



FINNEYTOWN
LOCAL SCHOOL DISTRICT

8916 Fontainebleau Terrace
Cincinnati, OH 45231
513-728-3700

District Name:	Finneytown Local School District
District Address:	8916 Fontainebleau Terrace Cincinnati, OH 45231
District Contact:	Terri Noe, Superintendent
District IRN:	047332
Board Approval Date:	August 17, 2020

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.”

As the school year proceeds and circumstances evolve, school districts are able to amend their



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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 must be resubmitted to ODE by email at remotelearning@education.gov

Remote learning should continuously support whole-child success and meaningful academic opportunities, while protecting the health and safety of students, parents, caregivers and educators. By definition, remote learning is a continuum of education delivery that can be both online and offline. Remote learning should be responsive to known equity issues. The goal of remote learning is to ensure that learning continues when the learner and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting. Some FLSD families lack access to digital resources, technology and the internet. Families also might be challenged with adults working from home while trying to support students' remote learning needs at home. It is likely that our most vulnerable students will be disproportionately affected by the pandemic for a variety of reasons. Vulnerable youth, including students experiencing homelessness or in foster care, justice-involved youth, students with disabilities, military families and English learners likely will face multiple challenges. As we face these equity issues, we also must work together to be intentional about supporting students' social, emotional and behavioral health and their academic success.

When is a Remote Learning Needed?

A Remote Learning Plan is needed in two circumstances:

Standard Component of the Educational Experience:

A remote learning plan is needed when the district's plan for the educational experience of its students includes, in any way, a specific reliance on remote learning as a regular and standard component of the instructional program, for the entire district, for a particular building, for a particular school or for a particular group of students. The district will deliberately use



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remote learning to fulfill its obligation of educating some of its students and the Finneytown Virtual Campus will be structured in such a way and conducted in a manner that meets the legal instructional hour and attendance requirements.

“As-Needed” Component for Unplanned Occurrences:

A remote learning plan is needed when the district’s plan for the educational experience of its students includes an “as-needed” contingency remote learning approach for periods (generally in excess of three days) during which a school building may be closed pursuant to ORC 3313.482, but for which the school desires to continue to provide educational services that count as “days in attendance.” Additionally, there could be instances where a school closes for a day or two to disinfect before a weekend or break but wants to or should provide remote instruction. This will be referred to as Finneytown Flex Campus.

Parents and families who choose remote learning as a regular and standard component for their child’s instructional program will be assigned to our Finneytown Virtual Campus. Each student in the Finneytown Virtual Campus will be assigned a FLSD teacher or team of teachers, who will support the child in his or her learning and social and emotional skill development. These teachers will grade submitted work and will closely monitor each child's progress. Students and families selecting this educational approach for the Fall of 2020 will be required to remain in the Finneytown Virtual Campus through at least the end of the first semester. Families who initially elect to send their child in-person may elect to transition their child into the Finneytown Virtual Campus at the semester.



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Key Definitions:

- ***Remote Learning:*** Remote learning occurs when the learner and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting. As used in this plan “remote learning” can include approaches that are digital or analog.
 - ***Digital mode:*** Digital mode describes remote learning that is delivered via computer or internet-based means. Digital mode remote learning requires students to have technology devices and, in most cases, internet access. Successful use of digital mode remote learning is dependent upon regular interaction between the student and educator.
 - ***Analog mode:*** Analog mode describes remote learning that is delivered through a non-digital experience. This could include use of high-quality paper learning packets or other non-digital instructional materials that enable students to engage in learning outside of the school building or traditional classroom setting. High-quality analog learning materials are sequenced, not random and encourage student discovery and exploration apart from the school building. Successful use of analog mode remote learning is dependent upon regular interaction between the student and educator. Analog mode is often used when students lack access to technology devices and internet service.
 - ***Teacher led:*** Teacher led remote learning occurs when a student is not in the school building but is synchronously interacting remotely with a teacher or other educator.
 - ***Self-directed:*** Self-directed remote learning occurs when a student is largely responsible for the accomplishment of the learning on his or her own. This can include learning with asynchronous support from a teacher or other educator. Self-directed remote learning may be either computer/internet based, or non-computer/internet based.
 - ***Online Learning:*** Online learning takes place through the use of a computer or other device that allows the student to engage in a learning experience. The definition of online learning is included separately from remote learning because



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online learning can be either remote or site based. Also, blended learning includes only online remote learning and no other type of remote learning. The online learning experience may be participation in a content-delivery software package or internet-based service, or on a learning management system for which the content has been provided by the school or district.

