School Name	Richard Allen Preparatory		
School IRN	133348		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	9-10-2020	Board President 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.

Richard Allen Preparatory has planned for three learning options for the 2020-2021 school year. These options are designed to be used flexibly given the current pandemic and evolving national, state, and local recommendations. The safety of students and staff will drive the school's decisions pertaining to instructional delivery and learning options. We will rely on Ohio's Public Health Advisory System (OPHAS) for making these decisions. The system uses four color-coded levels to identify the risk level for each Ohio county.

Option A: Traditional in-person learning

Scenario: OPHAS Level 1 (Yellow – Active exposure and spread)

Richard Allen Preparatory will provide daily, full-time instruction for all students while following all current health orders.

- Traditional learning is the least restrictive of the three options.
- Students will complete a combination of paper- and computer-based learning activities to ensure they are comfortable and proficient with the devices and platforms.
- Enhanced sanitation protocols will be in place. These include sanitizing stations and frequent disinfecting. Even when the risk of infection is low, the use of face coverings will be encouraged.
- Students/families may self-identify as high-risk for severe illness due to COVID-19. The school will review requests for alternative learning arrangements.

Option B: Hybrid learning

Scenario: OPHAS Level 2 (Orange – Increased exposure and spread; exercise high degree of caution) OR Level 3 (Red – Very high exposure and spread; limit activities as much as possible)

Richard Allen Preparatory will provide a hybrid learning option with a staggered student schedule. Students will attend school two to three days a week in two separate cohorts, and remote instruction will be provided for the balance of the week.

- Reduced building capacity will allow for social distancing within the school.
- In-person learning will emphasize the critical areas within each set of content area standards, and reading and mathematics will be the primary focus for in-person instruction in K-2 classrooms.
- Remote learning opportunities will include online, prerecorded lessons for students to complete at home using their assigned Chromebooks, some teacher-student interaction via Google Classroom and Meet, offline lessons and instructional packets as needed, and regular teacher-student check-ins.

- Enhanced health protocols will be in place. These include temperature checks for staff and students, sanitizing stations, and frequent disinfecting. The use of face coverings will be required for all staff members and strongly encouraged for students. Masks may also be required in accordance with state and local mandates.
- Students/families may self-identify as high-risk for severe illness due to COVID-19. The school will review requests for alternative learning arrangements.

Option C: Remote learning

Scenario: OPHAS Level 4 (Purple – Severe exposure and spread; only leave home for supplies and services); OR verified COVID exposures/outbreak within the school; OR other emergencies impacting school operations (e.g., inclement weather, transportation issues, etc.)

Richard Allen Preparatory will provide remote learning for all students, with no in-person instruction provided during this time.

- Remote learning opportunities will include synchronous instruction delivered via Google Meet, prerecorded lessons with assignments for students to complete at home using their assigned Chromebooks, some offline lessons and instructional packets as needed, and regular teacher-student/family check-ins.
- Support services, as well as staff and parent meetings, will be facilitated virtually via Zoom.

The school's administrator will determine, on an individual or school-wide basis, which form or forms of instruction students will utilize based on requests, safety conditions, and other relevant circumstances.

Communication with Staff and Families

School administrators will meet with staff members weekly, either in person or via Zoom, to review plan status, solicit feedback, and course-correct accordingly. Official communication will be sent via e-mail.

The school communicates with families through Parent Square, where weekly updates are being published at this time. Information posted on the school's website can be viewed by visitors, and a chat function allows visitors to communicate with a school staff member if they visit the site and have questions. As the year approaches, Zoom meetings and small-group orientation will be facilitated by principals and teacher-leaders in order to keep parents abreast of plans and any changes, as well as train parents to assist their students with Chromebook and Google Classroom use.

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?

Student instructional needs will be determined by a combination of formative classroom/grade-level and benchmark assessment.

Formative classroom assessment will check students' mastery of Ohio's learning standards and include verbal/written question-and-answer, skill checks, and performance tasks. Ongoing formative assessment will focus on early literacy and math in the primary grades. Intermediate and middle-grades formative assessment will focus on reading, writing, mathematics, and content-area knowledge, skills, and competencies. Formative assessment evidence will be documented in teachers' running records and will inform the development of learning plans.

NWEA MAP will be used for the collection of benchmark assessment data. Start-of-year, mid-year, and end-of-year administrations will provide staff members, students, and families with periodic data for student growth and achievement relative to MAP's updated testing pool norms. Teachers will use RIT scores, norms data, and learning continuum indicators to plan for instruction, flexible learning groups, additional in-school supports, and after-school tutoring.

In the case of hybrid learning, students will be assessed in school to protect the reliability and integrity of the measures. All-remote learning will require synchronous formative assessment that will, at times, require one-to-one interaction between a teacher and student. Remote MAP administration will also be necessary.

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

Ohio's learning standards will be the foundation for measuring grade-level competency and determining student promotion. Students' performance on independent assignments, performance tasks, and classroom/grade-level summative assessment will result in letter-grade averages reported quarterly. Promotion will be determined by this performance over time and informed by additional measures, such as MAP data.

