



# Remote Learning Plan



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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](mailto: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](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

**Consider how instruction will take place? (check all that apply)**

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



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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> <li>● Student instruction, whether remote or in person, shall be provided in accordance with teacher lesson plans and curriculum standards. Each classroom teacher shall develop written lesson plans for each course taught by that teacher that can be conveyed in person or remotely, as needed. Teachers shall make every effort to ensure that students are provided with comparable learning opportunities, whether instruction occurs remotely or in person.</li> <li>● Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and classroom teachers on design of lesson planning for special needs students.</li> <li>● Foxfire will utilize the Edgenuity online platform in combination with the Google Classroom platform. Students in K-12th grades will be taking courses from their online platform while Foxfire teachers support, monitor, re-teach, assess students on their progress.</li> <li>● Foxfire will utilize Edgenuity Pathblazer (K-5th) and MyPath (6th-12th) to support on track students and provide struggling students with differentiated interventions. These programs use age-appropriate content to engage and motivate learners.             <ul style="list-style-type: none"> <li>○ Students will be assessed using Renaissance 360 assessments at any level and NWEA MAP assessment at the 9-12. These results are imported into Edgenuity. The program, based on assessment data, assigns students an Individual Learning Path that focuses on the skills and concepts they're ready to learn. The program is intended to provide intervention that is age-appropriate instruction and practices while providing intervention, remediation, and enrichment for all levels of students. Teachers receive dynamic reports in real time. Allowing teachers to monitor progress identify students that need additional support and to develop tiered groups of students.</li> </ul> </li> <li>● Students that receive special education services and students that receive support students</li> </ul>	



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will participate in Zoom or Google meet sessions, home visits (observing social distancing requirements) and supports from an intervention specialist through the Edgenuity and Google Classroom platforms.

- The Edgenuity platforms meet ESSA Tier 1 evidence
- Instructional format is all direct instruction, supported practice, independent practice, and assessments. Teachers will support student learning with additional teaching provided to whole group and individual as needed through phone, email, Zoom, or Google Meets.

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

- Lesson planning will be driven by student assessments and instructional needs. Assessments will be documented through Edgenuity, Google Classroom, and finally Progressbook where students, parents, and teachers can monitor their student's progress. All students including students with special needs and gifted students will receive differentiated instruction as needed. Based on formative/summative assessments, instructional plans will be developed and include progress monitoring details in accordance with district expectations and address student knowledge and skills that may prevent students from being successful.
- Teachers shall designate the order in which the lessons are to be provided to students in teacher's class and will update or replace such lessons as necessary throughout the school year based on the assessed instructional progress of students.

**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	
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>		
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>		
<p>Address Determining Competency Here:</p> <p>Teachers shall be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person.</p> <p>The administration, with input from teachers, shall determine granting of credit and student progression to the next grade level. If the student does not complete the lesson within the required time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided. The administration, with input from teachers, shall develop additional guidelines as needed for student grading and assessment in a remote learning environment (e.g., adjusting the time frame for submission of an assignment or accounting for the requirements of a student's IEP).</p> <p>if pass/fail grades are given, the students receiving pass would be determined to be competent. If letter grades are given, those students receiving A or B or C would be determined to be competent. This aligns with the guidelines for long-term requirements pathway from ODE graduation flexibility for 2021 and beyond. Grades will be comprised of various assessments, classroom assignments, projects, and assignments the teacher feels are appropriate.</p>			
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>		
<p>Address Granting Credit Here:</p> <p>If the student does not complete the lesson within the required time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided. The</p>			



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administration, with input from teachers, shall develop additional guidelines as needed for student grading and assessment in a remote learning environment (e.g., adjusting the time frame for submission of an assignment or accounting for the requirements of a student's IEP). When letter grades are being used students must receive a D- or above to be awarded credit.

<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
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Address Promoting Students to a Higher Grade Level Here:

The administration, with input from teachers, shall determine granting of credit and student progression to the next grade level. The requirements for promotion of students to a higher grade level shall not be altered due to a remote learning environment for some or all of the year.

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

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<p><a href="#">Communications Planning</a>  <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created a communication and attendance plan for staff and students</li> </ul>
<p>Address Attendance Requirements Here:</p>	



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Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g., requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by e-mail, text or phone).

Teachers will also be responsible for assigning and documenting student completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.

