

**CERTIFICATION OF RESOLUTION**

**REMOTE LEARNING PLAN**  
**PURSUANT TO SUBSTITUTE HB 164 SECTION 16**

**Capital High School**  
*(Ohio Non-Profit Corporations)*

The Governing Authority (the "Board") of West Columbus Drop Back In, dba Capital High School (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 Capital High School Board of Directors approves and adopts the Remote Learning Plan pursuant to the substitute HB 164, section 16. The Remote Learning Plan permits the school to provide instruction using a remote learning model for the 2020-2021 school year. The School's plan provides that students attend school part-time and participate remotely part-time. This plan will also allow students to opt for remote participation only. Furthermore, it allows for all students to participate remotely if the School building is closed. The plan is attached as Exhibit A, attached hereto and incorporated herein as if restated.

**APPROVAL AND ADOPTION OF RESOLUTION**

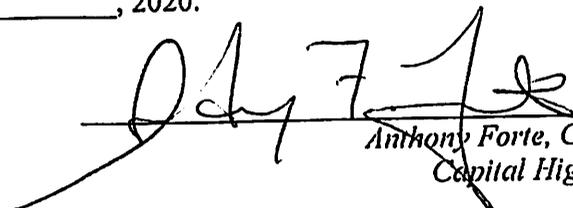
Motion to approve and adopt the Remote Learning Plan (without)with) amendments,

made by K. Gibson

seconded by A. Bates.

Board Member Name/Initials	AYE	NAY	OTHER (Abstain, Not Present, etc.)
Kimberly Gibson	✓		
Desmond Bryant	✓		
Jon Lauden	✓		
Raymond Hutson	✓		
Aryn Bates	✓		
Anthony Forte, Chairman	✓ <i>AF</i>		

As adopted on this 16<sup>th</sup> day of July, 2020.

  
 Anthony Forte, Chairman  
 Capital High School

# EXHIBIT A

# School District Remote Learning Plan

Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year in accordance with Section 16 of Sub.H.B. 164 of the 133<sup>rd</sup> General Assembly. The submission date of July 31, 2020 has been extended to August 21, 2020 for the qualifying public school to submit the adopted plan to the Ohio Department of Education. An adopted plan shall not be subject to approval by the Department.

"Qualifying public school" means a school district, a community school, or a STEM school that has not been approved to use a blended learning model in accordance with section 3302.41 of the Revised Code for the 2020-2021 school year.

For all requirements and recommendations needed to adopt a Remote Learning Plan, please visit our [Remote Learning web page](#) and review the checklist provided by the Ohio Department of Education.

If you have already notified the Ohio Department of Education that you will be implementing a Blended Learning Model for the 2020-2021 school year, you may submit an updated Blended Learning Declaration Form and indicate that you are discontinuing the Blended Learning Model.

A qualifying public school governing body may submit its plan to the Ohio Department of Education by completing the following form, submitting its Remote Learning Plan and emailing both items to: [remotelearning@education.ohio.gov](mailto:remotelearning@education.ohio.gov)

Check all the boxes that apply.

- I am submitting my district's Remote Learning Plan.
- I am providing an amended version of my district's Remote Learning Plan.

School Year: 2020-2021

District/Name: West Columbus Drop Back In dba Capital High School

IRN: 012044 County: Franklin

Name and Title: Anthony F. Forte, Board Chair

Signature: [Handwritten Signature] Date: 7/23/2020

Email: a.forte@aol.com

Phone: 614 348-7042

**West Columbus Drop Back In dba  
Capital High School**

**IRN: 012044  
Franklin County**

**Distance Learning Plan  
Pursuant to substitute HB 164, section 16**

**How will students receive instruction? How will student instructional needs be determined and documented?**

- Students will receive instruction via three learning environments which will be provided on site and remotely through the internet:
  1. (TLC) Teacher led Classes (traditional classroom instruction, single subject with teacher-led classroom), TLC shall be provided to the students either by the student's attendance at the School or via live streaming to the student across the internet;
  2. (FIT) Focused Instructional Tutoring (single subject small group instruction, tutoring, supported paper and online guided instruction with teacher expert available, e.g. math students with math teacher working on math courses), FIT shall be provided to the students either by the student's attendance at the School or via live streaming to the student across the internet;
  3. (GIS) Guided Instruction Support (independent study with licensed teacher support as needed to assist with student progress on any subject of student's choice.) GIS shall be provided to the students either by the student's attendance at the School or via live streaming to the student across the internet.
- Student instructional needs will be determined by using a process that combines transcript analysis, MAP or similar test score analysis, EOC test score analysis (if available) and analysis of content specific competency assessments that evaluate student proficiency of required Ohio Learning Standards. Students then will be provided with instruction, course material and support in accordance with their review according to these standards. A report setting forth the instructional needs for each student shall be created and maintained as part of the student's records.
- Student attendance will be taken daily and by class. Student work in online courses will be monitored by teachers, administrative, and support staff. Learning progress will be monitored via gradebooks either as generated by online curriculum or teacher gradebooks. Students and teachers shall follow a prescribed schedule with rosters so student learning participation can be followed and student progress monitored.

