



## Remote Learning Plan for Hopewell 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 required during the 2020-2021 school year.

- ❖ Remote learning will be offered when closure is required by the state or federal government or Coshocton County Health Department and/or as determined by the Coshocton County Superintendent or designee.
- ❖ Remote learning will be offered for Hopewell 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 teacher lesson plans and curriculum standards. Each classroom teacher shall develop written lesson plans for each course taught by that teacher or therapist 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.**

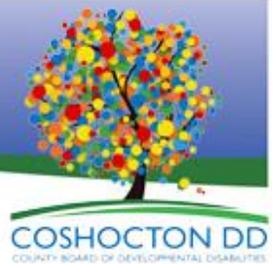
- Data collected during instructional activities will guide differentiated learning opportunities. Summative assessments will determine growth and overall competency in the given area of instruction. Completion of curricular activities in combination of participation/progress on IEP goals will determine 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, with input from teachers and support staff, shall determine student progression to the next grade level.
- The educational team shall develop guidelines for student grading and 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, 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 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 Hopewell School's school-age program are served under an IEP using the Ohio's Learning Standards – Extended. Our Preschool Program is an integrated program with an 8/4 ratio of students with IEPs and students without IEPs. Ohio's Early Learning and Development Standards are used as the focus for instruction.
  - 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 on assignments, conferences, and progress reports issued every 9 weeks.
- 5. A description as to how equitable access to quality instruction will be ensured.**
- 100% of our school-age students are non-verbal and have severe multiple disabilities with intense therapy needs. It is very difficult to meet these hands-on goals during home instruction. 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 task boxes, videos, Zoom instruction, on-line educational games/activities, and remote learning activities packets (which will be available for all students).
  - Lessons for instruction for all students, whether in person or remotely, shall be designed based on the Ohio's Standards-Extended or the



Ohio's Early Learning & Developmental Standards 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.
6. **A description of the professional development activities that will be offered to teachers.**
- Hopewell School will continue to provide professional development opportunities for staff. The following trainings are scheduled: Communicable Disease, CPR, First Aid, Positive Behavioral Interventions and Supports (PBIS). Staff will be encouraged to attend trainings provided by the State Support Team as well as any other trainings they feel can benefit them in the classroom. Team meetings will continue in order to review student progress and current needs.

### **Recommendations and Best Practices**

- **Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
  - Hopewell School aligns lesson planning and instruction to the Ohio Learning Standards-Extended and Ohio's Early Learning and Development Standards curriculum 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.