

	Montgomery Preparatory Academy		
<b>School IRN</b>	019227		
<b>Sponsor Name</b>	<b>OCCS</b>	<b>Sponsor IRN</b>	
<b>Board Adopted Date</b>	August 19, 2020	<b>Board President Signature</b>	

**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 1<sup>st</sup> 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: Traditional (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 (2 days in Person Classes 3 days at Home Learning)**

Students will receive in-person classroom instruction two days a week based on the staffing plan and capacity of the school and/or classroom. If the staffing plan and student capacity make it able to have all hybrid students in the building on two days a week, the days will most likely be Tuesday and Wednesday each week. If the staffing plan and student capacity do not allow for all hybrid students to be in building on two days, then A/B groups would be identified to rotate hybrid students on a Tuesday/Wednesday and Thursday/Friday schedule. On days not in the building, students will work on learning activities that can be online, live over video with the teacher, or on a personalized learning program such as iReady or iRead.

When participated in online instruction when not at school, 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 iReady, iRead 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. 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' student's 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, etc.

#### *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: Virtual (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 iRead, 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 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.

The RtI process involves three tiers represent progressive levels of support: school-wide, targeted and intensive. A strong school-wide Tier I system leads to success academically and behaviorally for 80-90 percent of students. The targeted tier provides strategies for helping students who still are struggling, about 5 to 10 percent of students. Effective initiatives at the school-wide and targeted tiers greatly reduce the number of students needing the Intensive tier, about 1 to 5 percent. Intervention is a supplemental instruction based on student needs, designed to provide remediation, reinforcement, enrichment or support for student learning about specified student performance objectives.

**Tier 1 - Approximately 6-9 weeks:**

Tier 1 is the regular education program and is designed to meet the needs of a majority of the school population. There are four critical elements in Tier 1: a) an effective core academic program, b) testing of students at least three times a year to help determine their instructional needs, c) the documentation of interventions by the classroom teacher to address any learning difficulties, and d) other classroom documentation pertinent to area of concern(s).

**Tier 2 Approximately 9 weeks (30 minutes/session):**

Tier 2 is for students who are falling behind on basic academic skills and need additional support to meet grade-level expectations. Students in Tier 2 receive at least 30 minutes of additional instruction 3 days per week in the area of difficulty in addition to the core academic instruction. Students are tested once weekly to monitor the improvement of skills.

**Tier 3 Minimum of 9 weeks (30 minutes/session):**

Tier 3 is designed for students who still have considerable difficulty mastering necessary academic skills, even after Tier 1 and Tier 2 interventions. Students in Tier 3 receive at least 30 minutes per day of additional instruction in the area of difficulty in addition to the core academic instruction. Students are tested once weekly to monitor the improvement of skills.

The Response to Intervention Team is made up of 3-7 members:

1. Principal
2. Director of Academics
3. Behavior Intervention Specialist(s) (once on Staff)
4. Teacher(s)
5. Referring Teacher

The classroom teacher will gather data, identify areas of weakness, and provide additional instructional and/or behavioral strategies/modifications with a struggling student. Information will be gathered from benchmark data, parents, previous teachers, guidance counselor, etc. During this period, the teacher may consult informally with other school staff to seek possible strategies for use with the student.

The Response to Intervention Team will meet to review the information prepared by the teacher (referral form, along with any additional documentation strategies/interventions/ modifications that have been implemented with the student and measured results). Following review of implementation of intervention as well as student motivation, the team will utilize data to further define the problem, and then recommend one of the following options:

- Discontinue intervention
- Redesign or modify intervention
- Remain in current tier

Increase the intensity of the interventions and move to an advanced tier

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

Students who are learning through the traditional, hybrid, and remote modalities will be graded by the teacher and given the grade which they have earned demonstrating mastery of the standards related to the content area. If a passing grade, then credit will be granted.

The grading scale, K-8, is as follows:

- 90%-100% - A
- 80%-89% - B
- 70%-79% - C
- 65%-69% - D
- 64% and below - F

**Promotion to a High Grade Level:**

Cumulative letter grades are one data point used in determining promotion and retention of students. Other factors such as attendance, summative assessments, formative assessments, project-based learning outcomes, etc. should be used in the decision making process.

We will consider the totality of the student's performance on the course or grade-level curriculum as it was delivered during the entire school year to determine promotion.

The general standards for promotion decisions will be discussed jointly between the teachers, Director of Academics, Principal and families.

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

The school will adhere to the current attendance policy approved by the Board of Directors. For the purpose of the Remote Learning Plan, we have a specific attendance policy in place for all learning options. The students will complete a minimum of 1162 hours during the 2020-2021 school year.

**Traditional Option:** We will take attendance daily using PowerSchool.

**Hybrid Option:** 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. 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.

**Virtual Option:** Student attendance hours (at least 5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in the LMS 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](#).**

The online learning platform, Canvas, will be utilized as a resource for student whole group, small group, and independent learning. The learning management system provides a mix of dynamic organized self-paced lessons and engaging live sessions. A targeted selection of Tier I curriculum and supplemental resources are available to students participating in all learning modalities. Assignments will be determined based on data gathered by the teacher to inform needed areas of focus. The teacher will create lessons and activities to enhance and support student learning within the learning platform targeted at meeting mastery of the state standards. Curriculum will be centered on Ohio's Learning Standards as adopted by the state board of education. All lessons will have a focus based on the grade-level appropriate standards, rigorous, and will support students in their accountability to statewide assessments.

The school will adhere to the current attendance policy approved by the Board of Directors. For the purpose of the Remote Learning Plan, we have a specific attendance policy in place for all learning options. The students will complete a **minimum** of 920 hours during the 2020-2021 school year.

