CEC Douglas County 2021-22 Remote Learning Plan

CSI, Authorizer

<u>**Required Remote Learning Plan Components**</u>
The Remote Learning Plan requirements below are pulled directly from the assurances listed within the [CDE Remote Learning Options Guidance](). Schools may use this document as a remote learning plan template and respond directly beneath each item OR they may address all components listed below within a separate document/plan.

1. **Remote Flexibilities:** CDE has identified three types of remote learning flexibilities that schools can access for the 2021-2022 school year: 1) 100% Remote Learning, 2) As-Needed Hybrid, and 3) Temporary Remote Learning. Additionally, schools can use up to Five Remote Learning Days for Emergency School Closures (due to weather, facilities).
   a. Which of the following **remote learning options** does your school want the ability to access for the 2021-2022 school year should 100% in-person instruction not be possible due to COVID-19 related issues: 1) 100% Remote Learning, 2) As-Needed Hybrid, 3) Temporary Remote Learning, and 4) Up to Five Remote Learning for Emergency School Closures (due to weather, facilities)?

   CEC Douglas County would like the ability to access:
   - 100% Remote Learning
   - As Needed Hybrid
   - Temporary Remote Learning
   - Up to Five Remote Learning Days for Emergency School Closures

2. **Accessibility:** The school's plan should ensure that all students—regardless of their ethnicity, socio-economic statue, age, physical ability, or any other characteristic—have access to engage in remote learning.
   a. Identify the steps taken to ensure all families have access to technology, internet service, and/or family support needed to engage in remote learning.

100% Remote
CEC's approach to ensuring students have the technology and resources they need to be successful in CEC's fully Remote Learning program is comprehensive. CEC is equipped with a technological support structure to reduce barriers to learning for all students and to meet the needs of students and staff. Each incoming family will be given a technology assessment to determine the technical expertise of the student, connectivity options for accessing the fully Remote Learning program curriculum, and computer access. Based upon the findings, an Individualized Technology Plan (ITP) will be created to ensure the student's success.

CEC has a full-time IT Specialist, dedicated to the fully Remote Learning program, to meet the needs of students and staff through technology onboarding, support, and troubleshooting.

Each student will conduct a technology onboarding assessment with the IT Specialist to determine technology needs ahead of the beginning of their first semester with the fully Remote Learning program.

If a fully Remote Learning program student needs a computer, CEC will loan a secure laptop that carries a 4-year warranty so that the equipment can be maintained over time. FRL

students are eligible for CEC's Internet Assistance Program where CEC will subsidize internet costs up to $50 a month.

Students that need assistance with a computer or access to faster internet will have the opportunity to use "Tech Fund" dollars to offset or cover costs, depending on their specific needs. Internet service options will be evaluated by consulting the Colorado Broadband Map (https://gis.colorado.gov/broadbandviewer/index.htmlViewer=broadbandmapping.broadbandmapping_hv/). This map is maintained by the State of Colorado Broadband Data and Development Program. Service options will be evaluated by the dedicated Remote Learning program IT Specialist and recommendations will be made to the family. Once service has been setup, the family will work with the CECDC Business Manager to setup their benefit. Cellular hotspot usage will be used when there is insufficient access to traditional broadband.

As Needed Hybrid, Temporary Remote, Emergency Remote Days

CECDC will not be quarantining healthy or non-symptomatic students this school year unless mandated by the state. However, in the case of a symptomatic or positive COVID student, the student is expected to utilize their own personal devices for temporary remote or hybrid school. In cases where students do not have a personal device, CEC will arrange for a temporary loaner device. In case of a public health emergency, whenever possible, CEC will donate adequate, end-of-life computers to identified, low-income students and to students with accommodations that do not have access to a computer or laptop. CEC will also research and make available special purchases of laptops, which will be sold to parents at cost, if possible. Instructors can also provide printed materials to students.

All necessary safety protocols will be followed when getting computers to identified families. Essential employees will be on campus to coordinate an arranged drive-through style or curb-side pickup for laptops, as well as materials such as whole-class novels and textbooks.

