



Columbus Preparatory Academy

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

Columbus Preparatory Academy proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Columbus Preparatory Academy intends to offer options that would support students with personal or health situations that warrant such an option for the school year or portion of the school year.

Columbus Preparatory Academy will deliver instruction using virtual/technology-based options if full- or partial-closure of campus is deemed necessary due to communicable disease outbreaks, health department or Governor's orders, or administrative decision based on safety and health interests of our students, staff, and community.

Details of these plans are included in the sections that follow.

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

Surveys will be conducted prior to the beginning of the school year to learn what technological needs exist among our student body (Tech Form in Enrollment Packet). Immediately upon the start of the 2020-2021 Academic School Year, students without technology will be provided with technology to be used at home, safety drills and academic assessments will begin. Within the first weeks of school (during in-person school days or virtual), baseline tests will be administered to determine the needs of students in each grade level. Should there be a need for our school days to go virtual, assessments will be done remotely. Assessment data will be documented by classroom teachers using a variety of methods including but not limited to checklists, spreadsheets and data trackers. These data will be shared with the administration to help guide best teaching practices.

II. METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGHER LEVEL

Should we move to our school's distance learning model, student competency and assessment of student absorption of materials will be assessed through short cycle assessments done online, competency of Ohio Standards will be measured through project based learning and independent assignments as well. Opportunities for extra credit will also be made available and assignments and materials will be provided in a multitude of formats (digital and printed as needed). Students with barriers to online access will be identified during the registration process so that technology can be provided to those families who have expressed the need. The school will work to connect parents with resources in order to establish an internet connection. If our school has to move to utilizing a virtual learning school day, attendance will be calculated by assessing the amount of time involved

in completing any assigned work. Staff is aware that many students might not have the ability to log into every synchronous virtual class session, so attendance (present/not present) will be determined by calculating the amount of work each student completes each week. Our school has set a goal of 5.67 hours of work to define the amount of work that constitutes a school day.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

All students are invited to participate in live synchronous online class sessions. We understand that families will likely have valid reasons to miss scheduled sessions, so attendance will be connected to the time involved in completing assignments - whether they are done during synchronous learning, small group meetings, and/or independently as that families unique capacity might allow. Assignments are posted to online classrooms and students are provided with access to teachers for lessons, questions and expected to turn in work as assigned on our online platform. Those students with limited access to the internet or technology will be given opportunities to have their assignments provided in weekly packets available for pick up in the school's office as needed. The school will work to connect parents with resources in order to establish an Internet connection. CPA will continue to follow the Attendance/Truancy Policy that includes the 72 hour automatic withdrawal rule.

IV. STUDENT PROGRESS MONITORING

Teachers will use student performance data to continually evaluate the effectiveness of their teaching and make certain informed instructional decisions are being made. Should there be a movement to go into "remote learning", closer attention will be paid to student performance on short cycle assessments and assignments. Access to small group Title I instruction in reading and math, as well as ESL and special education services will continue to be provided if school enters into a distance learning format.

V. ASSURANCE OF EQUITABLE ACCESS

Our school has requested feedback from each family to assist us in assessing where gaps exist as it relates to having access to digital learning tools (laptops, tablets, and digital reading devices) and we are providing 200 families with iPads and laptops. Families needing assistance will be loaned a school owned device or provided with weekly homework packets that will be graded and assessed. The school will also assist families in obtaining internet access in order for their children to participate in distance learning.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Steps have been taken to integrate review/training in using our distance learning platform into our professional development sessions prior to the start of the school year. All in-person meetings will focus on assisting CPA's staff in improving the ways we can maintain learning standards remotely. Additionally, monthly drills will be held. These drills will assess the readiness of our staff to engage their distance learning lesson plans within a day's notice.

Date of Board Approval: 8/20/2020

Authorizing Signature for the Board: 

School Leader Name: Malik Moore

School Leader Contact: Email: _____ Phone: 215-900-1597
malik.moore@columbuspreparatoryacademy.org

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