



Remote Learning Plan

District Name:	Greene County Career Center
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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)



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- X Teacher-student interaction through online learning platforms
- X Online lessons for student to work on at home
- X Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
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)

Address Determining Instructional Needs Here: Instructional needs will be determined by credits needed and hours needed for industry recognized credentials. A failure policy has been developed so students who are falling behind or failing will receive extra supports, in person, to the extent possible. Summative and formative assessments will be used as well as IEPs to guide interventions and Specially Designed Instruction (SDI). An intervention period has been scheduled for the days students will attend Career Technical Education (CTE) lab in person. Equity to internet access will be ensured with the provision of available hot spots for students identified as in need. Both online and analog options will be utilized for instruction based on student need. For students requiring paper/pencil packets, GCCC will utilize the printing of packets provided by Staples or will print in-house. Schoology will be used as GCCC's Learning Management System (LMS). Microsoft Teams will be utilized for online delivery providing documentation of lessons and student participation. Teachers will be assigned by course instead of by class period to minimize preps and allow instructors to focus most effectively on students and provide continuity. Curriculum aligned to learning standards will be used. AIM/Agenda/Assessment will be used in lesson planning for clear communication with students. Standardized tests will be administered while students are on campus for CTE instruction. These include STAR Math and STAR Reading, WebXams, and End of Course exams. These assessments will allow for gap analysis using the latest data. Each student is assigned to an intervention specialist to monitor progression toward goals and provide SDI. Students are able to participate in CCP and AP classes remotely. Articulated credit is also attached to numerous courses at the Greene County Career Center. Additional industry recognized credential options are available to students who demonstrate proven levels of ability.

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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
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Address Documenting Instructional Needs Here:

Teacher-based teams or department meetings on a weekly basis will provide instructional staff with time to collaborate and to review student data and create intervention opportunities. Information regarding the Remote Learning Instructional plan will be posted to the website and social media outlets. Parent e-mails, OneCall notification system, mailings and Open-House allow for continued communication of GCCC plans. All staff meeting, e-mails, OneCall and direct mailings will be utilized to communicate with staff and other stakeholders.

Attach any Additional Documentation or Notes (if necessary):

This is a template that will be used to provide supports.

Department Meeting Template:

Aim: Provide effective education for all students by identifying students who need special interventions.

Assessment: We have provided interventions to all identified students and academic outcomes have improved.

Agenda:

- Review previous notes/actions/responsibilities:
- Names of students who have more than 5 missing assignments:
- Names of students who are currently failing:
- Names of students who have requested intervention:
- Names of students who haven't checked in:
- Names of students who need to be met with by administration:
- Names of students who need to meet with guidance counselors:
- Challenges to think through:
- Future actions:

Student 1						
Student 2						
Student 3						
Student 4						
Student 5						

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Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>As noted, Schoology will be used as GCCC's LMS. Students will receive grades for assignments, tests, and quizzes. Students will receive small group instruction and interventions based on formative and summative assessments. High Quality Student Data (HQSD) will be analyzed by instructors. Posting of AIM, Agenda and Assessment in lesson plans and Schoology will communicate expectations. Students will attend live remote direct instructions weekly for each academic course. Students will have face-to-face interaction with their CTE instructor as well as opportunities to meet with their academic teachers either in person or via Microsoft Teams. Weekly department meetings will provide time for teachers to review student progress in meeting competencies and mastering state standards. Grades will be assigned according to GCCC grading policy which is found in the Student Handbook and will be reviewed with students at the start of the school year. Teachers are to give students until midnight of the date due unless other accommodations are in place. The Handbook is available on the GCCC website and is uploaded to each student's mobile device provided by the District.</p> <p>This plan will be shared via e-mail and communicated during the First Day Back Professional Development day to staff.</p>	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Students who pass the course with a D or higher will be granted credit. Students who fall behind in assignments or struggle with content will receive interventions and support to ensure success and remove any barriers created by the remote learning experience. Teachers will be meeting as a department daily to identify and problem solve learning barriers for students who struggle. A template for implementing interventions has been developed and will be shared with instructional staff.</p> <p>Part of this plan has been posted on the website, e-mailed to parents, OneCall notifications have been and will continue to be extended to parents notifying them of the e-mail, and mailings. This</p>	



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was done for parents and other stakeholders. Additional expectations are included in the Student Handbook.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:
 GCCC's grading policy remains in effect. Students will earn credits based on successful mastery of standards and credentials. Students receiving a D or above for the year will be granted credit. This is posted in the Student Handbook. This is available on-line, reviewed with students their first week back and uploaded onto their school device for daily review. This is also uploaded to staff devices. Guidance Counselors also meet with each student to create a pathway to graduation which is shared with students and family.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	<p>Communications Planning</p> <p>Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)</p>
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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
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Address Attendance Requirements Here:



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ATTENDANCE PLAN FOR STUDENTS

Students will earn grades based on their mastery of learning and level of engagement and assessment through multiple methods. Official attendance will be based on face-to-face and remote learning.

