

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

FLEX High School
(An Ohio Non-Profit Corporation)

The Governing Authority (the "Board") of FLEX 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 FLEX High School 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 TJ Bowen

seconded by Martina Ellerbe.

Board Member Name/Initials	AYE	NAY	Other (Not present, abstain, etc.)
TJ Bowen	✓		
Martina Ellerbe	✓		
Lori Hamlin			<i>Not Present</i>
Kelsey Schiffer			<i>Not Present</i>
Sean Lehman	✓		

Duly adopted by a vote of the Board on this 17 day of August, 2020.



*Sean Lehman, Chair
 FLEX High School*

Remote Learning Plan

District Name:	FLEX High School of Columbus
District Address:	115 S. Gift Street Columbus, Ohio 43215
District Contact:	Alicia Henry
District IRN:	015237

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers... The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

NOTE: The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to **August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@education.ohio.gov.**

How will instruction take place? (check all that apply)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students

Remote Learning Plan

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Instructional Sequencing Aligned Instruction to Learning Standards Gap Analysis for ELA, Math, Science, and Social Studies Created a plan for IEP and students with disabilities Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>Upon enrolling with Flex High, all students are required to complete the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) in reading/language usage and math. NWEA MAP assessments contain test banks of common core standards- aligned questions. Measures of Academic Progress (MAP) provides an immediate assessment of student knowledge with areas of strengths and growth opportunities in reading/language usage and mathematics. Tools within MAP inform instruction with real-time data, measure academic growth, engage students and families in goal setting, create and reinforce evidence-informed educational practices, identify areas for professional development, and compare and predict student achievement and growth over time. Further, within that tool is a college and career analysis to assist staff in preparing career plans, advising, and goals. Administered upon enrollment and then as benchmarks throughout the year, these NWEA assessments provide insight into the learning gaps that may have contributed to a student's lack of previous academic success and provide a road map to make progress moving forward.</p> <p><u>ACADEMIC INTERVENTION/RESPONSE TO INTERVENTION POLICY</u></p> <p>A student's instructional needs will be documented in their individual RTI and graduation plan. Response to Intervention is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Upon enrolling into FLEX High School, all students will be assessed using the scientific based research educational program, NWEA to determine each students reading and math skills and levels. Depending on the student's level, he/she will be provided an individual learning plan outlining their Response to Intervention support. Specific courses will be offered for Tier II and Tier III students that will support their academic level while preparing them for academic success. Students and their individualized graduation plan will be monitored to determine progress toward graduation and closure of academic gaps.</p>	

Remote Learning Plan

Students who are working in a hybrid or virtual format will meet at least weekly with a teacher advisor to monitor progress. In addition, students themselves are trained in the use of a virtual individual graduation plan to self-monitor their progress toward gaining increments of credit and to identify needs, goals, and next steps. Students working on campus will meet regularly with each subject-area teacher to review progress made and needs in each course area.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Clear instructional plans have been created Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Address Documenting Instructional Needs Here:

Mandated state tests, assessments, homework, test prep, attendance, and student progression are all factors that go into each student’s individual RTI and graduation plan. The Mentor Teacher, Principal, and Highly Qualified Core Teacher will monitor each RTI student to ensure fidelity.

1. Assessment Coordinator, Teachers, and Principal will use the diagnostic assessments, such as but not limited to NWEA, READ 180, and curriculum benchmark tests to measure student progress toward attainment of academic standards to identify students who may not attain these academic standards.
2. Students will be administered the NWEA Language Arts/Reading and Math quick assessment upon enrollment.
3. Individual student instructional needs will be provided based on the results of the diagnostic assessment. Some of the instructional services provided will be before and after appointment tutoring, small group instruction, supplemental services, on-going assessment and evaluation of student progress by teachers, differentiated assignments based on NWEA data, and digital curriculum.

