

School Name	South Columbus Preparatory Academy at Southfield		
School IRN	019200		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	August 11, 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.

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 1st 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. A research based Social Emotional Learning curriculum will be used daily to help support students. 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

Students will come to the building 2 days a week and will learn remotely the other three days. Students will continue to learn aligned standards and concepts using the same curriculum. Students will have access to all the resources and activities as the students learning in person each day. Specials will be in-person as well as remote depending on the days that the students are in the building. Students may have additional work 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 building as well as outside of the building. Our Intervention Specialist will work with students to make sure supports are consistently given. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. A research based Social Emotional Learning curriculum will be used daily to help support students. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

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 the eligibility guidelines. 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 various online tools 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, Mandarin or PE/Yoga, 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 and or iready 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 school will also utilize our robust RTI process to assist students in need of more intensive scaffolding and support. The school will use curricula designed for Reading RTI (Example: Direct Instruction Reading Mastery). The school will use a variety of research-based curricula to support Math RTI (My Math and ACCEL Management Platform). Progress monitoring will take place daily using Exit Tickets. Students will also take Bi-Weekly Short Cycle Assessments aligned to the OST. First teach and Re-Teach lessons will be monitored for quality and % mastery data will be discussed and individualized action plans will be created. The RTI Framework is included below:

Response to Intervention Framework Model

CORE INSTRUCTION (Tier I)

- School-wide
- All students engaged in standards-based classroom instruction
- Research-based core curriculum links to state standards
- Students meet monitored benchmarks using supplemental tools/ techniques in classroom
- Universal screenings and common assessments
- Assess (pre-assessment), Plan, Teach, Assess Cycle
- Duration of 4-6 weeks with 4 or more data sets with 12 or more instructional sessions
- Parent communication

TARGETED INTERVENTIONS (Tier II)

- Supplemental; in addition to core instruction
- Small group intervention
- Target students not meeting specific benchmarks
- Research-based interventions
- On-going progress monitoring (weekly)
- Goal-driven and focused plan
- Parent involvement & notification
- Duration of 6-8 weeks per targeted intervention with 6 or more data sets with at least 24 or more instructional sessions

INTENSIVE INTERVENTION (Tier III)

- Individualized Specific Instruction; in addition to core and supplemental
- Intervention Specialists assists with specific, on-going monitoring
- Progress Monitoring
- Research Based Interventions
- Parent Involvement

- Duration of 6-8 weeks with a minimum 8 or more data sets with at least 24 or more instructional sessions
- Goal-Driven Focused Plan

Response to Intervention (RTI) Process

Tier 1: Core Instruction

- Core Instruction: Identify at-risk students through universal screeners.
- Classroom teachers utilize research and standards-based core curriculum.
- Classroom teachers will employ strategies and interventions within the classroom using differentiated groups and assess/plan/teach model.
- Classroom teachers document results of interventions with at-risk students.
- Teachers will collect data and monitor student progress.
- Teachers will determine if the employed differentiation worked and
 - Continue core instruction OR
 - Student's data does not indicate improvement and submit Tier I: Referral Form to Tier II documentation worksheet to principal

Tier 2: Targeted Intervention

- Schedule meeting with parent and teachers (Parent Letter)
- Hold Tier 2 initial meeting: RTI Planning/Documentation Form (Yellow Form)
*Share out Tier 1 interventions and data results (grades, test results, etc.) *Discuss implications and student needs to develop more intensive interventions.
- Record the agreed upon interventions into the yellow Rtl plan form.
- Conduct 6 to 8 weeks interventions at Tier 2.
- Teachers will collect data weekly and monitor student progress bi-monthly.
- Rtl Team including parents will review intervention, data results and determine if
 - The interventions employed worked and resume curriculum at Tier 1 OR
 - Continue interventions at Tier 2 OR
 - Student's data does not indicate improvement and submit Tier III worksheet to principal.

Tier 3: Intensive Intervention

- Schedule meeting with parent and teachers
- Hold Tier 3 initial meeting.
- Share out Tier 1 and Tier 2 interventions and data results. Discuss patterns, implications and student needs to develop more intensive interventions.
- Record the agreed upon interventions onto the Tier III section
- Conduct 6-8 weeks of intense interventions at Tier 3.

