



Remote Learning Plan

District Name:	Apollo Career Center
District Address:	3325 Shawnee Rd, Lima, Ohio 45806
District Contact:	Keith Horner
District IRN:	050773

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 remotelarning@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 remotelarning@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](#). 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.

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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)

Determining Instructional Needs:

We will hold departmental meetings for all academic and career technical programs to review curriculum maps and sequencing.

- Curriculum mapping and sequencing will directly align with state standards.
- Each department will review and develop clear objectives for student learning at all levels that includes students who are learning remotely.
- Departments will analyze gaps that existed prior to, and after, the spring 2020 building closure to determine areas of focus that may be needed for the 2020-21 school year.
- The Student Achievement Center (SAC) provides at-risk students and exceptional students with resources and support to ensure they receive an equitable and challenging education through accommodations. Departments will use information provided from the SAC to identify needs of special populations in in-person and remote learning environments.
- Departments will develop plans for IEP and WEP students that create equitable, challenging, relevant goals for learning at all levels.

We will develop an instructional plan for students learning remotely.

- One plan will focus on the students who are choosing remote learning instead of in-person learning this year. These students will be required to meet with a guidance counselor prior to enrolling in remote learning to go over the expectations. Parents will be required to give consent and complete an agreement that outlines parent and student expectations.
- We will create a similar plan for students who would have to transition to remote learning due

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to a closure. This will help all students be better prepared should a closure occur.

- These plans will include instructional expectations, attendance requirements and the technology that will be required to use remote learning.
- Remote learning plans will include online interactive classroom experience, hands-on learning experiences that simulate real world environments, online assignments and offline assignments.
- Remote learning plans will offer students opportunities to participate in school to work and apprenticeships with industry partners within their career pathway.
- Remote learning plans will require the assessment of students' readiness so that we may determine what individual needs the student may have in order to be successful.
 - Our Student Achievement Center will work with any students who are identified as At-Risk, IEP, or Gifted to identify additional needs.
 - Students who are unable to be successful in a remote learning environment using technology may have accommodations such as being provided with paper packets and hands on experiences that simulate real world learning.
- Instructional plans for remote learning will be posted on the school website and communicated through other various forms to parents and students prior to the start of school.

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
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Documenting Instructional Needs:

Remote learning plans will be developed:

- All remote learning plans will include clear expectations and be clearly communicated to staff, students, parents and other stakeholders.
- We will develop a remote learning plan that communicates clear expectations for students and parents for remote learning. This plan will also provide students and parents with access to resources that will help them to be successful in a remote learning environment. This plan will be communicated in a variety of ways including posting on the school website, social media outlets and direct mail.
- Our remote learning plan will provide teachers with guidance that outlines the expectations for instructional delivery, ensuring equity and access, participation requirements, grading, assessment and granting credit.

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Attach any Additional Documentation or Notes (if necessary): See Attachments

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
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Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
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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)
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Determining Competency:
We will hold departmental meetings for all academic and career technical programs to review curriculum maps and sequencing.

- Departments will develop information that can be posted in Schoology prior to the start of school. This information will include grading expectations and assessment expectations for students.
- Staff will clearly post grading, assignments and assessment expectations within the courses in Schoology so that students have access to this information at all times.
- Staff will provide information to students and parents on how to best communicate with teachers and ways that they can speak directly with teachers for additional assistance.

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)
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Granting Credit:
Staff will meet as departments to review that assessments and grading meet instructional goals.

- Assessments will be developed that utilize the tools in Schoology to monitor student learning and ensure consistency.
- Assessments will utilize the automatic grading feature in Schoology whenever possible. Example: Multiple choice, matching terms and true/false answers.
- Assessments that cannot utilize the automatic grading feature will use a grading rubric that

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<p>outlines clear grading expectations.</p> <ul style="list-style-type: none"> Grading will be done in compliance with the grading scale that has been adopted in the student handbook. Grading of incomplete, late, or unsubmitted assignments will follow our grading policy adopted in the student handbook. 	
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>Promoting Students to a Higher Grade Level:</p> <p>Our plan for promoting students to a higher grade level will include the following considerations:</p> <ul style="list-style-type: none"> Successful passage of the course with a 60 percent or higher. Successful passage of EOC examinations as applicable. Successful completion of alternative pathways for graduation as applicable. <p>Staff will clearly post grading, assignments and assessment expectations within the courses in Schoology so that students have access to this information at all times.</p> <ul style="list-style-type: none"> Grading and assessment policies will follow policies adopted in the student handbook. 	
<p>Attach any Additional Documentation or Notes (if necessary): See Attachments</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<p>Communications Planning</p> <p>Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
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>Attendance Requirements:</p> <p>Students participating in remote learning will be required to attend their classes at the regularly scheduled times of instruction.</p>	

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- Attendance in a remote learning class will be considered the same as in-person attendance.
- Failure to attend the assigned class will result in being considered absent.
- Absence from a course will follow the attendance policy that is adopted in the student handbook.
- Any exception of attendance must be compliant with our school's plan or approved by administration.
- We will address illness-related absences with protocols and guidance provided by our local health department to ensure students' HIPAA and privacy rights are respected.
- Absences will be communicated to parents via Schoolmessenger.

