

<b>School Name</b>	Northwest Ohio Classical Academy		
<b>School IRN</b>	017498		
<b>Sponsor Name</b>	St Aloysius Orphanage	<b>Sponsor IRN</b>	083246
<b>Board Adopted Date</b>	July 15, 2020	<b>Board President Signature</b>	

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](#).

Northwest Ohio Classical Academy (NOCA) plans to resume in-person learning consistent guidance issued by ODE, ODH, and Ohio Governor DeWine. However, NOCA has developed a multi-faceted, flexible remote learning plan that aligns with ODE recommendations; which parents will have the option to elect while the recommendations from the Governor are in effect.

While the current mandates and learning options are in place, NOCA families are being asked to choose one of the learning options – (a) in person learning or (b) remote learning. The option that is chosen by each family will remain the option for the entirety of the time that the mandates are in place and/or the options are being offered by NOCA. Once a family has elected an option, they will not be able to change their option while NOCA staff is serving both in-person and remote learning communities. After each academic quarter (1<sup>st</sup> Quarter ends October 14, 2020) if both an in-person option and a remote option are being offered, each family will have the opportunity to, again, choose to participate in the in-person option or the remote option for the next quarter.

The manner in which *In-person Learning* at NOCA will take place is outlined in the Re-Opening Implementation Guide (sent to each NOCA family). Below, is how *Remote Learning* will take place at NOCA.

#### Remote Learning Option

- Students will receive instruction from NOCA teachers aligned to the in-person curriculum customarily taught in each grade's classrooms.
- NOCA teachers will differentiate and adjust instruction to meet the various needs of students.
- NOCA teachers will be recording daily lectures and instructions. Along with class assignments and assessments, these lectures and instructions will be uploaded for students to watch. Using the lectures and instructions as guiding tools, students will complete daily assignments and assessments as given by the teachers.
- Google Classroom will be used to present videos and facilitate teacher/student conferencing. Additionally, Google Classroom will be used to electronically assign, present and collect student assignments and assessments.
- Time will be set aside each week for teachers and students to conference live online.



The schedule and times of meetings will be published by each teacher and sent to the families of the participating students.

- The pacing of the remote learning will be such that students will be able to effectively re-acclimate to the in-person learning environment.

The school's remote learning plan will go fully to distance learning options, at the Principal's discretion, if normal school operations are disrupted by Covid-19 related school closures, or by Health Department-mandated absences affecting a large number of students. NOCA's remote learning plan will be submitted to the school's sponsor and to the ODE.

NOCA's remote learning plan includes the multiple mechanisms outlined above for content delivery to the school's students, including virtual classroom technology that will enable streaming video instruction, and curriculum work packets that will be completed within the student's home. NOCA will also adopt a full-scope learning platform to enable streamlined interaction between the school's teachers, students, and parents. The virtual classroom technology, work packets, and learning platform will together serve to provide NOCA the capability to remotely provide effective instruction and assessment to our students, monitor our students' progress, deliver and receive homework and curriculum, and communicate with our students and families.

In all above scenarios, NOCA will track daily attendance for all students, regardless of the mode of learning. NOCA will convert to and report attendance in hour increments via Gradebooks and documented attendance sheets.

**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?**

NOCA plans to assess students' knowledge, skill and competencies will remain consistent with practices outlined in NOCA's education plan in the charter contract.

NOCA will utilize the Core Knowledge as its written curriculum. Core Knowledge is aligned to the Ohio Model Curriculum in all core and non-core content areas. As its foundation, the curriculum will emphasize mastery of:

- Basic skills in reading, writing, and mathematics at the primary level
- Core subjects—English language and literature, history, geography, government, physical and biological science, mathematics
- Other classical areas of study—music and visual art
- World language-Latin and Spanish
- Character development
- Physical Education

The basis of these subjects from Kindergarten through 9th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-9 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance.

