



Ohio State School for the Blind

**Remote Learning Plan
2020-2021 School Year**

Updated Draft: August 18, 2020

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Introduction

The Ohio State School for the Blind (OSSB) is committed to maintaining a high level of instruction while students are learning from home. With guidance from the Ohio Department of Education (ODE), and following ODE's core principles of equity, partnerships, and quality schools, OSSB students and families can expect the following:

- All students will have opportunities for continued learning, with focus on critical standards through unique and individualized methods of instruction
- All students will have technology to allow them to interact with their teachers on a regular basis and complete assignments
- On-going communication with parents will provide access to clear information and resources to support their children through the most accessible means to meet their needs
- Students and families will have routines and structures to ensure they stay connected
- Access to social emotional supports, such as a social worker and a parent mentor, to support the well-being of students and families
- Continued partnership and communication with students' local school districts.

Delivery of Remote Learning

The Ohio State School for the Blind recognizes that in-person learning is ideal. However, student, staff and family health and safety are our priority. We are committed to providing effective remote learning with resources, instruction, discussion, communication and feedback without having to meet in-person. Teachers will use Google Classroom to connect with students and provide the necessary learning resources and lessons.

Remote learning provides developmentally appropriate learning for all students, from preschool through EDGE. Each student has a different set of needs and teachers will meet those needs in the best way possible through remote learning resources. This model is different than daily, in-person instruction. Remote learning instruction focuses on quality over quantity, with teachers and related services providing meaningful and purposeful assignments to engage students in critical learning. Teachers will have ongoing contact with students and families to provide work expectations and assistance with assignments. All teachers should provide contact information to students and families with times to connect for extra assistance with assignments.

All students have school-assigned iPads and/or technology to participate in remote learning. Each iPad has the necessary apps to participate in class activities and complete assignments. The technology team will support those families and students needing assistance with their iPad.

Return to Learning

Each department (preschool, elementary, middle, and high school) will have a Monday-Friday schedule that will continue through all remote learning. Teachers purposefully designed these schedules to take in account the developmental and learning needs of students while participating in remote learning. Students K-12 will have synchronous (live) and asynchronous (guided and self-paced) learning opportunities. The learning opportunities will be structured and flexible for students. It is important to honor the developmental appropriateness of exposure to learning and time on task as we provide learning opportunities for students. A remote learning experience cannot replicate a traditional classroom; however, the environment can be anchored in a blend of synchronous and asynchronous learning to support the whole child. We will have learning environments that are equipped with live streaming technologies to support the personalization of learning for our students.

Digital Communication

Individual digital communication is invaluable for students and teachers to stay connected during remote learning. The ability for students to clarify questions and for staff to encourage students is as important in a digital learning environment as it is in a face-to-face learning environment. The challenges, however, are always more difficult when addressing them online only. It is recommended that staff and students communicate in the following ways, as necessary, if digital communication is not sufficient:

- Phone calls
- Arranged video calls
- OSSB email.

Assessment

All students attending the Ohio State School for the Blind have Individual Education Plans (IEPs). Students' individual IEPs will guide assessments to determine individual instructional needs for the fall. Teachers will assess progress on individual goals as outlined in the IEP to determine baseline needs for fall 2020. All goals are aligned to regular or extended state standards as well as areas of the Expanded Core Curriculum (ECC) for students with visual impairments. Students will also be assessed through curriculum based and teacher-made assessments for all content areas not included in the IEP. In addition to classroom instructional needs, related service providers and transition coordinators will re-assess all students to determine instructional needs within their areas of specialization upon the return to remote learning.

Time/Duration

Contact hours and seat time for students are not intended and should not be equivalent to the regular school day (approximately 6.5 hours). Teachers will consider the most essential content and learning outcomes that students need from their grade level and/or course. Teachers create performance tasks, exposures and/or activities that provide students with opportunities to access content and to practice and apply that content. The amount of work a student is responsible for may be reduced in a completely remote situation. However, the exact amount of work will differ by subject and will vary based on the situation (i.e., time of year, middle or end of a quarter/semester, expected length of remote learning, etc.). Related service providers will coordinate therapy schedules with families and teachers to provide on-going services. Transition coordinators will continue to address and monitor transition goals.

Learning Content

Displaying Learning Content

There should be a clear map for what students should know and do. Teachers should design learning content that is easy for students to navigate, including the following information, as appropriate:

- Dates
- Color coding
- Exemplars
- Clear instructions on every page/interaction
- Audio/Visual support when appropriate.

