

**2021-22 Remote Learning Plan Requirements**

ORA Requests

Colorado Charter School Institute

**Instructions**

Given the uncertainties for next year, CSI is requiring all schools\* to have a contingency plan should hybrid and/or remote learning options need to be used in response to COVID-19. Schools must submit a Remote Learning Plan that addresses each of the components listed below. The Remote Learning Plan should be submitted through the CSI Google Classroom by **August 16, 2021**.

In instances where the school’s response to the items below differs by remote learning option (100% remote vs. hybrid, for example), please be sure to clearly note that in the response.

**Plan Format**

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. Additionally, schools are welcome to copy information from their 2020-21 Remote Learning Plan should it still be applicable for 2021-22.

**Resources & Support**

The Remote Learning Plan requirements below are pulled directly from the assurances listed within the [CDE Remote Learning Options Guidance](https://www.cde.state.co.us/cdefinance/2021_remote_learning_options_guidance). Schools are encouraged to reach out to their CSI School Support Contact if they would like support as they develop their 2021-22 Remote Learning Plan.

**Submitting the Remote Learning Plan**

To access the Google Classroom, sign in to the Gmail account you created for your 2020-21 Organizational Submissions (e.g., [SchoolSubmissions@gmail.com](mailto:SchoolSubmissions@gmail.com)). Once you are signed in, follow [this link](https://classroom.google.com/c/MzI3MTkxNjAyNzQ3?cjc=2xe2pgw). If you have forgotten your sign-in information or are otherwise unable to successfully log in to the Google Classroom using the link provided, contact [legalandpolicy\_csi@csi.state.co.us](mailto:legalandpolicy_csi@csi.state.co.us).

\*CDE has [separate guidance and requirements](https://www.cde.state.co.us/cpp/2021-2022-remote-learning-options-in-preschool) for implementing remote learning options for children enrolled under the CPP Act or found eligible for Preschool Special Education entitlements. If your state-funded preschool is seeking remote flexibilities, reach out to Jessica Welch ([jessicawelch@csi.state.co.us](mailto:jessicawelch@csi.state.co.us)) to discuss next steps.

**Required Remote Learning Plan Components**

The Remote Learning Plan requirements below are pulled directly from the assurances listed within the [CDE Remote Learning Options Guidance](https://www.cde.state.co.us/cdefinance/2021_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 for Emergency School Closures (due to weather, facilities).
   1. 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)?
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.
   1. Identify the steps taken to ensure all families have access to technology, internet service, and/or family support needed to engage in remote learning.
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)
   1. Describe the school’s plan for monitoring student engagement, including the plan for outreach when a student is not engaged or progressing academically.
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).
   1. Describe the methods and frequency of parent/guardian communication, particularly during instances of remote learning.
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)
   1. 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](https://www.cde.state.co.us/cdefinance/2021_remote_learning_options_guidance).
   2. 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](https://www.cde.state.co.us/cdefinance/2021_remote_learning_options_guidance).
   3. Identify the **live teacher/instructional supports** that will be available to students every instructional day in instances of remote learning.
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)
   1. 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.
   2. Describe the school’s **plan for meeting state assessment obligations** for remote students.
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)
   1. 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.
8. **Attendance:** The school will ensure that it is able to document daily 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.)
   1. Describe the ways in which the school will take **attendance daily**.
   2. 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.)
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](https://www.cde.state.co.us/sites/default/files/docs/onlinelearning/On-line_POR_SAMPLE%20Affidavit%20of%20State%20of%20CO%20Residency.pdf). (Audit Assurance #4)
   1. Describe the **Colorado proof of residency documentation** your school will be collecting, reviewing, and maintaining.