Remote Learning Plan

District Name:	Polaris Career Center
District Address:	7285 Old Oak Blvd, Middleburg Hts OH 44130
District Contact:	Diane Xander
District IRN:	050948

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 <mark>August 21, 2020</mark> 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 <u>all</u> that apply)
- **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	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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)

Determining Instructional Needs:
We will hold individual meetings for all academic and career technical programs to review curriculum maps and sequencing.
●Curriculum mapping and sequencing will directly align with state standards.
●Each department will review and develop clear objectives for student learning at all levels that includes students who are learning remotely.
●Departments will analyze gaps that existed prior to, and after, the spring 2020 building closure to determine areas of focus that may be needed for the 2020-21 school year.
●Departments will develop plans for IEP students that create equitable, challenging,relevant goals for learning at all levels. Transition Coordinators and Intervention Specialists will be included in developing all remote learning plans for students with special needs.
●Teachers and administrators will analyze data to determine the instructional needs of our students. The data will include, but not be limited to the following: past WebXams, vendor assessments, common and classroom assessments. Data collected during the Spring 2020 COVID-19 shut down will also be analyzed to determine if interventions are needed for the 2020 - 2021 school year.

| **Documenting Instructional Needs** | How will **instructional needs** be **documented**?

Possible/Optional item(s) to consider:
● Clear instructional plans have been created
● Clear instructional plans have been communicated with staff, parents, and other stakeholders |

Remote learning plans will be developed:
● All remote learning plans will include clear expectations and be clearly communicated to staff, students, parents and other stakeholders.
● We will develop a remote learning plan that communicates clear expectations for students and parents for remote learning. This plan will also provide students and parents with access to resources that will help them to be successful in a remote learning environment. This plan will be communicated in a variety of ways including posting on the school website, social media outlets and

direct mail.

● Our remote learning plan will provide teachers with guidance that outlines the expectations for instructional delivery, ensuring equity and access, participation requirements, grading, assessment and granting credit.

● Polaris Career Center will communicate to our stakeholders through our website (www.polaris.edu), student management system, and social media platforms (google classroom, remind, etc).

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to **determine competency** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for determining competency (grading and assessments)

Determining Competency:

We will hold individual meetings for all career technical programs to review curriculum maps and sequencing.

●CTE Programs will develop information that can be posted in Google Classroom. This information will include grading expectations and assessment expectations for students.

●Staff will clearly post grading, assignments and assessment expectations within the courses in Infinite Campus so that students have access to this information at all times.

●Staff will provide information to stakeholders on how to best communicate with teachers and ways that they can speak directly with teachers for additional assistance.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for granting credit (grading and assessments)

Staff will meet as departments to review that assessments and grading meet instructional

goals.

● Assessments will be developed that utilize the tools in Google classroom and various CTE online curriculums to monitor student learning and ensure consistency.

● Grading will be done in compliance with the grading scale that has been adopted by the board of education.

●Grading of incomplete, late, or unsubmitted assignments will follow our grading policy.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

Polaris Career Center will continue to work with our associate schools to provide grades, attendance, test scores, and industry credentials of students in their CTE program to assist associate schools in determining the promotion of students.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	[Communications Planning](#) [Attendance Considerations for Remote Learning Plans](#) ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

Attendance Requirements:

Student attendance will be documented through a variety of methods. This will include:

- Presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations.
- Submission of work reports for students on job placement.
- Specifics for the remote learning attendance will be communicated to students, staff,and caregivers. Follow up methods will be implemented for students not engaging in the remote learning platform.
- Student attendance will be communicated to parents through the Infinite campus portal and messenger.
- Illness-related absences with protocols and guidance provided by our local health department to ensure students' HIPAA and privacy rights are respected.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Monitoring Student Progress:

Teachers and administrators will analyze data from a variety of assessment sources

- Formative, summative, rubrics, etc.
- This data will be specifically analyzed for those students on IEPs to determine their standards' mastery level.
- Participation will be considered the same as attending class in person.
- Attendance will be documented in Infinite Campus
- Regular communication with students and families will be implemented throughout the

remote learning platform.
- Specific resources to help with intervention or extensions of standards will be communicated to families and students, and implemented within the remote learning platforms.
- Student progress will be communicated to all stakeholders through various formats.
- Teachers will provide administration with documentation of contacts that they have had with parents and students through Infinite Campus PLP.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning

Monitoring Student Progress:

Teachers and administrators will analyze data from a variety of assessment sources
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- This data will be specifically analyzed for those students on IEPs to determine their standards' mastery level.
- Participation will be considered the same as attending class in person.
- Attendance will be documented in Infinite Campus
- Regular communication with students and families will be implemented throughout the remote learning platform.
- Specific resources to help with intervention or extensions of standards will be communicated to families and students, and implemented within the remote learning platforms.
- Student progress will be communicated to all stakeholders through various formats.
- Teachers will provide administration with documentation of contacts that they have had with parents and students through Infinite Campus PLP .

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: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Polaris will continue to work with associate schools as well as individual students to ensure students have access to technology, online curriculum, textbooks, or handouts.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Professional Learning/Development:
Polaris will continue to provide multiple and on-going professional development opportunities for all district staff. Professional development that will support and promote student engagement, instruction, and assessment will be offered to teachers to ensure remote learning success.
Professional development opportunities will include, but not be limited to:
● Google Suite
● Google Classroom

- Google Meet
- Zoom
- Loom
- Infinite Campus
- Remind
- Online industry specific resources
- OhioMeansJobs

In addition, an educational technology teacher coach will be available on a daily basis to support teachers with online/remote instruction.

Attach any Additional Documentation or Notes (if necessary):