

**CERTIFICATION OF RESOLUTION**  
**OHIO COLLEGE PREPARATORY SCHOOL**  
*(Ohio Non-Profit Corporation)*

**FULL TIME IN SCHOOL AND HYBRID OPTIONS PREVIOUSLY  
 APPROVED UNDER THE REMOTE LEARNING PLAN SHALL BE DELAYED**

The Governing Authority (“Board”) of **Ohio College Preparatory School** (the “School”), a non-profit corporation incorporated under the laws of the State of Ohio, hereby resolves as follows:

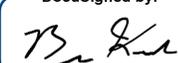
IT IS HEREBY RESOLVED that the Board of Ohio College Preparatory School hereby AMENDS the Remote Learning Plan adopted by the Board at the meeting of July 23, 2020, which is attached hereto and incorporated herein, to state that the School is not authorized to put “Option 1: Full time in School” or “Option 2: Hybrid” into practice at this time. The School shall proceed to begin the 2020-2021 Academic Year with all classes being taught exclusively with remote learning under “Option 3: Full time at home” until further action of the Board to duly authorize implementation of other Options.

**RESOLUTION**

Motion to amend the Remote Learning Plan to delay the offering of “Option 1: Full time in school” and “Option 2: Hybrid” was made by Courtney Perry and seconded by Kevin Ray. A vote was taken as follows:

<b>Board Member Name/Initials</b>	<b>AYE</b>	<b>NAY</b>	<b>OTHER</b> <i>(abstain, not present, etc.)</i>
Audra Jones	DS ATJ	DS RJ	
Robert Parina			
Courtney Perry	DS C	DS KR	
Kevin Ray			
Brian Kenderes, Chairman	DS BK		

As adopted on this 13<sup>th</sup> day of August 2020.

DocuSigned by:  
  
 3BD5DDBD8E834E7...  
 Brian Kenderes, Chairman,  
 Governing Authority of  
 Ohio College Preparatory School

**OHIO COLLEGE PREPARATORY SCHOOL****RESOLUTION TO APPROVE AND ADOPT  
REMOTE LEARNING PLAN**

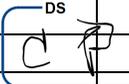
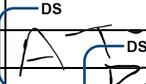
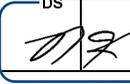
The Governing Authority of Ohio College Preparatory School (the "School"), a non-profit corporation organized under the law of the State of Ohio, hereby resolves as follows:

IT IS HEREBY RESOLVED that the Governing Authority approves the School's adoption of the Remote Learning Plan that is attached hereto and incorporated herein.

**VOTE**

Motion to approve and adopt the attached Remote Learning Plan (with / without amendment) is made by Bob Parina, seconded by Courtney Perry.

According to this motion, the members of the Governing Authority voted as follows:

<b>Roll Call Name/Initials</b>	<b>AYE</b>	<b>NAY</b>	<b>OTHER</b> ( <i>abstain, absent, etc.</i> )
Courtney Perry			
Audra Jones			
Robert Parina			
Kevin Ray			
Brian Kenderes, Chairman			

Wherefore, this resolution was approved and adopted by the Governing Authority on the 23rd day of July 2020.

DocuSigned by:  
  
 3BD5DD8E34E7...  
 Brian Kenderes, Chairman  
 Ohio College Preparatory School

**Ohio College Preparatory  
School**
**[2020-2021 REMOTE LEARNING PLAN**

<b>School Name</b>	Ohio College Preparatory School		
<b>School IRN</b>	013253		
<b>Sponsor Name</b>	<b>Ohio Council of Community Schools</b>	<b>Sponsor IRN</b>	<b>016998</b>
<b>Board Adopted Date</b>		<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: 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**

##### *Instruction*

Students will receive five days of instruction per week as delineated in the school's Board approved calendar. Those who choose the hybrid model will come to the building for instruction two days per week. Three days per week, instruction will be received remotely at home. Students will be provided a Chromebook and internet reimbursement if needed based on participation and eligibility guidelines.

While on campus, 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 days the scholars are on campus. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building and virtually. 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.

While receiving distance learning, 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 or differentiate instruction. 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 scholars who choose the hybrid model. Each day of virtual 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.

#### *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, 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 HIPAA 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 i-Ready assessment at the start of school. This data will identify any changes in a student's academic progress prior to the start of COVID-19 and allow teachers to plan instruction for the student.

We will continue with our implementation of short cycle assessments, designed to evaluate a student's mastery of a standard(s) with items aligned in rigor and format to the Ohio State Test (OST).

We will also administer mock assessments at regular intervals throughout the course of the year, 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. In order to address the individual needs of all students, the school has an Intervention Assistance Team. This team is comprised of the Intervention Specialist, building leader, and two teachers. The team meets monthly to discuss any student (LEP, learning disability, students who are severely behind, and/or gifted) who may need additional accommodations in order to meet individual and school-wide goals. The IAT Team will review data, complete classroom observations, and give teacher /parent/student surveys, in order to make informed decisions regarding necessary accommodations. As well, the IAT Team will work with and coach teachers so they are able to successfully service the individual needs of the students in their classrooms. The IAT Team will serve as the proactive measure before students are recommended for formal intervention and testing.