Videos & Interactive Content

Including videos within remote learning provides students with auditory and visual engagement. Best practices of including video include the following:

- Creating or using high quality education videos
- Embedding videos within Google Classroom whenever possible so students don't have to leave the platform to watch or engage with any content
- Using YouTube to host videos to enable a smoother user experience.

Online Discussions

Online discussions provide meaningful opportunities for students to collaborate and communicate. Online discussions should be derived from essential questions that require deep thinking and retrieval and include:

- Active Facilitation by teacher
- Assigned and rotating roles for students
- Discussions are supported by a rubric to promote participation and student dialog.

Video Meetings

Video meetings provide meaningful opportunities for students to collaborate and communicate. These discussions should be derived from essential questions that require deep thinking and retrieval and include:

- Active facilitation and clear expectation by teacher
- Assigned and rotating roles for students
- Small group or breakout sessions for students to collaborate

- When appropriate, teachers may record lessons and post for students to review.¹
- Zoom is the primary platform used for video meetings.

Assigning & Collecting

- Submission and evaluation of different types of evidence of student learning is key to monitoring student growth. When assigning and collecting student work, the best practices include:
 - All work is assigned due dates that appear on the student calendar to assist the student in organizing their workload
 - Work is collected via Google Classroom, email or other electronic collection determined by teacher and student
 - Work is graded in a timely manner to insure clarity of understanding via rubrics, checklists, teacher-guided directions and feedback.

Remote Learning Shared Responsibilities

Staff	Students	Parent/Caregiver
Communication of assignments and expectations will be done weekly in unified format	Students will read and listen to all directions and communicate with the teacher when they are frustrated, confused, sad or proud of an accomplishment	Parents will actively engage in district and building communication to stay up to date on changes and new opportunities
Set expectations for synchronous learning	Sit at a workspace for synchronous learning (staying on topic and at your seat)	As possible, sit near your student's workspace during synchronous learning to help with on task participation
Create asynchronous lessons with clear expectations that support and enrich curriculum	Completely watch videos and complete and submit assignments daily	Encourage focused attention to completely watch videos and create a scheduled time to complete assigned work daily
Provide time feedback to support academic growth and engagement	Give your best effort, ask for help, try again and remember mistakes help you learn	Be a supportive coach and promote resilience by allowing failure and encouraging them to seek assistance from their teacher

¹ Synchronous teaching sessions with student participants will not be recorded.

Elementary

Students will receive direct instruction via scheduled remote learning, in all core content classes, related services and transition as follows:

- Elementary students will use Google Classroom as their primary learning platform.
- Students are expected to complete and submit assignments as directed by their teacher.
- Students will have online enrichment assignments to enhance the quality of their education.
- Students will receive small group and individual instruction to address IEP goals.
- Students may receive support from paraprofessionals and other support staff.
- Teachers will hold regular office hours to provide support for students and families.
- Most of this learning will be through technology but some students may have hard copies of assignments. Teachers will direct students on how to return hard copies.
- Students may also take pictures and/or scan the hard copies and email them to teachers.
- Members of CAST are available throughout the day to provide mental health support and social resources for students and families.

High School

- Students will receive direct instruction via scheduled remote learning, in all core content classes, as follows:
- Students will receive direct instruction in all core courses on Google Classroom.
- Students are expected to complete and submit assignments as directed by their teacher.
- Students will have online enrichment assignments to enhance the quality of their education.
- Students will receive small group and individual instruction to address IEP goals.
- Teachers will hold regular office hours to provide support for students and families.
- Most of this learning will be through technology but some students may have hard copies of assignments. Student shall follow their teacher's instructions on how to return hard copies of assignments, which may include taking pictures and/or scanning the hard copies and emailing them to teachers.
- Members of CAST are available throughout the day to provide mental health support and social resources for students and families.

Attendance requirements and procedures

Daily attendance is required to be reported to the Ohio Department of Education (ODE) in hourly increments.

OSSB's attendance procedures are specific to the MODE of learning being utilized:

1. Hybrid Learning is a combination of in building presence with remote learning on Fridays.
2. Full Remote Learning is 100% remote (predominantly virtual and online) learning.

In Hybrid or Full Remote mode, attendance procedures are also specific to the METHOD of learning being utilized.