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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Student Participation Requirements:

Remote learning plans will include clear expectations for class participation (attendance), grading and submission of assignments. These plans will be posted under the “Remote Learning” tab on the Apollo website.

Teachers will be required to document student participation in remote learning.

- Participation will be considered the same as attending class in person.
- Attendance will be documented in LMS Schoology for both in-person and remote learners.
- Our Student Success Center will maintain continuous contact with parents and students to ensure students with exceptional needs and at-risk students are receiving individualized support.

Teachers will be required to report any non-participation by the end of each week to school administration.

- Teachers will provide administration with documentation of contacts that they have had with parents and students.
- School administration will conduct a follow-up contact attempt with the student and parent.

Attach any Additional Documentation or Notes (if necessary): See Attachments

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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>Monitoring Student Progress:</p> <p>Our Student Achievement Center (SAC) will play a vital role in working with teachers to ensure progress monitoring is consistently applied to exceptional and at-risk students.</p> <ul style="list-style-type: none"> The staff from the SAC will work with teachers to help develop uniform systems for progress monitoring of exceptional and at-risk students. Staff will be trained on how to effectively progress monitor students and be given tools to aid in the organization of documentation. The SAC will make contact with teachers on a weekly basis to review progress monitoring and assist as needed. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district’s plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
<p>Equitable Access to Quality Instruction:</p> <p>We will assess district needs in a variety of ways. First we will distribute a parent survey. The data will be used to develop an action plan for technology needs. The survey will address the following:</p> <ul style="list-style-type: none"> Does the student have access to technology? Will the student require the use of school equipment to be successful in remote learning? 	

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- What forms of communication will be required by both the student and parent in terms of communication and communicating progress?
- Offering parental supports that can assist them in supporting their remote learner.
- Options for progress monitoring by parents and information about the district's plans for progress monitoring.
- Provide knowledge about what resources that we have available and parents and students level of awareness.
- Data derived from the survey will allow us to adjust plans to accommodate unforeseen challenges.

Our Technology Dept. has developed a plan that includes the following:

- Distribution of school owned technology for student use.
- Documentation of distributed technology.
- Creation of a technology help line phone number that allows students to contact the IT department with issues.
- Teacher support for effective use of technology in their classroom to provide remote equal access.

School administration will meet with their departments of supervision regularly to address issues in regards to meeting the individual needs of students.

- The district will provide delivery of school materials to households who cannot pick up items needed from the building. This may include dropping items off at the students home or mailing materials as needed.

The remote learning plan will include offering all students access to the following additional resources outside of classroom instruction:

- Access to career advising through OhioMeansJobs.
- Access to mental health services.
- Access to guidance counselors for increased academic support.
- Access to college planning advisors.
- Access to the schools resource officer.
- Access to nutritional services.
- Access to community resources.

Attach any Additional Documentation or Notes (if necessary): See Attachments

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SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
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Professional Learning	<p>What professional development 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"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
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Professional Learning/Development:

Staff will develop personalized professional development plans that include remote learning.

- Goals will include the use of daily practices that ensure that instructional delivery is relevant and challenging for every child.

Staff will take part in professional development opportunities that focus on student success in a remote learning environment on August 19 and 20, 2020.

- Staff will be trained on the basic and advanced features of Schoology.
- Staff will be directed to utilize a standard organizational system within Schoology so that all students may access information in a uniform way.
- Staff will receive training on the use of video conferencing methods and how to effectively upload these tools into Schoology.
- Staff will be trained on the use of assignments in Schoology. Staff will learn what types of assignments should be used to ensure equal access and equity for all students.
- Staff will receive small group training on providing differentiated instruction, equity and access to special populations.
- Staff will receive training on how to assess students' readiness for remote learning and how to analyze the data to drive instruction.

On August 20th, staff will meet with their departments to do instructional planning that is outlined in section one of this document.

Apollo staff will adopt virtual weeks that will be held the first week of each month. The purpose of these virtual weeks will be to ensure that all students have hands-on experience in understanding expectations and the use of remote learning.

