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Remote Learning Plan

District Name:	Focus Learning Academy of Southeast Columbus
District Address:	4480 Refugee Rd Columbus, OH 43232
District Contact:	Kathy Williams
District IRN:	142935

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 remotlearning@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

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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)
Address Determining Instructional Needs Here:	
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> <ul style="list-style-type: none"> • Upon enrollment or re-enrollment all students will meet with the Academic Advisor to discuss scheduling using Google Meets, or phone. At this time there will be a discussion regarding previous transcripts and test scores. • If available all students who enroll or re-enroll will complete the Map Growth Reading and Math Assessment remotely online. Students can access the NWEA testing at test.mapnwea.org. A staff member will monitor the testing session and communicate with students via Google Meets, email, or phone. This assessment will give a baseline to help determine students' instructional needs. If a student is re-enrolling then the student/teacher relationship has already been established which will allow the teacher to be able to meet the instructional needs of the students on an individualized basis. • Once a student receives their schedule from the Academic Advisor via email, phone, mail, or a designated pick-up time the students will be also be given their school e-mail address and the access codes to join their Google Classroom courses. Once the student has joined the Google Classroom course the teachers will communicate with students through this platform, google meets, email, or phone. During these initial discussions between teachers and students the teachers will discuss course expectations and any important information to help the students be engaged and successful in the course. At Focus Learning Academies and Focus North HS students receive individualized instruction along with being able to work at their own pace. 	

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- If a student has an IEP or 504 this is documented in DASL, and the student is assigned to an Intervention teacher. Intervention teachers will then work with the General Ed. teacher to meet the requirements and the instructional needs of the students. Intervention teachers will communicate with their students on weekly basis.
- Communication between students and teachers will be documented in DASL

Attach any Additional Documentation or Notes (if necessary):

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: <ul style="list-style-type: none"> • The assigned teacher for each course will be responsible for determining competency based on formative and summative assessments in each course and by their communication with the students. 	
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: <ul style="list-style-type: none"> • Once a student has completed the course teachers will report the grade and completion status to the Academic Advisors. The Academic Advisor grants credits and records the grade and credit on the students' transcripts. 	

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Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <ul style="list-style-type: none"> Students are promoted to the next grade level based upon the total number of completed credits. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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> <ul style="list-style-type: none"> All enrolled students are required to be actively working on their class assignments Monday through Thursday. Teachers, Academic Advisors, Student and Family Advocates, and Retention Specialists will be involved with monitoring attendance and participation in learning activities. Online/hybrid learning students will be considered present for a school day based on the combination of online hours logged, offline assignments completed (timed modules completed), and participation in direct learning sessions. A school day will be defined as an <i>average</i> of 5.5 hours per day of participation, reconciled weekly on Monday for the prior week. School personnel will follow Board-adopted truancy policies when a student fails to participate or attend online/hybrid sessions. 	

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- Parents of minor students will be contacted when students fail to report to synchronous learning sessions or to submit assignments for 48 hours unless an excused absence is reported. When a student fails to participate for 72 hours, the student will be unenrolled.
- Teachers will be utilizing Google Classroom in which students will be completing and turning in their assignments using this platform.
- Teachers will hold office hours via Google Meets, e-mail, phone, and chat with students to keep them engaged and participating in the learning opportunities.

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:

- When a student has completed and submitted the activity or assignment the teacher will document a grade and/or comment in Progress Book.

Attach any Additional Documentation or Notes (if necessary):

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
Address Monitoring Student Progress Here:	
Attach any Additional Documentation or Notes (if necessary):	

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Student's progress will be monitored by using Google Classroom or by paper packets that have been provided and returned. Teachers will provide feedback on assignments and stay in communication with students.

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:			
<ul style="list-style-type: none">• A survey is being conducted to determine student accessibility to the internet and devices.• Students who have access to the internet and devices will complete the curriculum provided by teachers using the Google Classroom platform. Students also have access to core content online textbooks that can be used as a resource.• Some chromebooks will be available to students who do not have access.• If a student has a device but not an internet connection a list of free wireless hotspot locations will be provided.• Another alternative is that students will be given paper copies of the assignments. These paper copies can be mailed, delivered, or picked up (during specific days and times).			
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?		

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Possible/Optional item(s) to consider:

- Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

- Prior to the start of the 2020-2021 school year teachers will be provided professional development on how to utilize Google Classroom to create on-line courses. Teachers will be trained on how to use ScreenCastify, Kami, Explain Everything, Kahoot, along with time to find content related resources such as Google Forms and Google Activities.
- Prior to the start of the 2020-2021 school year teachers will be provided Covid-19 training during Pre-service on August 4, 5, and 6th.
- Teachers will be given an iPad and provided training on how to record and video lessons to be posted on Google Classroom.
- Prior to the school year teachers will meet in content areas to determine power standards and create unit outlines that will be used as the framework for the units on Google Classroom.
- Monthly, the Directors and Director of Academic Development will meet with teachers to provide ongoing professional development for remote learning.
- The school will have an Academic Support Team which will help at the building level for any questions, concerns, and provide support to teachers so that academic growth can be maintained for all students during remote learning.

Attach any Additional Documentation or Notes (if necessary):