- In the event of closure of the school building to students, full remote implementation will occur TLC and FIT will be provided by using live streaming to provide instruction using Zoom or Google Meets, or another similar platform. In such event, documentation of student learning will remain the same.

**How will schools determine competency? What criteria will be used to determine eligibility to award course credit? What criteria will be used to promote students to next grade level?**

- Student learning opportunities will include TLC led by teachers either in person or via live streaming across a platform such as Zoom, online curriculum via APEX, the School's nationally approved standards based curriculum, and/or teacher-designed coursework to achieve mastery which is uniquely designed for each student based on assessments that identify areas of mastery and deficiency in student knowledge. Students will also be able to learn with the assistance of small group instruction, personal and small group tutoring, and individual content area skills practice for mastery utilizing online tools and/or teacher designed paper-based practice materials.
- Teachers will determine student competency by quantity and quality of work completed within a syllabus that is aligned to Ohio Standards, State-approved online curriculum course requirements, or evidence of standards-based mastery learning including, but not limited to, student test scores and work portfolios. Students must achieve a minimum 60% to be awarded credit. Students are promoted to next grade level based on credits acquired as defined by local Board policy. Student competency, granting of credits and promotion to a higher-grade level will remain in conformance with Board adopted policies that are aligned with Ohio requirements.

**What will be the school attendance requirements? How will those be documented? How will learning be documented?**

- Student learning will be documented within teacher gradebooks and/or online curriculum grades and course completions.
- Staff will document student attendance at least daily in LMS and/or school-based Remote Learning Plan documentation tool. Student attendance will be monitored using one or more of the following processes:
  - Engagement with online learning as evidenced by logging in to online classes, curriculum, work activities, or similar.
  - Attendance in Classes and Tutoring sessions
  - Attendance in the building (when enabled)
  - Attendance in online classes
  - Attendance in online collaborative learning groups
  - Participation in PBL projects assigned by the school

- Participation in tutoring and/or academic and/or career course (CTE) tutoring online, by phone, or by teacher/student correspondence via email, text, or other communication tools available to both students and teachers.
- Students are expected to attend school daily either by physical attendance at the School building or by participation in TLC, FIT and/or GIS by internet access remotely, according to their cohort-designed learning plan. When attending the School building, they are expected to be there for their full scheduled day. When participating in remote learning, they are expected to attend all remote sessions and complete independent work either online or by completing assigned homework or projects related to their coursework and School building-based classes. Since each student has an individualized learning plan, general expectations will include a variety of outcomes including completing a unit a day in online curriculum, assigned homework as determined by the class instructor, or other individualized learning tasks assigned by classroom teachers. Student's will be obligated to meet all legal requirements of attendance.
- Students or families may request full remote learning for personal or family reasons or health concerns. Requests will be reviewed and granted by the local administrator with submission of a request setting forth the basis for requesting remote learning only as the method of instruction. The school will create a personalized schedule for the student based on their learning needs. In the event that the School has to close the School building during the School year, all students will be transitioned to full time remote learning.

#### **How will student progress be monitored?**

- Student progress will be monitored by assignments submitted, activity completion in online curriculum, classroom participation in person or online, and teacher documentation of progress.

#### **How will equitable access to quality instruction be ensured?**

- Our Remote Learning Plan is technology based which means all students who need technology to complete their learning and work will be provided access to a chrome book (or other similar computing device) and hot spot (or other remote access to the internet) as needed so they can participate in all learning opportunities via the internet. Additionally, for all students, paper coursework will be available as needed as determined by staff consultation.

#### **What professional development activities will be offered to teachers?**

A Professional Development Plan ("PD") has been designated which requires that:

Teachers will be provided PD on: effective online instructional practices, Implementing Common Instructional Framework, Building school culture with common Habits of Mind, curriculum writing, Marzano Vocabulary process, PBL (online and in-classroom) instructional processes, and assessment implementation and analysis. Additionally, teachers will receive specific PD related to implementing the tools used for writing and housing curriculum and writing and housing assessments. Teachers and staff will receive training on implementing the School's CTE and CBI programs including specific PD on delivering EnvisionIt, the School's CBI curriculum.

This plan is being adopted pursuant to Sub. H.B. 164 Sec 16.