1. Staff will maintain regularly updated contact information for students and parents via Google Voice, G- Mail, Google Classroom, Zoom, Website, and home visits via social workers and paraprofessionals
2. Digital Access- We surveyed each student and their family in regards to internet access and technology. Our plan includes providing each student a chromebook. For families who do not have internet access we will provide a hotspot.
3. Student attendance will be tracked via PBL progress- Edgenuity progress - credits earned- portfolio progress and completion. We will also track attendance via Google Classroom and Zoom Classroom.
4. Student Attendance will include Career Readiness Job Shadowing- Internship- Work Study - Certifications - Employment
5. Teacher Led Remote Learning Synchronous- Teachers teach remotely
6. Self Directed Remote Learning via Phoenix Academy and Edgenuity - Daily logins to learning management system - Daily interactions with the teacher to acknowledge attendance
7. Weekly Tasks Accomplishments- students are assigned weekly assignments and will discuss with teachers.
8. Excused Absences- Any circumstance deemed to be excused should be recorded as excused as best practice.
9. No evidence of exposure, engagement, or participation- no evidence that student participated or engaged will be marked absent
10. Examples of daily completion will include - messages, emails, Zoom conferences, Google Voice, class Youtube, Edgenuity, and ACT Workkeys



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<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created a plan for documenting student participation in remote learning</li> <li>• Communicated the plan with families and other stakeholders</li> </ul>
<p>Address Student Participation Requirements Here:</p> <p>Participation will be individualized based on unique needs with the following options:</p> <ol style="list-style-type: none"> <li>1. Edgenuity Classwork - Courses - Credit Attainment</li> <li>2. Phoenix OnLine Academy</li> <li>3. PBL Completion and Participation</li> <li>4. Credit Attainment</li> <li>5. Career Readiness Certification - Participation: Internships, Credentials Earned, Work Study Hours, Job Shadowing Hours</li> <li>6. Google Classroom</li> <li>7. Student Portfolios</li> </ol> <p>*** We will address any learning gaps as well as technology gaps that will keep students from being successful.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed a Plan to monitor student progress with remote learning</li> </ul>
<p>Address Monitoring Student Progress Here:</p> <p>Teachers will be responsible for assessing, documenting and communicating student progress, whether students are physically in class or learning remotely. Progress towards learning will be communicated through feedback/grades on assignments, conferences, midterm reports, and report cards.</p>	



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

Foxfire will progress monitor via Edgenuity Progress Monitoring. This is a tool built into all assessments. We will also use NWEA Map Assessments, STARS 360 Assessments, Reading A-Z Assessments, Career Readiness Certifications, and teacher made formative/summative assessments. We will utilize IEP Anywhere as well to Progress Monitor.

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Parent/Student surveys have been reviewed</li> <li>● Technology Plan has been created to ensure equitable access</li> </ul>

**Address Equitable Access to Quality Instruction Here:**

When remote learning is being provided online, the District will facilitate access by students who do not have computers and/or Internet at home. Provision of access may include some or all of the following: teacher preparation and distribution of paper copies of lessons, distribution of Chromebooks, distribution of personal hotspots, and provision of downloadable instruction. Building principals shall encourage teachers to use their best efforts to develop lesson plans that can also be conveyed remotely.

Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind. Regular classroom teachers shall work with special education teachers and intervention specialists to facilitate access to remote learning opportunities by special needs students.

Communication between the school and families is critical to providing access and opportunity to our students. Teachers will reach out to families to determine the most feasible mode of communication.

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

We provided a parent survey to all of our parents/stakeholders and we even made home visits to ensure we had a great participation to hear our families' needs, concerns and questions. We created



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a technology plan based on the results of the survey. We only had 18 students who had no device or internet service. Our plan ensures that all kids and families have both a device and internet access.

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> 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"> <li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p><b>Address Professional Learning/Development Here:</b></p> <p>The District will offer professional development to assist teachers to develop effective lesson plans and teaching strategies for a remote learning environment. Written materials with lists of available resources will also be provided to teachers. Additional professional development for remote learning may be offered during the course of the school year.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p> <p>Foxfire has a 5 year PD Plan already in place but due to the Pandemic we have totally revamped and created our Remote Learning Days and PD Days focused on critical intensive needs around technology PD, Google Classroom, Edgenuity, Creating Virtual Classroom Lessons, STARS, NWEA, PBL, Simple K-12 PD, Zoom, ACT Workkeys, and On- line credentialing programs.</p>	