NOCA will utilize multiple points of data to determine if a student is meeting the minimum standards for assessing knowledge. In the event a student is not meeting the minimum criteria, he/she will be provided with interventions including tutoring throughout the school year to improve the academic standing. Criteria has been communicated to parents through multiple mechanisms. NOCA will hold conferences to communicate the progress made by each student. If a student has demonstrated he/she may not reach minimum proficiency, the student will be placed on an individualized improvement plan that will be reviewed regularly by our RtI Leadership Team and reevaluated as necessary. Every attempt will be made to ensure the success of all students.

NOCA will rely heavily upon experienced and well-trained teachers to be constantly aware of individual needs within their classrooms (both virtual and in-person). Teachers and administrators will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources. Teachers and administration will hold weekly team meetings to discuss the growth and progress of individual students. The curriculum being implemented allows for ease of differentiation, so teachers will be able to readily accelerate or reinforce a student's learning. At our middle and high school levels, NOCA will offer accelerated and remedial coursework, and will be able to pace students according to their instructional needs. For both middle and high school, the Dean of Student Learning and Principal will work closely with students to ensure proper course placement and promotion.

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

The method to be used for determining competency, granting credit, and promoting students to a higher grade level will remain consistent with practices outlined in NOCA's education plan in the charter contract and the Board approved promotion and retention policy.

The first level of data for RTI will be collected at the start of the school year using both the Ohio Department of Education Diagnostic Assessment Materials for grades K-3 and Measures of Academic Progress. Once results have been collected, the RTL will review the data and identify those students in need of Tier II and Tier III support. An instructional and intervention plan will be created and tailored to each student's specific needs which will include a timeline of follow up assessments to ensure student growth. The plan will be utilized to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal. These interventions will include instruction, be focused on targeting a specific identified weakness and be implemented consistently for at least three days a week over the course of at least 6 weeks. In addition, the RLT will create decision guidelines to determine when interventions are no longer necessary, need to be changed, or when a student might be identified for special education.

**Assessments**

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. NOCA will rely heavily upon experienced and well-trained teachers to be constantly aware of individual needs within their classrooms. Teachers and administrators will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use

of time and resources. Teachers and administration will hold weekly team meetings to discuss the growth and progress of individual students. The curriculum will allow for ease of differentiation, so teachers will be able to readily accelerate or reinforce a student's learning. NOCA's middle and high school levels will offer accelerated and remedial coursework, the school will be able to pace students according to their instructional needs. In middle and high school, the Dean of Student Learning and Principal will work closely with students to ensure proper class placement and promotion.

### **Progress Monitoring**

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, and other extended day services including tutoring, mentoring and intensive skills development programs.

It is the intention of NOCA to use progress monitoring unless the student has a disability and receives services on an Individual Educational Plan (IEP) that more appropriately can address the identified deficiencies. NOCA may request that low performing students attend remediation programs held before or after regular school hours or during summer. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

### **Third Grade Reading Guarantee**

To determine whether each student is on track, NOCA will administer an Ohio Department of Education Reading Diagnostic Screening measure by September 30, 2020 for students in grades one, two and three and by November 1<sup>st</sup>, 2020 for Kindergarten. If a student appears to be falling behind in reading, the school will immediately, in conjunction with the parents/guardian, develop a reading improvement plan (RIP) and provide interventions. NOCA will continually monitor student's progress under the RIP. If at the end of a student's third grade, it is deemed that the reading ability is insufficient to enter 4th grade, no promotion will occur. If a student is held back to repeat third grade, NOCA will institute an individualized daily 90-minute reading program with a specially trained reading specialist. Should the student improve quickly, NOCA may, at its administration's discretion, promote the child to the 4th grade early in the repeat year.

### **Differentiated Instruction**

Students presenting academic difficulty will receive remediation directly that will target specific deficiencies. The time-tested, multi-sensory, brain-based approach that will address multiple student learning styles, and that will be used at NOCA, is the Essential Literacy method, *The Writing & Spelling Road to Reading & Thinking*. NOCA believes one of the best forms of remediation is through a solid phonics program. By using this program with all students, NOCA expects to address many student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified.

