

Remote Learning Plan

District Name:	Scioto County Board of Developmental Disabilities (SciotoDD)
District Address:	2619 Gallia St. Portsmouth, OH 45662
District Contact:	Dr. Tammy Guthrie, Director of School Programs
District IRN:	078063

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.

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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

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	<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> <p>The instructional needs of each student will be determined by academic content standards and IEP goals and objectives. Teachers will conduct pre-assessments to determine competency. Student's individual instructional needs will also determine the method of specially designed instruction (SDI). Gap analysis based on each student's present levels of performance, assessments and evaluations will indicate areas to prioritize during limited time for face to face traditional instruction. Remote learning will consist of both teacher-led instruction and activities as well as self-directed activities for students to compete when not physically present at school.</p>	
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> <p>Data collection procedures will ensure an IEP is effectively and efficiently being implemented. Instructional plans have been communicated to all stakeholders to provide clear instructional and learning expectations. Documentation will be monitored weekly and quarterly progress reports will be shared with the family and the resident school district. Related Service providers will document minutes of therapy provided to ensure IEP related services are met.</p>	

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Attach any Additional Documentation or Notes (if necessary): Insert calendar

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: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Overall competency will be determined by participation and progress toward IEP goals and mastery of developmental skills as well as data collection evidence of active participation in the remote learning process.	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Participation in technology-based assignments and activities will not be required if the IEP team	

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deems it not appropriate for the student, credit will be granted based upon participation in the remote learning process as well as an evaluation of progress toward the student's IEP goals.

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)
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Address Promoting Students to a Higher Grade Level Here:
 Provided the students have participated in some format or method of the remote learning process promoting students to a higher grade level will be determined by the IEP team and Administration in order to ensure adequate progress has been made.

Attach any Additional Documentation or Notes (if necessary):

Revise this section

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<p>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.)</p>
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: Teachers will contact students/ parents on a weekly basis via Microsoft Teams and Class Dojo. Teachers will keep a contact log to provide evidence of communication and attendance records.</p>	

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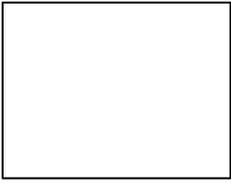
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Address Student Participation Requirements Here:</p> <p>Students will be required to complete assignments weekly through digital (Class DoJo or Unique Learning) or analog (paper/pencil assignments, packets, video observation) modes. Students will need to complete assignments for their learning option on a daily/weekly basis. Parent reports will be gathered for anecdotal records. Student activities, assignments, projects, lessons on digital and analog modes will be assessed by teachers to determine accurate minutes and hours of participation in instruction are being completed in order to meet state requirements and for documentation used for attendance purposes.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
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
<p>Address Monitoring Student Progress Here:</p> <p>Weekly progress monitoring will be implemented by teachers to ensure an open line of communication is readily accessible for parents to monitor their student's progress through technology sources. Weekly meetings will provide parents the opportunity to obtain feedback directly from teachers and address areas of need for their student/child. Quarterly progress reports will be issued during the school year to families in accordance with IDEA and the Ohio Operating Standards for the Education of Children with Disabilities. Data collection and assessments will ensure IEPs are being effectively implemented and that students are acquiring developmental goals when appropriate.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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
<p>Address Equitable Access to Quality Instruction Here: Students without access to a personal technology device will be provided with an electronic device on order to provide access to instructional content and participate in the remote learning process. For students without internet access, accommodations will be made accordingly (WiFi Hotspots) to ensure equitable access to remote learning and instruction is available to them. Students families that opt out of digital remote learning activities will be provided with paper format of the same materials used for instruction.</p>	
<p>Attach any Additional Documentation or Notes (if necessary): Parent training for device will be provided when needed and appropriate.</p>	

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: Professional development will be conducted on the virtual and remote learning tools available for teachers to utilize during the remote learning experience. Teachers will be provided with hands-on and individualized training as well as when needed to ensure a successful remote learning experience is provided for all students.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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