



**AWARD WINNING
BUCKEYE HILLS
CAREER CENTER**

2020-2021 Remote Learning Plan

The Award Winning Buckeye Hills Career Center is dedicated to ensuring that our students have the best career technical education experience possible. Our staff is dedicated to providing each of our students will the opportunity to learn valuable skills that can be used to create a successful life. We will constantly and consistently strive to maintain contact with our students and their families as we continue to build strong relationships that will endure over time and distance.

Our Remote Learning Plan includes, but is not limited to the following:

A description of how student instructional needs will be determined and documented.

In order to effectively fill the needs of all of our students, the Buckeye Hills Career Center Staff will be surveying all students/parents at our orientation meetings to determine student instructional needs such as access to devices, hot spots, cell phones, cell service, internet access and connectivity, and any other items or services necessary. The Buckeye Hills Career Center is committed to providing any and all resources to each student who identifies a need.

Students/parents who are not able to attend the orientation will be surveyed about their instructional needs at the beginning of the school year. Surveys will be paper based conducted face-to-face; documentation will be in the form of a paper survey that may be updated as students' needs change. The results will be shared with Buckeye Hills Career Center Administrators, the IT Technologist and the instructional staff.

The Buckeye Hills Career Center staff understands that student needs may be fluid, therefore, students will be surveyed throughout the year to determine if additional needs surface or to determine if changes, additional devices, or service providers need adjusted.

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

All Buckeye Hills Career Center students will participate in activities and assignments remotely. Instructional staff will monitor progress through online classrooms, such as Google Classroom. The Instructional Staff may also host Zoom Meetings, both for full classroom and individual conferences, as well as communicate with students regularly via school email and phone conferences. Students will submit assignments electronically or in paper form. Grades will be assigned according to the approved grading scale, as follows:

GRADING SCALE

92% to 100% - A – Outstanding work

84% to 91% - B – Above average work

75% to 83% - C – Average work

60% to 74% - D – Below average work

0% to 59 % - F – Failing work

I – Incomplete

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The credit flexibility initiative is part of a state-wide effort to increase learning and engagement and help students graduate ready for success in college and careers. In addition to earning credit by successfully completing traditional courses, the credit flexibility program provides new options for students including:

- Earning credit by demonstrating mastery of the essential content of a traditional course by “testing out”, presenting a portfolio documenting mastery, or a combination of these.
- Successfully completing a mentorship, internship, educational travel, or service learning program aligned to the academic curriculum.
- Successfully completing an online course or academic summer or after-school program aligned to the school curriculum.
- Successfully combining any of the options above as well as units of traditional courses. Students must obtain prior approval of student-proposed educational options plans to be eligible for credit.

Credit flexibility is another example of how our district is working to prepare students for the 21st century by striving to address their unique needs and talents.

Credit Recovery Courses may be offered at the Buckeye Hills Career Center. These courses are designed to allow students to retake a course that resulted in a prior failure to receive credit. If a student is attempting credit recovery prior to completing the original course, the student will be required to maintain no less than 50% for the remainder of the current course, in addition to the credit recovery course, to meet eligibility for participation in graduation ceremonies.

Students also have the opportunity for participating in College Credit Plus. Those students will need to notify their home school guidance counselor.

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

Now more than ever, it is important for districts to work with students, families and our partners to identify approaches for encouraging and tracking attendance that accommodate the unique situations of each child. Barriers to attendance will look different during the 2020-2021 school year and may be more significant for some students than in the past. It is likely that Ohio’s most underserved students will be disproportionately affected by the coronavirus (COVID-19) pandemic, increasing their risk of absences.

Students will be required to attend remote learning sessions and complete all assignments to be considered in attendance.

Students or Parents/Guardian must ensure Buckeye Hills Career Center has updated contact information, which includes, but is not limited to: physical address, mailing address, phone number, and email addresses, etc.

Successful digital remote learning experiences require consistent access to the internet and technology devices. Therefore, the Buckeye Hills Career Center is providing chrome books, chargers, and hot spots



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to every student, as needed. Students will be using the devices while on campus and during remote learning activities.

Students will not be sharing devices, but will each be assigned their own. Exposure will be reduced by students maintaining social distancing and wearing masks while on campus, by having assigned seats in the cafeteria, and by moving as a group while on campus.

To ensure that students are present, engaged, and supported in their learning, educators will continue to monitor student engagement and remote attendance and offer feedback to students in a timely manner, including at the beginning, during, and at the completion of assignments. Educators will connect students to appropriate resources encouraging student participation and engagement.

