



Remote Learning Plan

District Name:	Pickaway-Ross Joint Vocational School District
District Address:	895 Crouse Chapel Road, Chillicothe, Ohio 45601
District Contact:	Jason Vesey, Director of Secondary Education
District IRN:	051433

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.

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
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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)
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> ● Teachers will meet by academic department and by program academies to develop consistent instructional sequencing that aligns to the learning standards of the content. ● Because the district is a career center with students from ten different schools, students are assessed using the TABE assessment on an annual basis to determine baseline math and reading needs. This is used to identify gaps and to align instruction to meet individual student needs. ● The intervention specialists will work directly with classroom instructors to make sure plans are developed for students with disabilities. Professional development will be provided to 	



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instructors to provide resources for inclusivity for Google Classroom.

<https://www.controlaltachieve.com/2016/10/special-needs-extensions.html>

<https://tech.gcs.k12.in.us/assistive-technology-part-2-chrome-extensions-and-apps-for-inclusive-education/>

- The district does not currently serve any students designated as gifted. The Supervisor of Special Services will work with individual students to create a plan as needed.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</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> <ul style="list-style-type: none"> • Instructional plan documents will be mailed to all staff and parents. • The plan will also be posted on the districts website and social media accounts. • Emails and phone calls will be sent to staff, students, and parents through School Messenger. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	<p>District & Building Level Educational Considerations & Planning</p> <p>Teacher Level Educational Considerations and Planning</p> <p>Non-Building Based Learning Opportunities</p>
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <ul style="list-style-type: none"> • Students will complete work-based learning in coordination with lab instructors and job placement coordinators. • Students enrolled in College Credit Plus and teachers teaching College Credit Plus will follow the policies and practices established by the colleges. • Student competency and grading will be determined by the district grading and participation policy. Students using remote learning and/or packets will receive the grade earned. Grading 	



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timelines will coincide with the dates specified in the district master calendar.	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <ul style="list-style-type: none"> Teachers will grade materials in compliance with the district's grading policy and provide weekly documentation to parents through Progress Book. Classroom teachers will notify the counseling office when a student is doing unsatisfactory work. Then the counseling office will monitor the progress of these students and make contact with parents. Staff and parents will be alerted to various plans of instruction through mailings, the web site, social media postings, and School Messenger emails and phone calls. 	
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <ul style="list-style-type: none"> Students will be promoted to the next grade level based upon meeting the state credit requirements. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	Communications Planning
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
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> Student attendance will be monitored through completion of online assignments and the 	



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return of instructional packets.

- The staff, counselors, support staff, and administration will attempt to make regular contact with students and their families and provide support when students are not participating.
- If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student should be marked with an absence for the hours for that remote learning activity.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</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:

- The district will communicate plans through School Messenger, the district’s website, and through social media. Parents will receive phone calls and emails through School Messenger.
- Teachers will communicate with students through Google Classroom and student emails provided through the subscription with Google.
- Staff will communicate and collaborate with each other and students through Google Meets.

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> <p>Possible/Optional item(s) to consider:</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:

- Teachers will document accommodations and modifications provided to individual students during remote instruction.
- Intervention specialists will provide support to students and will document the continuum of services provided.
- Intervention specialists will provide face-to-face interventions and progress monitoring along



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with virtual meetings through Google Meets and conduct phone conferences.

- Chrome Extensions will be provided to students to help them access resources and various platforms.

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> <p>Possible/Optional item(s) to consider:</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:

- Surveys have been distributed to parents and students.
- Feedback has been reviewed by the planning team to determine needs and expectations.
- A continuum of plans have been developed that include full face-to-face instruction, blended learning, instructional packet distribution, and full online learning.
- A one-to-one technology plan has been created and a distribution model is being designed for students.
- Information for Free Spectrum Assist Service will be provided to families as well as any discounts our local ITC's can secure for internet service platforms.

Attach any Additional Documentation or Notes (if necessary):



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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> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <ul style="list-style-type: none"> ● A summer academy for graduate credit or CEUs will be provided on campus for staff. ● Professional development for Google Classroom will be provided by skill level at the beginning of the school year. ● Staff will self-assess professional learning needs and incorporate those needs into their professional growth plan. ● The professional development coordinator and High Schools That Work leadership team will collaborate to provide ongoing instructional support for remote learning throughout the school year. ● Staff will train students on how to access announcements, assignments, and resources on a daily basis to provide students with support for remote learning. ● Staff will be trained on Google extensions that can help them make accommodations and modifications for student learning. https://www.controlaltachieve.com/2016/10/special-needs-extensions.html https://tech.gcs.k12.in.us/assistive-technology-part-2-chrome-extensions-and-apps-for-inclusive-education/ 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

Pickaway-Ross Joint Vocational School District
Board Meeting Summary

Regular Board Meeting

August 6, 2020

Opening

The Pickaway-Ross JVSD Board of Education met in Regular Session on Thursday, August 6, 2020, at 6:30 p.m. in person in the school cafeteria at the Pickaway-Ross Career & Technology Center, 895 Crouse Chapel Road, Chillicothe, Ohio and via video conference with Byron Lloyd presiding. The following members were present in person and/or in the video/conference call: Michelle Bowdle, Bob Bower, Richard Everman, Jeff Hartmus, Sue Hopkins, Byron Lloyd, Tony Reeser, Jon Saxton, Joy Shoemaker, and Todd Stevens. Andrew Vitatoe was absent.

The Board observed a moment of silence for the passing of Darrell Cottrill, board member since January 15, 1994.

