Remote Learning Plan Checklist
Penta Career Center in Perrysburg, Ohio
Superintendent Edward Ewers
Submitted August 13, 2020

Requirements, as indicated in House Bill 164.
The Remote Learning Plan includes the following:

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

Teachers will monitor progress of students on assigned material/lessons, industry recognized credential trainings, and other learning resources targeting skill attainment. Teachers will communicate consistently with their supervisors to determine next steps with struggling students.

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

Grades are assigned based on teacher assessment of student mastery of the content for their course. Credit is granted for student that have earned a passing grade (D- or above). Penta Career Center do not grant credit. Penta Career Center recommends credit to the member school and the member school makes the determination to grant the credit. Member Schools also promote students to higher grade levels.

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

Students will be expected to participate in all learning activities, complete assignments, complete industry recognized credentialing practice assessments and module trainings, and/or engage in work-based learning opportunities on remote learning days. Lack of participation will result in a student absence unless the Student Affairs Office is notified by a Parent or Guardian of a legitimate excuse.

Students will be marked VP (virtually present) for all virtual learning days unless we have received communication from parents/guardians that the student will not be engaged in learning that day in which case the student will be marked VA (virtually absent). If the student fails to meet the teachers' expectations for the designated class time they will be marked VA (virtually absent) for that time. Teachers may develop synchronous or asynchronous attendance procedures depending on the assignment or daily schedule and are responsible for updating a student's attendance on a weekly basis.

☐ A statement describing how student progress will be monitored.

Teachers will monitor progress of students on assigned material/lessons, industry recognized credentials, and other learning resources targeting skill attainment. Teachers will communicate consistently with their supervisors to determine next steps with struggling students.

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

We will continue to do what we already do. We offer career assessment with objective data and assessments to help determine which programs options are best for students. Within the career assessment we collect data regarding student's interests, aptitudes and abilities to make recommendations for a student's career program and academic classes. We vary our levels of program options by offering three career tech program levels: Level 1, Level 2 and Level 3. We also offer varied levels of academics (general Ed, special Ed including self-contained, co-teaching and extended standard) classrooms. We also utilize VOSEs to meet individual student needs of both IEPs and 504 plans. For our 18-22-year-old population, we offer Job Training and Project SEARCH.

We will ensure access to technology for all students including one-to-one technology in the form of Chromebooks. If students do not have access to internet services, we will work with all families to supply hot spots to access online curriculum and virtual meetings/instruction.

Services will be provided to students with disabilities through both face-to-face and online means. Intervention Specialists will maintain effective communication with students and families during online instruction and services. We will write provisions into all IEPs stating how services will be delivered to account for all types of instruction (face-to-face, blended or all virtual). We will then outline specific details into a Prior Written Notice (PR-01) to ensure communication and agreement has taken place.

Penta Career Center is pursuing grant funding through the Broadband Connectivity Grant to ensure equitable access for all students.

Penta Career Center set the following goals to ensure equitable access to quality instruction for each student:
Penta Career Center set a Two-Year Goal to address
By the 2021-2022 school year, Penta CT and Academic Teachers will design flexible, rigorous and personalized learning opportunities for all students by:

- *Using digital learning platforms to support student learning, content mastery, and skill development;*
- *Flexible - Providing access to learning opportunities 24/7 via various delivery models;*
- *Rigorous - Aligning curriculum, instruction and student learning opportunities to the DOK Levels of the content standards to ensure content mastery and skill development;*
- *Personalized - Designing student learning opportunities to meet each student's unique needs, preferences, and career goals.*

Penta Career Center also set a Three-Year Goal Regarding WBL:
By the 2022-2023 school year, working collaboratively, Penta CT and Academic Teachers will expand Career Preparation and Career Training* for all students by:

- *Equipping students with the necessary foundational skills for work-place entry;*
- *Connecting students with personalized WBL experiences** designed to promote Career Awareness, Career Exploration, Career Preparation, and Career Training*;*
- *Providing ongoing feedback regarding student performance and engagement;*
- *Evaluating the effectiveness of WBL experiences.*

*See Work-Based Learning Continuum Learning Outcomes pdf -provide to each teacher
**See Ohio Work-Based Learning Pathway Options pdf -provide to each teacher

☐ A description of the professional development activities that will be offered to teachers.
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Penta Career Center will continue to provide personalized, quality professional development opportunities to our staff. Here is a screenshot of our *tentative* **2020-2021 Professional Development Calendar**. Some dates are still to be determined.