To support the technological challenges of Remote Learning, students and employees can access CEC's IT Support Services via phone at 970.305.4303, or email at support@coloradoearlycolleges.org. CEC's IT Support Services is staffed Monday-Friday from 7:30 a.m.– 4:00 p.m. All calls and emails received after 4:00 p.m. will be promptly returned the next school day. CEC's IT Support Services contact information will be included in weekly communications sent to students and families via email. CEC's IT Support Services will change its hours of availability if they find that a large volume of calls or support tickets are received after 4:00 p.m.

3. **Student Engagement:** The school's plan should ensure that there is a plan for monitoring engagement and plan to outreach when a student is not engaged or progressing academically. (Instructional Assurance #2)
    a. Describe the school's plan for monitoring student engagement, including the plan for outreach when a student is not engaged or progressing academically.

100% Remote

All students will interact synchronously with a teacher, tutor, and/or advisor-mentor on a daily basis. The frequency of these interactions will allow CEC to closely track student participation, progress, and engagement while satisfying CEC attendance and truancy policies.

Because CEC will utilize a disaggregated faculty model, students will have a variety of options for engagement and support, namely through the Student Success Team. The team, which consists of teachers, advisor-mentors, tutors, counselors, and other support staff, creates a veritable network of support for the student. Daily interaction with teachers will include direct instructional lessons and feedback, interventions, and guided discussions. Tutors and advisor-mentors support teachers in a variety of capacities, including MTSS. Each week, teachers and designated tutors will meet to discuss students falling below established thresholds as determined by their pacing and course grades. As such, CEC's instructional schedule provides students with a variety of destinations within their school day to have the opportunity for and to receive support.

CEC knows that a student's efforts need to be measured by a comprehensive pattern of behavior over time. CECDC's fully Remote Learning program will utilize a daily synchronous Basecamp that is facilitated by CEC advisor-mentors. Daily Basecamps allow students to begin their day and/or week with goal setting, executive functioning and soft skills development, socialization, and community time. Basecamp is an opportunity for regular contact between students and their advisor-mentor where short-term and long-term goals are kept at the forefront of each student's learning plan and for ongoing collaboration. Holding students accountable for their learning goals and plans will aid in keeping students engaged with school and allow staff to intervene for additional supports in a timely manner.

The Spark LMS allows for real-time classroom progress monitoring towards completion of course objectives giving CEC an advantageous position to not only monitor progress, but to develop new and innovative internal assessments and intervention measures. The LMS permits CEC to extract an abundance of high-value data to support students and staff. There are designated tools for parents/guardians and staff to view progress in real time, such as grades, percent of course completion, course pace, progress bar, individual assignment data reflecting time spent, and the student's current course grade. The student activity tab shows a log of student actions, which includes filtering features to extract specific information. Teachers and tutors will meet twice a week to review student data and assess the need for intervention or increased engagement. Advisor-mentors also engage students regularly via Basecamps, in addition to each semester's advising appointments. Rich

classroom data will inform strategic interventions and advising to provide student support and promote success.

As Needed Hybrid, Temporary Remote, Emergency Remote Days

CECDC will utilize Microsoft Teams (Teams) Remote Learning. CEC students and employees currently utilize the Teams platform to communicate and post instructional videos, lessons, and assignments. As a result, both employees and students are prepared to seamlessly transition to Remote Learning should a school closure take place.

Remote Learning can be synchronous, where an instructor and all students are online at the same time, or asynchronous where a teacher and students can be online at different times, posting and accessing information at their convenience. Remote Learning will be synchronous and will follow the bell schedule for at least the first 50% of each scheduled class period. Students may be released to work asynchronously for the remainder of the period at the discretion of the teacher.

Teachers are responsible for connecting with students who are not engaged or progressing academically in their classes. In addition, teachers can track student engagement in the Remote Learning platform through the use of Microsoft Insight, which measures online student engagement with the LMS (Teams). Teachers will reach out to students first via Microsoft Teams to check-in. They will schedule and engage in a one-on-one meeting with the student to discuss the concern(s). However, if this attempt is unsuccessful, they can escalate the concern with an email to the parent or guardian, as well as a referral to the MTSS team or the Exceptional Student Services (ESS) team.

For all remote students, including 504s, IEPs, Gifted and Talented, ELL, and Homeless students, the "case manager" assigned to that student will reach out and check in weekly to provide appropriate supports.

