



# GREAT OAKS CAREER CAMPUSES

Remote Learning Plan SY 2020 - 2021

Adopted: July 8, 2020

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Recently enacted Am.Sub. H.B. 164 permits Ohio school districts to submit a board approved remote learning plan to the Ohio Department of Education for the 2020-2021 school year. Implementation of this plan, if needed, will allow the district to comply with the minimum hour requirement under section 3313.48 of the revised code.

This Remote Learning Plan outlines how Great Oaks Career Campuses will continue to educate students if there is a need to close our campuses during the 2020 – 2021 school year. Although learning experiences and education will look different while implementing this plan, Great Oaks Career Campuses will continue to collaborate with all stakeholders to further our purpose and work toward our district goals. We will maintain communication between teachers, students, and families to make certain the remote learning plan meets the needs of all learners.

## **Our Purpose:**

We are Great Oaks – the first choice in providing innovative career training to empower individuals and communities.

## **Our Goals:**

1. Prepare and support all learners to successfully enter, compete and advance in their educational and career paths.
2. Create an environment and provide resources that meet the evolving needs of learners, industry, and our communities.

## **Remote Learning Plan Guiding Principles:**

- We are responsible for protecting the health and safety of all students.
- We are dedicated to finding ways to serve all students, even during times of disruption, when remote learning may require students to connect from home.
- We are focused on providing students high-quality learning experiences.
- We are responsible for communicating clear expectations for students and families.
- We are committed to meet the needs of all students, including the distinctive needs of students from low-income backgrounds, students with disabilities, English learners, and others.

## Instructional Needs

We will work diligently to determine and document the instructional needs of our students. Due to the fact one-half or more of our student population will be attending Great Oaks for the first time, we will work diligently with our affiliate districts to gather information.

Instructional needs will be determined utilizing the following:

- a) **New students:** Affiliate school transcript, graduation plan from affiliate schools, parent and student conferences (via Zoom if necessary), formative and summative assessments in each course, Individualized Educational Plan, #504 Plan, Service Plan (if applicable), Star Assessments for determining benchmarks for students with disabilities.
- b) **Returning students:** Report cards, credit verification, parent and student conferences (via Zoom if necessary), formative and summative assessments, Individualized Educational Plan, #504 Plan, Service Plan (if applicable), Star Assessments for determining benchmarks for students with disabilities.

Once each student's individual needs are determined, they will be documented through Individualized Academic Plans, Graduation Plans, and/or student conference summaries.

## Competency, Credit, & Promotion

Remote learning supports student progression based on demonstrated mastery of identified competencies. Our methods for determining mastery of competencies will include: Short cycle and summative assessments (delivered through Blackboard or other online platform), End of Course (EOC) tests, Webxam tests, credential attainment, and completion of course assignments. Instructors will continue to provide feedback on student's progress as they complete their assignments and assessments during remote learning, so students are aware of their grades. Designated credit for each enrolled course will be earned by the student if the final grade is passing. Each affiliate school will determine promotion of a student to next grade level based on the final grade report and recommended credit earned for completed courses.

## Attendance

We recognize that attempting to track student attendance is complicated when implementing a remote learning plan. We will put forth our best effort to ensure students are regularly participating in learning activities. It will be clearly communicated to families that all students are expected to participate in all scheduled remote activities. Students will be required to log in to the district approved Learning Management System daily for each course in which they are enrolled. Using available reports and data usage, participation will be tracked by instructors and reviewed by administrators. Existing attendance requirements will be followed if applicable to the remote learning environment.

## Monitoring Progress

It is important that instructors check students' progress, identify needed supports, and provide feedback during remote learning. Students' grades and assignments/activities will be kept current in Grade Book and Blackboard. This will allow counselors, administrators, students, and parents to monitor grades and completion of assignments/activities.

Counselors and administrators will carefully monitor graduation plans of all students to ensure all credits, assessments, and other requirements are being completed.

Frequent and regular communication between the instructor, student, and family is important. Instructors need to actively engage in district-approved communication methods to motivate and encourage students while also checking on their social and emotional wellbeing.

## Equitable Access

We must ensure that there is equality in the access to curriculum and instruction and that there is continuity and alignment of curriculum and instruction when using remote learning. Our goal is to provide students with in-home technologies and needed accommodations to prevent disruptions to the students' learning experiences.

Unless restricted by a state/county/local order:

- a) Students will be allowed on campus for the purpose of accessing the internet if not accessible at home.

- b) Students with disabilities and English Learners will be allowed on campus for the purpose of receiving supports as documented in the Individualized Educational Plan, 504 Plan, and/or Service Plan that are not accessible remotely.

## Professional Development

We recognize the need to provide professional development to assist our educators in creating quality remote learning experiences. This training will include but will not be limited to chosen curriculum options, instructional delivery methods, assessment strategies, multi-tiered systems of supports, and identifying and meeting student needs. If there are extended school-building closures, our educators will need ongoing professional development in remote teaching and learning practices. Our current professional development plan includes:

- **Remote learning tools** - In anticipation of future remote learning experiences, all instructors were required to complete professional development on three of our basic remote learning tools (Zoom, Blackboard and Remind) prior to the end of the 2019-2020 school year.
- **Competencies and strategies** – Three days prior to students returning to school in Fall 2020 will be dedicated to professional development. Instructors will work together to determine essential competencies and will share and practice remote instructional strategies.
- **Ongoing professional development** - After the start of the 20-21 school year, an ongoing plan will be developed, including adjustments to meet individual instructor needs. This plan will be adjusted as needed depending on pandemic status and the restrictions on student attendance.