

**Remote Learning Plan for Dale-Roy School
2020-2021
Introduction**

In order to provide flexibility to respond to changing conditions, this plan may be amended from time to time as needed at the discretion of the Superintendent.

The following remote learning plan will apply whenever remote learning is offered to some or all students attending Dale-Roy School during the 2020-2021 school year, as indicated below.

- ❖ Remote learning is an option for families to choose for the 2020-21 school year.
- ❖ Remote learning will be offered when closure is required by the State or Federal Government, Ashland County Health Department and/or as determined by ACBDD Superintendent or designee.
- ❖ The Superintendent/designee shall have discretion to offer the option for remote learning throughout the school year, to require remote learning for the entire school year or any portion thereof, and/or to require remote learning in combination with in-person learning.
- ❖ Remote learning may be offered for Dale-Roy School students as an as-needed component due to unplanned occurrences, including when a student or students are prohibited from attending school in person for health reasons and calamity days.

**Remote Learning Plan
Requirements, as Indicated in House Bill 164**

- 1. A description of how student instructional needs will be determined and documented.**
 - Student instruction, whether remote or in person, shall be provided in accordance with teacher lesson plans and curriculum standards. Each classroom teacher shall develop written lesson plans for each course taught by that teacher that can be conveyed in person or remotely, as needed. Teachers shall make every effort to ensure that students are provided with comparable learning opportunities, whether instruction occurs remotely or in person.
 - Lessons for instruction of all students, whether in person or remotely, shall be designed with the age and needs of the students in mind.
 - Instructional needs will be determined via a combination of Formative Instructional Practices, Curricular Guidance, and Individual Education Plan (IEP) goals and objectives. Instructors will use pre and post-assessments, checklists and observation to determine competency as well as progress monitoring of individual student learning.
- 2. The method to be used for determining competency, granting credit and promoting students to higher grade levels.**

- Data collected during instructional activities will guide differentiated learning opportunities. Summative assessments will determine growth and overall competency in the given area of instruction. Completion of curricular activities in combination of participation/progress on IEP goals will determine promotion to higher grade level.
- Teachers shall be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person. The principal in collaboration with the student's LEA, with input from teachers and support staff, shall determine student progression to the next grade level.
- The educational team shall develop guidelines for tracking student participation and completing assessment in a remote learning environment (e.g., adjusting the time frame for submission of an assignment or accounting for the requirements of a student's IEP).

3. The school's attendance requirements, including how the school will document participation in learning opportunities.

- Attendance will be monitored and documented in compliance with the school's attendance policy while attending in person. During periods of remote learning, attendance will be determined based upon participation in learning opportunities and through staff and teacher communications with students. Teachers/staff will utilize a variety of communication methods to engage students and families throughout remote learning periods. These methods include, but are not limited to, text messaging, video classroom and video conference connections, telephone calls, e-mail, US mail and face-to-face communications.
- Teachers will be responsible for assigning and documenting student completion of work in a remote learning environment and/or participation in online activities, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in the learning opportunities.

4. A statement describing how student progress will be monitored.

- All students attending Dale-Roy School's school-age program are served under an IEP using the Ohio's Learning Standards-Extended.
- Teachers will be responsible for assessing, documenting and communicating student progress, whether students are physically in class or learning remotely. Progress towards learning will be communicated through feedback/grades on assignments, conferences, and progress report issued every 9 weeks.

5. A description as to how equitable access to quality instruction will be ensured.

- Dale-Roy School students have a range of moderate to severe disabilities including physical, communication, behavioral and intellectual disabilities which make virtual education challenging. The delivery of instruction in a remote learning environment will be based upon individualized student needs, circumstances, and course content.
- Teachers will assess students to determine whether additional supports are needed throughout periods of remote learning. During periods of remote learning, a variety of delivery methods

may be used including, but not limited to independent study, project-based learning, videos, live streaming instruction, on-line educational games/activities, and remote learning activities packets.

- Lessons for instruction for all students, whether in person or remotely, shall be designed based on the Ohio's Standards-Extended and individual's IEP goals/objectives. Teachers and therapists will work together to facilitate access to remote learning opportunities for our students that meet their special needs.
- All students will be provided with an iPad and access to Google Classrooms for assignments and online streaming, as well as online access to the Dale-Roy School board approved Unique Learning System curriculum.
- Communication between the school and families is critical to providing access and opportunity to our students while remote learning is in progress. Teachers/therapists will reach out to families weekly to check on students either by phone, text, or e-mail.

6. A description of the professional development activities that will be offered to teachers.

- Dale-Roy School altered the school calendar to allow for 7 inservice days for professional development at the start of the year as well as 3 teacher days throughout the year for additional professional development as needed.
- Professional development will be provided for Google Classrooms, student remote access to Unique Learning System, use of the REMIND app for communication, as well as other virtual tools to enhance remote learning.
- Additional professional development will be made available based upon feedback from building teams and individual requests to assist teachers/therapists to gain additional knowledge on developing effective lesson plans and teaching strategies for remote learning environment. Professional development delivery methods may include workshops and on-line courses.

Recommendations and Best Practices

- **Fixed Schedules:** Courses have established schedules for teacher-led instruction.
 - Dale-Roy School will established fixed schedules for student's participation in remote learning.
- **Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
 - Dale-Roy School previously adopted a curriculum which aligns with the Ohio Learning Standards-Extended that allows for delivery either online or in a paper format. Remote Learning Activities do not differ in scope or sequence from learning opportunities of those students who participate only in face-to-face instruction.

- **Clear expectations:** Teachers/therapists will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demand of their time when they are not in the classroom.
 - Expectations will be clearly communicated to each student/family regarding participation and how it relates to attendance. Students and families will have the ability to learn on their schedules while still receiving individualized supports.
- **School and Community Communication Plan:** The school/agency has clearly communicated its plans to students, parents and staff in an effort to facilitate cohesion as the community transitions into the school year.
 - A written explanation of fall options, in family friendly language, was sent to families the week of July 20, 2020. A brochure with the overview of the school plan is posted on agency website and Facebook page.
 - Staff were offered two zoom sessions to review guidelines and give input prior to communicating with families. Finalized guidelines were emailed to staff.
 - ACBDD staff have been provided with COVID-19 protocols which have been updated and shared as needed.