School Name	Hope Northcoast Academy
School IRN	142968
Sponsor Name	**St Aloysius Orphanage**	**Sponsor IRN**	083246
Board Adopted Date	August 18, 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. 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 6 feet

Option 2: Hybrid

Students will come to school 2 days per week and 3 days they will be taught online form home. Parents are expected to support teachers during online instruction. Blended instruction will be planned according health guidelines
School will loan computers as needed and Internet reimbursement will be available based on eligibility and participation. As for transportation, routes and availability will be communicated once known from district transportation department. Students will eat when learning at school and will pick up meals during scheduled times.

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 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 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 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, and 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 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. The following assessments/ programs will also be used to monitor and adjust students' instructional needs:

- Running records
- Dibels
- iReady
- Reading Inventory
- Phonic Inventory
- Short Cycle Assessments in Math, ELA, and Science
- Formative and Summative Assessments designed by the teacher

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.

Describe your RtI process.

1. Identify the target concern
2. Determine interventions (Tier1 and Tier 2)
3. Consider the student's current performance level
4. Analyze the different sources of student data (academic-attendance-discipline-demographics)
5. Set performance goal and monitor student progress

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

Student competency and promotion to the next grade will be based on the following assessments:

- Short Cycle Assessments in Math, ELA, and Science
- Formative and Summative Assessments designed by the teacher
- Third Grade Reading Guarantee, if applicable

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

We recognize how important attendance is as it relates to student performance and school funding. Building strong relationships with families and regular update of student contact information will be instrumental in improving and tracking student attendance.

Attendance will be taken daily in hourly increments for each student. For students in the building, standard attendance taking procedures should be applied via PowerSchool daily as in the past. For students working remotely on any given day, their attendance will be tracked and monitored via Canvas which is our secure distance learning 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](#).

The schools will provide a virtual learning experience for students that is equitable to their grade level peers who are receiving their instruction in the school building. Any instructional opportunity offered to a student in the school building will be replicated for students in the virtual setting.

As an example, but not limited to:

- Students who receive Title I small group intervention services should receive those regardless of their physical location
- Students who receive support as an English Learner should receive those same supports regardless of their physical location
- If school-based students have Art, Music or PE throughout the week, the same will be offered to students working virtually.
- Core content as taught by the classroom-based teacher will be offered virtually. Example: A standard social studies block, that is standards-based instruction needs to be given to virtual students as well.
- All students who receive Special Education services will receive the services prescribed by their IEP. These could be delivered on the days the student physically attends the building, or virtually through Canvas. It is the responsibility of the classroom and/or virtual teacher to be aware of a student's accommodations and support the student appropriately whether that means a modified assignment, additional time for an assignment, etc.

The school will utilize the Canvas platform for its virtual instructional interaction with students. The sequence of standards taught across each mode of learning at the grade level will be the same. For example, virtual students start with standard 3.NBT.1 in 3rd grade Math. The school-based 3rd grade teacher should also start with this standard and teach each subsequent standard in the same sequence and for approximately the same amount of time as the AMP curriculum with modifications made for student's learning needs.

All courses, regardless of where the instruction takes place, will be graded using the school's typical and official grading scale and policies.

Provide a statement describing how student progress will be monitored.

Student progress will be monitored bi-weekly and monthly by the Principal and the Director of Academics using the following assessments/ programs:

Option 1: Full time in school
- NWEA
- Running records
- Dibels
- iReady
- Reading Inventory

- Phonic Inventory
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource

Option 2: Hybrid
- NWEA
- Running records
- Dibels
- iReady
- Reading Inventory
- Phonic Inventory
- Short cycle assessments in Math, ELA and Science (gr 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
- NWEA
- Running records
- Dibels
- iReady
- Reading Inventory
- Phonic Inventory
- Short cycle assessments in Math, ELA and Science (gr 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.

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.
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 when 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 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. The following professional development sessions will also be offered to all teachers regardless of the modality to which they are assigned:

- Culture and Climate
- Team Building
- Emotional Trauma
- PBIS
- Instructional Practices and Expectations: Literacy Plan – AMP online Curriculum- Text Annotation- Academic Framework- Distance Learning Platform "Canvas"
- RTI Process
- TBT - BLT
- Teach Like A Champion
- Eureka Math mathematical practices
- Classroom Management
- Special Education
- Family Involvement
- Discipline Protocol
- Safety Drill Protocol

All teachers will be offered professional development on Canvas 100- features and functions of the learning platform, and on the understanding of the scope and sequence of the AMP courses.

Virtual teachers will be offered Canvas 101- features and functions of the learning platform, best practices for engaging students virtually, and expectations of the virtual teachers.

The Principal and the Director of Academics will be offered professional development on AMP online Curriculum and on how to monitor and provide effective feedback to virtual teachers via Canvas.

Families and Students will receive professional development on Canvas 101 and on expectations for virtual learning as well as how to access support for technology concerns and questions regarding activities or assignments.