



Allen County Board of Developmental Disabilities
Marimor School
Remote Learning Plan

District Name:	Allen County Board of Developmental Disabilities/Marimor School
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The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelarning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).



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Consider how instruction will take place? (check all that apply)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Instructional Sequencing • Aligned Instruction to Learning Standards • Gap Analysis for ELA, Math, Science, and Social Studies • Created a plan for IEP and students with disabilities • Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>Marimor School only serves students with the most significant educational needs under the categories of multiple disabilities and/or autism. All services are documented on Individual Education Programs (IEP).</p> <p>Parents may choose the remote learning option at the beginning of the year, or as the need to stay home is recommended due to isolation requirements and health recommendations.</p> <p>Instructional needs will be determined via a combination of Formative Instructional Practices, Curricular Guidance and IEP goals and objectives.</p> <p>The IEP Team, including the parent, will discuss the best Remote Learning option for the student. Considerations will include student's ability to navigate online curriculum versus hands on activities and parent preference.</p>	



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<p>Documenting Instructional Needs</p>	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>Instructional plan includes: Teacher-student interaction through Remote Learning via ZOOM. Instruction will be provided in accordance with teacher lesson plans and curriculum standards.</p> <p>Teachers shall make every effort to ensure that students are provided with comparable learning opportunities, whether instruction occurs remotely or in person.</p> <p>Teachers will lead online class activities from 9:00-11:00 am and 12:30-2:30pm Monday through Friday. Individual online sessions and individual in class sessions may be scheduled during the school day to meet individual needs. In addition, hands on materials will be supplied for students to complete pending IEP outcomes.</p> <p>Teachers will contact each parent prior to the beginning of the school year to discuss the Remote Learning Plan or In Class option. This will be documented on PR-01. The PR-01 will be shared with the Local School District.</p> <p>Teachers will remain in contact with families on a weekly basis to discuss progress. Student's individual remote plan may be altered at any time to best meet the student's educational needs.</p>	

<p>SECTION TWO</p>	<p>DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</p>
<p>Resource Link(s):</p>	<p>District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities</p>
<p>Determine Competency</p>	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p>



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	<ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Students are scheduled to return to school on September 3, 2020, full time, 5 days a week. The Remote Learning Plan will only be implemented in case of school closure due to pandemic, weather related issues or when the student and teacher cannot meet in a traditional classroom setting, possibly due to illness or quarantine requests.</p> <p>Teachers will be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person. Data gathered during instructional activities will guide differentiated learning opportunities. Data includes student participation, teacher observation and parent report. Comparison between Pre- Assessments and Summative assessments will determine growth and overall competency in the given areas of instruction.</p>	
<p>Granting Credit</p>	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Teachers will be responsible for determining student competency and grading student assignments, whether learning occurs remotely or in person. Data gathered during instructional activities will guide differentiated learning opportunities. Data includes student participation, teacher observation and parent report. Comparison between Pre- Assessments and Summative assessments will determine growth and overall competency in the given areas of instruction.</p> <p>The Director of Education and Early Intervention, with input from the teachers, support staff and local school district shall determine student credit and progression to the next grade level.</p>	
<p>Promoting Students</p>	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level



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	(grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>The Director of Education and Early Intervention, with input from the teachers, support staff and local school district shall determine student progression to the next grade level.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>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 communication with students.</p> <p>Teachers 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, telephone calls, email and face to face communications. Teachers will remain in contact with families on a weekly basis.</p>	



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Participation and completion of Remote Learning Activities will count as attendance. Director of Education and Early Intervention will remain in contact with Local School Districts regarding student attendance.

Teachers will submit student attendance on a weekly basis (Fridays by 2:30pm) to the Marimor School Secretary-Receptionist.

Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:

Teachers will contact families on a weekly basis to discuss progress and the Remote Learning Plan for individual students. Completion and participation will be discussed. This information will be documented in casenotes, Marimor School required monthly documentation and the IEP Progress Reports. Families and Local School Districts will receive copies of IEP Quarterly Progress Reports.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed a Plan to monitor student progress with remote learning
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Address Monitoring Student Progress Here:

Teachers will be responsible for assessing, documenting and communicating student progress



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whether students are physically in class or participating remotely.

Progress will be monitored via work samples, virtual observations and parent report. Teachers will contact parents/guardians on a weekly basis. Student progress on IEP goals will be documented on Marimor School's required monthly documentation form and IEP Quarterly Progress Reports.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Remote Learning Activities will be available to all students in paper format. Teachers will be available for teaching, clarification and remediation via technology, or telephone. Technology based learning is not required for any student to make appropriate progress in the curriculum or to advance the next grade level provided they have met the participation requirements.

If a student requires technology such as a laptop, iPad, WIFI, the Director of Education and Early Intervention will consult with Local School District to assure all equipment is provided. If there is no available resource, the Board of DD will work with the family to obtain what they need for the Remote Learning Plan to be successful.

Communication between the school and families is critical to providing access and opportunities to our students while remote learning is in progress. Teachers will reach out to families to check on students' progress and/or needs on a weekly basis.



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Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Teachers will receive professional development in the online platforms (ZOOM) and implementation of the Remote Learning Plan prior to the start of the school year. Teachers will also be fully informed of all Health protocol regarding COVID-19 and the student's being served.

Attach any Additional Documentation or Notes (if necessary):

Recommendations and Best Practices

Fixed schedules: Courses have established schedules for teacher-led instruction.

Online learning materials: Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.

Marimor School has adopted an Ohio Learning Standards-Extended 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.



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Clear expectations: Teachers 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 demands on 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.

School and Community Communication Plan: The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.

A written explanation, in family friendly language, will be sent to families prior to school starting on September 3, 2020. Virtual meetings will be held to allow for discussion and clarification.

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