



Blended Learning Declaration Form

Mid-Ohio Educational Service Center mission as a Sponsor is:

The mission of Mid-Ohio Educational Service Center (Mid-Ohio ESC), as a sponsor of community schools, is to establish a strong public community school by adhering to quality authorizing practices and oversight of the school in accordance with the role of a quality sponsor, and to provide an opportunity to students who may not otherwise participate successfully in public education, in a student-centered manner that results in a high standard of education.

It is the priority of Mid-Ohio ESC, as a sponsor of community schools, to foster and support the academic growth and social skills of the students we serve, for them to be successful, contributing members of society.

To operate a blended learning model for instruction, both the school and the sponsor's governing authority boards must agree and approve the blended learning provisions in the community school contract. As plans are considered to operate using a blended instructional model, it is important for the sponsor to have the following information.

STEP 1: General Information

Date Submitted: 6/22/2021

School Year to be Implemented: 2021-2022

Community School Name: Tomorrow Center

Grade Levels: 8-12

Current Location Address: 3700 Co Rd 168, Cardington, Ohio 43315

County: Morrow

Located in School District of: Cardington-Lincoln School District

Contact Person & Title: Jamie Byrne~ Director

Contact Phone Number: 419-718-4242

Contact Fax Number: 419-718-4246

Contact Email Address: jbyrne@thetomorrowcenter.org

STEP 2: Rationale

What is the school's rationale for wanting to implement a blended learning model for instruction? The Tomorrow Center is hopeful that this will open the door for higher recruitment and retention of students by having a flexible learning environment.

STEP 3: Statutory Requirements ORC 3314.03(A)(29)

If a school operates using the blended learning model, as defined in ORC 3301.079, all the following information must be included in the community school contract – ORC 3314.03(A)(29). Answers to the following questions should be attached to the Blended Learning Declaration Form.

1. What blended learning model or models will the school be using?

The School's Blended Program will be based on a hybrid of the "flex" model and the "flipped classroom" model, which are further explained at blendedlearning.org. As implemented at the School, students will attend the School in person for four days per week and continue to learn at home for the equivalent of a fifth day per week. The model enables teachers to use class time for more than delivering traditional lectures as teachers will provide support and instruction on a flexible, as needed basis while students work through course curriculum and content. While in school, students will be divided into pods based on credits earned. For their daily schedule, students will move with their pod during the day through one of five thematic blocks (e.g. English or Math). Within each block, a teacher will engage students in intervention, breakout lessons, collaborative learning, one on one intervention, and/or other forms of learning to master their academic requirements. When not in school, students will be able to continue their learning through an online program. Lesson content and delivery will be differentiated to meet student needs.

2. How will student instructional needs be determined and documented?
Student needs will be determined and documented as described below.

Upon enrollment, the School reviews the student's educational records from the student's prior school. Such records may include transcripts, report cards, an IEP, a 504 plan, and student assessment scores. Furthermore, as a DOPR School, the School will, as required by law, administer vendor assessments identified by the Department of Education (currently the Star Renaissance Assessments) for students in ninth grade and higher.

Additionally, the School will meet with each student upon enrollment to discuss instructional needs. Instructional needs for students identified as "at risk" pursuant to R.C 3313.6020 also will be determined, evaluated, and documented through a Student Success Plan. The Student Success Plan is further explained in Policy 7.36. Students that are a part of the School's Dropout Prevention and Recovery Program will additionally have their needs determined, evaluated, and documented through an Individual Career Plan, which supplements the Student Success Plan. The DOPR Program provides additional counseling and support for the student for the remainder of the student's high school experience.

While enrolled in the School, student instructional needs will be further determined by delivering instruction using the School's standards aligned curriculum and resources. Additionally, student instructional needs will be identified and documented through their performance on various vendor, School, and teacher-created assessments. This student level data – the current skills, knowledge, and disposition of students – will be compared to the desired performance outcomes as specified in State Standards and identified industry demands included in course curricula.

Lesson content and delivery will be differentiated to meet student needs. The in-person portion of school learning is specifically designed to promote discussion of needs with teachers.

For students with disabilities, needs will be determined and documented, as appropriate, through documents such as ETRs, IEPs, Progress Reports, and 504 plans.

Additional student instructional needs will be determined and documented through input from students, parents, and other educators. The School may revisit or reevaluate student needs as it deems necessary based upon individual student factors or upon relevant external factors (e.g., public health emergencies).

3. What method will the school use to determine student competency, granting credit, and promoting students to a higher grade level?

The School will determine competency by using a strategically balanced assessment system that incorporates a variety of measurements including vendor, school, and teacher-created assessments that are designed to identify, skills, knowledge and dispositions that are crucial to student's successful movement to the next learning. Students move to the next level based on mastery, not seat time.