4. **Parent/Guardian Communication:** The school's plan should ensure parents/guardians are receiving regular communication regarding their students, including information about student performance and progress (Instructional Assurance #5), and student attendance (Audit Assurance #5).
   a. Describe the methods and frequency of parent/guardian communication, particularly during instances of remote learning.

All Remote Flexibilities

Communication with Students and Families

Effective and timely communication between the school, staff, students, and families is critical to ensure that all stakeholders have access to the most up-to-date information. CECDC will strive to be transparent, provide updates as soon as possible, and utilize various communication channels. Staff, students, and families will be responsible to ensure that IC

information is accurate and will be responsible to read information received from the school.

- CECDC will provide announcements and notices will be posted on each on school's website and through varying social media platforms.
- Emergency updates will be communicated via IC automated text and email campaigns.
- Weekly announcements and newsletters can and will become more frequent, as needed, to ensure that students and families are kept informed and receive timely information.
- Staff will contact families on a weekly basis for students who are in the fully Remote Learning program to offer support and solutions.
- All school community meetings will be held in such a way to provide remote access as is needed.

Families Communicating with CECDC

- Families will notify the school that students are required to stay home when presenting symptoms related to COVID-19 or when showing a 100.4 body temperature or higher.
- Families will have the opportunity to contact CECDC via telephone and email.
- Students and families can reach out to instructors and school staff via email, phone calls, and Teams chats/video conferences, or office hours.
- All families will have access to our school health team. In the case of severe medical needs or COVID-19 diagnosis, parents should contact and provide documentation to needing temporary remote services or homebound services.
- All families will have access to IC where they can view student attendance and grade progress. In addition, automated calls will be sent to families of students who are absent.

5. **Synchronous & Asynchronous Instruction:** The school's plan should ensure that students have access to some synchronous learning for all classes, including courses provided by an online school, vendor, or program (at least 20% weekly synchronous for 100% remote option; at least 20% daily synchronous for temporary hybrid/remote options). The school's plan should also ensure live teacher/instructional support every instructional day of the calendar year. (Instructional Assurance #3, 4)
   a. Identify the types of **synchronous learning** available to students during any instances of remote learning, recognizing that schools must include a minimum of 20% of synchronous instruction for each course or class weekly in the case of 100% remote learning options, or daily in the case of hybrid or temporary remote learning options. Examples can be found on pg 4 of CDE Guidance.

100% Remote

Synchronous instruction will take place each Monday, Wednesday, and Friday and will be recorded for future use by students. This exceeds the minimum 20% daily synchronous learning per course, per week in alignment with CDE guidance.

Synchronous instruction will include a variety of the following instructional methodologies: direct instruction, lecture and demonstration, whole group discussions, Socratic circles, question and answer forums, interactive activities, and direct feedback sessions.

As Needed Hybrid, Temporary Remote, Emergency Remote Days

Synchronous instruction will include a variety of instructional methodologies, including direct instruction, lecture and demonstration, whole group discussions, Socratic circles, question and answer forums, interactive activities, and direct feedback sessions. At least 25 minutes of each 70 minute period will be synchronous, using Microsoft Teams and the SWIVL platforms. All synchronous sessions will be recorded for future use.

b. Identify the types of **asynchronous learning** available to students during instances of remote learning. Examples can be found on pg 4-5 of CDE Guidance

All Remote Flexibilities

The following modes of asynchronous instruction offered in CEC's Remote Learning program will include pre-recorded lectures and video demonstrations; independent reading assignments and research projects; self-guided problem sets; independent writing activities and journaling; creative projects; discussion posts; self-directed labs; self-guided physical education programs; online scavenger hunts and self-directed virtual field trips; and quizzes, tests, and assessments.

For instance, when moderating an asynchronous discussion forum, a teacher will review student posts, respond to different discussion/response threads, redirect any misleading or off-topic contributions, offer new lines of inquiry with follow-up questions, and encourage less participatory students to engage in the discussion.

Student written assignments completed and submitted asynchronously will receive teacher feedback through comments within the document and edits for revision, suggestions for further reading to strengthen the current submission, and evaluations via rubrics.

When grading asynchronous quizzes and tests, teachers will check for accuracy and completion, clarify misconceptions or inaccuracies through feedback and corrections, construct make-up or reflection opportunities regarding the student's performance, and provide general comments on the work submitted.

c. Identify the **live teacher/instructional supports** that will be available to students every instructional day in instances of remote learning.

