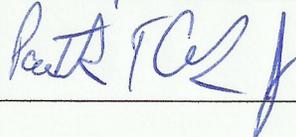


School Name	Columbus Humanities Arts and Technology Academy		
School IRN	000553		
Sponsor Name	OCCS	Sponsor IRN	016998
Adopted Date	7/23/2020		
Board Signature			

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 covering
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 3 feet or more between desks or seats

Option 2: Hybrid

Instruction

Students choosing this option will be assigned a specific schedule that will include 2 in-school days and 3 virtual learning days. On their in-school days, 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.

On the days the student is assigned to participate in virtual learning, students will learn from home on their assigned days. 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, 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.

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 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 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.

CHATA also has a Response to Intervention Process for students who are not progressing at the expected rate or who are showing difficulties in their learning. Teachers who have concerns for their students can bring them to the RTI team after documenting areas of concerns and interventions that have been tried. The RTI team will then discuss additional tiered interventions to help the student. This will continue to be done for all of the modalities throughout the year.

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

The School will utilize a range of assessment methods to judge student performance. The School recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the School's Program.

The School's grading system ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level.

The Principal or his/her designee shall develop procedures for grading which:

1. Have clear, consistent criteria and standards particularly when grades are based on subjective assessment;
2. Help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade; and
3. Provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the Principal or his/her designee.

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

Students enrolled in the traditional school option must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation.

Students enrolled in the virtual school option must attend the learning opportunities daily and will check in daily with the teacher for attendance purposes. Students will also be required to attend all activities for that day to be considered "present". Attendance will be tracked and kept by the teachers each day.

Students enrolled in the hybrid school option will be assigned a specific schedule of "in-person" attendance days and "virtual" attendance days. Students will follow the policy for traditional attendance on their "in-person" days and the policies for virtual attendance on their "virtual" days.

Attendance shall be required of all students enrolled in all learning options at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).



7. Observance of religious holidays consistent with the child's truly held religious beliefs.
8. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
9. The existence of an emergency condition at home such as absence, illness, or death of the parent.

****Attendance requirements may change as new guidance and/or mandates are released.****

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](#).

Regardless of which option is chosen by the family, students will receive the same learning opportunities and supports needed to succeed in their learning choice.

These include:

- Course Content - Learners will cover the same content with the same rigor and with the same performance expectations
- Pedagogy - The instructional methods and questioning techniques used during In Person instruction are still used in a Remote classroom
- Lesson Design - Remote lessons are still designed with a beginning, middle, and an end. Lessons
 - Gradual Release method- this is the 'I Do – We Do – You Do' lesson structure. Learners are still required to show what they know through assignments and assessments that are given feedback by the instructor
- Student Engagement - Learners are still required to be active participants in the course. They will interact with the instructor and other learners in the course, collaborate through small group discussion and group assignments, and present information to the class.
- Additional Processes – Learners may need extra training and practice on remote learning and the processes with which they will be learning. Additional support will be provided to not only students, but to teachers and parents who are supporting the learning at home.

Provide a statement describing how student progress will be monitored.

Option 1: Full time in school

- NWEA
- 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
- 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
- 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](#).

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 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.

Professional development will be delivered based on the modality the teacher will be working within. In addition, staff will be trained on trauma informed teaching practices, positive behavior interventions, online teaching platforms, differentiation in online learning, social-emotional awareness and teaching practices.

In addition:

All teachers:

Canvas 100- features and functions of the learning platform
Understanding the scope and sequence of the AMP courses

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