School Name	Monroe Preparatory Academy		
School IRN	008064		
Sponsor Name	**St Aloysius Orphanage**	**Sponsor IRN**	**083246**
Board Adopted Date	7/15/2020; amended 8/14/2020	**Board President Signature**	DocuSigned by: ⎯5742D09343EB48D...
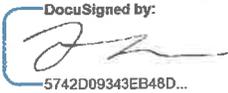
Describe the remote learning plan your school intends to implement for the 2020-2021 school year. Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented. Remote learning 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 consideration regarding their child's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning from home and other relevant factors. Families will be asked to make a choice prior to the start of school and continue with that chosen 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, throughout the year. In the event health conditions at the school change, or the Governor enacts a closure order, all students will pivot to Option 3, described below, immediately.

While other schools have predetermined the learning scenario for their students, Monroe Preparatory Academy is prepared to accommodate family choice. Organization, communication, and coordination will be paramount to our students' success. As such, we have determined that all students will receive standards-based instruction in a defined scope and sequence for each course. This will allow 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 utilized to determine necessary student supports throughout the RtI process.

While maximizing educational options for all families, Monroe Preparatory Academy 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 utilizing materials that are aligned with and meet the Ohio Learning Standards for both content and rigor. Specials, electives and

other regularly scheduled academic experiences will occur within 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 supplemental practice and/or enrichment. Students with Special Education needs will receive services as specified within their IEP during their time in the school building. Regular communication will occur with the family regarding their child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means incumbent upon health and safety guidelines.

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
Students will attend in-person in the school building for a two full instructional days per week while accessing instruction virtually from home the remaining week days based on the 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 utilizing materials that are aligned with the Ohio Learning Standards for both content and rigor. Teachers will have the ability to modify the activities within each lesson to provide additional practice opportunities, alternative approaches, or additional opportunities for educational engagement through 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. Specials, electives and other regularly scheduled academic experiences will occur within the building on the days that the student is physically in the building and may be supplemented virtually depending on the school's schedule. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for supplemental practice and/or enrichment. Each day of at-home instruction will be a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations will be set by grade level bands regarding the number of hours students should be expected to engage in learning, as well as how the family should be prepared to support their child's learning from 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 services as specified within their IEP either during their time in the school building or 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 provide necessary services directly with students on their caseload. 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 their child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means incumbent upon health and safety guidelines.

Health and Safety Protocols while present in the school building
- 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 guidelines. Teachers will facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio Learning Standards for both content and rigor. Teachers will have the ability to modify the activities within each lesson to provide additional practice opportunities, alternative approaches, or additional opportunities for engagement 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 bands regarding the number of hours students should be expected to engage in learning, as well as 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 services as specified within 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 provide necessary services directly with students on their caseload. 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 their 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 incumbent upon health and safety guidelines.

Family choice is at the heart of this plan, however, we realize that the COVID-19 pandemic is a fluid situation with flexible needs. This plan will allow us to move students within the models as needed, dependent upon county and city risk levels, school specific risk levels and incidents, and guidance from the state and local health departments.

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. All students K-4 will be assessed utilizing DIBELS 8th addition to screen for basic literacy skills and deficits. 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.

Grade level RtI teams will meet bi-weekly to identify and track the progress of students who are showing significant struggles. In order to meet the needs of the whole student, the RtI team may consider not only academic data and interventions, but social emotional and behavioral strengths and needs as well. Notes regarding intervention implementation and results of those interventions will be documented and kept with the RtI Lead.

Data will be available for all staff members with a need to access it through the report feature of the programs or through our internal reports. Data is reviewed as it is available by the Teacher Based Team and if necessary referred to the RtI team.

If utilizing a school issued device, students can participate in assessments with secure browsers from an off-site location with their webcam and microphone engaged for the entirety of the testing session. If necessary students learning remotely can make appointments to come for proctored testing sessions in the building.

Every effort will be made to conduct Multifactored evaluations, and any other evaluations requiring face to face interaction in person. If that is not possible for safety reasons, virtual conferencing will be utilized.

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

All courses, regardless of where the instruction takes place, will be graded using the school's traditional and official grading scales and policies.

All students will take regular assessments to track progress and growth. These assessments include, but are not limited to:
1. NWEA MAP

2. Biweekly Short Cycle Assessments
3. ACCEL-wide Common Mock Assessments
Students who are working virtually will be expected to take the assessments through an online proctored environment within Canvas during the same time frame.

Data from assessments will be used to determine each student's individual growth and whether they are on track for promotion to the next grade level. In addition to these assessments, teachers and staff will also use daily classroom performance, formative and summative classroom assessments, work completion and participation as a criterion to determine competency.