100% Remote

CECDC's fully Remote Learning program will utilize a daily synchronous Basecamp that is facilitated by CEC advisor-mentors and/or teachers. Daily Basecamps allow all students to begin their day with goal setting, executive functioning and soft skills development, socialization, and community time. Basecamp is an opportunity for regular contact between students and their advisor-mentor and/or teacher where short-term and long-term goals are kept at the forefront of each student's learning plan and for ongoing collaboration. Holding students accountable for their learning goals and plans will aid in keeping students engaged with school and allow staff to intervene for additional supports in a timely manner.

Beyond scheduled synchronous class time, students may also meet with a tutor in a scheduled 1:1 setting, or as a group. Teachers and tutors also have designated collaborative time for progress monitoring and to support MTSS. This teamwork allows teachers to have specific insight into their student's progression and to conduct appropriate interventions, even in a disaggregated environment. On Tuesday and Thursday, following the Basecamp that all students are expected to attend, teachers, Advisor-mentors, and tutors will host office hours to provide additional support to students.

As Needed Hybrid, Temporary Remote, Emergency Remote Days

Teachers are available to students via real-time Microsoft Teams chats, video chats, and during office hours. Students will also have remote tutoring available through the Academic Success Center. Likewise, students can access their "case manager," Academic and Career Advisor, and other student support services such as the social worker or the health team through Microsoft Teams. If the student needs more intensive interventions, the MTSS team will coordinate live services with a trusted adult.

6. **Assessment:** The school's plan should ensure that teachers use appropriate research-based assessments to measure student academic growth and provide targeted support to students who are not meeting academic progress. Students should have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning. Additionally, the school's plan should address how to meet state assessment obligations for its remote students while taking into consideration health and safety needs at the time of state testing and respective parental decision-making. (Instructional Assurance #5, 7)
   a. Describe the school's **plan for assessing student academic progress** and providing meaningful feedback on their learning. Include types/frequency of assessment and feedback as applicable.

100% Remote

Each section of CEC's fully Remote Learning program curriculum is created using diagnostic, formative, and summative assessments to aid teachers in identifying learning gaps and measure student progress. Teachers can assess and make necessary real time interventions as students' progress through their courses. Teachers can use granular classroom data to address specific opportunities. Students receive immediate feedback to improve and adjust their learning strategies. For students participating in the ESS program, data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures, and grades. ELD pre-assessments will be used to determine the student's background knowledge so they are placed in the appropriate curricular level and teachers are aware of the student's specific needs.

As Needed Hybrid, Temporary Remote, Emergency Remote Days

CECDC will use diagnostic, formative, and summative assessments to aid teachers in identifying learning gaps and measure student progress. Teachers can assess and make necessary real time interventions as to students' progress through their semester long course using ACCUPLACER and MAPs data. Teachers can use daily formative student data to drive and adapt opportunities for reteaching. Students can receive immediate feedback to improve and adjust their learning strategies. For students participating in the ESS program, data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures, and grades. ELD pre-assessments will be used to determine the student's background knowledge, so they are placed in the appropriate curricular level and teachers are aware of the student's specific needs. Teachers will review and dig into state assessments annually to identify trends and determine root causes to address in their instruction.

b. Describe the school's **plan for meeting state assessment obligations** for remote students.

100% Remote

CECDC's fully Remote Learning program students will follow CECDC's assessment calendar schedule, which includes NWEA MAPS testing prior to the beginning of the school year and once each semester for select high school students working below grade level. CMAS testing will take place for 11th graders. High school students will take the ACCUPLACER test twice per year or until they have tested college ready in English and math. Nineth and 10th grade students will take the PSAT and students in 11th grade will be administered the SAT. All assessments will be administered at the brick-and-mortar campus. Per CEC policy, CECDC will communicate to families that parents/guardians may elect to opt their student out of

the above mentioned state assessments. Each school's communication will express the positives of taking the tests.

As Needed Hybrid, Temporary Remote, Emergency Remote Days

CECDC will follow CDE guidance regarding state testing in cases of as needed hybrid, temporary remote and emergency remote days. Per CEC policy, CECDC will communicate to families that parents/guardians may elect to opt their student out of the above mentioned state assessments. Each school's communication will express the positives of taking the tests.