Todd Stahr, Treasurer, administered the oath of office to new board member, Michelle Bowdle, term appointment from August 6, 2020 to December 31, 2020.

The Board approved the resolution acknowledging the appointment of Michelle Bowdle from the Ross-Pike ESC Governing Board, as presented.

The Board entered into Executive Session at 6:34 p.m. to prepare for, conduct, or review negotiations or bargaining sessions with employees.

The Board reconvened at 6:54 p.m.

The Board adopted the Agenda, as amended and finalized.

The Board adopted a resolution to adopt and affirm the Collective Bargaining Agreement with the Pickaway-Ross Teachers' Association, as presented.

Katie Siers, PRTA President, thanked the Board for approving the Collective Bargaining Agreement with the PRTA. She also shared her appreciation with and to the Board and the administrative team for all the work that has been done to create a plan to start the new school year and for providing valuable personal protection equipment for students and staff. She also reported that the teachers are ready for the challenge to do what is needed to teach their students.

Board member service awards were presented to Byron Lloyd and in the memory of Darrell Cottrill. Both board members have been active on our Board since January 15, 1994.

The Secondary Education Administrative team gave a presentation on the Reopening Plan for the 2020-2021 school year.

Treasurer's Report: Todd M. Stahr, Treasurer

The Board...

...approved the minutes of the June 25, 2020, Regular Board Meeting, as presented.

...accepted financial reports and approved payment of bills.

...approved appropriations modifications and supplemental appropriations, as presented.

...approved transfers, as presented.

...accepted Investment Reports, as presented.

Superintendent's Recommendations & Reports: Dennis L. Franks, Superintendent

The Board...

...approved the 2020-2021 Administrative and Classified full-time and Adult Education regular part-time salary schedules, effective July 1, 2020, as presented.

...accepted and confirmed the resignation for Christopher E. Cecil, Science Teacher, effective July 10, 2020.

...approved Long-term Substitute – Secondary Education – Certificated: Latisha (Lollie) Knight, Science Instructor Substitute, effective August 17, 2020.

...confirmed Regular Part-time – Classified: Becky Grooms, Custodian – as assigned; Wesley Leasure, Custodian – Chillicothe Campus; Dawn Robison, Custodian – Chillicothe Campus, all effective July 1, 2020.

...confirmed Casual Part-time – Adult Education: Carrie North, Practical Nursing Teaching Assistant, effective July 21, 2020.

...approved Casual Part-time – Adult Education: Amanda Ruggles, Practical Nursing Teaching Assistant, effective August 10, 2020.

...approved certificated and classified substitutes for the 2020-2021 school year, as presented.

...approved one-year supplemental Online Learning Instructor contract, effective July 1, 2020: Jennifer Widdig, Science, \$1,750.

...confirmed reclassification – Secondary Education – Certificated: Jennifer Widdig, effective July 1, 2020.

...approved reclassification – Adult Education: Lacy Pollock from Regular Part-time Technical Instructor, 0 Year of Experience to 1 Year of Experience, effective July 1, 2019.

...approved *revised* Adult Education – Regular Part-time staff, effective for the 2020-2021 school year, as presented.

...approved *revised* Adult Education – Casual Part-time personnel, effective for the 2020-2021 school year, as presented.

...confirmed extended programming for Secondary Education, for the 2020-2021 school year: Brian Morrison – ACR – bodywork on bus, 4 days.

...approved Lisa Corcoran-DeTTY to act as a substitute for Amy Noltemeyer, at the appropriate rate, in the Innovative Strategies Grant activities.

...approved the Remote Learning Plan for students, as required by the Ohio Department of Education and as presented.

...approved the Restart Plan for the 2020-2021 school year, as presented.

...presented Board of Education policies – *New policy*: 8450.01 – Protective Facial Coverings During Pandemic/Epidemic. *Revised policy*: 3220 – Standards-Based Teacher Evaluation. All to be recommended for adoption at the September 2020 Board of Education meeting.

...accepted the 2020-2021 Secondary Faculty Handbook, Secondary Student Handbook, Adult Education Student and Staff Handbooks, and Adult Education Financial Aid Handbook.

...approved secondary student activity dues, at the amount of \$50 per student activity, for the 2020-2021 school year.

...approved purchases: purchase service contract for all employees through the Pickaway County ESC for FY2021; ACE Academy; STNA certification exams for the Secondary Health Science Academy; updated textbooks and workbooks to be used by the Secondary Health Science Academy; eLearning curriculum and laser filters to be used by the RAMTEC program; sewage plant wall replacement at Main Campus; online supplemental curriculum for the Secondary Health Science Academy.

Legislative Report

Jon Saxton reported there are no legislative updates at this time.

President's Report

Board members were invited to attend the Virtual OSBA Capital Conference on November 8-10, 2020.

The Board appointed Tony Reeser as the OSBA Delegate and Jeff Hartmus as the Alternate for the OSBA Annual Meeting. Jeff Hartmus was appointed as the Student Achievement Liaison.

The Board entered into Executive Session at 8:23 p.m. to discuss the contracts of specific employees.

The Board reconvened at 9:02 p.m.

The Board approved a stipend for all staff to assist with personal protection equipment as they prepare for the new school year.

The Board approved the performance-based evaluations and salary increases for the Director of Adult Education, Director of Secondary Education, and Secondary Supervisors for the 2020-2021 school year, effective July 1, 2020, as presented.

Adjournment

Another moment was observed for Darrell Cottrill.

The meeting was adjourned at 9:05 p.m.