NOCA will incorporate a minimum of 90-minutes during morning periods in kindergarten through 5th grades focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated



instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day.

NOCA will provide differentiated instruction in math and reading and other areas based upon individual need. In math, the first of these areas, the school will group students by ability. This process will require a common math period for all K-6 students and possible schedule changes for 7-9 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program, and will help to ensure that students receive the foundation in math that is necessary for understanding upper-level math.

#### **Lowest 20% of Students**

Low performing students will be identified through the use of assessment and diagnostic tools. NOCA has developed a program to provide the lowest 20% of struggling students with additional literacy instruction, through flexible scheduling blocks, small group setting and differentiated instruction, as well as pulled out instruction. An additional 30 minutes per day will be devoted to reading in small groups (3-6 students), with a focus on building accurate and automatic recognition of words in text. This 30-minute block will be implemented daily for remediation and enrichment in reading, but also in math, if necessary. Within 30 minutes, there is additional literacy instruction and progress monitor occurs on a weekly basis. Teachers may need to alter the text or use books at the student's reading level to increase comprehension. Re-teaching and re-reading may be utilized. The interventions are based upon individual student need.

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, NOCA will provide for tutoring. These sessions are programmed within the operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

Additionally, students will receive differentiated instruction and will be grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards. Highly effective teachers will intentionally use all of these strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

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

Attendance will be measured by the full day. Attendance in NOCA's Distance Learning Program will be defined as evidence of "engaging with the assigned material" at least one time per day. Evidence of attendance will be measured in at least one of the following ways (including, but not limited to):

- Progress Books check in and completion of daily attendance log;
- Assignments completed and submitted that were due on that day;



- Questions to answer on digital platform;
- Participation in an online discussion;
- Class participation during the scheduled class time;
- Student participation during scheduled related services; and/or
- Phone calls with the teacher or Related Services provider.

It is expected that parents shall, to the maximum extent possible, ensure that their child participates in the distance learning program. Parents will not need to call if their child is unavailable for the designated class time, as long as the student completes the daily assignment. If a student will not be able to participate in any learning activities that day, a parent can email the student's homeroom teacher. The absence will be considered excused.

The student will receive an unexcused absence when:

- A student does not participate in any part of the learning activities for the day;
- Has not checked in with the teacher; and/or
- If the student's parent does not contact the teacher.

NOCA will track attendance for all students, regardless of the mode of learning. The tracking of attendance will include an overview of what the students are working on daily (including instructional materials and assessments), and will include hourly increments. All NOCA students (whether remote or in person) will be expected to participate in learning opportunities for at least 5 hours daily.

Students enrolled at NOCA must attend School regularly (regardless of the chosen delivery mechanism) in accordance with the laws of the State. The educational program offered by NOCA is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session.

A student who fails to participate in seventy-two consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his designee.

**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](#).**

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parents will have the option to elect while the recommendations from the Governor are in effect.

While the current mandates and learning options are in place, NOCA families are being asked to choose one of the learning options – (a) in person learning or (b) remote learning. The option that is chosen by each family will remain the option for the entirety of the time that the mandates are in place and/or the options are being offered by NOCA. Once a family has elected an option, they will not be able to change their option while NOCA staff is serving both in-person and remote learning communities. After each academic quarter (1<sup>st</sup> Quarter ends October 14, 2020) if both an in-person option and a remote option are being offered, each family will have the opportunity to, again, choose to participate in the in-person option or the remote option for the next quarter.

The manner in which *In-person Learning* at NOCA will take place is outlined in the Re-Opening Implementation Guide (sent to each NOCA family). Below, is how *Remote Learning* will take place at NOCA.

