Murray Ridge School
(Lorain County Board of Developmental Disabilities)
Remote Learning Plan

Murray Ridge School is operated by the Lorain County Board of Developmental Disabilities as an educational placement option for school districts in Lorain County. Murray Ridge School serves students with significant disabilities for whom the local district, parents and Murray Ridge representatives have determined Murray Ridge School to be the least restrictive educational environment.
In an effort to decrease the spread of COVID-19, Murray Ridge School is providing options for educational services to parents/guardians of students placed at Murray Ridge School; for each option, Remote Learning is a standard component of the educational experience. The first option is an entirely Remote Learning program. The second option is for a student to receive on-site educational services two days a week (either Monday and Tuesday or Thursday and Friday) and Remote Learning on school days when a student is not on site. Parents/guardians will be required to submit written documentation of the option selected for their students, and these documented selections will be used to identify/track the students participating in the different modes of leaning. A parent/guardian can "opt out" of one option and in to the other by notifying school administration in writing at least two weeks prior to the end of the designated Murray Ridge School quarter. Additionally, it is recognized that the second option may need to be suspended during the coronavirus epidemic based on evolving information/mandates on the nature and prevalence of COVID-19.

Listed below are the six required components of a remote learning plan, and how Murray Ridge School will address each.

A description of how student instructional needs will be determined and documented
    • Instructional needs will be determined by Individual Education Plan (IEP) goals and objectives, the IEP Profile, curricular guidance, and formative instructional practices. In most cases teachers at Murray Ridge School have past experience with their students, and therefore have intimate knowledge of students' learning styles and competencies. Teachers will use information contained in IEPs, feedback from parents/caregivers, and personal observation to determine students' ongoing instructional needs. Additionally, at the beginning of the school year, parents/guardians will be asked to complete a survey regarding the most effective methods of remote learning for their students, and any individual concerns/suggestions regarding the remote learning process.

The method to be used for determining competency, granting credit and promoting students to higher grade levels
    • Data will be collected during instructional activities, by review of submitted work and by verbal/written communication with parents/caregivers. Competency will be determined based on IEP criteria and observations regarding student progress. Summative assessments will determine growth and overall competency in specific areas of instruction. Completion of curricular activities in combination with participation in/progress on IEP goals will determine promotion to higher grade levels.

Attendance requirements and how participation in learning opportunities will be documented
- Students' participation in teacher-provided learning activity will count as meeting the attendance requirement on remote learning days. Verification of participation in teacher-provided learning activity will be through teacher observation and/or parent/caregiver confirmation. For each day a student is scheduled for remote learning, the teacher will document attendance or absence, as applicable, based upon the identified verification methods. If a student's absence during a remote learning day is due to personal illness, death in family or an emergency situation, it will be considered and excused absence; additionally, if a student's absence during a remote learning day is due to the inability of the caregiver(s)s to assist with remote learning activity because of illness or emergency of the caregiver(s), this may also constitute cause for an absence to be deemed excused, provided that the student regularly completes assigned work.

How student progress will be monitored
- Data, supported by various forms of evidence, will be collected to monitor student progress. Progress will be reported to parents based on quarterly reports (at a minimum).

How equitable access to quality instruction will be ensured
- What constitutes quality instruction for our students is highly student-specific. As indicated previously, at the beginning of the school year parents/guardian will be surveyed as to the most effective method of remote learning for their students. Individual concerns, including any concerns about the availability of educational supplies/technology, will be addressed; potential funding sources for items deemed necessary for quality instruction will be pursued.

Professional Development activities that will be offered to teachers
- Teachers, related service professionals and other school staff will receive professional development in the areas of Curriculum Development/Mapping, general Best Practices in providing Remote Learning, updates on various Remote Learning strategies and use of technology. This training will be offered throughout the school year at regularly scheduled staff meeting, and reinforced through individual guidance provided to teachers by classroom supervisors.

Due to our specialized program, we will work with parents/caregivers to develop specific remote learning opportunities that will address our students' unique ways of learning. Murray Ridge School plans to offer established schedules for teacher-led remote instruction. Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Teachers will offer flexibility on the pace of when the non-teacher-led instruction will occur, and provide flexibility to students as they navigate the demand on their time when not in the classroom.

Board Approved- August 3, 2020