Educators will monitor the students' remote learning attendance, maintaining contact with students, while emphasizing the importance of remaining on task and not falling behind. In addition, student attendance will be monitored by student services and/or the school social worker who will communicate with students and families as needed.

When possible, students will still be working toward job placement, which allows students to work in the community as part of the educational experience.

The Buckeye Hills Career Center uses a multi-tiered system of support to remove barriers that prevent students from participating and engaging in learning, mitigate negative learning experiences, address lack of engagement and misconceptions, and provide needed social-emotional supports. The multi-tiered system includes educators, administrators, counselors, social workers, a school nurse and employers.

The Buckeye Hills Career Center will track attendance for all students while learning on campus and remotely. Regardless of the learning mode, attendance will be tracked and reported in hour increments. For example, all assignments will be given a time value. If an educator assigns two activities, each with a value of one hour, and a student only completes one of the activities, the student will be counted absent for one hour. Will communicate clear expectations for student participation. Monitoring of student attendance may include daily interactions and/or completion of assignments.

When students are on campus, attendance will be monitored and reported in the same manner as normal.

During the implementation period of the remote learning plan, the attendance guidelines will take into consideration the following:

- Temporary internet outage for individual students or households;
- Unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring at inopportune times, such as during a teacher-led remote learning lesson;
- Student absence due to COVID-19 until alternative arrangements can be made; or,

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- Additional flexibilities to support students and families as they engage in remote learning.
- If the student or someone in the student's family is in quarantine due to COVID-19 or experiencing symptoms of COVID-19."
- Individualized education plans and 504 plans will have accommodations made to the attendance policies, on a student-by- student basis, if the student experiences COVID-19, is vulnerable to COVID-19 or has a mental illness intensified by COVID-19.
- Prescribing processes and procedures for tracking attendance under different modes of learning and reporting attendance by the hour for all students, including those engaging in remote or blended learning opportunities.
- Monitoring daily absences of students and staff for trends.
- Allowing otherwise healthy students who may be under quarantine or isolation to continue to participate in educational activity to the fullest extent possible.
- Ensuring as much as practicable that guidelines do not penalize students who contract COVID-19.

Any absence for which an excuse is validated, whether as part of an in-school or remote learning experience, will be recorded based on past practices.

If there is no evidence the student participated or engaged in a remote learning activity, the student will be marked with an absence for the hours assigned to the activity.

Remote learning cannot be used to make up absences from in-school learning.

Attendance will be reported bi-weekly allowing the educators' time to discover and address student needs and/or barriers.

A statement describing how student progress will be monitored.

Instructional staff will monitor each student's participation in activities, submission of assignments, time on-task, and assessment scores. The instructional staff will monitor progress through remote classrooms, such as Google Classroom. They may also host Zoom Meetings, both for full classroom and individual conferences, as well as communicate with students regularly via school email and phone conferences. Students will submit assignments electronically or in paper form. Devices, including hot spots will be given to all students who identify a need. If necessary, alternative methods will be provided for students who do not have internet access. Mid-term grades will be posted, and grade cards will be mailed each quarter.

Parents may view their student's grades via Parent Portal at any time. Parents are encouraged to contact the instructor and discuss the student's progress. Printed mid-term progress reports will be given to the student to take home upon request. Individuals on Student Success Plans will be reviewed according to their plan agreement.



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The instructional staff will ensure students are present, engaged, and supported in their learning by keeping in constant contact with students and their families. They will provide enriching, interesting, and engaging learning opportunities in order to keep students actively participating in the learning. The instructional staff will also maintain regular contact with students via Google Classroom, Zoom Meetings, school email, and/or phone calls. Attendance will be taken and reported regularly.

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

The instructional staff will send summaries and assignments home via the internet, i.e. Google Classroom, Zoom Meetings, and email. Students will have access to class information via virtual lessons, downloads, or hard copy materials. The Award Winning Buckeye Hills Career Center strategy includes students being given a chrome book with a built in hot spot, to ensure that all students have internet access.

The Buckeye Hills Career Center staff will maintain and update student and parent contact by actively and directly communicating with the student, and by providing access to the parent via the parent portal, phone calls, emails, and regular mail.

We have assessed, and will continue to monitor digital access for each student via surveys and direct questioning. Although some Buckeye Hills Career Center students have reliable internet access making it easy to digitally add student learning opportunities, we realize that some Buckeye Hills Career Center students have limited, to extremely limited, access. For these students, our plan addresses the school providing devices, in addition to hot spots, and sending home downloaded assignments. Hard copy material may also be provide when necessary. In addition, students' educational experiences will be maximized when students can physically attend school on our campus.

