment activities or accelerate plans for basic topics. Another group of students may be struggling to reach the grade level standard because of learning gaps in prerequisite skills. For this group of students, the teacher may determine additional supports, such as increased direct instruction from the teacher is needed to reach grade level standard. Academic growth of each student is monitored throughout the cycle and adjustments are made as needed. A common district assessment is administered at the end of the cycle to determine growth and plan for grouping and instruction for the next cycle.

Teachers meet with a lead teacher or administrator to review formative assessment data and engagement data throughout the year. This review allows teachers to review specific skills and objectives to see how students are performing between district assessments and intervene when the lack of skill acquisition is due to engagement issues rather than instructional strategies

## Social Emotional Supports/Wrap Around Services

OVCA will continue to support our families through our Community Family Advisor program. OVCA has staff spread across the state to provide wrap around services to students and families.

The Shared Services/CFA provides wrap-around support that empowers students to overcome challenges—be they academic, social, emotional, medical, or otherwise—to succeed in school and beyond. This holistic approach includes orientation, early intervention, support services, and linking families to school and community-based resources. This team now consists of Family Engagement Administrators, FAST Leads, Counselors, Family Resource Coordinators and Community Family Advisors.

The Family Engage Administrator promotes and enhances the school's academic mission by improving levels of parent and student engagement and ensuring that this increased engagement leads to improved academic achievement. The Family Engagement Administrator manages the team and oversees the services provided to build capacity within families and across the school. The Shared Services Lead ensures fidelity with implementation by providing training and biweekly one on one data meetings with team members. Counselors implement the counseling program based on the ASCA (American School Counselors Association) National Model. These standards include Academic Development, Career Development, and Personal/Social Development. Community Family Advisors help families set up schedules, teach families how to navigate the online school and monitor progress/attendance. OVCA will also be implement the 7 Mindsets Curriculum to help support students with social emotional needs. Additional SEL Time and one additional SEL staff member has been added to support students and families. When students struggle with

organization or pacing, the Community Family Advisor increases support through a tiered system. The Community Family Advisor helps students build connections at the school by organizing local in-person community events and hosting online social or study sessions. The Family Resource Coordinator (a certified social worker) assists teachers and families in identifying and aiding students who are experiencing academic underachievement due to social, emotional, or behavioral issues by facilitating appropriate interventions from school and community resources. The Family Resource Coordinator maintains a caseload of students and families referred to the Family Academic Support Team for welfare issues to provide intensive support to these families. The Family Resource Coordinator will coordinate with external agencies such as the Department of Human Services, as appropriate.

**Extracurricular activities** will be moved to online/virtual opportunities until OVCA School Board approves in person events.