



Franklin County Board of Developmental Disabilities

Helping people to live, learn and work in our community

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Jed W. Morison
Superintendent

Remote Learning Plan 2020-2021 School Year Franklin County Board of Developmental Disabilities (065979)

- **How will students' instructional needs be determined and documented?**
 - All students who qualify for FCBDD services have disabilities that are severe and/or complex cognitive, medical or physical condition;
 - Every student has an Individualized Education Program designed to meet unique learning needs and goals;
 - Due to COVID-19 pandemic conditions in the community, many students are not able to attend school due to the risk of exposure and vulnerabilities due to compromised health conditions;
 - All students enrolled will receive "Virtual Plus" remote learning instruction and delivery of special education and related services;
 - Every student will receive multiple contacts from teachers and therapy staff every week to the extent that they are physically able;
 - In Virtual Plus students who are able will be transported to school to receive individualized instruction and therapy in addition to online remote learning at their home;

- **Method for determining competency, granting credit & promoting students to higher grade levels?**
 - Data collected through instructional and therapeutic activity will guide differentiated learning opportunities.
 - Summative assessments will determine growth and overall competencies in each area of instruction.
 - Completion of IEP goals determines grade level advancement and graduation requirements.

- **How will the school determine attendance and participation in learning activities?**
 - Daily records are kept for documentation of participation in Remote Learning activities, in-person attendance in activities in school, and participation in school nutrition services.
 - FCBDD has applied for an ODE connectivity grant to assist families to access to instruction through Remote Learning strategies.
 - All contacts with students and parents will be documented in a communication log maintained by the classroom teacher.

- **How will student progress be monitored?**
 - Data sheets reflecting performance on individual instructional activities are maintained in each student’s Progress Notebook;
 - Progress reports are produced by teaching and therapy staff every nine weeks and mailed to parents;
 - Ongoing communication through phone calls, notebooks and/or email are maintained by teaching and therapy staff with every student on a regular periodic basis and on as-needed basis;
- **How will Equitable Access to Quality Instruction be ensured**
 - Individual planning meetings by phone or teleconference will be conducted with every family;
 - The family will be a key determinant in the tolerance for risk for their child leaving the home environment during the duration of the pandemic;
 - For select times and activities, students may be transported to the school or other agreed location for the student to receive individualized instruction, therapy, and/or Transition Services with mutual agreement of the family & school staff;
- **What Professional development activities will be offered to school staff?**
 - During the first week of staff return to school (8/24-28) staff will participate in training for effective online and remote instruction strategies
 - All staff have received new laptops that are equipped with audio & visual capabilities to ensure a full array of instructional options as needed for each student;
 - All staff are receiving training from our Early Childhood staff on concepts of “Parent Coaching” to enhance the quality of school/home consultation.

Return to School Plan approved by the FCBDD Board on July 23, 2020