



# Founders Classical Academy of Corinth

## Remote Learning Plan Details

### I. Remote learning from the student's perspective

The goal of Founders Corinth's remote learning plan is to offer students an instructional experience that is as robust, engaging, and aligned as they would participate if they were present in person. For Founders, this means that students will encounter the same content, although in some distinctly different ways. They will contemplate the same ideas and develop the same skills as their peers. An essential difference between the at-home and in-person experience is that, at least for kindergarten through sixth grade students, the parent becomes an essential partner with the teacher.

The teacher of at-home students will be the instructor of record and will conduct regular face-to-face meetings with all students, but much of the instruction will be guided by the parent at the teacher's direction. We recognize that parents have opted for the remote option due to safety concerns and not necessarily because they consider themselves able instructors; however, it is important for parents of elementary and early middle school children that they will carry much responsibility for their children's progress.

This new dynamic will add an important responsibility to the teacher's role: parent guide. In addition to ensuring his/her instruction is of high quality, the teacher will make sure parents are properly supported. This may mean the teacher will need to conduct short workshops on specific subject matter such as Singapore Math or be able to explain the importance of learning cursive in third or fourth grades.

Parent involvement is especially important because we are trying to limit synchronous instructional time to no more than 90 minutes a day for K-2 grade students and 180 minutes a day for 3-6 grade students.

For the students in **seventh through twelfth grades**, the day will look a little different. We expect the older students to follow a schedule that approximates their day when they are present in person. This day is more synchronous, with students logging in to live sessions and following along with their peers. Lessons will be recorded for days a scholar is absent, so they will be able to watch them and complete their coursework; however, student attendance will be a priority so they will be able to connect with their peers in order to derive the most benefit from classroom interactions.

II.

| Online Instruction Snapshot- Basic Overview   |  |   |
|---|--|---|
|   | K-2  | 3-12  |
| <b>Teachers</b>   | One dedicated online instructor for each grade will cover all subjects for the students.   | Multiple content specialist teachers will be teaching online students as well as in-person students.  |
|   | K-6 will have set times per week to meet online with students.   | 7-12 grade will follow their course schedule and be punctual in meeting with their teachers during those assigned times.  |
|   | Will offer online educational opportunities for parents to assist in supporting their child at home. <i>(How to teach phonics, etc.)</i>   |   |
|   | Will respond to emails and questions within a 24 hour period.  |   |
|   | K-6 Only: All classes that are not considered core will assign weekly lessons.<br><i>(Ex. Art, Music, PE, Electives)</i>   | 7-12 Only: All classes will meet 5 times a week.  |
| <b>Students</b>   | K-6 are required to turn in daily assignments and work approximately 3-5 hours a day (including time spent online with teachers) on school work. Are required to attend mandatory online meetings with teachers.   | 7-12 are required to attend daily classes online and adhere to the same due dates/testing dates as their peers in the classroom.                                |
|   | Daily engagement must be documented for students to be considered present.   |   |
|   | Must turn in work by stated deadlines. Failure to do so will result in standard late work penalties.   |   |
|   | Online students may be eligible to participate in extracurricular activities.  |   |
|   | Students must conform their behavior to the "Online Decorum" document.   |   |
|   | Students must have their computer camera on at all times during instruction and be seated in a distraction free zone. Students are also required to wear their uniform at home while attending online sessions.  |   |
| <b>Parents</b>  | Parents agree to work in partnership with the teachers.<br>Parents are responsible for their child's virtual classroom behavior and ensuring that work is turned in on time.<br>JupiterEd and Google Classroom will be a reliable resource for parents to see assignments and due dates. |   |
|   | <b>Instructional Materials</b>   | Textbooks, instructional materials, and necessary IT equipment <b>will be distributed to families in need as long as resources are available at the campus.</b> |
| K-6 Parents may be required to pick up weekly/bi-weekly consumable materials from the school. |  |   |

## 504 & Special Ed

Students with Section 504 or Special Education services will continue to receive the services outlined in their respective plans during remote instruction. Should there be a need to deviate from a plan, a contingency document can/will be developed to address those differences.

## 7-12 Multi-Synchronous Plan

Grades 7-12 will follow a class schedule similar to what they would experience in school with some modifications to duration. Students will be expected to log in to scheduled class times and participate in lessons and class discussions as though they are there. They will be expected to complete all classwork and homework assignments in the same manner. Attendance will be taken each class period and the campus late work policy will apply when a student is absent. Scholars are required to attend at least 90% of classes to earn course credit.

