



2020-2021 Remote Learning Plan

District Name:	Miami Valley Career Technology Center
District Address:	6800 Hoke Road Englewood, Ohio 45315
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District IRN:	051284

Introduction:

The goal of remote learning is to ensure learning continues even though COVID-19 rates are too high for in person learning to begin this fall. 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.”*

On Friday, July 31, 2020, the Public Health Department of Dayton & Montgomery County released updated recommendations to all school districts located in Montgomery County. This guidance strongly encouraged school districts in Montgomery County to start the year with virtual learning until the increase in COVID-19 cases declines. The full guidance can be found at:

<https://www.phdmc.org/program-documents/healthy-lifestyles/gumc/emergency/covid-19/guidance/1940-r-ecommendations-on-montgomery-county-k-12-schools-reopening/file>

With this recommendation in mind, MVCTC will maintain the two original opening days on August 13 and 14 and then will move to online instruction beginning Monday, August 17 through Friday, September 4. On Tuesday, September 8, our goal is to implement the reopening plan that had been

previously shared with stakeholders. For reference, the full MVCTC reopening plan and frequently asked questions can be found at <http://www.mvctc.com/reopening>.

On Thursday, August 13, 2020, ONLY junior students will report to MVCTC. No seniors will be in attendance on August 13.

On Friday, August 14, 2020, ONLY senior students will report to MVCTC. No junior students will be in attendance on August 14.

Beginning on Monday, August 17 through Friday, September 4, MVCTC will be offering virtual instruction for both academic and career-technical programs. Students will receive additional information on August 13 or 14 regarding the online learning experience.

MVCTC will reevaluate the COVID-19 situation during this three week period and make an announcement in regards to how the district will operate beginning on Tuesday, September 8. It is our hope that we will be able to return to the schedule below, that was previously shared in our original reopening plan. Original Schedule: **Beginning on Tuesday, September 8**, juniors and seniors will be assigned two days a week where they will meet on MVCTC's campus and spend both days in their career-technical lab.

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

SECTION ONE	INSTRUCTIONAL NEEDS
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Determining Instructional Needs	How will instructional needs be determined ?
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All courses at MVCTC are aligned to federal, state, or industry-specific standards. This coming year, pre-assessments in core academic areas will be conducted to determine gaps in student learning and instruction.

Students with IEPs and 504s are progress monitored by our special education coordinator and intervention specialist case managers quarterly in conjunction with our academic instructors. To the greatest extent possible and in good faith, we will provide individualized instruction. While classroom activities will be implemented based upon the placement noted on the IEP, it is also important that a focus be placed on continued goal practice as outlined in the IEP. Each intervention specialist will review the IEP goals for the students on their caseload and provide goal instruction and activities, no less than the duration listed on their IEP, for the students to complete. Intervention specialists/case managers will utilize data obtained from these activities to complete progress reports. Goal instruction and activities will take place weekly to allow time for appropriate feedback, instruction and remediation. Understand that the goals and objectives were designed based upon the individual need of the student and the student has not yet mastered. The district will document the date, duration, and progress notes form each time the intervention specialist/case manager works with the student on their IEP goals or services as listed on their IEP whether in person, video conference, or phone using the google form provided.

For students that also see other intervention specialists in small group or co-taught classrooms, the small group or co-taught classroom intervention specialist will be servicing the goal for which the content relates to their class setting. Case managers will collaborate with them so we are not sending out duplicate work and instruction pertaining to the same goal. If the small group or co-taught classroom intervention specialist provided individualized or small group instruction directly pertaining to the goal, they will complete the documentation form provided. When servicing a goal for and your student that does not see any other intervention specialist in a small group or co-taught classroom setting directly pertaining to the goal, intervention specialists/case managers will to reach out to either an intervention specialist(s) or instructor who teaches that content related to the goal, for instructional supplements.

Written education plans are served by the partner district (the LEA from which the student is attending.)

