

Holmes County Board of Developmental Disabilities

Remote Learning Plan

Introduction

- ❖ The following plan will be implemented for any/all students in response to changing conditions that may require remote learning activities in lieu of in-person instruction during any instructional days during the 2020-2021 school year.
- ❖ Remote learning will be offered on an as-needed basis due to unplanned circumstances determined by the state or federal government, the Holmes County Health Department, and /or as determined by the Holmes County Board of DD Superintendent.

Section 1

Description of how student instructional needs will be determined and documented

- ❖ All students enrolled in our school are students with disabilities receiving special education services. In the event we are required to replace in-person with remote learning, the instructional needs of each student will be determined on an individual basis according to their goals and objectives outlined in their Individualized Education Plan (IEP).
- ❖ Instructional lesson plans will be developed by the teacher in collaboration with the therapists, to provide remote learning options. Teachers and therapists will document their weekly planning. Additionally, they will document weekly communication with parents to determine the most effective method for remote instruction, being sensitive to large number of Amish families without access to internet options. The parent coaching model of instruction will guide the remote learning plan procedures to include more parent involvement and ownership.

Section 2

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

- ❖ Data collected during instructional activities will guide the differentiated learning opportunities. Summative assessments including checklists will determine growth and overall competency in the given area of instruction.
- ❖ Completion of activities in combination with participation/progress on IEP goals will determine promotion to higher grade level.
- ❖ Teachers, in collaboration with therapists, will be responsible for determining student competency and grading student assignments and results of activities provided.
- ❖ Student remote participation will be monitored daily/weekly for progress determined on their baseline assessment related to the goal/objective of the lesson or activity.

Section 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 classes.
- ❖ During periods of remote learning, attendance will be determined based on student participation in learning opportunities and through staff and teacher communications with students and parents.
- ❖ Teachers/Therapists will use a variety of communication methods to engage students and families throughout remote learning. This may include

but is not limited to text messaging, video classroom and video conference connections, virtual classrooms, 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 of online activities. Communication with students and their parents/guardian is high priority to provide meaningful and effective educational opportunities for the student in the remote learning setting.

Section 4

A statement describing how student progress will be monitored

- ❖ All students attending the Holmes County Board of DD school are served under an IEP using Ohio's Learning Standards – Extended.
- ❖ Teachers and therapists will be responsible for assessing, documenting and communicating student progress, whether they are physically in the school or learning remotely.
- ❖ Learning progress will be communicated through feedback on completed activities and assignments weekly. Progress will be communicated through conferences and progress reports issued every 9 weeks.

Section 5

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

- ❖ 90% of our students are non-verbal. All our students have severe multiple disabilities with intense and complex therapy needs. It is difficult to meet these hands-on goals during home instruction. Our method of delivery of instruction in a remote learning environment will be based on

individualized student needs, circumstances in their home setting and course content.

- ❖ Teachers will assess students to determine whether additional supports are needed throughout periods of remote learning. A variety of delivery methods may be used including, but not limited to independent task boxes, videos, zoom instruction, on line educational games and activities and remote learning activities and packets.
- ❖ Lessons for instruction of all students will be designed based on the Ohio Standards-extended and IEP goals/objectives. Teachers and therapists will work together to facilitate access to remote learning opportunities for all students that meet their individual special needs.
- ❖ Communication between home and school is critical to providing meaningful access and opportunities to our students during remote learning. Teachers, in collaboration with therapists, will reach out to each student and their family at least twice/week.

Section 6

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

- ❖ Every teacher and therapist participated in the following professional development opportunities provided by the Holmes County Board of DD prior to opening day: Communicable Disease, Rights of people with Developmental Disabilities and Restrictive Measures, Protecting the Health and Welfare of Individuals with Developmental Disabilities, Universal precautions, CPR, First Aid, Positive Behavioral Interventions and Supports, review of emergency procedures for lockdown, fire and tornado drills, detailed outline of Covid-19 guidelines and protocols, home instruction parent coaching model.