7. **Students with IEPs/ALPs:** The school's plan should ensure that students with an IEP or ALP, who are participating in remote learning, will receive accommodations per their IEP or ALP and have equitable and appropriate access to instruction and services. (Instructional Assurance #6)
    a. Describe the school's plan for ensuring **students with an IEP or ALP can access instruction and receive the services/accommodations** in alignment with their IEP or ALP, respectively.

100% Remote

CECDC ensures equitable access to a high-quality, culturally, and linguistically responsive education for every student. Students enrolled in the fully Remote Learning program will have access to the Exceptional Student Services (ESS) team, 504 Coordinator, mental health services, Health Team, and English Language Development (ELD) Coordinator located at CECDC's brick-and-mortar campuses. Services can be provided in-person or virtually, whichever is in the best interest of the student.

CECDC provides robust student services for our diverse learners from licensed providers. CEC has a nondiscriminatory, open enrollment process that allows any student to enroll in CEC. All students that that meet eligibility requirements are eligible for an Individualized Education Plan (IEP), a 504 Plan through Section 504 of the Americans with Disabilities Act, a Health Care Plan, an Advanced Learning Plan, and/or English Language Development programming. In addition, through MTSS/Child Find, CECDC actively identifies students with suspected disabilities, giftedness, and English Language Development programming needs that were not identified prior to enrollment. Students in special populations (special education, 504, Gifted Education, CLD, Health Care Plan) will have an assigned Coordinator (case manager). Coordinators oversee developing and updating a student's annual plan, ensure accommodations are appropriate and delivered with integrity, work with instructors as needed, gather data for interventions and evaluation, and advocate for the student. Coordinators also oversee coordinating additional services as necessary to provide appropriate support for the student. Coordinators will invite and confirm the attendance of teachers, Advisor-mentor, and all related service personnel at a student's yearly meeting.

CECDC has an extensive on-boarding process which consists of observation, modeling, instructional coaching, and an induction program all new teachers participate in. In addition, CEC values high quality professional development for ESS staff and provides opportunities for ESS staff to attend professional development. ESS providers will also participate in internal professional development in topics such as Mandatory Reporter training; training for special populations, including twice-exceptional students; trauma-informed care; Gifted and Talented (GT) students; Culturally and Linguistically Diverse (CLD) students; and intersectional students prior to each school year. ESS teachers also provide ongoing training to general education teachers and support staff in working with students who come from marginalized and underserved backgrounds. This training will occur at the beginning of each semester and throughout the year as needed to reinforce best practices and effective strategies.

CECDC has a contract with a local language interpreter service provider to provide translation and interpreter services as needed and has used consultation for visual and hearing service providers to assist students with disabilities in low-incidence disability categories. CECDC has the benefit of CEC Network staff and CEC Network contractors for school psychology, occupational therapy, and speech and language services. CECDC Remote Learning staff will have the added benefit of being part of an established team of ESS professionals at the brick-and-mortar campus.

Family support is crucial to the success of any student on an educational support plan, and the case manager will involve the student's family to the utmost extent. Parent/Guardian input will be solicited and included in consenting for services and evaluations, goal setting, service delivery, progress monitoring, evaluations, meeting attendance, and progress reports. For students who are dual identified as CLD and/or families who have language influence other than English, supplemental materials and access to interpretation services will be available in multiple languages.

CECDC has comprehensive program plans for special education, 504, gifted education, and English language learners. These detailed plans are updated to address the needs of exceptional students at the high school and collegiate level. Student plans for special populations will be housed in our student information system, Infinite Campus. A variety of evidence-based curricula, instructional scheduling, and instructional materials will be used to support our special populations. For example, we offer content labs for additional support, resource classes for students who need additional services for specialized instruction, and enrichment seminars for students who need additional services for higher-level specialized instruction. CECDC may also use some programs that will be used for intervention, such as ALEKS math, which is an effective assessment and learning system.

Additionally, as part of CSI's oversight, all schools are required to develop and maintain a written Program Plan for each population of exceptional students (SPED, 504, GT and CLD). Each Program Plan outlines staffing, use of designated federal and state funds, and procedures, including student identification, monitoring, and service provisions.

