

Licking County ESC

Remote Learning/Blended Learning Plan

Student instructional needs will be determined through a variety of age/grade/ability-level appropriate strategies and process including, but not limited to, checklists, parent/care-giver interviews, observation (in person and via ZOOM), submitted work samples, portfolios, parent/care giver submitted video, and use of online learning platform.

Teachers and appropriate support staff will keep written records of student performance level and progress and communicate in an on-going basis with parents/caregivers. Where teams of educators work with a single student, the educators will work collaboratively to ensure each have access to the most current work/performance info from the student.

Course competency will be determine in accordance with student IEP goals and already established practices for granting course credit and grade-level promotion. Students will continually be assessed using formal and informal evaluation models to gauge progress towards competency and adjust/support instruction accordingly.

Student attendance will be monitored via participation and completion of online learning opportunities as well as presence in person during in-session learning. Individual requirements may be adjusted accordingly given student access to technology and the district's ability to fill/meet needs as they arise. Participation in and completion of online learning will qualify as "in attendance" while in an online/blended learning setting. Completion and submission of paper/pencil copies of work will qualify as "in-attendance" for students who do not have access to technology to complete work online.

Student progress will be monitored on an on-going basis and written accounts of progress will be kept and updated as new evaluation data and work samples become available. Classroom teachers and appropriate support staff will be expected to have accurate, up to date records, as it relates to student progress toward learning goal and IEP goals.

The District intends to meet its obligation to provide all students, including children with disabilities, equal access to curriculum and services during an extended in-person, online, and blended learning formats in accordance with state and federal law. Each building will notify parents about who they may contact if students are unable to access or participate in the program remotely because of a disability-related or other reason so that the District can explore alternative methods of instruction and possible accommodations.

All classroom teachers will participate in professional development around creating a meaningful and purposeful online experience for students during blended/online learning. This PD will be made available prior to the start of the school year. On-going PD will be provided at the district and program-director discretion given any identified areas of need. PD for proper sanitization and cleaning will be provided at the program-level at the distraction of the program director.