### Remote Learning Option

- Students will receive instruction from NOCA teachers aligned to the in-person curriculum customarily taught in each grade's classrooms.
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- NOCA teachers will be recording daily lectures and instructions. Along with class assignments and assessments, these lectures and instructions will be uploaded for students to watch. Using the lectures and instructions as guiding tools, students will complete daily assignments and assessments as given by the teachers.
- Google Classroom will be used to present videos and facilitate teacher/student conferencing. Additionally, Google Classroom will be used to electronically assign, present and collect student assignments and assessments.
- Time will be set aside each week for teachers and students to conference live online. The schedule and times of meetings will be published by each teacher and sent to the families of the participating students.
- The pacing of the remote learning will be such that students will be able to effectively re-acclimate to the in-person learning environment.

The school's remote learning plan will go fully to distance learning options, at the Principal's discretion, if normal school operations are disrupted by Covid-19 related school closures, or by Health Department-mandated absences affecting a large number of students. NOCA's remote learning plan will be submitted to the school's sponsor and to the ODE.

NOCA's remote learning plan includes the multiple mechanisms outlined above for content delivery to the school's students, including virtual classroom technology that will enable streaming video instruction, and curriculum work packets that will be completed within the student's home. NOCA will also adopt a full-scope learning platform to enable streamlined interaction between the school's teachers, students, and parents. The virtual classroom

technology, work packets, and learning platform will together serve to provide NOCA the capability to remotely provide effective instruction and assessment to our students, monitor our students' progress, deliver and receive homework and curriculum, and communicate with our students and families.

In all above scenarios, NOCA will track daily attendance for all students, regardless of the mode of learning. NOCA will convert to and report attendance in hour increments via Gradebooks and documented attendance sheets.

**Provide a statement describing how student progress will be monitored.**

The student progress will be monitored in manner that will remain consistent with practices outlined in NOCA's education plan in the Charter contract.

For each student who does not meet state performance levels on short cycle assessments (in reading, writing, mathematics, and/or science), the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, and other extended day services including tutoring, mentoring and intensive skills development programs.

It is the intention of NOCA to use progress monitoring unless the student has a disability and receives services on an Individual Educational Plan (IEP) that more appropriately can address the identified deficiencies. NOCA may request that low performing students attend remediation programs held before or after regular school hours or during summer. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

NOCA will increase the levels of communication for those students that will be using the remote option.

**Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).**

To provide equitable access to quality instruction in remote learning environment, NOCA has implemented several policies to provide appropriate resources to all our students. NOCA has procured a sufficient number of laptops to provide a laptop to every family upon request. We have also crafted a policy that will provide in-home internet connection, via a cellular hotspot, to any family upon request. NOCA's work packets will provide the same high-quality instruction, homework, and assessment tools to every student. Additionally, the school has crafted a course schedule wherein it will be streaming instruction among different grade levels, spread out throughout each school day. This will allow families with multiple students to provide each student with technology resources and space within the home to maximize learning during video instruction sessions.

**Provide a description of the professional development activities that will be offered to teachers.**

The professional development activities that will be offered to teachers is consistent with the Charter contract and as outlined in the CSP application.

NOCA provides professional development throughout the year to assure that teachers are equipped with the skills to teach the curriculum and increase academic achievement. In alignment with the Ohio Standards for Professional Development (OSPD), NOCA's professional development includes the following criteria:

- Occur within a collaborative culture in which all share collective responsibility for continuous improvement.
- Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.
- Be supported by resources.
- Be databased, and use data for planning, assessment, and evaluation.
- Represent best practice models and theories of adult learning and active engagement.
- Be research-based, using what is known about change to sustain implementation.
- Focus on specific goals and align outcomes with existing educator and student standards.

The Professional Development aligns with the following seven standards of Ohio Standards for Professional Development. Per the ODE website, "professional learning that increases educator effectiveness and results for all students" embodies the following Standards.

- Standard 1: Learning Communities. Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
- Standard 2: Leadership. Requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.
- Standard 3: Resources. Requires prioritizing, monitoring and coordinating resources for educator learning.
- Standard 4: Data. Requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.
- Standard 5: Learning Designs. Integrates theories, research and models of human learning to achieve its intended outcomes.
- Standard 6: Implementation. Applies research on change and sustains support for implementation of professional learning.
- Standard 7: Outcomes. Aligns its outcomes with educator performance and student curriculum standards.