Students in Special Education

The ESS teacher and staff will work with the family to help the student self-advocate as appropriate and will bring the IEP team together with the collaboration of the family to support the student and their future aspirations.

Students with Individualized Education Plans (IEPs)

Students who have previously been identified as having an eligible disability and have a current IEP will have their service minutes met by a licensed ESS teacher or licensed service provider, with service delivery tailored to student needs, including delivery in-person or via Teams. The student will have access to supports upon enrollment and submission of their current IEP. ESS teachers and service providers will meet service minutes on an individualized basis and will provide semester progress reports to the student's family on goal progression and needs. Data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures, and grades. Teachers are trained at the beginning of the semester on how to access accommodations using the student information system, and ongoing consultation is available.

Students with Section 504 Plans

CECDC identifies students for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of a student's major life activities. The identification is determined through an evaluation, and the decision for eligibility for a 504 Plan is made by the 504 Team. The student is evaluated by a team of individuals who are familiar with the student and knowledgeable about the disability; parents also have input. The determination of what reasonable and effective accommodations are needed is based upon an evaluation. The accommodations are provided to meet the needs of the student as adequately as the needs of students without disabilities. Students will have access to supports upon enrollment and submission of their current 504 Plan. The 504 Coordinator will manage the 504 Plan and provide yearly progress reports to the student's parents/guardians on academic progress and needs.

Data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures, and grades. General education teachers are trained at the beginning of the semester on how to access accommodations using the student information system, and ongoing consultation is available.

Gifted and Talented (GT) Students

CECDC uses multiple indicators for giftedness with information from a variety of sources to determine formal gifted eligibility. The CogAT (The Cognitive Abilities Test) is a universal screener to identify the gifted potential among all populations, including students with disabilities and English Language Learners, and those that may not be achieving on traditional academic measures and will be administered upon referral. CECDC also refers to

cut scores when students take the ACCUPLACER test and MAP scores as referral data points. In addition, there are other routes for identification, include parent and staff referral. Parents and staff may refer a student for consideration by completing a GT Program Referral form. The GT committee will evaluate existing data and decide how to proceed by initiating an ALP or recommending in-house testing for additional data, which can include the Tests of Nonverbal Intelligence (TONI), the Wechsler Abbreviated Scales of Intelligence (WASI) and the Woodcock-Johnson tests of Achievement (WJ-Ach). If a student is determined to be GT, a strength-based Advanced Learning Plan (ALP) is developed by a collaborative team for educational planning and decision making.

Because of the accelerated options within the Remote Learning program curriculum, CEC can offer access to advanced learning that many students identified as GT can benefit from. CECDC provides individual programming support for every student on an Advanced Learning Plan (ALP) in their area of eligibility, provides SEL support delivered by a school mental health clinician, and goals that are incorporated in the ALP. All identified gifted students are assigned to a CECDC Gifted Coordinator who supports students in their area of giftedness and in their ALP goals. The ALP team and the student's advisor work collaboratively for postsecondary planning. When available, enrichment seminars and opportunities for social-emotional connection with other identified GT students will be provided virtually and in-person. Thirty days before each student's annual ALP meeting, the assigned GT Coordinator will collect information regarding the student's progress and goals from the student, the student's teachers, the student's family, and any associated service providers. The GT Coordinator will meet with the student each semester to ensure the student is making progress towards their established goals. If necessary, or appropriate, accommodations that are specific to the student's ALP can be made by the Remote Learning teacher to differentiate content or modality. Teachers are trained at the beginning of the semester on how to access accommodations using the student information system, and ongoing consultations are available with CECDC's Gifted Coordinator or Academic Dean.

Students who have any standardized scores that are near the 95th percentile are "flagged" for the "talent pool" where the GT committee will revisit and review additional data as it becomes available for other areas of possible giftedness that fall under the GT eligibility categories.

As Needed Hybrid, Temporary Remote, Emergency Remote Days

504s/IEPs
In the event of Remote Learning, the Special Education team at CECDC will provide students with support in virtual classrooms to ensure access to general education curriculum. This access can include private channels added to any Team and accessible only by the student, the general education teacher, the special education teacher, and any applicable paraprofessional. Private channels will enable Special Education staff to work alongside each student to provide access to the material taught through individual support and

supplemental materials as needed. Individualized private channels also ensure confidentiality and accurately document individualized supports.

