

School Name	Case Preparatory Academy		
School IRN	019221		
Sponsor Name	Richmond Academy of the Arts	Sponsor IRN	011967
Board Adopted Date	July 21, 2020	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 up to 3 feet

Option 2: Hybrid

Instruction

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 HIPAA 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 NWEA MAP assessment 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.

Rtl process (The process described below will be slightly altered to meet the needs of families that choose the hybrid or home-based learning options)

Response to Intervention (Rtl) Process Tier I: Core Instruction Teacher Protocol

1. Meet with grade level and data analysis team of teachers to identify at-risk students from pre-determined cut-offs from universal screeners. (see appendix)
2. Monitor students using scientifically-based core curriculum and assessments.
3. The team can:
 - Choose to instruct student in core curriculum without support
 - Create an intervention plan within the classroom and continue to monitor
 - Modify a current intervention plan and record data
 - Recommend the student to Tier II interventions
4. Reconvene the team of teachers within 4 to 6 weeks.
 - Record intervention data
 - Determine if the data indicates student progress
5. For students not meeting criteria, schedule meeting with grade level teachers, resource teachers such as Title teachers, etc. and create Tier II interventions.
 - Record baseline data from assessments onto the Rtl form
 - Identify specific problems student has in learning material
 - Create a plan using strategies and intervention techniques within classroom

- Record the plan into RtI form
- Assess and monitor student progress bi-weekly **at minimum**

Tier II Targeted Intervention Teacher Protocols

1. Schedule a meeting with grade level teachers who know the student, parent and other involved teachers.
2. Send parent letter.
3. During the meeting:
 - Attach and review base line data from assessments on the RtI Tier I Form
 - Identify specific interventions utilized for student and results
 - Create a plan using strategies and intervention techniques for pull out with Title services
 - Record the plan into the Tier II section
 - Monitor student progress **weekly**
4. Reconvene the team of teachers and parent after 6-8 weeks.
 - Record intervention data
 - Determine if the data indicates student progress
5. The team can:
 - Choose to release student from intervention and continue core curriculum without support
 - Continue the student on the current intervention plan and continue to monitor
 - Modify the current intervention plan and record data
 - Recommend the student to Tier III interventions

Tier III: Intensive Intervention Teacher Protocol

1. Schedule a Follow up meeting with grade level teachers who know the student, parent and other involved teachers.
2. Send parent letter.
3. During the meeting:
 - Attach and review base line data from assessments on Tier II section of student RtI form
 - Identify specific interventions utilized for student and results
 - Intensify the plan using strategies and intervention techniques within classroom and pull out
 - Intervention specialist should attend and will begin working with Tier III students if needed
 - Record the plan into the Tier III section
 - Assess and monitor student progress **weekly**
4. Reconvene the team of teachers and parent after 6 to 8 weeks.
 - Record intervention data
 - Determine if the data indicates student progressing
5. The team can:
 - Choose to release student from intervention and continue core curriculum without support.
 - Continue the student on the current intervention plan and continue to monitor
 - Modify the current intervention plan and record data

Recommend the student to have a suspected disability to the school psychologist and principal

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

Unless further guided by the state, competency, receiving credit, and grade promotion be determined by a student's percent of mastery of grade level standards and effort and participation. Students will receive instruction through the ACCEL Management Platform, which allows students to receive instruction, through either of the three chosen platforms. Thus allowing students to receive instruction and practice the skills and content addressed in the lessons.

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

We recognize how important attendance is as it relates to student performance and school funding. Building strong relationships with families and regular update of student contact information will be instrumental in improving and tracking student attendance.

Attendance will be taken daily in hourly increments for each student. For students in the building, standard attendance taking procedures should be applied via PowerSchool daily as in the past. For students working remotely on any given day, their attendance will be tracked and monitored via Canvas which is our secure distance learning platform.

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](#).

Case Preparatory Academy students will engage in learning through the Canvas Learning Management System. Within Canvas learning is facilitated through the ACCEL Management Platform (AMP). AMP provides the structure and organization the teacher will use to facilitate learning. Through Canvas teachers will be able to engage students and monitor engagement.

Provide a statement describing how student progress will be monitored.

Option 1: Full time in school

- 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

- 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

- 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

Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).

Idea 1:

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.

Idea 2:

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.

Idea 3:

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.

Idea 4:

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.

Idea 5:

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.

Idea 6:

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 Charter School Specialists for the 2020-2021 school year.

Additionally, professional development will be delivered based on the modality the teacher will be working within. All Case Preparatory Academy teachers will receive 60 hours of professional development prior to the school year starting. After the school year starts, Case staff will receive professional development every week for one hour to address pedagogy, content, and response to data.

All teachers:

Canvas 100- features and functions of the learning platform
Understanding the scope and sequence of the AMP courses
Content and grade level professional development.

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