**Timeline of Professional Development Plan**

July 2020: Completed a review of the scope and sequences in the Core Knowledge Sequence, the Singapore Math Program, and the Essential Literacy OProgram.

July 2020: Identified any gaps with the required Standards (for example grade 4- Ohio History), and identify supplemental curricular materials to fill the gaps for the above-stated programs.

July 2020: Identified and secured the necessary consultants to provide Professional Development and Training to the teachers.

August 2020: Began designated training with school staff.

After the school year begins, the contract year for teachers reflects additional days provided for professional development during the school year (through weekly meetings and customized trainings), and after the school year. Funds have been allocated for staff to attend relevant conferences and training in addition to hiring.

Teachers began training during August 2020 (which included instruction on remote learning), and are equipped to implement the curriculum (in both live and remote learning platforms). Additionally, teachers will have access to all CSS Professional Development for the 2020/2021 school year.





**NORTHWEST OHIO  
CLASSICAL ACADEMY**

2021-012

**RESOLUTION TO APPROVE 2020-2021 REMOTE LEARNING PLAN**

RESOLVED, the Board of Trustees approves the 2020-2021 Remote Learning Plan as presented.

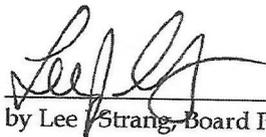
Resolution 2021-012 was adopted upon an affirmative majority. The vote was as follows:

	<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Not Present</u>
Ben Buckenmeyer	✓			
Ann Currie	✓			
Matt Dietrich	✓			
Cheryl Garlow	✓			
Eleanor Kemp	✓			
Robert Pruger	✓			
Janet Ragan	✓			
Kathleen Sallah	✓			
Lee Strang	✓			
Anna Woycik	✓			

**CERTIFICATION**

The foregoing are true and correct resolutions adopted by the Governing Authority of the School at a public Board meeting dated July 15, 2020.

Northwest Ohio Classical Academy

  
by Lee Strang, Board President

Aug. 7, 2020  
Date

  
Ann P Currie, Board Secretary

8/7/20  
Date



**NORTHWEST OHIO  
CLASSICAL ACADEMY**

2021-019

**RESOLUTION TO ADOPT AMENDED 2020-2021 RE-OPENING PLAN**

WHEREAS, on March 16, 2020, by order of the Ohio Governor and Ohio Department of Health Director, all Ohio schools were closed for the remainder of the 2019-2020 school year in response to the spread of the SARS-CoV-2 virus;

WHEREAS, the Northwest Ohio Classical Academy administration and Board of Trustees formed a re-opening committee to monitor all developments and guidance related to re-opening NOCA for the 2020-2021 school year;

WHEREAS, on July 2, 2020 Ohio released the *Covid-19 Health and Prevention Guidance for Ohio K-12 Schools*;

WHEREAS, the Northwest Ohio Classical Academy Board of Trustees adopted the *Northwest Ohio Classical Academy 2020-2021 Re-opening Plan* on July 15, 2020;

THEREFORE, the Northwest Ohio Classical Academy Board of Trustees adopts this *Northwest Ohio Classical Academy 2020-2021 Amended Re-opening Plan* as the School's 2020-2021 re-opening plan.

Resolution 2021-019 was adopted upon an affirmative majority. The vote was as follows:

	<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Not Present</u>
Ben Buckenmeyer	X			
Ann Currie	X			
Matt Dietrich	X			
Cheryl Garlow	X			
Eleanor Kemp	X			
Robert Pruger				X
Janet Ragan	X			
Kathleen Sallah	X			
Lee Strang	X			
Anna Woycik	X			

**CERTIFICATION**

The foregoing is a true and correct resolution adopted by the Governing Authority of the School at a public Board meeting dated August 7, 2020.

Northwest Ohio Classical Academy

  
by Lee J. Strang, Board President

Aug. 13, 2020  
Date

  
Ann P. Currie, Board Secretary

8/13/20  
Date