An Early College High School

6 Point Restart Plan as outlined by HB 164

Safe Restart Committee:

Greg Brown, Superintendent

Ed Ingman, Allie Konet, Melissa Rulong and Gheon Selemon, Deans

Steven Owens, Julia Painter and Rachelle Zuniga, Teachers

James Kutnow, Executive Dean of Culture and TGFS COVID-19 TaskForce Chair

Zach Steinberg and Jeff Wiseman, Informational Technology

Robb Gonda, Educational Service Center of Central Ohio, Sponsor

School Information:

The Charles School at Ohio Dominican University

1270 Brentnell Ave. Columbus, OH 43219

IRN: 007999

Each plan shall include all of the following:

(1) A description of how student instructional needs will be determined and documented.

The Charles School at Ohio Dominican University has determined that it will adopt two plans which represent the best models for a strong educational return to school that is also backed by science. We have a 3-week cohort model and a remote learning model. As of July 10, 2020, the leadership of TCS@ODU has determined that it will utilize the remote learning model for the first quarter.

Students will be working on either personal or school-provided laptops in our learning management system, Google Classroom. School begins on August 24th for all students. We will be welcoming students into the building in small groups in order to receive their devices, practice logging into the critical digital learning environments that we will be using, and meeting their teachers in person. After this initial welcoming event, the students will be 100% remote.

Undergirding all of our in-person sessions, both with staff and students, we will follow the TGFS PPE Policy and Minimum Safety Standards. Additionally, we will limit the groups to accommodate the 6' rule.

Our decision-making framework is:

DECISION MAKING FRAMEWORK

Franklin County	Level 4 - Purple	Level 3 - Red	Level 2 - Orange	Level 1 - Yellow
I/P 3-week cohort	Not in-session	Not in-session	In-session	In-session

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Remote Learning	In-session	In-session	Per parent request	Per parent request

INDICATES A COUNTY ALERT LEVEL

LEVEL 1 0–1 Indicators Triggered	LEVEL 2 2–3 Indicators Triggered	LEVEL 3 4–5 Indicators Triggered	LEVEL 4 6–7 Indicators Triggered
Public Emergency Active exposure and spread. Follow all current health orders.	**Public Emergency** Increased exposure and spread. Exercise high degree of caution. Follow all current health orders.	**Public Emergency** Very high exposure and spread. Limit activities as much as possible. Follow all current health orders.	**Public Emergency** Severe exposure and spread. Only leave home for supplies and services. Follow all current health orders.

Other factors and conditions	Public Health Advisory System	Student Illness/Testing Positive	Staff Illness/Testing positive
Learning conditions	See above for conditions. The school will follow the alert system as to which condition, RL or I/P we will utilize. If the conditions change for the worse, the school will pivot to RL the next school day. If they change for the better, we will change at the beginning of the next quarter.	20% of students either ill with COVID symptoms or having tested positive will immediately transition to RL. If, during I/P, a single student tests positive, the entire cohort will be sent home for the remainder of the I/P time and will do RL.	15% of staff either ill with COVID symptoms or having tested positive will immediately transition us to RL. If, during I/P, a single staff member tests positive, all other staff who were in contact will be sent home as soon as possible. All staff will be asked to get themselves tested and all will be made known of their exposure so that they can make informed health choices. The school will then immediately transition to RL.

At this time the staff and leadership are still working out the details as to the schedule and student attendance expectations during remote learning. To the greatest extent possible will hold these principles in our design: (1) positive framing, (2) reliable schedules, (3) strong, clear communication, (4) joy factor.

(2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level

Our adopted policies for grades, grading, awarding credit, and promoting students will remain intact. The conditions of their learning environment are not anticipated to impact these elements. The leadership and teachers are working on standards for competence in each course which includes testing, presentations, homework, and other elements around grading. Working with our departments, we will help teachers identify the critical areas of focus for all courses which will guide the standards addressed by each ELA and math course. TCS@ODU will also work out plans to assess students levels utilizing NWEA MAP Reading and Math assessments. We would appreciate guidance and support from ODE, ESCCO, and NWEA, as to how to best test students in a safe manner while still maintaining a reliable and valid testing environment.