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

Tracking Attendance

Attendance will be tracked for all students, regardless of the mode of learning. Attendance related to in-school activities will be taken "as usual," documented in Progress Book and reported within EMIS.

During periods of remote learning, student attendance will be monitored weekly in order to provide flexibility for families as they support their children's completion of remote learning activities. The method for tracking attendance during remote learning will be based on two types of remote learning: teacher-led and self-directed.

- **Teacher-led remote learning (synchronous):** During periods of school-wide remote learning, the school will use an established schedule for teacher-led virtual instruction. This live instruction will equate to in-person instruction. Student attendance will be tracked accordingly and documented in Progress Book.
- **Self-directed remote learning (asynchronous):** During periods of hybrid or all-remote learning, some self-directed remote learning will occur. Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Evidence of participation will be used to determine and track student attendance. Evidence of participation will include the following:
    - Daily log-ins to learning management systems (e.g., Google Classroom, Mindplay, eSpark, Khan Academy, and other online platforms)

- Daily interactions with the teacher to acknowledge attendance (e.g., messages, e-mails, telephone calls, video chats)
- Assignment completion (wherein teacher approximates the number of hours they expect an assignment to take for a typical student and use that to gauge each student's attendance)

Tracking Absences

Excused absence: Any circumstances for which an excuse is received—regardless of whether the particular time frame covered by the excuse is part of an in-school experience or a remote experience—will be recorded "as usual." If there is no evidence a student participated or engaged in any way in a remote learning activity, the student will be marked with an absence for the hours for that remote learning activity.

Remote learning cannot be used to make up absences from in-school learning. For example, in the case of hybrid instruction, a student attending school on Monday and Wednesday each week who is absent on either of those assigned days cannot make up those hours later in the week *for attendance purposes* with additional remote learning hours. Exceptions will be made for students who are under quarantine or isolation.

The school will communicate attendance requirements upon enrollment or at the start of the year, and staff will regularly communicate attendance and documentation expectations.

Notwithstanding any provision to the contrary in Board policies and consistent with Department of Education guidance, to the extent students are absent due to COVID-19, including if there are technical difficulties accessing instruction, lack of transportation due to a COVID-related impediment of the student or family member, or any other reasonable cause, the school administrator may excuse such absence pursuant to his/her reasonable discretion. Further, also consistent with state guidance and notwithstanding any note requirement in policy, the school will accept verbal or e-mailed communications to justify any absence, and the school will log such communications internally.

What learning opportunities will be available to students? How will the school document participation in learning opportunities?

Remote learning opportunities will include synchronous instruction delivered via Google Meet, online lessons with assignments for students to complete at home using their assigned Chromebooks, some offline lessons and instructional packets as needed, and regular teacher-student/family check-ins. Support services will also be provided during remote instruction.

Synchronous instruction: Teacher-student interaction through Google Classroom will enable teachers to engage with students consistently according to established schedules. In the context of the gradual release model, synchronous instruction will provide opportunities for modeling, guided practice, and discussion, as well as student collaboration and independent practice under the observation of the teacher.

Online lessons for students to complete at home: This option allows teachers to select or pre-record online lessons and assign related work for students to complete independently.

Offline lessons and instructional packets: Some learning will require hands-on and exploratory activities that are completed "off-screen." Additionally, packets or other physical materials may need to be distributed to students during periods of remote learning. The school will establish grab-and-go schedules for these situations (e.g., distribution and return of work or materials during meal pick-up hours).

Support services: Students with additional support needs identified in IEPs and 504 plans will receive services virtually. Health and wellness checks, as well as counseling opportunities, will also be provided virtually.

Provide a statement describing how student progress will be monitored.

Student progress will be monitored at the classroom, grade, and building levels. Formative classroom assessment will check students' mastery of Ohio's learning standards and include verbal/written question-and-answer, skill checks, and performance tasks. Progress monitoring will focus on early literacy and math in the primary grades. Intermediate and middle-grades formative assessment will focus on reading, writing, mathematics, and content-area knowledge, skills, and competencies.

Several digital tools will be used to assist teachers in tracking student progress in English language arts and mathematics. Fluency Tutor, eSpark reading and math, Writable, Mindplay, and Khan Academy will be regular components of students' remote learning experience and will provide data that informs next steps. Teachers will work in clusters to review student progress and identify areas and strategies for improvement, and the building leadership team will review student performance and teacher practice in order to coordinate improvement at the school level.

Describe how equitable access to quality instruction will be ensured.

Richard Allen Preparatory's leaders have taken steps to increase students' access to quality instruction. These efforts will continue as we work to develop and extend educators' skills for effectively delivering instruction in the virtual realm and engaging students in remote learning experiences.

Steps taken include the following:

- A dually-licensed special educator has been hired to work in the primary grades.
- All teachers will participate in professional learning for remote instruction, and staff will have access to ongoing support for using technology to support teaching and learning.
- Teachers using new digital curricular components will receive training and implementation support.

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, the school will provide a variety of professional learning opportunities to staff throughout the school year for the following areas of development:

- Google Apps for Education (including Google Classroom)
- Effective remote instruction and assessment
- Curriculum- and content-specific professional development
- Positive approaches to classroom management
- Positive Behavior Intervention & Support (PBIS)