All scheduled IEP reviews and 504 meetings will proceed as scheduled. Meetings can be held by phone or via Teams. Special Education teachers and 504 Coordinators will invite and confirm the attendance of general education teachers at these meetings. If an IEP evaluation/reevaluation, or 504 evaluation cannot be completed due to a school closure, a prior written notice will be completed and the family will be contacted.

Exceptional Student Services (ESS)
CECDC is responsible to ensure each of its schools provides a free appropriate public education (FAPE). IDEA mandates that all eligible students have a right to FAPE, even in times of crisis. It is crucial that CECDC works closely with families to think and plan how to best meet the needs of their students. CECDC will make every effort to provide appropriate special education and related services for special education students in accordance with public health guidelines. To address the unique needs of students with disabilities, our ESS team will continue the work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments as is reasonably allowed by public health guidelines.

Our ESS team has the responsibility to innovate avenues for learning and sharing new approaches. This will include professional learning sessions, online resources, working with current vendors for supplemental curriculum resources, and virtual collaboration platforms that support educators and paraeducators/paraprofessionals in setting the stage for this future learning. Please refer to CECDC ESSU 2020-21 plan for specific details.

Child find, referral process, and evaluation. CECDC will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services using CECDC's established institutional student learning outcomes baselines and our Multiple Tiers of Instruction and Intervention. The special education referral process is clearly delineated from the building level processes that use universal screenings or the provision of systematic instructional options. CECDC will be mindful that students may be, or have been, displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in Remote Learning situations. Some evaluations require in-person contact with students or observations of students in school settings. CECDC will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

Individualized education program (IEP) meetings. CECDC assures that the parent(s) of a child with a disability are afforded the opportunity to meaningfully participate in meetings with respect to:
- The identification, evaluation, and educational placement of the child; and
- The provision of FAPE to the child.

CECDC is committed to providing families an opportunity to have meaningful participation in the special education process. Once a mutually agreed upon time and place is determined, the CECDC team will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter or translator if necessary.

Delivery of Special Education and Related Services. CECDC has a ESS classroom dedicated to serving ESS students where our team and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP and Individual, Career and Academic Plan goals. In a Remote setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible. Other services will continue remotely as specified in the Remote IEP Services Plan. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Progress monitoring and reporting. Our ESS team will have in place consistent data collection and service log procedures for use across on-campus and Remote Learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided.

Accommodations and modifications. Accommodations and modifications can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications documented. The IEP team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

Gifted and Talented
We will continue to support our gifted learners in both our on-campus and remote options. CECDC's has a robust Gifted and Talented team consisting of highly qualified instructors, social and emotional support, and opportunities to support student acceleration through individualized learning and accommodations.

8. **Attendance:** The school will ensure that it is able to document <u>daily</u> student attendance during instances of remote learning. Additionally, the school will maintain documentation to provide CSI/the state as evidence that a student was in attendance, particularly during periods of asynchronous instruction. (Audit Assurance #1,5.)
   a. Describe the ways in which the school will take **attendance daily**.

All Remote Flexibilities

Student attendance is monitored and taken by the teacher and recorded daily into IC.

Attendance during Remote Learning is tracked based on a student's participation in some sort of learning activity for the day. Accumulated student instructional hours will be tracked through a variety of methods, including:

- Participating in a 'live" synchronous class lecture or discussion;
- Checking in with a teacher via Teams;
- Completion of assignments provided through external sites with access and login only available through direct links;
- Completion of offline work documented by parent/guardian;
- In-person or online assessments;
- Instruction (including physical activity) that is delivered in an in-person setting;
- Passing time between two classes or between a class and lunch;
- Remote learning option as a result of an emergency school closure;
- Instruction that is delivered through physical or electronic delivery of educational materials to parents, guardians, or students;
- Completion of offline work documented by parents or guardians;
- All assignments provided by an educator in school, electronically, or otherwise;
- Asynchronous work time by students;
- Students logging on to recorded assignments or online learning activities;
- Student-teacher electronic communications;
- Educator support provided in school, home, or alternative settings;
- Student classwork, project completion, or demonstrations of learning;
- Any similar educator-directed activity undertaken by a student, provided such activity is appropriately reviewed and/or monitored by a teacher; and
- Completing and posting an assignment.

   b. In instances where asynchronous learning will occur, identify the ways in which the school will confirm **students are actively engaged in appropriate synchronous activities** (ex: participation in a discussion board/choice board; completion of meaningful work/quiz/test tied to instructional content, etc.)