Credit is granted when the student demonstrates mastery in the course as evidenced by appropriate progress towards meeting standards and competency.

Students are promoted by grade pursuant to credits earned. Credits may be earned as a student demonstrate mastery. Therefore, students may be promoted and eligible to graduate midyear.

4. How will the school track attendance and document participation in all learning opportunities?

Classroom Based Learning

Students will be required to attend school in person for four (4) days per week ("Classroom-Based Learning"). On Classroom Based Learning days, attendance will be taken pursuant to the School's existing attendance policy and procedures.

Non-Classroom Based Learning

Students will be expected to complete the equivalent of a fifth day per week through online/experiential learning ("Non-Classroom Based Learning"), which does not have to occur in the School's Building. As Non-Classroom Based Learning allows the student to control the pace, time, and/or location of learning, students will have flexibility as to

when the fifth day of learning is completed. The fifth day will be the equivalent of six (6) hours of learning. The six hour of Non-Classroom Based Learning will not be required for a week in which the School is not otherwise open for school on a particular Friday (e.g. the Friday after Thanksgiving or other Fridays on the School calendar in which the School is not open).

Attendance for Non-Classroom Based Learning will be tracked in accordance with the current version of the Ohio Department of Education's FTE Review Manual. Attendance data will be tracked with all attendance entries logged as one of the following:

- Online Learning (Tracked)- If the School's online learning system tracks student participation in online learning, the School must be able to produce excel spreadsheets showing the daily, weekly, and monthly accounting of all learning opportunities through that system. The School will follow the minimum documentation requirements for offline learning opportunities, as specified in the most current version of the FTE Manual.
- Online Learning (Self-Reported) – If the School's online learning system does not track student participation in online learning, the School will follow the minimum documentation requirements for other learning opportunities as specified in the most current version of the FTE Manual. The School may use the Alternative Learning Opportunities Documentation Log developed by the ODE or a document similar to the Log.
- Offline Learning – For learning that does not occur online, the School will follow the minimum documentation requirements for offline learning opportunities, as specified in the most current version of the FTE Manual. The School may use the Alternative Learning Opportunities Documentation Log developed by the ODE or a document similar to the Log.

Although students may participate in online learning during Classroom-Based Learning days, students will not receive credit for Non-Classroom Based Learning that occurs during in-person school days. However, students may receive participation / attendance credit for engaging in Non-Classroom Based Learning outside of normal classroom hours, but in the School building.

On a regular basis, students will be prompted to turn in logs of Non-Classroom Based Learning Opportunities in a format consistent with the FTE Manual. To the extent required by the FTE Manual, attendance will be certified by a licensed staff member of the School.

5. How will the school monitor student progress and report it to parents?
Student progress will be monitored by examining performance on various vendor, School, and teacher-created assessments as well as progress reports for students with IEPs. This student level data – the current skills, knowledge, and disposition of students – will be compared to the desired performance outcomes as specified in State Standards, IEPs, and identified industry demands included in course curricula. Lesson content and delivery will be differentiated to meet student needs.

Teachers will additionally monitor progress by evaluating student performance and progress in Non-Classroom Based Learning Opportunities. For students in grades 9 and higher, the School will additionally monitor progress through the STAR Renaissance Assessments or its successor assessments.

6. How will the school keep student data private and protected?

While the School recognizes that technology allows for expanded opportunities, it recognizes that online learning requires additional attention to protecting student data. Each student in the School shall be entitled to a computer supplied by the School, unless a proper waiver applies. The School shall use a filtering device or install filtering software that protects against internet access to materials that are obscene or harmful to juveniles.

Student data will be protected consistent with the Family Educational Rights and Privacy Act (FERPA), Ohio law, and Board policy. Consistent with this, the School will continue to provide notice to students and their parents/guardians to ensure they are adequately informed regarding their rights.

To further protect private student data, the Board has adopted—and the School complies with—Board Policy 6.16, Student Records, and Board Policy 9.06, Personal Information Systems.

7. What professional development activities will be offered to teachers to ensure the blended learning model for instruction will be successful?

Professional development will be offered prior to the school year during staff in-service days, and on select Fridays when students are completing Non-Classroom Based Learning Opportunities. In addition to completing professional development required by law or Board Policy, professional development will be provided to further develop and enhance the School's Blended Learning Model and Trauma Sensitive Care.

I certify to the best of my knowledge that the information contained in this declaration is true and accurate.

Name: _____

Title: _____

Date: _____

Send the completed Blended Learning Declaration Form to Jim Smith, Mid-Ohio ESC Sponsor Liaison – smith.jim@moesc.net.

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COLLABORATION, CUSTOMIZATION AND CREATIVITY**