

AMS REMOTE LEARNING PLAN

The following plan will be implemented for any and all students in the event that Autism Model School must implement remote learning activities in lieu of in-person instruction during any instructional days outlined on the 2020-2021 Autism Model School Calendar.

Section 1: *Description of how student instructional needs will be determined and documented*

100% of the students enrolled in Autism Model School are students with disabilities receiving special education services. As such, during any period of time in which remote instruction is utilized during the 2020-2021 school year to replace in-person instruction, the instructional needs for each student will be determined on an individual basis and remain as consistent as possible with the goals and objectives outlined within each student's Individualized Education Plan. Autism Model School administrators and teachers will consult directly with each student's family to collaboratively identify a system of remote instruction that will remain sensitive to the family's unique needs at home while also ensuring that students have access to necessary supports. Details of each student's remote learning plan will be identified within an Individual Remote Learning Plan (IRLP) (See appendix A) that will be developed in collaboration with (and initialed by) each student's parent(s)/guardian(s). In lieu of signatures or initials of parents, when not possible to obtain due to social distancing guidelines, Autism Model School will complete IRLP's via teleconference and document the completion and parental agreement to the plan via a PR-01.

Section 2: *Method to be used for determining competency, granting credit, and promoting students to a higher grade level*

I. Determining Competency

A. Competency Within Any Given Curricular Area

Autism Model School currently implements a competency-based learning model for all students to address all curricular coursework. All academic coursework offered at Autism Model School includes established competency-based assessments that can be delivered remotely, if necessary, allowing a student to demonstrate competency in a given area. Additionally, each student's IRLP identifies strategies for reporting on progress that are developed and agreed upon in collaboration with a student's parent(s)/guardian(s).

B. Competency Related to IEP Goals

100% of the students who attend Autism Model School are students who qualify for special education services and therefore have individualized education plans. As such, each student has individually determined educational goals and objectives with well-defined competency criteria included as part of that goal. These criteria are developed through the IEP process in collaboration with parents of students attending Autism Model School. An adjustment in instructional delivery from in-person to remote instruction may not necessitate an adjustment to the competency criteria for a given IEP goal. In the event that an adjustment to instructional delivery from in-person instruction to remote instruction did necessitate a change in competency criteria for a goal, such an adjustment would occur through the IEP process in collaboration and agreement between parents and other members of the student's IEP team.

II. Granting Credit to High School Students

With respect to the granting of credit towards high school graduation, a variety of methods must be employed in order to meet the diverse learning needs of the students who attend Autism Model School. All students who are accruing credits towards high school graduation may obtain such credits through a variety of methods that include the following: a) the completion of course content to levels of competency (regardless of the amount of seat hours required to meet competency criteria), b) completion of the seat hour requirements as defined by the State of Ohio (for a defined course), c) demonstration of competency on IEP Goals aligned with the State of Ohio's Academic Content Standards, or d) completion of agreed upon criteria within a credit-flex program. Remote delivery of instruction will not alter these options for a student.

III. Promoting Students and Retention

As a core principle, Autism Model School does not implement a system of grade retention. Instead, Autism Model School regularly ensures that students consistently receive evidence-based intervention targeting the development of individually identified and highly relevant skills that are aligned with the State of Ohio's Academic Content Standards. On a school-wide basis, instruction remains individually tailored to each student's current needs regardless of their chronological grade-level. It should be noted that the National Association of School Psychologists has consistently identified retention as being ineffective and potentially harmful to students (National Association of School Psychologists, 2002; National Association of School Psychologists, 2007; National Association of School Psychologists, 2011).

Section 3: *Attendance requirements, including how the school will document participation in learning opportunities*

Defining "school attendance" during periods of remote instruction presents many challenges. An adopted definition of attendance must remain flexible for Autism Model School students in order to account for the variables that may uniquely impact the frequency and duration with which each student can reasonably engage with assigned remote learning activities. Variables that may impact the frequency and duration of a student's engagement with assigned remote learning activities include (but are not limited to) the following: Disrupted sleep patterns that frequently impact students on the autism spectrum, parent work schedules, the potential need for an Autism Model School student to provide supervision for younger siblings during the hours of the traditional school day, the possibility that the student may require direct support from their parents in order to be able to access remote instructional activities, the likelihood that the student resides in a supported living facility away from their parent(s)/guardian(s), and the possibility that explicit parent training may be needed to allow the parent to effectively support their child's participation in a meaningful instructional activity.

In order to accommodate the need for flexible attendance requirements, Autism Model School will utilize the concept of a "Meaningful Learning Activity" (MLA) to determine school attendance during periods of remote learning. MLA's will include, but not be limited to, any of the following activities:

- Engagement (including attempted engagement) in an assigned learning activity directly related to a student's IEP goals

- Engagement (including attempted engagement) in an assigned learning activity within the child's academic curriculum
- Participation (including attempted participation) in a school-sponsored "enrichment activity"
- Parent/caretaker participation (including attempted participation) in training/consultation
- Participation (including attempted participation) in Student/Teacher Meetings
- Participation (including attempted participation) in Virtual Classroom Meetings

Autism Model School Teachers will consult each student's IRLP on a weekly basis and implement identified methods for confirming engagement in MLA's during remote learning periods. Students who have participated in at least 1 MLA per day of remote instruction will be considered to be present for that day. In the event that engagement in an MLA cannot be confirmed for any particular day of remote instruction, a student will be considered to be absent on that day.

