



Fayette Local School District Remote Learning Plan



District Name:	Fayette Local School District
District Address:	400 East Gamble Road
District Contact:	Angie Belcher
District IRN:	047068

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: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelarning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).

Consider how instruction will 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



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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>Instructional needs of students will be based on grade level learning standards and course objectives. Individual needs will be determined through formative assessments and vendor assessments such as STAR, KRA, iXL, and so on. Students on an IEP will be monitored through quarterly progress reports aligned to their specific IEP goals and objectives. Students on a 504 plan will continue to receive accommodations as appropriate and can be reviewed by the team and modified if needed based on a change of learning environment. Gifted students will be identified through distinct testing and if qualified will receive a Written Education Plan. Gifted content will be posted online through a google classroom.</p>	
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
<p>Address Documenting Instructional Needs Here:</p> <p>The instructional needs for all students will be documented in the appropriate plans (504, IEP, WEP, RTI, PowerSchool/Grades, etc.) and communicated with parents through a variety of methods such as email, phone calls, Dojo, and so on. As a part of the remote learning plan and determining instructional needs for students all teachers will document classroom instruction, interventions, learning goals and assignments using Google Classroom.</p>	
Attach any Additional Documentation or Notes (if necessary):	



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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: <p>Students' grades will continue to be determined by their teachers and the course expectations. Students participation, effort, grades on assignments and assessments will all factor into the grade. Grades will be recorded in PowerSchool and will be available for parents and students to view at any time. Teachers will make weekly contact with students concerning their grades either while in school or remotely through varying methods: face to face, home visit, Zoom, Google Classroom, email, phone call, etc. Students will be promoted to the next grade level if they have met the course/classroom requirements outlined in board approved policies.</p>	
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: <p>Students' grades will continue to be determined by their teachers and the course expectations. Students participation, effort, grades on assignments and assessments will all factor into the grade. Grades will be recorded in PowerSchool and will be available for parents and students to view at any time. Teachers will make weekly contact with students concerning their grades either while in school or remotely through varying methods: face to face, home visit, Zoom, Google Classroom, email, phone call, etc. Students will be promoted to the next grade level if they have met the course/classroom requirements outlined in board approved policies.</p>	
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: <p>Students' grades will continue to be determined by their teachers and the course expectations. Students</p>	



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Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	Communications Planning
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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
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Address Attendance Requirements Here:

Attendance will be taken when students are in the buildings and tracked by the attendance secretaries and remotely according to teacher log-in and participation requirements. Students who fail to report to school, or keep up with remote learning, will be referred to the Fulton County Truancy Officer and all normal protocols will be followed.

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 ● Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:

Attendance will be taken when students are in the buildings and tracked by the attendance secretaries and remotely according to teacher log-in and participation requirements. Students who fail to report to school, or keep up with remote learning, will be referred to the Fulton County Truancy Officer and all normal protocols will be followed.

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SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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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
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Address Monitoring Student Progress Here:

During remote learning teachers will report to their respective buildings daily during their regularly contracted hours to instruct their students. Teachers will use Zoom/video recordings, or Google classroom to conduct their classes at scheduled times with logging on from home. In order to meet the needs of students on an IEP, students will be offered opportunities to report to school on a regular basis so that their IEP goals can be met. Students who lack access to home internet will be allowed to come to school to use the WiFi in a properly supervised environment with safety protocols in place. Teachers will hold daily check in sessions with students using a variety of methods. Each building's RTI or Data Team will track at risk students and provide support as needed to keep students on track, which may include coming into the building for interventions. Grades will be updated by teachers weekly in PowerSchool.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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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
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Address Equitable Access to Quality Instruction Here:

All teachers have the proper license to teach in their assigned subject area. Special education students are all assigned to a qualified intervention specialist who will monitor their progress toward IEP goals. Hot spots are provided to students who need WIFI access and chromebooks are provided to all students for remote learning.

Attach any Additional Documentation or Notes (if necessary):



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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> <p>Professional development will be focused on remote learning instructional strategies and based on individual teacher needs. The district has set aside specific PD days within the calendar year to provide training sessions to teachers using outside resources such as NWOCA and the NWOESC. District PD days are developed by the administration based on teacher input and data on student learning.</p>	
Attach any Additional Documentation or Notes (if necessary):	