- Teachers will collect data bi-weekly and monitor student progress weekly.
- RtI Team including parents will review data results after 6- 8 weeks and determine:
 - If the interventions employed worked and resume curriculum at Tier 2 OR
 - Continue interventions at Tier 3 OR
 - Determine further intervention/information needs to be collected for SPED assessment

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

We will continue to use our standard scoring procedures for granting credit and promoting students to the next grade level. Students will have daily/weekly assignments, short cycle weekly/bi-weekly assessments, MOCK assessments, DRA, and NWEA and or iready. Multiple data points will be analyzed and supports will be put in place using our RTI framework. Families will be communicated with regularly and will know if their child is at risk for retention.

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

The Academy 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.

Online 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](#).

Our school will have a variety of learning opportunities offered through our aligned rigorous curriculum. We will use AMP (ACCEL Management Platform) which is a curriculum currently housed in Canvas. All Ohio standards are embedded within the curriculum and activities are aligned to the rigor of the OST.

Provide a statement describing how student progress will be monitored.

Option 1: Full time in school

- Exit Tickets
- iReady
- NWEA
- Running records/DRA
- Short cycle assessments in Math, ELA and Science (Grade 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource

Option 2: Hybrid

- Exit Tickets
- NWEA
- iReady
- Running records/DRA
- Short cycle assessments in Math, ELA and Science (Grade 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

- Exit Tickets
- NWEA
- iReady
- Running records/DRA
- Short cycle assessments in Math, ELA and Science (Grade 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](#).

- 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. Instruction will be relevant and meaningful for all students.
- Our school will use ACCEL's AMP (ACCEL Management Platform) aligned and rigorous curriculum to teach our students. Teachers will submit lesson plans weekly and will receive bite size feedback aligned to the highest leverage lesson planning next step.
- 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.
- 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. Teachers who need more support will be put on a Tight Loop Coaching Plan. High quality Professional Development will be provided to teachers and staff. Principals and Directors of Academics will use classroom walkthrough protocols for both building based and virtual instruction.
- Families will have a multitude of resources to support them throughout the year. We will be providing Family Learning Sessions to help with the learning option they chose. We understand that there will be a learning curve for our staff and our families so we will provide tailored learning opportunities for our community.

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.

All teachers:

- Canvas 100- features and functions of the learning platform
- Understanding the scope and sequence of the AMP courses
- BOY PD- This includes two weeks of intensive Professional Development for Staff. Topics are included below:
 - 1) State of the School/Vision Setting & Goals
 - 2) Staff Culture
 - 3) Culture of Feedback
 - 4) Academic Curriculum (AMP) (See it, Name It, Do It)
 - 5) Student Culture- Behavior Management (PBIS) 101, Student Handbook
 - 6) School Wide Systems & Operating Mechanisms
 - 7) Operations- Attendance (All Options included), Arrival, Dismissal, Breakfast/Lunch, Recess, Transitions, FDOS minute by minute)
 - 8) Exemplar Classroom Expectations and Model
 - 9) Family Communication and Family Culture
 - 10) SPED Pops and RTI 101
 - 11) Assessments and Data Analysis (Short Cycle Assessments, Mastery Connect)
 - 12) Culture Camp Lessons (See It, Name It, Do It)
 - 13) Classroom set-up time and prep for Open House

Virtual teachers only: (In addition to BOY PD)

- 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

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



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

South Columbus Preparatory Academy at Southfield
(An Ohio Non-Profit Corporation)

The Governing Authority (the "Board") of South Columbus Preparatory Academy at Southfield, (the "School" and the "Corporation"), a non-profit corporation organized under the laws of the State of Ohio, hereby resolves as follows:

IT IS HEREBY RESOLVED that the South Columbus Preparatory Academy at Southfield Board of Directors approves 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 August 21, 2020 deadline. The Remote Learning Plan, Exhibit A, is attached hereto and incorporated herein as if restated in its entirety.

APPROVAL AND ADOPTION OF RESOLUTION

Motion approve the Remote Learning Plan (without) (with)

amendment(s), made by Scott Pullins

seconded by Kelley Dyer.

Board Member Name/Initials	AYE	NAY	Other (Not present, abstain, etc.)
Kelley Dyer	✓		
Sean Herod	✓		
Scott Pullins	✓		
Lyndsey Solomon	✓		
Sean Herod, Chairman	✓		

Duly adopted by a vote of the Board on this 11 day of August, 2020.

Sean L Herod
 Sean Herod, Chairman
 South Columbus Preparatory Academy at Southfield