Documenting Instructional Needs	How will instructional needs be documented ?
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Address Documenting Instructional Needs Here:
 Instructional needs have been taken into consideration based on the required Guiding Documents that each instructor at MVCTC is required to submit at the beginning of every academic year.

Courses of Study (based on state and industry standards) are MVCTC Board approved every five years and are the basis for syllabi and the sequence course outline that provides the instructional plans for each course. Within these documents, instructors outline the core objectives and/or standards that are to be addressed in the academic year. The Guiding Documents are then shared with staff, parents, and other stakeholders (such as our Career Technical Advisory committees each year.)

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Determine Competency & Granting Credit	What method(s) will be used to determine competency for remote learning?

Rationale:

- The global COVID-19 pandemic is an unprecedented situation. The transition from operating as ‘normal’ to the governor declared ‘school closure’ happened very quickly in the spring of 2020, and may happen again this school year. Therefore, it is the goal of MVCTC to provide students with the best opportunity to have their grades truly reflect the learning that is occurring under any of the possible scenarios that this crisis has created. These shifts may have to happen quickly and with very little time for adjustment. Therefore, MVCTC will be adjusting it’s grading scale for the 2020-2021 school year.

Further Considerations:

For students, we will eliminate any grade lower than a 50% “F” as an option for this school year.

- The minimum 50% F will be used in an effort to prevent intermittent low grades from causing the student to fail the course or dramatically change the final grade he or she has earned.
- Students who do not submit the assignment will still receive a failing grade (50%).
- Failure to successfully complete the work to the applicable standards will result in the student earning the grade that he or she deserves (an F scored at 50%).
- This grading scale allows for teachers to focus grading on students’ skills, competencies, and work samples and allows for the grade to be reflective of the learning that has occurred.
- Cheating or plagiarizing will result in a 50% for all parties involved regardless of assignment or amount copied unless the assignment is resubmitted to the appropriate standard at which point the teacher’s discretion will be applied. Teachers will continue to utilize the disciplinary process for academic dishonesty outlined in the student handbook.
- While we move forward with this updated grading scale, teachers are strongly encouraged to permit students to revise and improve their score on assignments at their discretion and according to the classroom policies.
- This grading scale does not apply to College Credit Plus courses.

Grading Scale	
A	90-100
B	80-89

- C 70-79
- D 60-69
- F 50-59

Any assignments not submitted will be marked as “Late” and a 50% will be entered along with the option of adding a note.

- Teachers are not using “Missing” because these are calculated as “0” so teachers should not use “Missing” but instead enter 50% and mark as “Late” with the option of adding a note.
- Supervisor will review grades ongoing through the quarter monitoring that no grades are lower than 50%.
- At each interim and quarter Supervisors will review the “F” list to determine if any grades are below a 50%.

Self-directed remote learning (asynchronous)

- Students won’t be required to attend a virtual class at a specific time.

References: Douglas B. Reeves, "The Case Against the Zero," Phi Delta Kappan, Vol. 86, No. 4, December 2004, pp. 324-325.

(https://www.ccesa.org/Files/Uploads/252/The_Case_Against_Zero.pdf)

Assessments:

Industry standards and assessments will still be used in career technical programming to reflect the required learning standards. Academic instructors will be using a combination of formative and summative assessments to determine competency on the aligned standards for their courses.

Granting Credit:

MVCTC will continue to provide high-quality instruction for both career technical and academic programming. We will continue to grant credit using the Board approved policies. Grading will follow the established policies outlined above.

