School Name	Canton College Prep		
School IRN	013255		
Sponsor Name	Ohio Council of Community Schools	Sponsor IRN	016998
Board Adopted Date		Board President Signature	

Describe the remote learning plan your school intends to implement for the 2020-2021 school year. Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented. Remote learning resources are available on the Ohio Department of Education's website here.

Our school intends to offer three learning options for families to choose from this fall that will be implemented on the first day of school, regardless of a child's grade level. These three options allow families to consider their child's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families will be asked to make a choice prior to the start of school and continue with that modality until the end of the 1st semester. School leaders have the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students will pivot to Option 3 immediately.

While other schools have predetermined the learning scenario for their students, we are prepared to meet the complexities of giving families choice. Organization, communication, and coordination will be paramount to our student's success. As such, we have decided that all students will receive standards-based instruction in a defined sequenced for each course. This allows all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allows for the seamless integration for a child who needs to change from one modality to another due to extenuating circumstances. It also allows regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

While maximizing educational options for families, the school will work to minimize risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts will include facial coverings, health monitoring, cleaning and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be given to the emotional well-being of students as the school works to provide an equitable and safe learning environment.

Option 1: Full time in school
Instruction
Students will come to the school building each day for a full instructional day based on the Board approved calendar. Teachers will facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for

additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

Health and Safety Protocols
- Daily individual health assessment for all students and staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized

Option 2: Hybrid
Instruction
Canton College Prep will utilize the Canvas platform for virtual instructional interaction with students. The sequence of standards taught across each mode of learning at the grade level will be the same for those in the traditional model. For example, virtual students start with standard 3.NBT.1 in 3rd grade Math. The school-based 3rd grade teacher should also start with this standard and teach each subsequent standard in the same sequence and for approximately the same amount of time as the AMP curriculum with modifications made for student's learning needs. School based classroom teachers may project that same course, or one that they modify themselves, onto the whiteboard for whole class use. Sequence of standards taught remains intact.

Students that are participating in the hybrid model will be split into Groups A and B; each group will engage in 2 days of traditional learning and 3 days of virtual learning weekly. To provide an equitable learning experience, teachers will ensure that students in grades K-8 receive at least two hours of direct instruction synchronously through Big Blue Button each day they are working virtually; one hour for math and one hour for ELA, at a minimum. This does not include a student's required services per their IEP.

Health and Safety Protocols
- Health assessment for students when attending in-person
- Daily health assessment for all staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 6 feet

Option 3: Full time at home
Instruction

Students will learn from home every day school is in session as delineated in the school's Board approved calendar. Students will be provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers will facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers have the ability to modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers can also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, will also be offered to virtual students. Each day instruction will be a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations will be set by grade level band for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. It is expected that there is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature will also be used by our Title I teachers and those that support our English Learners. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

All students will take the i-Ready Diagnostic and NWEA assessments at the start of school. This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

We will continue with our biweekly cadence of short cycle assessments, designed to assess a student's mastery of a standard(s) with items aligned in rigor and format to the Ohio State Test (OST). We also have Mastery Connect as a tool that will allow students to take mock assessments at regular intervals online, simulating the experience with the OST, and allowing for careful tracking of standards mastery. Regardless of the student's modality, they will be able to participate in these assessments. This would have been more difficult with only a paper-based option.

The RtI referral protocol includes the following process:
- IAT referral paperwork is completed.
- The IAT team is notified by email that paperwork has been submitted for a particular student, and the paperwork is placed in the principal's mailbox
- Appropriate referral documents must be completed (these will be given to the teachers both in hard copy and electronic copy during summer training in the buildings, and are always available upon request) and provided to the principal at least one week prior to the IAT

meeting date. If documents are not submitted on time, the scholar will wait until the next cycle.

- The principal will make contact with the parents of scholars who have been referred to notify them of the referral and data collection process
- Once a scholar has been referred, a folder will be created and kept in the Principal's file cabinet to ensure proper documentation is collected and maintained.
- Throughout the process, interventions will progress from Tier 1 to Tier 3, with 4-6 weeks of implementation at each stage. If no significant progress is made as the end of the Tier 3 cycle, then the team will made a referral for evaluation.

Describe the method to be used for determining competency, granting credit, and promoting students to a higher grade level.