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Synchronous instruction will take place each Monday, Wednesday, and Friday and will be recorded for future use by students. This exceeds the minimum 20% daily synchronous learning per course, per week in alignment with CDE guidance.

Synchronous instruction will include a variety of the following instructional methodologies: direct instruction, lecture and demonstration, whole group discussions, Socratic circles, question and answer forums, interactive activities, and direct feedback sessions.

Within the asynchronous mode of instruction, a teacher will do the following: moderate an online discussion post/forum; check for understanding within an asynchronous quiz/test; give substantive feedback on asynchronously written assignments; and create, adapt, and amend online instructional resources and custom lectures and videos for asynchronous lessons within their online classrooms. For instance, when moderating an asynchronous discussion forum, a teacher will review student posts, respond to different discussion/response threads, redirect any misleading or off-topic contributions, offer new lines of inquiry with follow-up questions, and encourage less participatory students to engage in the discussion. Student written assignments completed and submitted asynchronously will receive teacher feedback through comments within the document and edits for revision, suggestions for further reading to strengthen the current submission, and evaluations via rubrics. When grading asynchronous quizzes and tests, teachers will check for accuracy and completion, clarify misconceptions or inaccuracies through feedback and corrections, construct make-up or reflection opportunities regarding the student's performance, and provide general comments on the work submitted.

As Needed Hybrid, Temporary Remote, Emergency Remote Days
For Remote Learning asynchronous classes, students must sign into Teams each day before 4:00 p.m. and post assignments that day. If a student is not engaging, employees will reach out via email or Teams to help the student brainstorm ways to be successful. If a student is continually not engaged or unresponsive, employees will call or email the student and/or family for an update and to help find solutions to problems that may be hindering the student's participation in school.

9. *Only for Schools Using the 100% Remote Leaning Option* **Enrollment:** The school is responsible for collecting, reviewing, and maintaining documentation evidencing Colorado residency as of October 1, 2021 for any students engaged in the 100% remote learning option. More details from CDE about acceptable forms of documentation evidencing Colorado residency, including a sample Statement of Residency, is available here. (Audit Assurance #4)
   a. Describe the **Colorado proof of residency documentation** your school will be collecting, reviewing, and maintaining.

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Pursuant to C.R.S. 22-30.7-105(5), Colorado Early Colleges (CEC) ensures that each student enrolling in CEC is a resident of the state of Colorado. CEC collects proof of residency through the SchoolMint Initial Student Application (ISA) process that aligns with 1 CCR 301-71-8.06. Each school's registrar verifies and documents student residency in the state of

Colorado upon enrollment through the Affidavit of State of Colorado Residency and annually thereafter.

The Affidavit of State of Colorado Residency requires the name and signature of the person completing CEC's ISA, and the relationship of that person to the student(s) for whom the ISA is being completed. The affidavit also specifies that the student is applying to a specific CEC campus. The affidavit is specific to the student that the ISA is being submitted for. A physical address for the student is required as part of the affidavit. The affidavit is electronically signed, and date stamped based on date of submission of the affidavit and ISA. This process aligns with the Colorado Early Colleges' Enrollment policy.

CEC validates that the person completing the ISA is the parent/guardian by comparing the primary contact's name and information to the State of Colorado residency affidavit signature and name on the ISA as well as legal documents uploaded by the parent/guardian, which can include the student's birth certificate.

The SchoolMint application process takes place at the time of initial student enrollment. The parent/guardian will be required to sign a new affidavit each year (annually) affirming that they meet residency requirements.

CEC's Enrollment Policy assures that:
- CEC aligns with and follows the requirements of C.R.S. 22-30.5-507 (3).
- Student enrollment will be executed in a nondiscriminatory manner. Student recruitment and enrollment decisions shall be made without regard to race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, disability, or need for special education services.