SECTION THREE		ATTENDANCE AND PARTICIPATION	
Attendance Requirements	What are your school district’s attendance requirements for remote learning?		
Participation Requirements	How will your school district document student participation in remote learning opportunities?		
<p>The district must report and maintain accountability for hours of instruction and attendance of students. Student attendance accountability is a requirement for the district. Below is an explanation of how a student’s day will be scheduled using both in person and virtual delivery methods.</p>			

Career Technical Lab In Person Schedule:

Juniors (Level 1) = Thursday-Friday Seniors (Level 2) = Monday-Tuesday

Lv2 for seniors, Lv1 for juniors (daily schedule)	8:05-2:30 (30 minute lunch with travel time)
A Lunch	10:10-10:45a
B Lunch	10:50-11:25a
C Lunch	11:30a-12:05p
D Lunch	12:10-12:45p
E Lunch	12:50-1:25p
F Lunch	1:30-2:05p

Academic/Elective Virtual Schedule:

Juniors (Level 1) = Schedule "J" = Monday, Tuesday, Wednesday

Seniors (Level 2) = Schedule "S" = Wednesday, Thursday, Friday

Juniors (Level 1)- Schedule "J":

All juniors (level 1) students would have their academics scheduled during period "J" which for attendance purposes would be defined as 71 minutes each class.

- This would be for Monday, Tuesday, and Wednesday
- Most junior (level 1) students would have five classes during the "J" period.
- Each academic/elective teacher would have one "J" section per prep with level 1 students and may divide the section into various subgroups in ProgressBook.
 - Example English 3 section will include students from (Computer Network Engineering, Computer Repair, Digital Design, Welding)
 - ProgressBook English 3 section can be subdivided into 5 subgroups.

"J" Schedule (Juniors - Level 1)	Monday, Tuesday, Wednesday
Class 1	
Class 2	
Class 3	
Class 4	
Class 5	

Seniors (Level 2)- Schedule "S" :

All seniors (level 2) students would have their academics scheduled during period "S" which for attendance purposes would be defined as 88 minutes each class.

- This would be for Wednesday, Thursday and Friday
- Most senior (level 2) students would have four classes during the "S" period.
- Each academic/elective teacher would have one "S" section per prep with level 2 students and can divide the section into various subgroups in ProgressBook.

- Example English 4 section will include students from (Computer Network Engineering, Computer Repair, Digital Design, Welding)
- ProgressBook English 4 section can be subdivided into 5 subgroups.

"S" Schedule (Seniors - Level 2)	Wednesday, Thursday, Friday
Class 1	
Class 2	
Class 3	
Class 4	

Attendance

Career Technical Lab Attendance:

Juniors (Level 1) = Thursday-Friday

Seniors (Level 2) = Monday-Tuesday

Attendance: Teachers would enter attendance in ProgressBook for 1st period on the appropriate days students are assigned to be in the career technical lab.

A new system for tracking student attendance during days students are not on campus will begin with the start of the second quarter, October 19. This system will replace the current system in which a student is charged a partial absence for each assignment that is not submitted on time. The new system will consist of the following:

- On days students are scheduled to be on campus, attendance is taken daily. This is NOT a change and is the traditional method for taking student attendance.
- On days students are learning remotely, they will be required to submit a weekly attendance report, housed on the MVCTC website, which will count for their attendance during their remote learning days. Students are required to submit one attendance report per week, which will be available each week on Wednesday at 12:00 PM (noon) and will be due by the following Wednesday by 11:59 AM. The weekly attendance form will allow a student to indicate that they are completing assignments and DO NOT need assistance from their instructors, they are completing assignments but DO need assistance from one or more of their instructors, or that they are unable to complete their assignments and are able to provide a reason why.
- Students who indicate that they are completing assignments and DO NOT need assistance will be given credit for their remote learning attendance for that week.
- Students who indicate that they are completing assignments and DO need assistance will also be given credit for their remote learning attendance for that week, additionally, the instructors of the courses that are selected will receive an email informing them that the student is seeking assistance.
- Students who indicate that they are not completing assignments WILL NOT be given credit for their remote learning attendance for that week unless the principal determines that the reason provided is sufficient for the absence being marked as excused or removed.