- ***In-school online:*** In-school online learning is learning that is done primarily through the interaction between a student and a computer using learning management software or an online or electronic content delivery system or software. Generally, in-school online learning is supervised by a teacher.
- ***Remote online:*** Remote online learning is online learning that is accomplished by students away from the school building.



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SECTION ONE
INSTRUCTIONAL NEEDS

A description of how student instructional needs will be determined and documented

**Determining
Instructional
Needs**

How will **instructional needs** be **determined**?

- Instructional Sequencing
- Aligned Instruction to Ohio Learning Standards
- Gap Analysis for ELA, Math, Science, and Social Studies, including identification of prerequisite and essential skills
- Student-level data analysis (e.g., NWEA MAP, DIBELS, OST/EOC, District Common Assessments)
- Pre-assessment strategies (part of digital platform)
- Review of IEP for Students with Identified Disabilities (SWD)
- Review of Language Plan for students who are English Language Learners (ELL)
- Review of Written Education Plan (WEP) and students identified as gifted



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Address Determining Instructional Needs Here:

Students in the Finneytown Flex & Virtual Campuses in grades K-12 will use FLSD Board of Education approved instructional resources delivered via Google Classroom. FLSD teachers will design and deliver instruction that is aligned to Ohio's Learning Standards. FLSD teachers have the ability to modify courses and add additional content based on individual student learning profiles and needs.

Every student in the FLSD Flex & Virtual Campuses will be supported by a teacher or team who will provide synchronous and asynchronous instruction, progress monitoring, remediation, intervention and enrichment. Individual instructional needs for students will be identified in the following ways:

- Utilizing prerequisite skills, current objectives, and external assessments and resources, lessons will be created within our digital platform for individual students and will then be further reviewed and refined by our teachers.
- Adaptive pre-assessments allow for the creation of Individualized Learning Plans catered to each student's needs, skill levels, and requirements. Our teachers review and refine these plans based on student instructional needs.



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- The results of district common assessments, norm-referenced local assessments, and required State assessments may also be used to identify the individual instructional needs of individual students.
- Weekly monitoring of student participation and performance on assigned learning activities.

**Documenting
Instructional
Needs**

How will instructional needs be documented?

- Clear instructional plans will be created
- Clear instructional plans will be communicated with staff, students, parents, and other stakeholders
- Digital platform reports
 - GradeBook
 - Classroom and Student Level Performance by Common Core Standard
 - Student Performance Overview
 - Enrollment Progress and Performance by School
- WEPs, IEPs, 504s, MTSS/RtI Plans, Attendance Plans, Report Cards



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Address Documenting Instructional Needs Here:

Teachers will monitor student progress and mastery by a variety of assessment strategies including pre and post-tests, discussions, grades, finished products, observations, and small group, whole group, and individual interactions. As instructional needs are identified, teachers will be responsible for differentiating and personalizing instruction and course content for each student. This may include additional remediation and intervention or adjustments to course pacing or content extensions.

Parent input will also be a factor in determining needs. They may login to check grades, missing assignments, and future assignments. Parents can elect to receive notifications related to missing assignments through Google Classroom.

SECTION TWO DETERMINING COMPETENCY

The methods used for determining competency, granting credit, and promoting students to a higher grade level for students participating in remote learning will be consistent with those defined in our Board Policy.

FLSD Board Policy 5420

<https://go.boarddocs.com/oh/finlsd/Board.nsf/Public?open&id=policies#>



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<p>Determine Competency</p>	<p>What method(s) will be used to determine competency for remote learning?</p> <ul style="list-style-type: none">● Student work will be graded based on mastery of content as defined by the Ohio State Standards and District Policy.● Students in the Finneytown Virtual Campus will be graded using the same grading scale adopted for all students in the FLSD.● Regular assessments, both formative and summative, will be included as part of online courses.● Teachers will provide regular feedback to students and families.● Teachers will hold virtual conferences with students and families to review progress.
<p>Granting Credit</p>	<p>What method(s) will be used for granting credit for remote learning?</p> <ul style="list-style-type: none">● Students must earn a grade of 60% or higher in each high school course for which credit is granted.● Course grades are to be made up primarily of assessments and activities designed to allow demonstrated mastery of content rather than simple work completion or effort.