In the event that parent report is required to determine engagement with an MLA, Autism Model School teachers will attempt to make contact with each student's parent(s)/guardian(s) at least 1 time per week to review activities completed during that week and determine attendance eligibility for each day in which remote instruction occurred. Teachers will utilize a combination of telephone, email correspondence, and/or virtual meeting platforms to contact parent(s)/guardian(s). Due to the range of needs experienced by students attending Autism Model School (sometimes requiring constant supervision to maintain safety), Autism Model School believes that a requirement for daily communication from families in order to evaluate student attendance would be excessive and potentially interfere with student safety and overall family well-being. Additionally, preliminary survey results obtained during the State-mandated school closure indicated that parents largely felt that weekly contact from school staff/teachers was most appropriate/desirable.

Upon completion of a weekly review of IRL's, teachers will complete remote attendance records for each student on their caseload and forward those records to the school's designated attendance manager no later than 4pm on the first business day of the following week.

In the event of excessive absenteeism/chronic absenteeism, Autism Model School will continue to follow regular school policies related to resolving these issues with families and potentially reporting students for habitual truancy.

Section 4: ***A statement describing how student progress will be monitored***

Progress within the general curriculum and as related to specific IEP goals will be monitored during periods of remote instruction as outlined within each student's IRLP.

Section 5: ***Description as to how equitable access to quality instruction will be ensured***

An IRLP will be developed for all Autism Model School students to outline the specific nature of remote instruction that will best accommodate their needs and home environments. Autism Model School will collaborate with students (as appropriate), parents, and/or guardians on the development of the IRLP. Each IRLP will identify supports/materials needed to ensure that the plan can be implemented remotely.

Section 6: ***Description of the professional development activities that will be offered to teachers.***

Professional development will be provided to Autism Model School teachers to support their ability to develop and implement IRLP's, utilize all available online curricula (as appropriate), and engage in a variety of video-conferencing platforms (as needed).

Professional development will be provided to AMS teachers (as needed) outlining the components of effective training methods to use while conducting parent training- including an emphasis on the use of Behavioral Skills Training.

AMS Teachers will participate in Bi-weekly meetings (at a minimum) with their Clinical Management Team Supervisor to review areas related to remote learning and identify areas where additional support/training may be needed.

Ongoing feedback will be requested from all Autism Model School teachers to identify additional areas for general professional development related to implementation of remote learning.

-SEE APPENDIX A ON NEXT PAGE-

Appendix A- Individual Student Remote Learning Plan Template

Student Name:

Initial Date of Plan: [Click here to enter a date.](#) Date of Plan Revision: [Click here to enter a date.](#)
[Click here to enter a date.](#)
[Click here to enter a date.](#)

SECTION I: IEP GOAL REVIEW (Complete For Each Goal In Student's Current IEP)

Student IEP Goal:

(List Student IEP Goal Here)

Is the nature of the goal such that it can be implemented safely in home setting? [Choose an item.](#)
If no, please explain below.

Does remote implementation of the goal require parent/caretaker training? [Choose an item.](#)

Are parents available to participate in training? [Choose an item.](#)

Are parents willing to participate in training? [Choose an item.](#)

Who will provide training if it is needed? _____

Who will receive training if it is needed? _____

Does remote implementation of the goal require specialized equipment (i.e. computer, tablet, adaptive equipment)? [Choose an item.](#)

If yes, what equipment will be needed? _____

If yes, identify how equipment will be provided for parents/caretakers:

Based on the information above, can the team implement this IEP goal remotely? [Choose an item.](#)

If yes, in the event of "remote only" instruction, how will progress related to this goal be measured?

- Progress will only be measured during in-person instruction ONLY
- Parent Report (Email, Telephone, Virtual Meeting)
- Remote Observation of Student (Requires use of videoconferencing technology or video footage)
- Completion of student assignments, worksheets, quizzes, tests
- Online/Software Based Data-Collection

SECTION II: Monitoring Student Attendance During Remote Instruction (Complete Only Once for Each Student)

Alternative Meaningful Learning Activities That May Count for School Attendance During Periods of Remote Instruction for this student:

- School-Sponsored Enrichment Activities
- Participation in curricular/credit accrual activity (not specific to an IEP Goal)
- Parent Consultation/Training
- Student/Teacher Meeting
- Classroom Social Meeting
- Other _____

How will remote engagement in meaningful learning activities be determined?

- Weekly Parental Report of Engagement (Email, Telephone, Virtual Meeting)
- Review of Student Work Samples (Worksheets, Tests, Quizzes)
- Online/Software Based Data-Collection
- Remote observation by teacher
- Participation in Student/Teacher Meetings
- Not Applicable/Not Advisable/Not Possible
- Other _____

I have reviewed and am in agreement with the remote learning plan for this IEP Goal _____ (parent initials).