

Remote Learning Plan



District Name:	Cincinnati Technology Academy
District Address:	3800 Glenway Avenue
District Contact:	Dr. Roger T. Conners
District IRN:	013864

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.

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. 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.

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

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SECTION ONE		INSTRUCTIONAL NEEDS	
Resource Link(s):		<u>Determination of Student Educational Needs</u> <u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>	
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) 	
<p>All students will be assessed through NWEA map testing (on-line assessment) within the first weeks of school and a customized learning plan will be created for each student. Map assessment and resulting customized learning plan is aligned to state standards. Students are required to log-on individualized learning plans, and follow a routine school schedule. Teachers will be available via email, telephone and/or video conferencing to support students.</p>			
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>Students will be provided individualized targeted learning goals. These goals will be communicated through student email, as well as, parental phone calls.</p>			
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SECTION TWO		DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL	
Resource Link(s):		<u>District & Building Level Educational Considerations & Planning</u> <u>Teacher Level Educational Considerations and Planning</u> <u>Non-Building Based Learning Opportunities</u>	
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) 	
Students competency is measured by individual goals. Completion of these established goals will form the basis of student grades.			
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) 	
Students completing coursework in areas required for graduation will be granted credit upon successful completion. Successful completion is defined as passing letter grade "D" or better. Students also can utilize "Credit Flexibility" to earn credits based on mastery of disciplinary concepts and content.			
Promoting Students		What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments) 	
Students promotion is based on satisfactory progress toward individualized learning goals and mastery levels. Parents and students will be provided monthly progress reports.			
Attach any Additional Documentation or Notes (if necessary):			

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SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	<p><u>Communications Planning</u> <u>Attendance Considerations for Remote Learning Plans ODE Website</u> (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>Staff is expected to report to the physical school building as a "typical learning day," and provide support for students. Parents and students are provided with expectations of remote learning log-in. Students must login and follow a typical school day schedule. Teachers will provide support in their respective discipline areas. Essentially, the student will follow a typical school day schedule. Students failing to login will be marked as absent. The 72 hour rule will be based on failure to login for 72 consecutive hours of school. Students will be withdrawn after exceeding the 72 hours.</p>			
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 		
<p>Students are required to follow a typical day of school supported by the teacher/instructional assistant/intervention specialist. Student participation will be reported by the on-line learning platform. Failure to login will be considered absent and set forth typical procedures in dealing with absenteeism.</p>			

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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>Teachers will produce daily reports of student login times and progress toward learning goals. These reports will serve as attendance records and basis for academic progress. Monthly progress will be reported to students and parents.</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>The school has applied for a technology subsidy grant under Cares Act. The school will provide laptops for students working remotely (based on need and quantities). The family advocate will work with families to connect to community partners for internet services.</p>			

SECTION SIX		PROFESSIONAL LEARNING	
Resource Link(s):	Professional Learning Needs		
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 		

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	development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here: Teachers/Instructional Aides/ Intervention Specialists will be provided professional development in the areas of on-line curriculum, student progress monitoring and daily routine (class schedules and attendance reporting).</p>	