We will support student needs by attempting to remove any and all barriers that prevent students from participating or engaging in learning, and to mitigate any negative learning experiences.

This year, the Award Winning Buckeye Hills Career Center is hosting small group orientations for all students and parents to explain the 2020-2021 academic year plans and procedures. At these meetings, internet access and device availability will be discussed and surveys will be completed. Once this information is gathered, devices and services will be secured, so that students can begin the school year prepared for an active educational experience.

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

Remote Learning Training was held July 27 and 28 for all instructional staff on the topics of Google Classroom, Zoom Meetings, and the use of other online resources. Additional trainings are scheduled for August 10 and 11. Furthermore, trainings will be scheduled during the school year when necessary, to support our instructional staff and students.



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Recommendations and Best Practices

Fixed schedules:

The Award Winning Buckeye Hills Career Center will implement a three-plan strategy for the 2020-2021 school year to ensure that we are prepared to provide our students the best career opportunities while focusing on their health and safety.

Plan A is a traditional plan that allows students to follow a regular five-day-a-week schedule.

Plan B is a blended traditional and remote learning plan that allows students to follow a three-day or two-day schedule.

Plan C is a remote plan that allows students to follow an all-remote learning schedule.

The Buckeye Hills Career Center feels confident in returning to school utilizing Plan B. Students will follow a modified three-day/two-day schedule. Students will alternate these schedules by following one the first semester, and the other schedule during the second semester.

Buckeye Hills Career Center Schedule for PLAN B

First Semester Schedule

Level II-Schedule	Main Campus	Off-Campus (Remote)	Level I-Schedule	Main Campus	Off-Campus (Remote)
CTE Focus	Monday		Academics/Career Essentials		Monday
CTE Focus	Tuesday		Academics/Career Essentials		Tuesday
CTE Focus	Wednesday		Academics/Career Essentials		Wednesday
Academics/Career Essentials		Thursday	CTE Focus	Thursday	
Academics/Career Essentials		Friday	CTE Focus	Friday	

Online learning materials:

The district will continue to explore and implement various avenues and modes of instruction. Several programs at the Award Winning Buckeye Hills Career Center have used and will continue to use online learning materials throughout the school year, regardless of whether in school face-to-face or remotely learning. Many programs use various types of curriculum packages, including but not limited to online learning materials. We encourage our staff to use various materials and teaching methods when delivering instruction so all students' needs and learning styles are met.

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Clear expectations:

Because the pandemic was an unprecedented and unexpected event, some school professionals were left unprepared to teach students remotely without time for planning, preparation, or prior notice. Therefore, we at the Award Winning Buckeye Hills Career Center, are preparing our staff and our students for both face-to-face and remote learning experiences, should the need for either or both arise during the 2020-2021 school year. We feel that clear expectations must be established to guide educators and students as they engage in non-classroom-based learning.

In the event that students are mandated to learn entirely from home (remotely), educators will:

- Continue to engage students in on-line learning activities remotely using Google Classroom, Zoom Meetings, emails, phone calls and other appropriate methods.
- Follow the school dress code when conducting Zoom Meetings.
- Conduct the remote learning classroom from the educator's lab/classroom on the Buckeye Hills Career Center Campus during regular school hours.
- Establish online etiquette practices, such as using "formal voice" when speaking to students and answering emails and phone calls during regular school hours unless an urgent response is deemed necessary.
- Take and report attendance regularly.
- Continue to post and/or update assignments, videos, and projects weekly.
- Maintain a question/answer area for students to access to gain knowledge and understanding from peer questions and instructor responses.
- Continue to monitor student engagement and remote attendance and offer feedback to students in a timely manner, including at the beginning, during, and at the completion of assignments.
- Communicate to all students the importance of grades, and that assignments, as well as attendance may affect a student's grade.

In the event that students are mandated to learn entirely from home (remotely), students will:

- Continue to engage in remote learning activities using Google Classroom, Zoom Meetings, emails, phone calls and/or other appropriate methods.
- Follow the school dress code when participating in Zoom Meetings.
- Contact his/her instructor via Google Classroom, email, or phone during regular school hours when questions arise or additional instruction or clarification is desired.
- Follow online etiquette practices, such as using "formal voice" when speaking to instructors, whether via the internet or phone.
- Log in and complete activities and assignments regularly as deemed necessary per instructor and assignment.

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School and Community Communication Plan:

The district Superintendent will communicate the Remote Learning Plan to students, parents, staff members and the community through our district website and media outlets.

<https://www.buckeyehills.net/>

Board of Education Approval Date: August 5th, 2020.



Jeffrey Thacker, Board President



Jamie L. Nash, Superintendent

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