- Staff will receive an outline of expectations for each of the assigned virtual weeks. This will ensure uniform delivery and consistency for student success.
- Staff will deliver at least one complete lesson during each virtual week.
- Staff will clearly outline the expectations and objectives of that lesson to students.



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- The first virtual week will be held within the first five days of school.

Staff will receive bi-weekly professional development training on the use of remote learning within the classroom.

- Multiple levels of training will be offered to ensure that staff can use their personalized professional development plans to choose which training will be selected.
- Each training will focus on refining previously taught skills and introducing new skills.
- Training will help prepare staff for full closures while helping to integrate the use of remote learning skills in the classroom while in session.
- Emphasis on the use of data to drive instruction will be a major focus.

Staff in-service training will be utilized to strengthen remote learning delivery skills and daily practices that promote equity and access for all students.

- We will have focused training on the use of documentation and monitoring for students who have special considerations.

Attach any Additional Documentation or Notes (if necessary):

Attachments:

- A. Apollo Career Center school board approval (p. 11)
- B. Apollo Restart Flyer (p. 12)
- C. Plan 2 - Blended Learning Plan (pp. 13-16)
- D. Plan 3 - Remote Learning Plan (pp. 17-18)

REMOTE LEARNING PLAN

The following is a true and exact excerpt of the minutes as voted upon by the Apollo Career Center Board of Education at its regular meeting held July 27, 2020.

Mr. Hager moved to adopt the following:

VI. New and Recommended Matters

B. New Business (Motion 07-20-04)

2. Remote Learning Plan

Adopt the Remote Learning Plan to be submitted to the Ohio Department of Education, as presented.

Mrs. Place seconded the adoption of the Remote Learning Plan and the roll being called upon its adoption, the vote resulted as follows:

Mr. Fleming	<u>Absent</u>	Mrs. Marrs	<u>Yea</u>
Mr. Fricke	<u>Yea</u>	Mr. Marshman	<u>Yea</u>
Mr. Fruchey	<u>Absent</u>	Mrs. Place	<u>Yea</u>
Mr. Hager	<u>Yea</u>	Mr. Sammetinger	<u>Yea</u>
Mrs. Kill	<u>Yea</u>	Mr. Stechsulte	<u>Yea</u>
Mr. Loescher	<u>Absent</u>		



Maria Rellinger, Treasurer/CEO
Apollo Career Center

7-28-20
Date

FALL 2020 STUDENT RESTART ACTION PLAN



Our Restart Action Plan and guidance is an ever-evolving strategy due to the nature of this global pandemic that has impacted how we approach nearly every aspect of our lives. With that in mind, we ask that you stay connected to keep up-to-date. Apollo will implement a three-plan strategy for the 2020-2021 school year to ensure that we are prepared to provide our students with the best and safest learning opportunities possible.

As of July 29, 2020, Apollo Career Center will return to school following Plan 1.

3 PLANS	PLAN 1 Face-to-Face Learning	PLAN 2 Blended Learning	PLAN 3 Remote Learning
SCHEDULE	All students, all staff, 5 days per week, regular school hours.	Blend of face-to-face & remote learning.	Campus is closed. Students will be learning/working online from home.
TEACHING & LEARNING	Instruction will occur in the traditional setting on campus.	Students will be face-to-face for lab instruction while academics will be online.	Instruction will occur 100% online. Staff will teach from campus.
HEALTH & SAFETY	Guidelines will be followed such as: mask wearing, social distancing, hand washing, health monitoring and other cleaning protocols.	Guidelines outlined in Plan 1 for on-campus instruction will be followed.	Consideration for a campus closure will be based on the health and safety of students/staff & recommendations by the State of Ohio.

ADDITIONAL DETAILS

- A blended learning option is available for students needing special accommodations to Plan 1.
- Transportation will be provided as normal by home schools for students on campus all day.
- Food service will be available during Plan 1 and Plan 2. Every attempt to minimize the rise of large groups will be established.
- All IEP and 504 accommodations will be met as they relate to the learning model being utilized in all three plans of instruction.

Plan 2: Blended Learning Plan Student Draft

Students will attend academic classes online and report to campus for career technical classes.

Student Expectations:

Students should maintain school as a primary priority

Initiate and own learning

Participate and engage in all learning activities

Track personal progress weekly

Ask for help when necessary

Expectations for remote learning will be the same as defined in the full remote learning plan

Outline of Plan:

Teachers will host live interactive classes that follow their original master schedule. For example, if a student attends English class first period they will be expected to be online to receive instruction at that time.

