

Remote Learning Plan

District Name:	Trumbull Career & Technical Center
District Address:	528 Educational Highway, Warren OH 44483
District Contact:	Jason Gray-Superintendent
District IRN:	051631

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 remotelarning@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 remotelarning@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)

- 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

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> • <i>Instructional Sequencing</i> • <i>Aligned Instruction to Learning Standards</i> • <i>Gap Analysis for ELA, Math, Science, and Social Studies (when appropriate)</i> • <i>Created a plan for IEP and students with disabilities</i>
<p>Address Determining Instructional Needs Here:</p> <p><i>Sequencing will follow board approved courses of study in career technical programs and align to Ohio Career Tech content standards and Ohio Academic content standards. Students' instructional needs will be determined and documented by teachers and, when appropriate, vocational special education coordinators (VOSEs), through observation and evaluation of in-person and virtual classroom participation and standards based subject assessments, including pre-assessments, as well as past assessments, such as end of course exam scores, and current IEP documentation. Instructors will also engage in rapport building activities, which will include student reflection on areas of strengths/weaknesses in academic and program courses and individual learning needs. All of this will aid teachers in developing personalized learning goals for whole classes, groups and individual students.</i></p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</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
<p>Address Documenting Instructional Needs Here:</p> <p><i>Google Classroom and ProgressBook will serve as primary documentation tools for instructional needs. Courses have clear instructional plans, and Google Classroom/course syllabi will be used to communicate goals and learning outcomes to students and families. Parents can access weekly goals and student progress in both Classroom and ProgressBook. The instructional plan to move between in-person blended learning and total online virtual learning have been shared with staff, parents, students and other stakeholders.</i></p>	
<p>Attach any Additional Documentation or Notes (if necessary): http://www.tctchome.com/ReopeningPlan.aspx</p>	

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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? <ul style="list-style-type: none"> • <i>Developed and communicated a plan for determining competency (grading and assessments)</i> 		
Address Determining Competency Here: <i>Teachers will post weekly expectations for demonstrating proficiency and provide feedback on each student's progress. Students will receive a course grade earned from demonstrating proficiency on a variety of competency based assessments. Parents and students will be able to access course syllabi and weekly learning goals via each teacher's Google Classroom. While minimum hour requirements are not necessary to meet to earn credit, students will be encouraged to attend both in-person and virtual learning opportunities to stay engaged and enhance their knowledge and educational experience; attendance will be documented.</i>			
Granting Credit	What method(s) will be used for granting credit for remote learning? <ul style="list-style-type: none"> • <i>Developed and communicated a plan for granting credit (grading and assessments)</i> 		
Address Granting Credit Here: <i>Course grades will be based on the board approved grading scale, and credit will be granted if a passing grade is earned and all participation/attendance expectations are met.</i>			
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none"> • <i>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</i> 		
Address Promoting Students to a Higher Grade Level Here: <i>Students will be promoted to a higher grade level if all credit requirements are met.</i>			

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Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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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.)
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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:

A plan for in-person learning (with virtual meeting requirements) and a plan for total virtual learning have been developed and shared with staff, students, and parents. Students are expected to attend in-person and virtual sessions (using Google Meet) according to our schedule that is posted online and shared with staff and students. Attendance will be taken/documented in each setting. Completion of weekly assessments will also serve to verify class attendance. For students without internet access, WiFi Hot Spots will be provided to support their needs. In necessary circumstances, hard copies of work will be supplied.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</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:

During remote learning, daily attendance will be taken during homeroom on in-person learning days, and period attendance will be taken during individual in-person classes and during virtual Google Meet sessions. Participation in virtual sessions will be monitored and interventions will be provided to all students as needed, including meeting with the attendance office and/or school counselor.

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Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
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Address Monitoring Student Progress Here:

Student progress will be monitored by teachers, VOSEs, families and administrators using Google Classroom and ProgressBook as a means to check completed assignments and assessment scores. Teachers will be in contact with students and families via email, phone, virtual conferencing and mailings (including interim reports and report cards) and interventions will be implemented to support students performing below mastery of competencies and/or those earning low/failing grades. A shared Parent Communication sheet between teachers and their direct supervisor will document attempts. In addition to teachers, administrators, guidance counselors, the student success counselor, VOSEs and other support staff will work to communicate with and support students needing intervention. The Extra Help Lab is available for students to receive instructional help. Our schedule also includes teacher office hours for students to schedule time for questions and additional help.

Attach any Additional Documentation or Notes (if necessary):

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

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Equitable access to quality instruction will be ensured to all students. Every TCTC student will be provided an iPad for 1:1 learning during in-person and virtual settings. Google Classroom is the platform that all instructors will use to communicate and collect work from students. When parents filled out student forms for the year, they were surveyed regarding home internet access. Students will also be surveyed regarding internet access. If a student does not have access to the internet outside of school, TCTC will make every effort to provide this for home use and/or allow for usage/time during the student's in-person learning days. If it is determined that a student will benefit from paper copies or packets of work in lieu of accessing it virtually, this is what will be provided. Our Innovation Learning Specialist (ILS) and tech department will offer support with technical issues, and VOSEs will continue to support identified students with their individual academic needs. Our Extra Help lab will also be accessible to students for use on their in-person learning days. Time is also built into each school day for students to schedule appointments (virtual/in-person) with instructors for additional support.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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> <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:

Several professional development opportunities will be offered for staff (with more added as necessary). To prepare for the transition, staff was offered PD on the use of Google Classroom; one class taught the basics and the other included advanced usage with an emphasis on Pear Deck and other online assessment tools. Staff will also be provided PD on technology tools that can be used to film and enhance virtual lessons. Staff will be updated on changes to our norms due to COVID-19, such as attendance, and given guidance and tutorials as needed. PD will also be provided to groups of staff using new and existing teaching tools/programs, like ALEKS math, Achive 3000, Virtual Job Shadow, Work Based Learning, etc. We will reevaluate normal practices through a virtual lens and gear PD towards these needs, with a focus on instructional tools and the OTES 2.0 process. We will also focus on the social emotional learning needs of our students and offer PD for staff, with an emphasis the effects of COVID-19 and what we can do to empathize and help students.



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Attach any Additional Documentation or Notes (if necessary):

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