Students will be assessed 3x per year through i-Ready diagnostic and NWEA assessments. In addition, bi-weekly short-cycle assessments (SCAs) based on current learning targets and quarterly assessments from ACCEL will be administered. Each assessment will provide school leaders and instructional staff the opportunity to analyze the data and prioritize needs while planning for re-teach, small group/intervention, and RTI.

Students will continue to be graded for mastery using the existing/traditional grading scale. Work completion will be captured as well through various modes of submission – in-person, electronic, and through program specific outcomes.

Promotion will be granted to students that meet all minimum requirements, specifically in math and ELA. Students who fail the first semester in either/both will be identified and retention plans will be created with the families to ensure that promotional goals are set for the second semester.

Describe your school's attendance policy for the 2020-2021 remote learning plan.

Attendance will be taken daily. For students in the building, standard attendance taking procedures will be applied. For students working remotely on any given day, metrics for measuring attendance may include:

- Turning in assignments through Canvas
- Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
- Responding to a threaded discussion
- Attending a teacher's virtual office hours for support
- Recording activities in the offline tracker in Canvas
- Engages in a required learning activity that does not have a corresponding lesson in Canvas, the time can be tracked here. Examples may include- a PE assignment that requires students

to exercise for 30 minutes each day, or a 2nd grade student who needs to record the number of minutes they spend reading independently with books of their choice.
- Failure to meet metrics for attendance while working remotely may constitute an absence.

What learning opportunities will be available to students? How will the school document participation in learning opportunities? For additional support, consider reviewing the TEALS Program guide here.

Learning opportunities for students in virtual or hybrid modalities will participate in two ways - Asynchronous Learning and Synchronous Learning, both within a Learning Management System. The Learning Management System for Canton College Prep is the "ACCEL Management Platform" (AMP).

Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an in-person learning experience.

Documentation of participation may include, but not limited to:
- Turning in assignments through Canvas
- Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
- Responding to a threaded discussion
- Attending a teacher's virtual office hours for support
- Recording activities in the offline tracker in Canvas
- Engages in a required learning activity that does not have a corresponding lesson in Canvas, the time can be tracked here. Examples may include- a PE assignment that requires students to exercise for 30 minutes each day, or a 2nd grade student who needs to record the number of minutes they spend reading independently with books of their choice.

Provide a statement describing how student progress will be monitored.

Option 1: Full time in school
- I-Ready (Curriculum Associates)
- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)

- Formative and summative assessments designed by the teacher or based on a curricular resource

Option 2: Hybrid
- I-Ready (Curriculum Associates)
- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

Option 3: Full time at home
- I-Ready (Curriculum Associates)
- NWEA
- Running records (K-2)
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

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Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning here.

By determining the sequence of standards taught in each course at each grade level, we provide equity in a child's exposure to standards-based instruction. All supports, such as Title I groups, occur for children who have been identified, regardless of their learning modality. Special Education students who receive services as articulated in their IEP will receive those as well, regardless of modality. The same applies to our English Learners.

Careful consideration will be given to teachers facilitating all three modes of learning. It is not the case that a specific caliber of teacher will be assigned based to a specific modality. Our leadership team surveyed our teachers regarding their preferences for each modality. Based on this, and a careful assessment of their skills applicable to each modality, teaching assignments will be made.

As a school we recognize that our families are diverse but are all focused on ensuring their children succeed. For some of our students, transportation can be a barrier, causing absence or tardiness. We are working closely with the district concerning transportation. It is our intent that transportation does not dictate the learning options available to a family. Technology is required for times students are learning away from the building. As needed, families will be issued Chromebooks for home use. Reimbursement for internet access at home will be available based on participation and eligibility guidelines.

All teachers, regardless of their teaching modality, will be regularly observed and coached. Principals and Directors of Academics will use classroom walkthrough protocol for both building based and virtual instruction.

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

Teachers will have access to all virtual and in-person professional development sessions offered by Ohio Council of Community Schools for the 2020-2021 school year.

Additionally, professional development will be delivered based on the modality the teacher will be working within.

All teachers:
Canvas 100- features and functions of the learning platform
Understanding the scope and sequence of the AMP courses
Culturally Responsive Teaching
Scope and Sequence Implementation
Robust Vocabulary
SEL
Teacher Evaluations in a virtual/hybrid model

Virtual teachers only:
Canvas 101- features and functions of the learning platform, best practices for engaging students virtually, and expectations of the virtual teacher

School leadership teams:
How to monitor and provide effective feedback to virtual teachers

Families and Students:
Canvas 101 for students and families
Expectations for virtual learning
How to access support for technology concerns and questions regarding activities or assignments