Teachers will be encouraged to utilize discussion board assignments in order to encourage interaction between at home and in person students. Discussions will continue to be an essential aspect of Classical instruction regardless of mode, so it is important that students be offered different opportunities to engage.

Delivery of assessments can be complex if not handled properly. School leaders have suggested that students be required to come to campus in order to test. If tests can be administered in a manner that respects parents' safety concerns, then this is the preferred method over online assessments. Additional testing information will be forthcoming.

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### III. Student Engagement & Student Interactions

It is Founders expectations that at home students are engaged every day. We will be noting student participation in group Google Meets sessions with K-6 teachers or completion of daily assignments and/or participation at the 7-12 level. Grading will be the same for both sets of students.

Teachers should have daily contact with students. We don't consider the asynchronous mode to be typical at the 7-12 level. Students should be logging in to live instruction whether by Internet or phone. Participating regularly in a time-shift mode will be discouraged due to the expectation that students are participating in discussions. Attendance/final grades will determine the awarding of course credit.

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### IV. Primary Instructional Materials

Teachers and students will utilize standard curricular resources in most cases.

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### V. Adaptation of Content

For our at-home students, in grades K-6, content will be adapted for four primary modes:

- a. Direct instruction (condensed for on-line delivery)
- b. Parent-led instruction (with workshops offered to parents to help guide them)**
- c. Video-based instruction (phonics, math, history)

- d. Self-directed instruction (online i.e. Study Island, Google Classroom, or Workbook)

We will primarily be using our standard curriculum. Phonics, Singapore math, science, and Core Knowledge content will be adapted for these modes.

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## **VI. Tracking daily student engagement and academic progress**

We will base engagement on a standard of meeting expectations, which is generally comprised of the following criteria:

- Daily presence
- Participation
- Log on and engage in an online platform such as Reading A-Z, Study Island, Pearson, etc.
- Completion of work in a timely manner
- Assignment, test and quiz grades

We will track academic progress as we would with in-person attendance. We will use grades and participation as well as assessment tools such as MAP, various reading assessments, Study Island, TEKS quizzes, etc.

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## **VII. Online Decorum**

Decorum is a set of norms, or habits, that guide us in our interactions. Our decorum makes a statement about how we see each other. For example, in the presence of a king, decorum dictates that subjects bow. In a business meeting, equals shake hands. The habits of decorum define our relationships.

Decorum is a way to show respect for each other. Whether in-person or on-line, a set of defined habits strengthen our proper relationships.

At Founders Classical Academy Online, please do your best to observe the following standards of decorum. Keep in mind that practicing these habits is a way to show care for others.

### **Face-to-Face**

Please sit up in a chair at a table. Do not sit on a bed or the floor. Sitting in a chair properly is a way to tell others that you value the time together and are ready to attend.

1. Uniform shirts are required during online learning. When choosing your clothes, keep in mind how you would want to present yourself in person and whether your choices conform to school event expectations. This lets others understand that you respect them and the class enough to show forth your best.
2. Do your best to place your camera in such a way that there are no other people in the screen shot, so that their activities are not distracting to other students. For example, place the camera so that a wall is behind you. Do not place the camera so that the entire kitchen is behind you.
3. Please do not create distracting artificial digital backgrounds or wallpaper for your self-display.
4. Do your best to frame yourself in the camera so that others can see your shoulders and head within the frame. A goofy screen shot of nothing but your eyebrows, for example, can be distracting to others.

5. Please mute your microphone unless the teacher is asking you to respond.
6. Please do not multitask. Be ready to participate in class by shutting down all other devices, browsers, unnecessary websites, or books or drawings not related to the class.
7. Please avoid having conversations with other people in your house, even when your mic is muted. Your side conversation could distract others.
8. Use common courtesy. Say “hello,” “goodbye,” “please,” “thank you,” “yes, ma’am,” and “yes, sir” as is fitting in a formal classroom.
9. Typically it is polite to look one another in the eye. On a screen, unless you are reading or writing per the teacher’s direction, please do your best to look at the screen. This is how we show others that we are paying attention when meeting online.
10. The “chat” feature of Google Meet and Zoom is a classroom space and not a space for side conversations. Use it only according to the instructions of your teacher.
11. Please be punctual.
12. Consider waking up at the same time every morning. Eat breakfast, brush your teeth and hair, and get dressed. When staying at home, these habits dignify the value of your daily work, and the routine helps prepare your brain for action.