First (1st) and Third (3rd) Quarters:

- First Year Cohort students will attend career technical labs on TUESDAYS and THURSDAYS
- Second Year Cohort students will attend career technical labs on MONDAYS, WEDNESDAYS and FRIDAYS

Second (2nd) and Fourth (4th) Quarters:

- First Year Cohort students will attend career technical labs on MONDAYS, WEDNESDAYS and FRIDAYS
- Second Year Cohort students will attend career technical labs on TUESDAYS and THURSDAYS

Students are required to attend live remote instruction for academics. Attendance will be taken for live remote and face-to-face instruction. If a student misses a live remote instruction opportunity, they will be required to watch a video recording of the live remote instruction and complete any work from that session. Otherwise, students will be marked as absent. The District's established attendance plan will be followed.

Students will be required to log in on remote learning days to the LMS to interact with their instructors and classmates. Daily log ins, or interactions with a teacher (including emails, phone calls, video chats or intervention times for on campus instruction days) and completion of assignments will be used to report daily attendance for remote learning days. Assignment completion for tracking attendance will be based on the number of hours a teacher expects an assignment to take for a typical student and that time will be used to gauge a student's attendance.

Parents and students will receive an e-mail explaining how attendance will be accounted for prior to the start of the school year. A truancy interventionist will help to remove any barriers to good attendance for our students. The truancy interventionist makes calls home and conducts home visits for students who have triggered the absence policy for missed classroom instruction in our attendance system.

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
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Address Student Participation Requirements Here:
 Students will be required to attend live remote instruction weekly for each academic class. Attendance will be consistently monitored by the instructors. Students are expected to attend in person to the CTE instruction as scheduled. Attendance will be recorded in Gradebook, the district software system. A truancy interventionist will work with students to remove barriers preventing student participation. This plan has been posted on the website, e-mailed to parents, OneCalls notifications have been made to parents informing them of the e-mail, and mailings. This was extended to parents and other stakeholders.

Attach any Additional Documentation or Notes (if necessary):

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

Address Monitoring Student Progress Here:
Address Determining Instructional Needs Here: Instructional needs will be determined by credits needed and hours needed for industry recognized credentials. A failure policy has been developed so students who are falling behind or failing will receive extra supports, in person, to the extent possible. Summative and formative assessments will be used as well as IEPs to guide interventions and SDI. Equity to internet access will be ensured with the provision of hot spots for students identified as in need. Both online and analog options will be utilized for instruction based on student need. For students requiring paper/pencil packets, GCCC will utilize the printing of packets provided by Staples and will offer in-house printing. Schoology will be used as GCCC's Learning Management System. Microsoft Teams will be utilized for online delivery of instruction and for documentation. Teachers will be assigned by course instead of by class period to minimize preps and allow instructors to focus on students and provide continuity. Curriculum aligned to learning standards will be used. AIM/Agenda/Assessment will be used in lesson planning for clear communication with students. Standardized tests will be administered while students are on campus for CTE instruction. These include STAR Math and STAR Reading, WebXams, and End of Course



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exams. These assessments will allow for gap analysis using the latest data. Each student is assigned to an intervention specialist to monitor progression toward goals and provide specially designed instruction. Students are able to participate in CCP and AP classes remotely. Articulated credit is also attached to numerous courses at the Greene County Career Center. Additional industry recognized credential options are available to students who demonstrate proven levels of ability.

Instructional staff will participate daily in department meetings to review student data and determine who is struggling to make expected progress. Potential interventions and strategies will be discussed. Intervention time will be scheduled with the instructor as appropriate or necessary. If a student continues to struggle despite interventions, the parent/guardian will be notified as will the instructor’s supervisor.

The Attendance Intervention Team will work with students who struggle to attend face-to-face or live remote instruction sessions. The McKinney-Vento Liaison will communicate and follow up with students identified as homeless to ensure all supports are provided where challenges exist. The Foster-Care Liaison will check in with students throughout each quarter. Guidance Counselors and Vocational Special Educators (VOSE’s) will work with struggling students to identify barriers to success.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district’s plan to ensure equitable access to quality instruction through remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here:	



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Students receive a one-to-one technology device from GCCC at the start of the school year. The 2nd year students will use their Lenovo Yoga from the previous year. First year students will receive a HPX360. They use the same device for the duration of their time at the career center.

Parents/Guardians were surveyed and 86% responded they have access to reliable, high-speed internet that is strong enough for their student to access GCCC programs OR has unlimited data. Seven, or 1.9 % of respondents said they do not have internet access at home. Forty-two or 11.5% of respondents said they have internet but it is not strong or not reliable.

Greene County Career Center will supply hot spots for students with no access to the internet. Additionally, the GCCC parking lot allows for student to access the internet if students need access on remote learning days or on weekends. Students will be in the building for lab instruction on alternating days and will be able to download instructional materials to their device while on campus.

Furthermore, students will be able to pick up paper/pencil packets to complete at home if necessary. They will have the opportunity to meet with their academic teachers when they are on campus for CTE instruction as needed.

Adjustments will be made to this schedule or plan as appropriate at the end of each quarter or semester.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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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 development to help teachers enhance remote learning.

Address Professional Learning/Development Here:
 GCCC has identified an instructor to be the lead teacher for Remote Instruction who possesses a strong business, remote instruction and technology background. She will support all teachers engaged in remote instruction as needed.
 The Supervisor of Curriculum will develop and conduct professional development (PD) from 2:30-



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3:15pm at least two days per week for all faculty. Topics for PD will be teacher driven based on instructional needs and challenges presenting within the district. At this time, we are also preparing PD for Microsoft Teams training and accompanying online resources.

Attach any Additional Documentation or Notes (if necessary):