

## PIONEER CENTER REMOTE LEARNING PLAN

District Name:	Ross County Board of Developmental Disabilities – Pioneer Center
District Address:	11268 County Road 550, Chillicothe, OH 45601
District Contact:	Leia Snyder, Superintendent
District IRN:	066225

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SECTION ONE	INSTRUCTIONAL NEEDS
Determining Instructional Needs	How will instructional needs be determined? <ul style="list-style-type: none"> <li>• Align with Ohio Learning Standards Extended</li> <li>• Evaluation of each student's IEP.</li> <li>• Work with student's family to determine method of delivery.</li> </ul>
<p>The decision to participate in optional remote learning will be made on an individual basis and will be a team decision. If a student's needs are not met, the team will review the decision to continue the optional remote learning program. Work will be completed through a variety of methods including online assignments, paper assignments and video conferences. The Ohio Learning Standards Extended will be addressed using the Unique Learning System and supplemental resources. These include options for lessons to be given online and in printed format with a variety of accommodations. IEP goals will be tracked weekly by the teacher with help from the student's family. The family will be provided materials and instructions to practice the IEP goals remotely. This will look different for each student.</p>	
Documenting Instructional Needs	How will instructional needs be documented? <ul style="list-style-type: none"> <li>• Daily attendance &amp; participation tracking</li> <li>• Related services minutes</li> <li>• Progress reports</li> </ul>
<p>Participation in remote learning activities will count as attendance. Failure to participate will be counted as an absence. Participation includes video sessions, phone calls and both virtual and physically completed work. Related services will document therapy minutes to ensure specially designed services are being adequately met. Progress reports will be shared every nine-weeks.</p>	

SECTION TWO	COMPETENCY, GRANTING CREDIT & PROMOTING STUDENTS
Determine Competency	What method(s) will be used to determine competency for remote learning? <ul style="list-style-type: none"> <li>• IEP goal progress monitoring</li> <li>• Minimum participation requirements</li> </ul>
Overall competency will be determined by participation and progress made towards IEP goals.	
Grant Credit	How will instructional needs be documented? <ul style="list-style-type: none"> <li>• Minimum participation requirements</li> <li>• Variety of delivery methods</li> </ul>
Each student is required to attend at least one interactive video IEP session with a teacher every week. This will be an assigned hour block with a specific day and time. The student may not attend to the screen the whole hour but the teacher will be available for that hour to support the student and family and answer questions. The family is expected to complete IEP goal work with the student daily throughout the rest of the week. If a student does not have internet access, then a 30-minute face-to-face session will be required at a minimum of every two weeks. The family agrees to monitor their child's progress in completing assignments and to communicate with the teacher as needed.	
Promoting Students	What method(s) will be using for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none"> <li>• Documented participation</li> <li>• IEP Team and Administration collaboration</li> </ul>
Students that have participated in the remote learning process will be evaluated by their IEP team and Administration to ensure that adequate progress has been made before promoting the student to the next grade level.	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Attendance Requirements	What are your school district's attendance requirements for remote learning? <ul style="list-style-type: none"> <li>• Minimum participation requirements.</li> </ul>
<p>Each student is required to attend at least one interactive video IEP session with a teacher every week. This will be an assigned hour block with a specific day and time. The student may not attend to the screen the whole hour but the teacher will be available for that hour to support the student and family and answer questions. The family is expected to complete IEP goal work with the student daily throughout the rest of the week. If a student does not have internet access, then a 30-minute face-to-face session will be required at a minimum of every two weeks. The family agrees to monitor their child's progress in completing assignments and to communication with the teacher as needed. Preschool minimum requirements are 1 hour per week to include web sessions, online lessons, videos and other various platforms geared towards early learning standards and the students IEP goals. Teachers will offer face-to-face meetings 2 times per month for assessments, progress monitoring and individualized instruction. Parents must assist their child in participating in remote learning.</p>	
Participation Requirements	How will your school district document student participation in remote learning opportunities? <ul style="list-style-type: none"> <li>• Daily attendance &amp; participation tracking</li> <li>• Related services minutes</li> <li>• Progress reports</li> </ul>
<p>Participation in remote learning activities will count as attendance. Failure to participate will be counted as an absence. Participation includes video sessions, phone calls and both virtual and physically completed work. Related services will document therapy minutes to ensure specially designed services are being adequately met. Progress reports will be shared every nine-weeks.</p>	

SECTION FOUR	PROGRESS MONITORING
Progress Monitoring	How will your district progress monitor student progress with remote learning? <ul style="list-style-type: none"> <li>• IEP goal data tracking</li> </ul>
<p>All students at the Ross County Board of DD are served through an individualized education program (IEP). Data will be collected and reported to families every nine weeks in accordance with IDEA and the Ohio Operating Standards for the Education of Children with Disabilities.</p>	

SECTION FIVE	EQUITABLE ACCESS
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning? <ul style="list-style-type: none"> <li>• Variety of delivery methods</li> </ul>
<p>Some students served at Ross County Board of DD do not have access to internet and/or technology. While every effort is made to support students if they choose virtual learning, technology-based learning is not required for any student to make adequate progress in the curriculum. Remote learning activities will be made available in paper format. Phone calls, mailing, and drop-boxes for returning completed work will be made available. Face-to-face instruction can be considered either at home or by appointment at the school as needed. Therapy service delivery will be determined on an individual basis. Therapy options include virtual, outpatient and in-home services.</p>	

SECTION SIX	PROFESSIONAL LEARNING
Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful? <ul style="list-style-type: none"> <li>• Variety of professional development opportunities.</li> </ul>
<p>Professional development will be ongoing to adapt to any needs that arise with remote learning. Teachers and staff will be given training opportunities for virtual learning strategies and programs.</p>	

BEST PRACTICES	
Fixed Schedules	Classrooms will have a fixed schedule of teacher-led activities daily. The time spent connecting with a teacher or service provider will be a minimum of 5 hours a week for school-age and 1 hour a week for preschool.
Remote Learning Materials	Remote learning materials do not differ in scope or sequence from those given in classes participating in face-to-face instruction. Materials will be provided in a variety of formats based on the needs of the individual student.
Clear Expectations	Clear expectations will be established for remote learning. Students will be offered a blend of scheduled teacher-led activities and flexibility to complete some activities on a schedule that works for at home. Many of the activities that the school provides can be completed during daily routines at home. Clear expectations of how participation relates to attendance will be communicated with families. Teaching assistants are valuable for both in-person and remote learning. Teachers will give clear guidance and expectations to assistants when transitioning to remote learning. They can connect with students virtually to reinforce concepts that the teacher has already taught and IEP goals. They can prep materials for activities that are not technology based and help with mailing and delivery of these materials.
School & Community Communication Plan	The district will clearly communicate plans to students, families, and faculty. A written explanation will be sent to families the week of August 26, 2020.