Monroe County Board of Developmental Disabilities

IRN# 066142
Remote Learning Plan for
Monroe Achievement Center
2020-2021 School Year
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 offered to some or all students attending Monroe Achievement Center during the 2020-2021 school year, as indicated below.

- Remote learning will be offered when closure is required by the state or federal government or Monroe County Health Department and/or as determined by Monroe CBDD Superintendent or designee.

- The Superintendent/designee shall have discretion to offer the option for remote learning throughout the school year, to require remote learning for the entire school year or any portion thereof, to require remote learning for all students in all grade levels or just some students in particular grade levels, and/or to require remote learning in combination with in-person learning.

- Remote learning will be offered for Monroe Achievement Center 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 superintendent, 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, 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 Monroe Achievement Center's school-age program are served under an IEP using the Ohio's Learning Standards – Extended.

   - 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/grades on assignments, conferences, and progress report issued every 9 weeks.

5. **A description as to how equitable access to quality instruction will be ensured.**

   - 60% of our school-age students have moderate to severe disabilities (behavioral and emotional) and 20% are Amish. As a result, most of our students don't do extremely well with on-line instruction at home. 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 study, project-based learning, 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 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.**

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

   - Additional professional development will be made available based upon feedback from school staff and individual requests to assist teachers/therapists to gain additional knowledge on developing effective lesson plans and teaching strategies for remote learning environment. Professional development delivery methods may include workshops, on-line courses, and collaborative workshops with teachers/therapists and IT personnel.

Recommendations and Best Practices

- **Fixed Schedules:** Courses have established schedules for teacher-led instruction.
    - Monroe Achievement Center has adjusted 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.
- **Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
    - Monroe Achievement Center previously 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.
- **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.
- **School and Community Communication Plan:** The school/agency 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 Family Survey was sent July 9, 2020 requesting feedback on re-opening plans for the fall allowing for questions and clarification. A written explanation, in family friendly language, will be sent to families the week of 8/17/2020.

Helen K. Ring
Helen K. Ring, Superintendent

Aug 20, 2020 Bd Approved
Date

Schools wishing to adopt a remote learning plan must submit their board-approved plan to the Department at remotelearning@education.ohio.gov

(mailto:remotelearning@education.ohio.gov) no later than August 21, 2020.