

# Remote Learning Plan

District Name:	Upper Valley Career Center
District Address:	8811 Career Dr., Piqua, OH 45356
District Contact:	Dr. Nancy Luce, Superintendent
District IRN:	062125

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](mailto: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](mailto:remotelarning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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)**

- xTeacher-student interaction through online learning platforms

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- xOnline lessons for student to work on at home
- xOffline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
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<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
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<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
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Address Determining Instructional Needs Here:

All IEP students will be given the Aimsweb at the beginning of the year to get baseline data in reading and math. This data will be shared with the teaching staff and we will again test at the end of the year. In addition, IEP summaries will be provided to all teachers.

All teachers will utilize formative assessments to determine students' level of competency in specific subject areas. Instruction will be aligned with state standards. For small group instruction, extended standards will be utilized.

Counselors, VOSE's, and Student Assistance Center members will work with the academic teachers to help track and monitor students as well as complete progress reporting. Nursing and mental health services will continue to be available to students.

Counselors and VOSE's will hold virtual office hours and be available via email or teleconference to address any needs or questions.

Specific instruction will be provided to students via the English classes which includes digital literacy, conducting web searches, critically analyzing internet information, and using online platforms.

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<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Clear instructional plans have been created</li> <li>Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p>Address Documenting Instructional Needs Here:</p> <p>Weekly lesson plans will be created by teachers. Google classroom and Progressbook will be utilized to share the information with students and families.</p> <p>Minimum assignment and participation requirements will be established. All teachers will use Google classroom. Any other platform will be linked to Google classroom for uniformity purposes.</p> <p>The remote learning plan will be shared with all stakeholders via mail, email, phone, our website, and/or social media.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

<b>SECTION TWO</b>	<b>DETERMINE COMPETENCY, GRANTING CREDIT, &amp; PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</b>
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>

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<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<p>Address Determining Competency Here:</p> <p>Grading, assignments, and assessment expectations will be clearly posted in Google Classroom and ProgressBook.</p> <p>Assessment of learning will take place whether instruction is face to face or remote. Remote assessment will be based on Zoom presentations, interviews with the instructor, projects, and video examples of competencies.</p> <p>Grading will be done in compliance with the grading scale that has been adopted in the student handbook.</p> <p>Grading of incomplete, late, or unsubmitted assignments will follow the grading policy adopted in the student handbook.</p>	
<b>Granting Credit</b>	<p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
<p>Address Granting Credit Here:</p> <p>The District grading policy will be followed. Students will earn credit by showing competency in each course. Students will be expected to attend/view all lectures, direct instruction and complete assignments. Students will be assessed formally to drive future instruction and summatively to assess progress toward mastery. Students who meet the defined learning objectives will earn credit for the courses that they complete. The Board approved grading scale will be utilized for in person and remote learning instruction.</p>	
<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Student promotion into the second half of a program will be determined as stated in our Board policies and student handbooks.</p>	

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**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:  
 Period by period attendance will be taken on days students are present on campus. Remote learning attendance will be determined by students logging into the LMS, assignment submission, participation in virtual classrooms via Zoom and emails/messages. If there is no evidence of regular participation the student will be marked absent. No evidence of work, engagement, or participation will count as an unexcused absence.  
 Note: All references to perfect attendance for awards/honors have been eliminated.

**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

Address Student Participation Requirements Here:

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Participation will be based on assignment completion, regular communications with teachers, and actual in-class activities. Participation will be tracked in ProgressBook.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION FOUR	PROGRESS MONITORING
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<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
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<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Developed a Plan to monitor student progress with remote learning</li> </ul>
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Address Monitoring Student Progress Here:  
 Student progress will be monitored biweekly by instructors and guidance counselors as well as special education staff and student assistance coordinators, if applicable. Monitoring will include accessing weekly online lessons, assignment completion, and hourly attendance during on-site days. A large student services staff works collaboratively as a team to identify academic as well as physical and social-emotional barriers to student success and create intervention plans.. A full time nurse is on-site as well as a full time licensed mental health counselor.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION FIVE	EQUITABLE ACCESS
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<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
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<b>Equitable Access</b>	<p>What is your school district’s plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Parent/Student surveys have been reviewed</li> <li>● Technology Plan has been created to ensure equitable access</li> </ul>
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**Address Equitable Access to Quality Instruction Here:**  
 We have been a one to one school for six years. Last year we purchased Mifis for students and staff who do not have access to broadband internet. Student’s access to reliable internet will be assessed via student survey.

Lab specific software is also provided to all students in each program where relevant. One to one devices will be distributed on Schedule Pick-up Day.

Initially, all students will participate in direct, on-campus instruction at least 2 full days per week. Assignments for off-days will be given by each teacher. Assignments may include online or paper pencil activities.

If required to move to a full offsite plan, students will utilize the mifis and also have access to designated areas of the building - with Health Department approval - so that they can use their devices with the District’s internet service. Any time students are in the building the District’s approved safety procedures will be followed.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	What <b>professional development</b> activities will be offered to your school district’s teachers to ensure remote learning is successful?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>

**Address Professional Learning/Development Here:**  
 Staff training in Google Classroom has been ongoing for the past four years. Many of our instructional staff are Google Classroom Certified - both Levels 1 and 2. We continue to provide specific training prior to the start of school, during PD days and after school both virtually and in-person. Topics are determined by the staff and administration. Training is typically provided by our own staff who share best practices and tips. We have a culture of collaboration that encourages staff to support and mentor each other. Google Classroom will be the LMS used by all instructors.

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<b>Attach any Additional Documentation or Notes (if necessary):</b>