



Secondary Center Remote Learning Plan

- I. Operating Assumptions
- II. Remote Learning Guiding Principles
- III. Determining Instructional Needs
- IV. Documenting Instructional Needs
- V. Determine Competency
- VI. Granting Credit/Promoting Students
- VII. Attendance Requirements
- VIII. Participation Requirements
- IX. Progress Monitoring
- X. Equitable Access
- XI. Professional Learning



I. Operating Assumptions

The safety and well-being of our students and staff is always a top priority for us at the Career and Technology Centers of Licking County (C-TEC). C-TEC will operate under one of three plans approved by the C-TEC Board of Education. (Appendix A) These flexible plans for our instructional community reviews adaptations to teaching practices that might be necessary to support our students' well-being, academic learning and technical skill learning over a period of time when we cannot physically be in our classrooms. The following protocols will be put into place according to which plan we are operating under.

Plan A consists of 100% of students and staff on campus following social distancing and facial covering guidelines from the Licking County Health Department (LCHD), Ohio Department of Education (ODE) and Career and Technical Education Addendum. Plan B is a hybrid model consisting of 100% of staff on campus and 50% of students on campus following a Group A and Group B schedule. Students will be on campus for two or three days a week for face to face instruction and learning remotely two or three days a week. Under plan B student groups will rotate two and three days every other week, and will spend approximately five (5) hours daily in the CTE lab with scheduled academic support. Academic instruction will be delivered remotely. Plan C is 100% remote learning for students.

II. Remote Learning Guiding Principles

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.

SECTION ONE

III. Determining Instructional Needs

Student instructional needs will be determined by using high quality student data to inform a baseline level for each student. During the first two weeks of school, instructors will administer a standards/competency based assessment to each student. This could be a combination of written, computer-based, skills-based or hands-on.

IV. Documenting Instructional Needs

Instructors will identify the strengths and weaknesses of each student, while developing clear competency based instructional plans that are communicated with students, parents, school administration, and other stakeholders. Each instructional plan is aligned to the Ohio Learning



Standards and/or CTE competency standards. It may be written in a course syllabus, curriculum map, etc. and will be documented through a learning management system accessible to students, parents, and school staff.

SECTION TWO

V. Determine Competency

C-TEC will resume its original grading scale for the 2020-21 school year. The scale will not be adjusted during the 2020-21 school year unless determined to be necessary at a later time. Students competency will be based on the level of competencies measured within each course.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

VI. Granting Credit/Promoting Students

Credit will be granted based upon the final grade of the course. Instructors will determine the competency levels of each individual student and track progress through the use of Progress Book. Students, parents, and school administrators have access to individual student progress.

SECTION THREE

VII. Attendance Requirements

A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary and physical environment; and encouraging and maintaining respectful, trusting and caring relationships throughout the school community, no matter the setting.

Attendance will be monitored by the school. Students that are not attending school for non-medical reasons and/or not actively engaging in their online learning will be contacted by the school.

If a student or someone the student has been in contact with is ill, the parent/guardian should call the school to report the absence. This should be done whether the student is scheduled to attend in person or if the student is on a remote learning day.

- A written note from the parent/guardian or doctor must also be submitted to attendance, even if the parent called to report the absence. We ask that the student's parents email Sue Burnett in attendance at sburnett@c-tec.edu. They may also fax a note to Mrs. Burnett's attention at (740) 364-2611.



The student's safety and wellbeing are essential to learning. While we certainly understand the importance of regular attendance, we also understand that this is a very different school year. We ask that parents/guardians please monitor their student's physical and mental health, and reach out if they have questions and/or are in need of support.

VIII. Participation Requirements

- During the hybrid model, attendance will be recorded for in school learning and remote learning days. During the full remote model, attendance will be recorded on remote learning days.
 - On remote learning days, students will be expected to actively participate in the remote learning. This will be monitored through the student's access to and active participation in their online learning opportunities, including synchronous learning events, accessing the online classroom, daily interaction with their instructors, and/or progress towards successful completion of the course content.
 - If there is no evidence of student exposure, engagement or participation, that student will be marked as absent for the hours assigned to that remote-learning task.
 - If a student has an unexpected issue with their internet and/or device on remote learning days, the parent/guardian should contact the school immediately so that we may assist you.

SECTION FOUR

IX. Progress Monitoring

All students who have accommodations for instruction will be provided with or have access to those accommodations. Instructors will establish check in points with ALL students who may be challenged by this learning process. This can be done in various ways through email, flipgrid, google apps, etc. These can be individual check ins or group check ins using such tools as Zoom or Google Meet. The goal with these checkpoints is both to ensure students are following along and to share the responsibility of building and caring for the learning community with the rest of the class. It is essential that instructors check in with the remote students at least twice a week to see how they are doing and so that they do not fall through the cracks. If students are slipping behind, instructors will notify the school counselor, Dean of Students, and immediate administrator, who will follow up with the family and loop in the appropriate administrator if necessary.



All students who require additional instruction and have accommodations for instruction will be provided with or have access to these additional supports. Instructors and/or Intervention Specialists will connect with students individually and/or in a small group to meet their learning needs. Case Managers/Intervention Staff will proactively communicate with parents to troubleshoot any concerns related to access, attendance, performance and student progress. Progress Reports will be provided to parents at the end of each nine weeks.

SECTION FIVE

X. Equitable Access

Equity in education means that each student has access to relevant and challenging academic experiences and educational resources necessary for success. Instructional content will be delivered online through the use of google classroom, career specific online learning management systems or other district approved learning management system. We have identified students access to the internet at home and access to devices. Devices and hot spots may be provided to those students without internet access. Any student with unstable internet access will be provided with paper copies of all assignments.

Instructors will post daily updates to Google Classroom or another district approved Learning Management System, including: the agenda of what was done in class; links to resources, notes, slide decks, and copies distributed to students who were present; expectations for homework. Teachers can make an audio recording using Screen-Castomatic, Screencastify, or other district approved screencasting platform explaining the classroom activities and post it with a link.

SECTION SIX

XI. Professional Learning

Professional development opportunities for staff have been available throughout the summer months. A google classroom to house professional development videos is available on demand for teachers. Ongoing assessment of teacher aptitude for delivering online content will continue. Each teacher will share access to the preferred learning management system with their immediate administrator and the administrator will support teachers to ensure each student has access to relevant and challenging academic and career technical experiences and educational resources necessary for success.

The professional development of instructors will continue throughout hybrid and remote learning delivery. This will take place on the first two staff professional development days, three professional development days throughout the year and during the year in staff meetings or on an individual basis as needed.