

**Remote Learning Plan for Windfall School
Medina County Board of Developmental Disabilities
Requirements, as Indicated in House Bill 164**



Description of how student instructional needs will be determined and documented.

○ 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-assessments to determine skill and competency related to individual student's IEP goals and objectives.

The method to be used for determining skill, 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 levels.

The school's attendance requirements, including how the school will document participation in learning opportunities.

○ Participation in Remote Learning Activities will count as attendance. Student participation will be documented using daily logs which will include student participation, parent contact, and coaching logs to parents regarding supporting IEP Goals and Objectives.

Statement describing how student progress will be monitored.

All students at the Windfall School are served under an IEP. Remote Learning Activities will be a blend of curricular and IEP centered activities. Data, supported by evidence, will be collected and reported to families quarterly in accordance with IDEA and The Ohio Operating Standards for the Education of Children with Disabilities.

Description as to how equitable access to quality instruction will be ensured.

○ All Remote Learning Activities will be made available to all students in a virtual format but also be available in paper format as needed. Teachers and related services therapists will be available via the telephone and virtual computer formats for teaching, coaching, clarification, and support. Families that have technology will have the option to participate via virtual formats, telephone, or other methods. Technology based learning is not required for any child to make appropriate progress in the curriculum or to advance to the next grade level provided they have met the participation requirements.

Description of the professional development activities that will be offered to teachers.

○ Teachers and related service professionals will continue to receive professional development in the areas of Formative Instructional Practices (FIP), literacy, and curriculum development.

Staff will be given resources and training on available virtual teaching resources.

Recommendations and Best Practices

IEP objectives goals and strategies will be embedded in the everyday routines of the student to facilitate successful learning outside of the classroom.

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

○ The Windfall School will adjust the hours of instruction for face-to-face learning to allow for a routine schedule of teacher-led and related services-led instruction for remote learning. As needed

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

○ The Windfall School uses 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.

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 the week of 8/3/2020.