- Each Wednesday at 12:00 PM (noon) students will receive an email with the link to submit their weekly remote learning attendance. Another email will be sent to students on Monday reminding them that their weekly remote learning attendance submission is due by Wednesday at 11:59 AM.
- Students who are unable to complete their weekly remote learning submission online may call one of the attendance lines to report their weekly attendance.
- Teachers will continue to monitor signs of student engagement such as; completing assignments, initiating or responding to calls or emails, logging in to learning platforms, participating in virtual lessons or zoom conferences, etc. Students who are not demonstrating signs of engagement may be referred to the building principal. The building principal may determine that the student's lack of engagement results in the student being charged with remote learning absences for the week.

Students will be required to report their own attendance, but will also be able to request assistance from their instructors, or report problems they are having completing assignments. Teachers will be able to direct more attention to the curriculum, online lessons, and providing support for students.

SECTION FOUR	PROGRESS MONITORING
Progress Monitoring	How will your school district progress monitor student progress with remote learning?

Students who are not completing academic/elective online assignments

MVCTC will use the same process as in the spring of 2020.

- 1st- Teacher contacts student's family.
- 2nd- Teacher contacts student's lab teacher.
- 3rd- Teacher involves the student's counselor.
- 4th- Teacher refers to the appropriate principal via the "Discipline Referral Form" on the website. (Be sure to include all teachers and the counselor on the referral.)

PROGRESS REPORTS for Students with Disabilities

Intervention specialists will create progress reports for students on their caseloads. General education and lab instructors will not be writing the progress report. However, the student's teacher/instructor will be contacted for input. The district will utilize the data obtained from the goal instruction and activities to complete progress reports. For students that also see other intervention specialists in small group or co-taught classrooms, there will be collaboration with those intervention specialists for input and development of goal activities. For the first quarter, case managers will take the lead and complete the students on their caseload progress reports based upon the weekly goal instruction and activities or feedback received from the small group or co-taught placement intervention specialists so that they do not have to login to each student's progress report.

SECTION FIVE	EQUITABLE ACCESS
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning?
<p>At the end of the 2019-2020 academic school year, MVCTC instructors provided an opportunity for students to provide feedback on the spring online learning experience. Student and parent feedback have been reviewed and considered as we have planned for the online learning for the first semester of the 2020-2021 academic year.</p> <p>MVCTC is one-to-one in terms of computers. Each student upon the start of their junior year receives a Windows laptop with a web camera enabled. Senior level students who did not have access to the internet during the spring of 2020 were given a mobile hotspot to allow them to access the internet which provided them equitable access to quality instruction. MVCTC will use the same process for the first semester of the 2020-2021 school year to assess which students do not have access to WiFi at their residence. Career technical and academic teachers will report students who do not have WiFi access at their residence to the student services department and then the technology department will reach out to them with the mobile hotspot.</p>	

SECTION SIX	PROFESSIONAL LEARNING
Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>District professional development has been ongoing since March of 2020. Over the summer of 2020, the district has sponsored professional development geared towards providing teachers with the professional development needed to help all teachers enhance remote learning. Examples of professional development that have been offered are sessions on implementing new software, creating meaningful assignments for online learning and round table discussions with academic instructors from other districts and career technical planning districts on best practices for online learning. Specifically in our career technical departments, formal and informal collaborations have been occurring routinely prior to the pandemic. However, the pandemic has focused the collaboration on developing learning strategies to deliver career technical education remotely. It is important to utilize effective teaching and learning strategies to meet the demands of industry in order for students to earn industry credentials. Additionally, collaboration has increased significantly as teachers have seen the benefit of learning from each other.</p>	

Conclusion:

MVCTC will reassess the current status of the COVID-19 pandemic in late fall and hopes to make adjustments to the schedule for the second half of the school year. Until December 17, 2020, or if the pandemic worsens and we are forced to provide instruction solely online for a period of time, we will follow the aforementioned schedule. It is our goal to fully return students to campus for the second semester, if it is deemed appropriate by local and state health officials.