

Hamilton County Developmental Disabilities Services

Remote Learning Plan for Margaret B Rost School and Bobbie B Fairfax School

In order to provide flexibility to respond to changing conditions, this plan may be amended 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 Margaret B Rost or Bobbie B Fairfax Schools during the 2020-2021 school year:

-Remote Learning will begin for all students at both schools on August 20, 2020. On August 31, 2020, students choosing in person learning will begin at both schools and remote learning will continue for seven students at both schools (14 total remote learners, the remainder of students to be in person learners).

- ❖ Remote learning will be offered when school closure is required by the state, Hamilton County Department of Health, or the Cincinnati Board of Health.
- ❖ Remote learning will be offered for HCDDS School students as an as-needed component of our instructional program due to unplanned occurrences, including when a student or students are prohibited from attending school in person for health reasons.

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 curriculum standards and will address student IEP goals and objectives (remotely there will be goals that cannot be addressed for example range of motion PT goals, gait trainer or stander PT goals, etc.). 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.

- 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 with participation/progress on IEP goals will determine promotion to higher grade level.

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, and US mail.

- 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 HCDDS'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 with parents/guardians, and progress reports issued every 9 weeks.

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

-90% of our school-age students are non-verbal and most of our students have moderate to severe disabilities (behavioral, emotional, and physical). Roughly 50% of our students have 1:1 assistance required in their IEP's. As a result, remote learning is not as successful for our students versus typical learners. Our method of

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, Zoom instruction, on-line educational games/activities, and remote learning activity packets (work jobs, board games, matching tasks, etc.).

- 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.

- 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 and zoom interface will be attempted weekly for every student receiving remote learning.

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

- HCDDS School Services will provide professional development opportunities for staff. The following trainings are scheduled or have been completed: CPI (Non-violent Crisis Intervention), Boardmaker On line, Signs/Symptoms/Reporting of Covid-19, Delegated Nurses training, ALICE Training, School Driver training, in addition to Grade level team meetings being regularly held to share resources and techniques.

-Additional professional development will be made available based upon feedback from building teams and individual requests to assist teachers/therapists with gaining additional knowledge on developing effective lesson plans and teaching strategies for remote learning improvement. Professional development delivery methods may include workshops, on-line courses, and collaborative workshops with teachers/therapists and IT personnel.