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

Decisions regarding student promotion to the next grade are made on a case by case basis, after careful consultation with each student's teachers. Students must receive a final passing grade of 60% on all Progress Monitoring Assessments and in class subjects and have excellent attendance in each of their core academic classes in order to be considered for promotion to the next grade. Additionally, any student in grades Kindergarten through Third who are identified as being not-on-track to as determined by the Reading Diagnostic Assessment may be retained in their current grade level in accordance with ORC 3313.608(B)(2)(a) if the appropriate level of reading is not attained by the end of the school year.

When necessary, the school will send home a letter to families of students at risk of retention or struggling in their classes – based on the progress monitoring assessment data. This letter will indicate that unless work habits, effort, and achievement improve, the student may be retained in their current grade level. Instructional services may be provided and/or required including attendance in after school tutoring or Saturday school until the student shows improvement. Student improvement will be monitored by teachers, administrators and parents.

Communication will continue throughout the year until the student's academic performance has significantly improved. If a student completes the school year in compliance with the attendance policy and has achieved the required scores academically, then the student will progress to next grade. Otherwise, the student will be retained in the same grade the following year. Students who are retained in compliance with the Third Grade Guarantee policy may be subject to mid-year promotion in accordance with the Ohio Department of Education guidelines.

**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 no. 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.

The Schools attendance policy is in alignment with the Ohio Department of Education's Attendance Considerations for Remote Learning Plans guidance documents released on July 16, 2020.

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

The school administers all required state assessments throughout the school year. The data is collected and reported as required by the ODE. In addition to these assessments, there are many additional assessments and progress monitoring tools that are administered internally to monitor the academic achievement and growth of scholars. The internal assessment tools were selected after research and collaboration with the ODE and other high performing charter schools.

Throughout the year, second grade through eighth grade scholars are assessed in ELA and mathematics through a Standards Mastery Assessment, which has been developed by Curriculum Associates and works in conjunction with *i-Ready* Diagnostics Assessment to measure mastery of taught content. The Standards Mastery data assists in making decisions throughout the unit. A Standards Mastery Assessment can be administered a second time utilizing a different set of questions after additional reteach of the standards to measure mastery of content and also to measure growth and progress.

During the Standards Mastery assessment window, the kindergarten and first-grade scholars will complete Growth Monitoring. *i-Ready's* Growth Monitoring provides a way to test specific student groups between Diagnostics to evaluate and report on projected student growth. Growth Monitoring provides interim checks between Diagnostics designed to identify student's projected end-of-year growth and identify the likelihood that students will meet his/her growth goal.

The School utilizes the Home Language Survey developed by the Department of Education to identify students whose Primary or Home Language is Other Than English (PHLOTE) according to ODE guidelines. Once students have met the PHLOTE criteria (failed to PHLOTE) the school contracts with its provider to evaluate the student's level of English Proficiency and to develop an appropriate service plan, which can occur both in a general education setting and/or other settings. These interventions may include the participation of an LEP/ELL teacher and/or contracted services for initial native language instruction, and a phasing-in of English instruction. Intervention resources may include research-based language instructional programs, assistive technology, audio resources, and online language instruction. Providers of LEP/ELL services and general education teachers regularly communicate to assure any necessary accommodations in instruction and/or testing are provided.

Students identified as LEP students must participate in the Ohio English Language Proficiency Assessment (OELPA) to determine their level of English proficiency. Parents are informed of the student's LEP/ELL status and program first through a parent notification letter in either English or the parent's native language detailing the results of to OELPA, explaining the need for LEP/ELL services,

program participation and exit requirements, providing the parent with program options. Parents are informed regularly of the student's progress, their OELPA results, and are informed when the student has met criteria for exiting the LEP/ELL program.

**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, will be offered to all scholars regardless of their learning modality. Special Education and ESL students will receive the required professional services to meet their instructional needs regardless of modality.

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 the School, ACCEL Schools, and the sponsor for the 2020-2021 school year. The following trainings will be included but not limited to:

- Best Practices for Vocabulary Instruction (K-12): Having a well-developed vocabulary is critical for comprehension and school success. In this session, participants will learn the pedagogy behind vocabulary instruction, the elements of effective vocabulary instruction, and learn and engage in vocabulary learning activities that can be applied in their classrooms. Teachers will leave the session ready to implement a vocabulary strategy in an upcoming lesson. (2 hours)
- Comprehension in the Content Areas (6-12): Comprehension is a skill that needs to be developed in more than just reading class. In this session, participants will learn the elements of disciplinary texts, explore what it means to think like an expert in history, science, and math, and learn some fundamental comprehension strategies that can be used across

content areas. Teachers will leave the session ready to implement a learning activity in math, science, or history that utilizes at least one of the fundamental comprehension strategies. (2 hours)

- Gradual Release of Responsibility Model (K-12): The Gradual Release of Responsibility Model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner. In this session, participants will examine every aspect of the Gradual Release of Responsibility Model across all disciplines. (1.5 hours)
- Differentiation: The Spice of Instruction and Achievement (K-12): Differentiation is a way of teaching; it is not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning and student achievement. In this session, teachers will understand the basic concepts of instructional differentiation, as well as strong instructional strategies for instruction and assessment of standards. (1.5 hours)
- Teach Like a Champion: Engaging Students in Your Lessons (K-12): The Teach Like a Champion program provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equips them to achieve dramatic results with their students. (2 hours)
- Canvas Training (K-12)
- CPI Training (K-12)

Additionally, professional development will be delivered based on the modality the teacher will be working within.