Students are expected to attend all online meetings at their scheduled time. Failure to do so will result in the student being considered as truant.

All student absences will follow the adopted attendance policy in the student handbook.

Instruction will take place in the form of video conferencing, presentations, study guides, projects, graded assignments, and activities that simulate real-world experiences.

Classroom expectations for participation and behavior will be the same as if the student were attending an in-person class.

Assignment due dates and grading will follow the policies adopted in the student handbook.

Remote learning will take place through the Schoology platform.

The student and parent or guardian are responsible to have appropriate Internet connectivity to actively participate and attend your scheduled class.

Failure to have appropriate Internet access is not an excuse for a failure to attend or to turn in course work on time.

Student must report to the Apollo campus to attend career technical classes. Transportation to and from Apollo is the responsibility of the student and parent.

Students and parents must complete a remote learning agreement prior to enrolling in remote learning. The agreement will be in effect for one semester and may be modified 30 days before the next semester.

Student Schedule

Morning Lab students: Monday/Wednesday: 8:00 a.m. - 2:25 p.m.

- Students will attend morning lab, break for lunch, then attend afternoon lab
- Students will attend remote learning academic classes Tues/Thurs/Friday
- Remote learning classes will take place at the same time that normal in-person classes were scheduled.

Afternoon Lab Students: Tuesday/Thursday: 8:00 a.m. - 2:25 p.m.

- Students will attend morning lab, break for lunch, then attend afternoon lab
- Students will attend remote learning academic classes Mon/Wed/Friday
- Remote learning classes will take place at the same time that normal in-person classes were scheduled.

Sample: Morning Lab Student

Lab	Lunch	Academics/ Related
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Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

Sample: Afternoon Lab Student

Lab	Lunch	Academics/ Related
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Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

Sample: Career Technical Teacher Schedule

Lab	Lunch	Planning/ Student Support
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Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

- Career technical labs will be broken into 2 lunch periods to help reduce student numbers in the commons.

Sample: Academic Teacher Schedule

Planning/ Student Support	Lunch	Academics
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Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

- Academic teachers and the Student Achievement Center staff will be able to pull students out during lab times to work on missing assignments or providing needed instruction.

Plan 3: Remote Learning Plan Students Draft

Student Expectations:

Students should maintain school as a primary priority

Initiate and own learning

Participate and engage in all learning activities

Track personal progress weekly

Asks for help when necessary

Teachers will follow a schedule that allows them to be available for student instruction and support Monday - Friday from 7:40 a.m. - 2:45 p.m.

Teachers will host live interactive classes that follow their original master schedule. For example, if a student attends English class first period they will be expected to be online to receive instruction at that time.

Students are expected to attend all online meetings at their scheduled time. Failure to do so will result in the student being considered as truant.

All student absences will follow the adopted attendance policy in the student handbook.

Classroom expectations for participation and behavior will be the same as if the student were attending an in-person class.

Assignment due dates and grading will follow the policies adopted in the student handbook.

Remote learning will take place through the Schoology platform.

Students will complete 2-3 graded assignments per class each week. Assignment due dates and expectations will be clearly posted in Schoology.

Students are expected to contact their teacher when they need assistance. Teachers will have contact information posted in Schoology.

Students should be aware that teaching schedules may not permit their instructors to respond immediately to questions.

Parents

Parents should ensure that they have access to monitor their student's progress through Schoology.

Parents will maintain communication with teachers to help support their child's success.

Plan 3: Remote Learning Plan
Teachers
Draft

Teachers will be on campus to provide student instruction and support Monday - Friday from 7:40 a.m. - 2:45 p.m.

- Teachers will post these hours on Schoology for student access (indicating the exact times per day in which they are unavailable for lunch)

Teachers will host live interactive classes that follow their original master schedule. For example, if a student attends English class first period they will be expected to be online to receive instruction at that time.

Instruction will take place in the form of video conferencing, presentations, study guides, projects, graded assignments, and activities that simulate real-world experiences.

Classroom expectations for participation, behavior, attendance and grading will be the same as if the student were attending an in-person class.

- Teachers must document student attendance in Schoology for the purpose of tracking participation.

Remote learning will take place through the Schoology platform.

- Folders must be organized with the dates for the week clearly stated on the home page.
- Interactive class must be recorded and posted in Schoology

Teachers are required to have a general information section at the top of their Schoology page. This page must include the following information:

- Phone number where they can be reached
- Email address where they can be reached
- Hours available for instruction/support.

Students will complete 2-3 meaningful graded assignments per class each week.

- Minimum of 2 meaningful graded assignments
- Maximum of 3 meaningful graded assignments