**Traditional Option:** We will take attendance daily using PowerSchool.

**Hybrid Option:** 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. 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.

**Virtual Option:** Student attendance hours (at least 5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in the LMS Platform.

Daily expectations for students during remote/distance learning include the points below.

- Log in to each course/class daily (during set class time)

Completion of assignments in class and remotely

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

Student progress will be monitored through multiple research-based assessments to provide a comprehensive understanding of the academic level of students.

**Option 1: Traditional (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
- Intervention or personal learning programs such as IReady and iRead

**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
- Intervention or personal learning programs such as IReady and iRead

**Option 3: Virtual (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
- Intervention or personal learning programs such as IReady and iRead

**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 intervention/small 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 Language 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 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.

School-wide Staff Norms, Procedures and Processes

- Staff Hours
- Duties
- Supervision of scholars
- COVID-19
- Master Schedule
- Substitute Coverage
- Lesson Planning
- Academic Priorities (ELA and Math)

School Vision, Culture and Academics

ACCEL Academic Frameworks

Unpacking State Standards Backward Design

Culturally Responsive Teaching

Educational Model

Classroom Management

Coaching vision and ACCElators

Grading and Feedback

Writing Walls and Common Area Displays

Teaching in an Online and/or Hybrid Learning Environment

Local Literacy Plan - Culture of Literacy Achievement

- "What is Reading? The Simple View
- Vocabulary Instruction- Marzano
- Guided Reading
- Lucy Calkins and the Writing Process
- Running Records (Reading A-Z)
- Structured Teacher Planning Time

Technology

- Google Apps
- Microsoft
- Canvas 100- features and functions of the learning platform
- Understanding the scope and sequence of the AMP courses
- Mastery Connect
- Skills/Apps students need
- 1:1 Expectations
- Using phone as a document camera
- Offline Tracker

PowerSchool

Response to Intervention (RtI)

Academics

Behavior

Attendance

RIMPS (K-3)

Assessments - Assessment Cycle/Calendar

NWEA (New Teacher Induction) - <https://community.nwea.org/videos/1128>

Ready Reading -Ohio (Reading Teachers)

Mathematics

- Eureka Math (New teachers)
- Standards of Mathematical Practice
- "Number Talks" to Grow Mathematical Minds
- Critical Areas of Focus

Conscious Discipline (Social Emotional Learning)

PBIS

Classroom Structures (Positive Discipline, Attendance and Behavior Incentives)

Classroom Organization/Academic-Focused Learning Environment

Heggerities (New Teachers K-3/ ISS/ Title I)

Foundations (K-3/ ISS/ Title I)

Public School Works – Required compliance courses with the addition of Covid-19 related practices for 2020-2021

Students with Disabilities

- SameGoal
- IEP At-a-glance

School Safety Drills

- Fire
- Tornado
- Active Threat: ALiCE - Alert, Lockdown, Inform, Counter, Evacuate

School Leadership Teams:

- How to monitor and provide effective feedback to virtual teachers
- Ohio Teacher Evaluation System 1.0

Families and Students:

- Traditional, Hybrid and Online Learning Compacts – An Introduction
- Canvas 101 for students and families
- Expectations for virtual learning
- How to access support for technology concerns and questions regarding activities or assignments
- Learning to Volunteer at School – Sept.
- Literacy Workshop (Raising Great Readers) Oct.
- Social/Emotional Learning for Parents- Nov.
- Math Literacy – Dec.

**CERTIFICATION OF RESOLUTION**  
FOR  
**REMOTE LEARNING PLAN FOR THE 2020-2021 ACADEMIC YEAR**

**Montgomery Preparatory Academy**  
*(An Ohio Non-Profit Corporation)*

The Governing Authority (the “Board”) of Montgomery Preparatory Academy, (the “School” and the “Corporation”), a non-profit corporation organized under the laws of the State of Ohio, hereby resolves as follows:

WHEREAS the Governing Authority of Montgomery Preparatory Academy is committed to providing educational opportunities to the School’s students in a manner that facilitates learning;

WHEREAS Community Schools must provide a minimum of 920 hours of learning opportunities;

WHEREAS the Ohio General Assembly has mandated via HB 164 that schools develop a Remote Learning Plan for the 2020/2021 Academic Year that incorporates:

- (1) A description of how student instructional needs will be determined and documented;
- (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
- (3) The school's attendance requirements, including how the school will document participation in learning opportunities;
- (4) A statement describing how student progress will be monitored;
- (5) A description as to how equitable access to quality instruction will be ensured;
- (6) A description of the professional development activities that will be offered to teachers.

IT IS HEREBY RESOLVED that the Montgomery Preparatory Academy Board of Directors authorizes the Chairperson as authorized signatory to approve the Remote Learning Plan for the 2020-2021 Academic Year and instructs that a copy of the approved plan be submitted by the Sponsor to the Ohio Department of Education by the stipulated deadline. The Remote Learning Plan will be ratified by the Board at the next regular meeting of the governing authority.

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**APPROVAL AND ADOPTION OF RESOLUTION**

Motion approve the Remote Learning Plan (without with)

amendment(s), made by Fawn Ellison

seconded by Laura Lewis.

<b>Board Member Name/Initials</b>	<b>AYE</b>	<b>NAY</b>	<b>Other (Not present, abstain, etc.)</b>
Judith Blackmon	✓		
Fawn Ellison	✓		
Laura Lewis	✓		
Gary Pemberton	✓		
Shirley Wilkerson, President	✓		

Duly adopted by a vote of the Board on this 16 day of July, 2020.

Shirley Wilkerson

*Shirley Wilkerson, President  
Montgomery Preparatory Academy*