Students and Parents will be kept current on changing guidelines and on the progress of their students through conferencing, written progress reports, and parent access to grades and progress reports through Powerschool and Canvas.

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

Students enrolled in the school 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. A parent must contact the school in accordance with the procedure set forth in Policy 252 whenever a student is absent. Attendance shall be required of all students enrolled 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.

Option 1: Full Time in School
Attendance will be taken and recorded in Power School at the start of each school day. Auto calls will begin 2 hours after the start of the school day. The Attendance Officer will keep attendance reporting records and will set forth appropriate disciplinary actions and truancy and absence intervention strategies when a student is excessively absent or habitually truant without a valid excuse.

Option 2: Hybrid
Students will be attending school in person two days a week. During this time, the teacher will be responsible for marking the student present/absent in Power School. Auto Calls will begin two hours after the start of the school day. On the other three days of the week, student attendance hours (5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in Canvas, the learning Management System we use as part of our AMP program. Attendance will be imported from Canvas into PowerSchool the next morning at 5:00am. It is expected that there is a mix of online learning that requires a computer and other offline activities. If a student fails to log into the online system as required, it will be considered an absence.

Option 3: Full Time At Home
Attendance will be tracked and recorded through the online learning management system as students log on to complete their daily work. Student attendance hours (at least 5.5 per day) will be recorded

based on completion of synchronous and asynchronous instruction in the LMS Platform. Attendance will be imported from Canvas into PowerSchool the next morning at 5:00am. It is expected that there is a mix of online learning that requires a computer and other offline activities. If a student fails to log into the online system as required, it will be considered an absence. Schools are free to determine the metrics by which they measure active daily participation. These metrics and expectations will be decided by the school team and articulated to parents prior to the start of school. These metrics may be adjusted per grade level band to accommodate the developmental needs and capabilities of students at varying age levels. Measures to consider include:

   i. Turning in assignments through Canvas
   ii. Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
   iii. Responding to a threaded discussion
   iv. Attending a teacher's virtual office hours for individual support
   v. Recording activities in the offline tracker in Canvas
      1. If a student 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.
   vi. Other indicators as applicable

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.

- Course Content – The sequence and standards taught across each mode of learning at the grade level will be the same. 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.
- Pedagogy – The school will provide a virtual learning experience for students that is equitable to their grade level peers who are receiving their instruction in the school building. Any instructional opportunity offered to a student in the school building must be replicated for students in the virtual setting. For example, but not limited to:
   1. Students who receive Title 1 small group intervention services should receive those regardless of their physical location.
   2. Students who receive support as an English Learner should receive those same supports regardless of their physical location.

3. If school-based students have Music or PE throughout the week, the same must be offered to students working virtually.
4. Core content as taught by the classroom-based teacher must be offered virtually.

- Lesson Design - Remote lessons are still designed with a beginning, middle, and an end. Students in grades K-8 will 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. Teachers will need to set up their initial home page that will be updated weekly as they plan. Teachers will be responsible for posting daily announcements, reviewing the content of each lesson, publishing activities, ensuring an appropriate check for understanding, holding Big Blue Button sessions, providing feedback on assignments within 24 hours of submission, and responding to all student and parent communication within 24 hours.
- Student Engagement – Students will be responsible for turning in assignments through Canvas, participating in synchronous Big Blue Button sessions with a general education or Special Education teacher, responding to threaded discussions, attending teacher's virtual office hours for individual support, and recording activities in the offline

All students and parents will sign a modality specific compact outlining the guidelines and expectations of their chosen learning modality.

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 scope and 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. Students in a remote leaning environment will receive services utilizing video conferencing through the AMP/Canvas Platform, which is HIPPA and FERPA compliant, and through teleconference. If a student needs face to face services, and such a meeting is allowable and can be safely conducted, the school will make reasonable effort to do so.

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 determined.

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.

Idea 7:
Teachers will be required to collaborate within and across grade bands and modalities to ensure the equitable instructional content, pacing, and methods are maintained; regardless of a family's choice of leaning modality.

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 each teacher will be working within. Topics scheduled for professional development include, but are not limited to: PBIS and restorative practices across the modalities, Trauma Informed Care, Phonemic and Morphemic awareness, The Science of Reading, Maximizing Student and Family Engagement, and Universal Design for Learning.

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

Analyzing data across the modalities

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

Stakeholders will be made aware of and adhere to recommendations and best practices included in applicable guidance documents including, but not limited to, guidance from the American Association of Pediatricians, the Center for Disease Control, state and local health departments, and the Ohio Department of Education.