

Insert
School
District

Remote Learning Plan



District Name:	Focus Learning Academy of Northern Columbus
District Address:	1880 East Dublin Granville Rd Columbus Ohio 43229
District Contact:	Travis Budd
District IRN:	142943

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.”*

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.

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 remotelearning@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

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> <ol style="list-style-type: none"> 1. Instructional needs of all students will be met by the classroom teacher. The teacher is responsible for creating and monitoring online work for students to do from home, holding class in online learning platforms where teacher and students are able to interact via Google Classrooms and Google Meets, and teach in a face to face model where students come to school. 2. Pacing guides for all curriculums have been adjusted to allow for the new hybrid calendar. 3. Students will be tested either in person or remotely via NWEA MAP. Growth goals and targets will be produced, students that fall into the OFF track category will be assigned a separate intervention program to target skills in ELA, Math, Science or Social Studies. 4. IEP students will attend both regular education classes and meet with the Intervention Specialist once a week. For students that have elected to be 100% online they will interact with the Intervention Specialist via a dedicated website, where IEP goals and progress can be tracked for growth. 	
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> <ol style="list-style-type: none"> 1. All Lesson plan documents will be stored in PLANBOOK. 2. District wide platform alignment (Google Sites, Google Classroom, Google Meets). 3. Weekly plans accessible 24/7 for parents to review and complete required assignments. 	

Insert
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Attach any Additional Documentation or Notes (if necessary):

www.focusacademynorth.org Online Learning Tab



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Final-1.pdf

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: 1. Grading of remote learning will take place via secure testing portals on NWEA, as well as testing abilities of both ELA (Wonders) and Math (Zearn) platforms.			
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:			

Insert
School
District

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1. Students are awarded credit for both completing digital assignments, in person assignments and participating in Google Meets.

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:

- Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

1. Promotion of students from grade level to grade level will be determined by class grades, attendance and Overall performance score from the NWEA MAP.
2. Students who are determined to be off track on Fall and Winter Tests will receive intervention to help close gaps.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE

ATTENDANCE AND PARTICIPATION

Resource Link(s):

[Communications Planning](#)

Attendance Requirements

What are your school district's **attendance requirements** for remote learning?

Possible/Optional item(s) to consider:

- Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

1. Student communication is through two different platforms Class Dojo, and Google Classroom/Google Meets.
2. Our Staff communication plan is via Gmail and Slack App.

In the event the FLA is 100% Online our staff has a set schedule for each day.

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
<p>Address Student Participation Requirements Here:</p> <ol style="list-style-type: none"> 1. Student participation during remote learning is tracked with an internal Google Document and then transferred to Progress Book at the end of each academic day. Teachers will interact with all students during the day and mark attendance or participation accordingly. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <div style="display: flex; align-items: center;">  <p>_E-Learning Template-.pdf</p> </div>	

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> <ol style="list-style-type: none"> 1. Quarterly Assessments and attendance will be analyzed to track students who are starting to fall behind. 2. Parent meetings, technology and counseling services will be available for each family that is having difficulty with the remote learning process. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

Insert
School
District

Remote Learning Plan



SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Parent/Student surveys have been reviewed• Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here: <ol style="list-style-type: none">1. Based on surveys from our parents and our PTO, access to technology and high speed internet or the largest challenges our community faces with the remote learning plan.2. FLA has delivered over 250 Chromebooks to our families and continues to provide support in accessing technology daily.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: <ol style="list-style-type: none">1. FLA has a certified Google trainer to assist staff in ensuring district wide implementation of our remote learning plan.	
Attach any Additional Documentation or Notes (if necessary):	
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Insert
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