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<p>Promoting Students</p>	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <ul style="list-style-type: none">• Teachers will develop and communicate a plan for promoting students to the next higher grade level that is based on mastery of course content and work completion.
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SECTION FOUR
PROGRESS MONITORING

A statement describing how student progress will be monitored

<p>Progress Monitoring</p>	<p>How will your school district progress monitor student progress with remote learning?</p> <ul style="list-style-type: none">• Finneytown Virtual Campus staff and parents will have a variety of progress monitoring tools that can be utilized to monitor progress and determine if a student is making adequate progress.• Reports from Google Classroom/ProgressBook will be reviewed frequently by teachers and students to monitor academic progress.
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- Activities and lessons will be adjusted as needed to meet individual student needs.

Address Monitoring Student Progress Here:

For students in grades K-12, district common assessments will be administered. NWEA Map, DIBELS, new math adoption tests, IXL, and Fountas and Pinnell will also be used.

Parents will play an important part in letting staff know if a student is struggling.

All students in the Finneytown Virtual Campus will be required to participate in regularly scheduled norm-referenced local assessments and required state assessments (e.g., NWEA, KRA, ACT, OST, EOC)

SECTION FIVE

EQUITABLE ACCESS

A description as to how equitable access to quality instruction will be ensured



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**Equitable
Access**

What is your school district's plan to ensure equitable access to quality instruction through remote learning?

Our goal is to ensure that every child has access to a device and to make accommodations for families who do not have Internet/WIFI access so that they can fully participate in remote learning.

Possible/Optional item(s) to consider:

- Parent/Student surveys related to access have been completed and reviewed.
- Technology Plan has been created to ensure equitable access.
- Each student will receive a district device which should be used for completing school work and participating in virtual instruction.
- Multiple surveys were sent out and phone calls were made to families to determine if they have reliable access to Internet/WIFI in the home. The district has purchased some remote hot spots and also was awarded several outdoor WIFI boosters (Aruba) which have been installed to allow access to the Internet in our school parking lots. We continue to advocate for universal internet access for all of our students.
- Students and families electing to participate in the Finneytown Virtual Campus who have individual learning plans (IEPs, 504 Plans, WEPS) will receive the support and accommodations indicated in their plans. District intervention specialists will work with Finneytown Virtual Campus staff to support these students and their teachers.
- Analog solutions (i.e., packets) will be available for



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families on a case-by-case basis but will be a last resort.

SECTION SIX PROFESSIONAL LEARNING

A description of the professional development activities that will be offered to teachers

Resource Links:

<https://finneytownlibraries.weebly.com/>
<https://www.atomiclearning.com/login/finneytown>
<https://docs.google.com/document/d/1tyTdIghLX5qZIpgKixSk9fw8zrWFgIyt1A0OkxIDOXk/edit>
https://docs.google.com/document/d/1QUDen378BDLOijN66kCWGYgrsM2erh_M8-UvOW-0AkI/edit

Professional Learning

What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?

- Teachers choose professional learning courses during in-service conference style learning.
- Self directed professional learning courses throughout the year via our Finneytown Professional Learning Center (including Google Classroom/Meets, IXL, and many other options).
- Teachers will participate in continued literacy training



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throughout the year.

Address **Professional Learning/Development** Here:

Teachers will complete training during the August/September in-service. All staff will receive training for equity, restorative practices, improving technology skills, and collaboration. They will also be given time and opportunity to choose from a vast array of other choices. During the school year all teachers will continue learning with online courses through Public School Works and the Finneytown Professional Learning Center. Ongoing Tech Training and tips will be provided for all staff in order to meet individual needs for tools and teaching methods.

Building principals will evaluate all teachers in the Finneytown Flex & Virtual Campuses and will provide ongoing coaching, mentoring, and feedback.