



**Cincinnati College Preparatory Academy**  
**“A Community United”**

**Remote Learning Plan**

Community School Name:	Cincinnati College Preparatory Academy
IRN:	133512
Date Approved by Governing Authority:	June 2020
Submission Date:	

**Describe how student instructional needs will be determined and documented**

The Cincinnati College Preparatory Academy (CCPA) defines remote learning as an educational delivery model where students receive instruction, not in the traditional brick and mortar building. The chief administrator of the school, in consultation with the Board President, will determine, on an individual or school-wide basis, which form or forms of instruction students will utilize (e.g., a hybrid of in-person and virtual learning, or all virtual learning) based on requests, safety conditions, and other relevant circumstances. CCPA will continue to deliver top-quality education by implementing the following plan.

- CCPA will utilize Schoology and Clever Platforms for remote learning educational opportunities. All general education core curriculum will be delivered through lessons uploaded to the Schoology platform. Course work will be loaded on Schoology with the student having the ability to remote into the classroom while the lesson is being taught. Teachers will keep in communication with students and parents using online meeting platforms, email, texting apps, or phone calls.
- Supplemental educational resources will be available for teachers, parents, and students to access through Clever platform (i.e., Go Math, Journeys, Science Fusion, Seesaw, IXL, APEX, etc.)
- CCPA will provide students with a technology device (Chromebook, Tablet, Laptop, Ipad) to the extent possible, and the School will make substantial efforts to ensure each student has access to an appropriate device.
- Teachers, parents, and students will have online access to the platforms to submit and receive communication.
- CCPA will provide parents and students with learning kits (Paper / Pencil) when necessary. Kits will be available at each building for pick up and delivery.
- CCPA will continue to utilize the district assessments administered in the Fall, Winter, and Spring. These assessments will be administered in an online format.
- State assessments will be administered accordingly to the extent practicable and as required.



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- Instructional lesson plans will continue to follow the Ohio Educational Standards and regular school practices.
- Our special education program will continue to support each student on a caseload with their special education instructor.
- Mandatory meetings, such as IEPs, ETR, and evaluation assessments, will proceed on time. Teachers will provide accommodation accordingly in the online coursework, and parents will be part of a heightened communication procedure. “Unless not otherwise possible, the School will hold such meetings virtually or telephonically.”

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

- All students working remotely will be monitored daily/weekly for progress.
- The student will be monitored throughout the course for progress and success rate.
- Students will be monitored, graded, and promoted as determined by the CCPA teacher as if the student were in a regular classroom setting.
- Using the current Student Information System; Progressbook, grades will be recorded. Students and Parents will have access to this platform to view grades.

CCPA will use our established district grading scale and rubrics to provide grades accordingly.

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: Under 59%

**Include the school’s attendance requirements, including how the school will document participation in learning opportunities**



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- Learning opportunities will be monitored for attendance daily/weekly for all options by the teacher of record and by CCPA support staff including building administrators. Teachers will track student participation in a virtual setting based on attendance in any synchronous lesson or through evidence of completion of asynchronous work or lessons through log-in data, completed assignments, teacher logs, and/or any other data available through online platforms.
- Log in time will be monitored daily/weekly and the teacher of record will check for completed assignments and time on task. Students' final grades will be reported to EMIS and transcript to the student's file.
- Teachers will take daily attendance and monitor the students as if he/she were in their regular classroom.
- Lesson Plans and attendance will take into account the number of hours students participate in activities and complete/submit assignments both electronically or paper.
- The School will communicate attendance requirements upon enrollment or at the start of the year, and staff will regularly communication attendance and documentation expectations.
- Notwithstanding any provision to the contrary in Board policies, consistent with Department of Education guidance, to the extent students are absent due to COVID-19, including if there are technical difficulties accessing a lesson, if transportation is impossible due to a COVID-related impediment of the student or family member, or any other reasonable cause, the administrator may excuse such absence pursuant to his/her reasonable discretion. Further, also consistent with state guidance, notwithstanding any note requirement in policy, the School will accept verbal or emailed communications to justify any absence, and the School will log such communications internally. Absences may be excused up to two weeks after an absence is reported, and the School will report absences on a daily or weekly basis.

**Provide a statement describing how student progress will be monitored**



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- Student progress will be monitored daily/weekly for all options by the teacher of record and by CCPA support staff including building administrators.
- Log in time will be monitored daily/weekly. The teacher of record and CCPA staff will check weekly progress. Students' final grades will be reported to EMIS and transcript to the student's file.
- Teachers will take daily attendance and monitor the students as if he/she were in their regular classroom.
- The school will continue to monitor student progress pursuant to the school's educational plan, alternative reopening plan, and board-approved policies. During periods of remote learning, teachers will work with students and assess student work.
- Teachers will monitor student engagement and assess individual learning, progress, and performance during these periods. Teachers will document performance as indicated in the school's plan.
- Students will be assessed and graded for the work completed. Using the online platform Clever; Progressbook our online grade book will be accessible for teachers to use and for students and parents to gain access to current student progress. Under the Schoology and Google Classroom platforms, assignments can be assigned and graded under a timeline that will assist in the attendance factor.
- CCPA will provide access to a technology device that supports all the above platforms.

**Provide a description as to how equitable access to quality instruction will be ensured**



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**Provide a description as to how equitable access to quality instruction will be ensured**

- CCPA will ensure equitable access for students receiving instruction remotely by providing access to a technology device with connectivity to the internet.
- Remote learners will also have access to all support staff such as social workers, school counselors (college and career counseling), and special education services.
- All staff involved in remote learning will be appropriately licensed by the state of Ohio all teachers will be highly qualified.
- CCPA provides technology devices to students so online instruction will not be a limiting factor.

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

- The school will continue to provide professional development for teachers according to its planned professional development calendar.
- Additional professional development will be made available based upon feedback from the building leadership team, teacher-based teams, and individual teacher requests. Professional development delivery may include workshops, on-line courses, and collaborative workshops with teacher-based teams.

The School continues to comply with requirements otherwise prescribed under continuing law regarding a minimum number of school hours and state funding.

Signature  
Governing Authority Chair

Signature  
School Building Leader