



**Meigs County Board of Developmental Disabilities
Carleton School
Remote Learning Plan 2020-2021**

Introduction

In order to provide flexibility to respond to changing pandemic conditions, this plan may be amended from time to time, as needed.

The following plan will apply whenever remote learning is offered to some or all students attending Carleton School during the 2020-2021 school year.

Remote learning will be offered when a school building closure is required by the federal, state, county, or local administration.

Remote learning will be offered, as needed, due to unplanned occurrences, including when a student is prohibited from attending in-person learning for health reasons.

Requirements, As Indicated in House Bill 164

1. A description of how student instructional needs will be determined and documented.
 - a. Remote instruction shall be provided in accordance with teacher lesson plans, state learning standards, and curricular guidance. Each classroom teacher shall develop written lesson plans that can be conveyed in-person or remotely, as needed. Teachers shall make every effort to ensure students are provided with comparable learning opportunities, whether instruction occurs remotely or in-person.
 - b. Lesson plans shall be designed with the age and needs of the students in mind.
 - c. Instructional needs will be determined by a combination of students' IEP goals/objectives, curricular guidance, formative instructional practices. Teachers will use pre- and post-assessments, checklist, observations, and other progress monitoring tools as they deem necessary or in IEPs to track individual student progress.

2. The method to be used for determining competency, granting credit, and promoting students to higher grade levels.
 - a. 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.

3. The school's attendance requirements, including how the school will document participation in learning opportunities.
 - a. Participation in remote learning opportunities and through staff and teacher communications with students/ families will count as attendance. Failure to participate in remote learning will negatively affect student attendance and will be counted as absence in accordance with the school's attendance policy.
 - b. 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 students' parents/ 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.
 - a. All students attending Carleton School's school-age program are served under an IEP. Remote learning activities will be a blend of curricular and IEP-centered activities.
 - b. Carleton Preschool Program is an integrated program--serving both students with and without IEPs. Remote learning activities will be a blend of curricular and ELDS activities; and IEP-centered activities, as appropriate.
 - c. Data, supported by evidence, will be collected by the teacher and reported quarterly as indicated in IEPs, in accordance with IDEA.

5. A description as to how equitable access to quality instruction will be ensured.
 - a. A large percentage of school-age students are non-verbal and have moderate to severe disabilities (including behavioral and emotional). As a result, they do not thrive with remote, on-line instruction. Therefore, the method of instruction will be based on individual student needs, circumstances and course content.
 - b. Teachers will assess students to determine if additional supports are needed throughout periods of remote learning.
 - c. Remote learning methods may included, but are not limited to: independent study, project-based learning, videos, video-conferencing instruction, on-line educational games/ activities, hard copy packets, phone conferences.

- d. Two-way communication between school staff and families is critical to providing access and opportunity to our students while remote learning is in progress. Teachers will reach out to families at least weekly during remote learning periods.

- 6. A description of the professional development activities that will be offered to teachers.
 - a. Carleton School will continue to provide professional development opportunities for staff accordingly--annual reviews, instructional practices, behavior management, content areas, curricula, literacy, and areas of need.
 - b. Weekly team meetings will continue to be offered for sharing of resources and techniques.

- 7. Recommendations and Best Practices
 - a. Fixed Schedules: Teachers and administration shall establish a schedule for teacher-led instruction for students enrolled in both in-person and remote learning.
 - b. Online Learning Materials: Online learning materials are aligned to the curricula to support teacher-led instruction. Remote learning activities do not differ in scope or sequence from learning opportunities of those who participate only in in-person instruction.
 - c. Clear Expectations: Teachers will establish clear expectations to guide students as they engage in remote learning. Students may be offered flexibility on the pace of when non-teacher led instruction will occur. Exceptions will be clearly communicated to each family regarding participation and how it relates to attendance.
 - d. School and Community Communication Plan: Carleton School has clearly communicated its plan to students, families and staff in an effort to facilitate cohesion as the new school year begins.