Attach any Additional Documentation or Notes (if necessary):

Remote Learning Plan

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Competency for students will be defined as mastery of course standards at a 75% or better level, as measured by all graded course assessments. Credits will be awarded upon course completion. Student matriculation will be monitored in the Student Information System as well as the Individualized Graduation Plans regarding completion of assessments and courses.	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Passing grades (No less than 60% average) are required of all students to earn course credit. Course grades are determined through the teacher averaging all graded work in the course-- student work products, tests, and other course assessments.	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Students will be assigned to grade-level designations (9-12) based on number of earned high school credits in accordance with Board policy. In order to graduate, students must meet all graduation requirements specified by the State of Ohio.	
Attach any Additional Documentation or Notes (if necessary): <div style="border: 1px solid black; height: 40px;"></div>	

Remote Learning Plan

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>The school has a school calendar that documents 196 days of instruction and 980 hours of learning opportunities offered through any delivery plan: on-campus, hybrid, or virtual (fully remote).</p> <p>Students are tasked with the responsibility of completing 25 hours of participation in learning opportunities each week (an average of 5 hours per day). Attendance is computed weekly by:</p> <ol style="list-style-type: none"> 1) participation in direct instruction on campus or in synchronous learning opportunities 2) online hours spent on GSuite-Google Classroom, SGI online forums, and Edmentum 3) curricular work placement or apprenticeship hours 4) time spent on timed instructional modules or other family engagement learning activities <p>A student is considered absent for a day of school when they fail to average 5 hours of work per day, aggregated weekly and reported in hourly increments. When students fail to reach the 25-hour participation target in a given week, the school will implement absenteeism and truancy notifications per Board policy. The school employs staff assigned to monitoring student participation and making student/parent contacts when attendance problems occur.</p> <p>Students will be withdrawn after 72 hours of non-participation/non-attendance.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created a plan for documenting student participation in remote learning

Remote Learning Plan

	<ul style="list-style-type: none"> Communicated the plan with families and other stakeholders
<p>Address Student Participation Requirements Here:</p> <p>Staff and students report the classroom/non-classroom based hours. Staff reviews and certify at various intervals and track daily/weekly/quarterly. If necessary, staff questions hours if they do not align. Students will be given the opportunity to complete an integrated course sequence including, but not limited to, career exploration and guidance, opportunities for skills training in in-demand industries and occupation, career technical education and work readiness coursework, with the goal of successfully preparing students for jobs in a pathway, enrollment in post-secondary education or registering for apprenticeships. All instructional programs of Flex High Columbus shall meet all applicable statewide standards.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>Disaggregated data of students in the Early Warning System will gauge attendance, module completion, and credit acquisition. Quarterly progress regarding meeting of individualized/intervention plan goals set by the team will monitor the meeting of the goals. Teacher Based Team (TBT) meetings will discuss student attrition and achievement—including both graduation and growth based assessments aligning to school’s quarterly accountability goals to assess student performance overall and create RTI plans as needed. These processes will track students’ matriculation while maintaining equitable access to educations and closing gaps for at-risk students.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs

Remote Learning Plan

	Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district’s plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here:</p> <p>Parent and Student technology survey was distributed and analyzed. Technology Plan was created regarding professional development and chromebook/hotspot distribution days have been communicated to families in need. Edmentum, Google Classroom as well as other G Suite trainings and manuals are available to staff, families, and students both virtually and in print to assist with the knowledge for equitable access.</p> <p>Remote instruction will continue through telephone, our Google platform, emails and text messages for all FLEX High students while our learning centers remain closed or in the hybrid format. Students will be able to continue their studies and progress toward graduation. Parents and students can drop-off completed work and pick-up new work and technology including but not limited to chromebooks, hotspots, and other applicable items. We have designated days of each week when students and parents can pick-up/drop-off work. Teachers will continue to contact students to ensure they have support and access to resources. If families need access to educational materials, or advice about the academic program or other concerns, they can contact FLEX staff.</p> <p>All students will have access to direct instruction, using Google Classroom, Edmentum, and textbooks to use at home or at school. All curricula are available in print or online formats to allow access by all students under each delivery option.</p> <p>Students who have special learning needs will receive the level and delivery option of instruction in accordance with their IEP or 504. For example, students with disabilities, will be served via delivery methods that may include teleconferencing, tele-therapies, hybrid tools, and/or individualized or group instruction at the school or other accessible, safe location.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

Remote Learning Plan

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <ul style="list-style-type: none"> ○ Overall Orientation and Restart Plan ○ School Safety and Health, including COVID-19 safety precautions, symptoms, and appropriate responses to a student demonstrating symptoms ○ Remote NWEA/ Data and Assessment ○ 5 Rocks of focus with School goals ○ Personalizing Student Learning i/e Planning ○ Curriculum and Instruction Practices in Remote Learning ○ TREC Certification-Trauma and Resilience Training ○ Google Cert 1 Part 1 ○ SIOP Components 1-8 	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	