



DELAWARE AREA CAREER CENTER REMOTE LEARNING PLAN 2020-2021

Board Approved: August 20, 2020

The COVID-19 pandemic has created life changes across the globe and has caused us to pause and reconsider how to continue education through different approaches. The best way to navigate this unprecedented time is to remain flexible, and to shape our instructional delivery, assessment processes and attendance monitoring to accommodate the evolving situation with which we are presented at any point in time. Holding our students to high expectations will continue no matter which delivery option is in place. Our Remote Learning Plan has been designed, respectively. The plan will help us be nimble and provides us with a platform which can be adapted to unknown scenarios.

In June 2020, our legislators passed HB 164 which permits Ohio's school districts to submit to the Ohio Department of Education, a board approved *Remote Learning Plan*. The implementation of this plan allows for multiple delivery options throughout the 2020-2021 school year and considers the district to be in compliance with the minimum hour requirement under section 3313.48 of the Ohio Revised Code.

The safety of students and staff are our priority. We must provide all students a meaningful and engaging educational experience, no matter which delivery option is applied. DACC is prepared to teach students who are:

1. On campus learning 100% of the time.
2. Blending on campus and remote learning.
3. Fully remote learning.

Description of how students' instructional needs will be determined and documented

- Students' instructional needs will be identified by examining their performance on various vendor, district, and teacher-created assessments. This student-level data – the current skills, knowledge and dispositions of students – will be compared to the desired performance outcomes as specified in State standards and identified industry demands included in course curricula. Additionally, input from students, parents and other educators will be considered when determining individual student needs. Lesson content and delivery will be differentiated to meet student needs.

The method to be used for determining competency, granting credit and promoting students to higher grade levels.

- Student academic/career technical competency will be determined using a strategically balanced assessment system that incorporates a variety of measurements including vendor, district, and teacher-created assessments. Assessments will be based on identified skills, knowledge and dispositions that are crucial to students' successful movement to the next level of learning. Decisions about awarding credit will be founded on evidence of adequate progress toward meeting the standards/competency.

The school's attendance requirements, including how the school will document participation in learning opportunities.

- **Summary:** The Delaware Area Career Center has defined the means to track and report attendance across all proposed Remote Learning Plans/Models (blended-50% in-person and Full Online) that will ensure compliance with legal minimum hours, instructional calendar and attendance requirements while also providing value for monitoring and supporting students' access to engaging teaching and learning opportunities. Attendance tracking will require multiple approaches to account for the differences between *in-school activities*, *teacher-led remote learning (synchronous)*, and *self-directed remote learning (asynchronous)*.
- **Attendance Procedures for Specific Plans/Models:**
 - Fully in – Attendance will continue to be taken as in the past.
 - *Blended(50% In-School, 50% Remote Learning)* - Attendance will be taken on the days the student is scheduled to be 'in-school'. For days the students will be Remote Learning, teachers will track attendance using various 'Evidence of Participation' methods. Evidence of Participation (asynchronous) may include: Assignment submission and assignment progression (progress check-points). Evidence of Participation for asynchronous learning will include participation in set/scheduled virtual class meetings (Microsoft TEAMS) and virtual interactions with class teachers.
 - Full Online (100% Remote Learning)- With expectations the students are to be "present" online at set/scheduled (synchronous) times of the day (Microsoft TEAMS), attendance will be marked using a similar approach as when students are attending classes in-school. Teachers will track attendance for asynchronous times using various 'Evidence of Participation' methods. Evidence of Participation may include: Assignment submission and assignment progression (progress check-points).

A statement describing how student progress will be monitored.

- Student academic progress will be monitored using a strategically balanced assessment plan that utilizes vendor assessments, industry related assessments, skill demonstration, as well as individual teacher assessments to monitor learning. These assessments will allow teachers to both inform their instruction and determine progress toward mastery. This strategically balanced system will allow us to monitor programming to ensure we are able to determine student growth and the quality of the educational experiences.
- General education teachers and CTE Instructors will provide accommodations that are specified in each IEP and 504 Plan to stay in compliance with IDEA and ADA. This will be monitored by keeping detailed ongoing documentation that specifies when, how, and to whom the accommodation was offered. Intervention Specialists and Vocational Special Education Coordinators will assist in the training and compilation of this detailed documentation. In addition, Intervention Specialists and Vocational Special Education Coordinators will keep a detailed log of minutes of specially designed instruction and submit quarterly progress monitoring for each student on an IEP that has goals that pertain to DACC coursework. If progress is not being met, an IEP Team Meeting will take place.

A description as to how equitable access to quality instruction will be ensured.

Our district currently has a majority of CTE labs enrolled as a one to one lab. These one to one labs require students to have a Chromebook or compatible device to complete and enhance their educational experiences. These devices are available for purchase through our technology department or students are welcome to bring their own device. All students in one to one labs own their devices and are required to bring them to school and or home on a daily basis.

The few CTE labs that are not enrolled as a one to one lab have technologies in place that are specific to labs and the industries they represent. Instructors in these labs will survey students independently at the beginning of the school year to determine if they require a loaner device provided by the district to meet their educational needs.

Students with disabilities will be allowed on campus for the purpose of receiving supports as documented in the Individualized Educational Plan and 504 Plan.

A description of the professional development activities that will be offered to teachers

We recognize that we need to provide professional development to assist our educators in creating quality remote learning experiences. Areas included but not limited to: building relationships at a distance, student voice, designing with social emotional learning in mind, technology, clear and consistent communication from afar, providing feedback, competency-based assessment, delivery instruction remotely and health and safety needs. A yearlong plan has been developed to address these needs. A combination of face to face and online sessions will allow teachers to gain skills in these areas. These skills will serve students and teachers in the current environment and also prepare them for the changing world.