2020-2021 Professional Development Calendar

PD Focus Area	PLCs (Topic Selected by the PD Focus Team)	Best Practices, PBL, and Tech PD	Blended Learning / LMS / Tech Training	Assessment Literacy: Success Plan and Student Data Tracking / Ohio Teacher Evaluation System (OTES) 2.0	Project Based Learning: PBL 101 Training	High Schools That Work Focus Teams
Overarching Goal	Meet and work collaboratively to share expertise regarding instructional effectiveness and student success strategies.	Provide ongoing, intentional growth opportunities regarding instructional effectiveness and student success strategies.	Differentiate and enrich student learning experiences using blended learning, the new LMS, and other tech tools.	**Assessment Literacy:** Improve instructional effectiveness, increase student performance, and move the program/course to the next level. **OTES 2.0:** Provide training and resources to support the transition from OTES 1.0 to OTES 2.0.	Provide quality PBL 101 Training to equip teachers with the skills necessary to create deeper student learning experiences through extended projects that engage the students in addressing a real-world problem or answering a complex question. Penta Career Center aims to have 100% of the teaching staff trained in PBL 101.	
Dates	October 15, 2020 (in-person and/or virtual)	October 1, 2020 (in-person and/or virtual)	August 12-13, 2020 Creating a Blended Learning Platform and Learning Experiences for Students LMS / Tech Training	September 17, 2020 Assessment Literacy Year 6: Continuation of the Success Plan and Student Data Tracking Teacher Dashboards	November 9-10, 2020 PBL 101 Training: (two day training)	Focus Team Meetings start in September and conclude in May
	December 3, 2020 (in-person and/or virtual)	January 21, 2021 (in-person and/or virtual)	September 25, 2020 Creating a Blended Learning Platform and Learning Experiences for Students LMS / Tech Training and Support	September 25, 2020 Success Plan Supports and Progress / Student Data Tracking (Cluster Setting)		1st Wednesday *Leadership Team 2nd Wednesday *Recruitment & Retention *Professional Development
	February 4, 2021 (in-person and/or virtual)	March 4, 2021 (in-person and/or virtual)	November 25, 2020 Creating a Blended Learning Platform and Learning Experiences for Students LMS / Tech Training and Support	November 25, 2020 Success Plan Supports and Progress / Student Data Tracking Teacher Dashboards		3rd Wednesday *Career Readiness *OTES
	March 18, 2021 (in-person and/or virtual)	April 8, 2021 (in-person and/or virtual)	February 12, 2021 Creating a Blended Learning Platform and Learning Experiences for Students LMS / Tech Training and Support	February 12, 2021 OTES 2.0 Training and Resources Expectations for 2021-2022		4th Wednesday *Cross-Curricular Collaboration *Student Assessment *Wellness
			April 29-May 2, 2021 (One-on-one/Small Group with Supervisor) Blended Learning Platform Review (discuss progress)	April 6- 9, 2021 (One-on-one with Supervisor) Success Plan: Final Review		

Professional development for staff will be offered in multiple formats:
- Online learning modules (so teachers have control over time, place, path and pace-just as we expect them to do for our students)
- Virtual discussions and best practice sharing sessions
- Face-to-face

Recommendations and Best Practices
☐ **Fixed schedules:** Courses have established schedules for teacher-led instruction.
For the 2020-2021 School Year, Penta Career Center will offer multiple schedules developed for on-campus teaching and learning:
- **Schedule 1** – On campus four days a week (Tues – Fri). Monday will be a remote learning day.
- **Schedule 2** - Building capacity will be reduced to approximately 50%. Remote learning will support students when not attending on campus.
- **Schedule 3** - Full remote learning.

☐ **Online learning materials**: Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
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Our August Staff Professional Development will be comprised of the following Online Learning Modules that include some face-to-face interactions:
Module 1: An Introduction to the Blended Learning Environment
Module 2A: Apps, Tools and Resources for Blended Learning
Module 2B: Designing Blended Learning Lessons and Preparing for Remote Learning
Module 3: Creating a Digital Library

We are currently building the learning modules for September:
Module 4: Examining Your Curriculum to Rethink Teaching and Learning
Module 5: Effective Blended Learning Strategies for Career Tech Teachers

We plan to build our Professional Development library or over the next two years to equip every teacher with the necessary skills to create quality blended learning experiences for every student.

☐ **Clear expectations:** Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
Per the professional development items stated above, Penta Career Center CT and Academic Teachers will be expected to design flexible, rigorous and personalized learning opportunities for all students.

☐ **School and Community Communication Plan:** The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.
Here is the link to Penta Career Center's **Responsible Restart Planning Guide for the 2020-2021 School Year:** https://www.pentacareercenter.org/Announcements.aspx