(3) The school's attendance requirements, including how the school will document participation in learning opportunities; Sub. H. B. No. 164 133rd G.A. 31

We will be adopting our 'Agreement of Mutual Support' as well as drafting a 'Remote Learning Agreement' which will be distributed to all parents at the start of the school year. Our expectation is that all students will be in attendance for synchronous lessons every time their class is scheduled. We will ask parents to put in writing any time that their student may not be able to be in person with a rationale as to why. To the extent that we can be flexible for reasons related to illness, childcare, essential worker responsibilities, technology difficulties and family crises, we will. However, we will stress the importance of daily attendance regardless and will still comply with HB410 and HB164 and reporting compliance. Teachers will utilize PowerSchool in order to take daily attendance of all rostered students. We will also utilize student work submission to help us determine attendance.

The TCS@ODU Leadership Committee will be suggesting a matrix that can be utilized which will equate work and attendance with seat time expectations. They will also be determining a method for documenting students actual attendance towards the 920 hours. We will ensure that this matrix and documentation is aligned with guidance from ODE. We will also be following the accountability rules**:** 72 consecutive hours of non-attendance, without valid excuse, results in withdrawal. Parents must keep school informed as to primary residence.

(4) A statement describing how student progress will be monitored

Each student is assigned to a Crew with a teacher. The Crews will meet daily for a scheduled period of time. These Crew sessions will include a social-emotional learning check-in with students as well as an academic check-in. We will utilize our Google spreadsheets from the Spring 2020 mandatory shutdown as templates to help us track student progress and highlight students who are off track. We will use a combination of grades from PowerTeacher, assignment submission within Google Classroom,

teacher/staff observations, and our communication plans to help us monitor each student and intervene when necessary.

The students' Crew teacher will be the primary point of contact for the students' overall well-being and academic monitor. Where students fall behind or are struggling in their courses, the Crew teacher will address the concerns with the student directly and follow-up with conversations with the students' teachers. Where it is appropropriate, the student may receive additional help through tutoring, homework assistance, and other intervention measures which might be suggested by the teachers.

(5) A description as to how equitable access to quality instruction will be ensured

TCS@ODU has been working diligently to work towards 1:1 for Google Chromebook laptops. We achieved that status as of mid-July. We will be able to provide laptops to students who need them and this will include access to all of our digital learning resources and other support environments. We are working on identifying solutions for families who may not have access to reliable internet and hope that we can provide guidance to those families. We are purchasing a number of internet hotspots from T-Mobile which will help at least 50 families and perhaps more once we review our CARES Act budget. We have also upgraded a number of teacher laptops with machines which are better able to support their work in the digital learning environment. The current machines were taxed in their internet wireless capabilities as well as video conferencing capacities.

Our communication plan is being drafted and critically edited at this time. It will include social media, texting, Google Voice, video announcements, and Google Meets. We will be formalizing this plan but fundamental to the design will be the following principles: (1) Meet students and families where they are at and in their home language, (2) Goldilocks rule for communication (not too little and not too much), (3) Clear titles and archiving of taught lessons, and (4) Timely communications.

As an early college high school we will be utilizing Naviance, a college and career planning digital platform. Naviance will be vital to help our Crew teachers, Career-Technical education teacher, and parents to help students continue their progression towards their college ambitions.

Our Intervention Specialists and Emergent Speakers of Other Languages instructors will be working with the teachers to integrate themselves into each classroom. They will be working as co-teachers, in as many classes as possible in order to support their students. We will be working to integrate the IEPs, 504s, and supporting our emergent bilingual speakers and emergent multilingual students.

(6) A description of the professional development activities that will be offered to teachers.

Our professional development work at TCS will be primarily remote in order to keep staff and their teachers safe. We have developed a robust professional development offering for two and half weeks which will help support our teachers and staff in transitioning to remote learning for the

beginning of the year. We will be training staff on all of the digital platforms. We will work on encouraging student engagement in the remote learning environment. We are developing their work around character and culture goals which we have as a school.

   In order to best teach in the remote learning environment, we will be using Google Classroom and the Google Education Applications. We also are using GoGuardian to help monitor the student learning environment remotely. We will be issuing a Google Voice number for each staff member so that they can directly contact students and families from a cell phone number with texting capabilities. We also have TalkingPoints which is a native language texting application.

   We will continue our use of HEROK12, in conjunction with our Culture and Character framework, in order to develop a positive and engage student culture. We will be informing our teaching practice with students with trauma responsive education practices with our partner from the University of Chicago. This will help round out our work with students and be as responsive as we can with students in order to address their specific needs.

   Additionally, we have been utilizing a COVID-19 Task Force primarily composed of teachers in order to inform, adjust, and align our plans with the best science and medical information available. We will be using the published information from Columbus Public Health, Ohio Department of Health, and the Governor's office.