This means that ALL teachers are required to keep two (2) kinds of attendance:

1. For SYNCHRONOUS learning—Students will be provided a minimum of three (3) periods a day of instruction. For online learning, this may include watching a video, engaging online with a lesson, student-filmed work, phone calls with students, student sending work product videos to teacher. (3 sessions based on age will equate to (one) 1 “clock” hour per session).
2. For ASYNCHRONOUS learning—Students will be provided a minimum of three (3) activities/assignments/independent learning tasks to be completed each day. (3 sessions will equate to one (1) “clock” hour per task). Students will be required to answer a daily question for each task of class instruction assigned to them (i.e., Academic, Related Service, Transition) in order to receive attendance credit for that task.

OSSB will maintain up-to-date, accurate contact information for students and families.

The Care and Support Team (CAST), along with supports from the front office and district of residence team will complete outreach to ensure that digital access/internet connectivity is in place for each student. The teams will follow up with families to ascertain needs for training on remote learning platforms, assistance with school/home communications, nutrition and other supports such as well-being/mental health. Direct instruction for students and families for learning how to plan their schedule and effective use of technology to engage with online learning will be provided.

Learning Sessions:

In an ongoing effort to keep students present, engaged, and supported during remote learning mode, students will have daily schedules. Regular engagement will occur through a combination of synchronous (online and real-time activities) and asynchronous (online and independent learning activities). Learning sessions could include:

- Teacher-centric presentations, demonstrations, “lectures”
- Teacher-led or student-led presentations or discussions
- Teacher-led or student-driven interactive sessions, usually small group
- Related Service Provider-led interactive sessions
- Transition Coordinator interactive sessions, presentations

Teachers and Related Service Providers, in conjunction with students and parents/guardians, will compile a daily digital log of synchronous and asynchronous learning activities using a procedure dictated by OSSB. This documentation will be reported weekly and supported by Google Classroom log-in data. OSSB will maintain up-to-date, accurate contact information for students and families. CAST, along with supports from the front office and district of residence team will follow-up and support student attendance.

Note: it is recommended that total time per day screen time be as interactive as possible and intermittent, for instance, broken into segments alternated with exercise and hands-on activities. In addition to synchronous requirements, students will have developmentally appropriate asynchronous assignments and opportunities for optional enrichments on and offline.

General Information for the Online School Day:

During online learning days, students will be asked to log into Google Classroom daily:

Grades K – 5: Login by 8:15 a.m.

Grades 6 – 8: Login by 8:15 a.m.

High School: Login by 8:30 a.m., or when their first course starts for the day.

- Students will follow the daily/weekly schedule provided by their teachers.
- If the student/student’s family has individual circumstances that requires flexibility with respect to signing in to participate in class or complete assignments, please contact the student’s teacher team to discuss potential options.
- During designated online learning days, students will engage in learning for the minimum amount of time by their age-range daily:

Grade Level	Synchronous Time: Minimum/day	Synchronous Time: Maximum/day	Recommended length of sustained attention	Asynchronous Time: Additional assigned activities including independent reading	Length of school "day" including prep/ "Homework" Related Services Transition Services (where applicable) TOTAL Synchronous + Asynchronous
Pre-K & K	30 minutes	120 minutes	3-5 minutes	60 minutes	3 hours
1-2	45 minutes	120 minutes	5-10 minutes	60 minutes	3 hours
3-5	60 minutes	120 minutes	10-15 minutes	60 minutes	3 hours
6-8	Class: 20 minutes Total: 90 minutes	Class: 40 minutes Total: 180 minutes	1 subject area or class	60 minutes	4.5 hours
9-12	Class: 20 minutes Total: 120 minutes	Class: 45 minutes Total: 270 minutes	1 subject area or class	60 minutes	6.0 hours

Online Learning Expectations:

- Students will follow teacher's expectations, school rules, and dress code during all "live," synchronous teaching sessions.
- Students will demonstrate ethical practices (honesty, and in compliance with Student Handbook requirements) when completing assignments, assessments, and other independent activities.
 - Students are expected to attend (virtually) all small group and/or class meetings scheduled by teachers or administrators.
 - Students are expected to keep pace on assignments and/or projects as directed by their teachers.
 - Students will need to work in assigned digital platforms for a minimum amount of time each day, as assigned by their teachers.
- Attendance will be taken daily (both during synchronous and asynchronous learning), and the student must fulfill their teachers' work product expectations.
- Students will have the opportunity for mastery learning, with some opportunity to retake or redo assignments until the student has demonstrated mastery of identified standards or goals as determined by the teacher.
- Learning is to occur five days-a-week, either through online instruction or through in-person instruction after the first quarter of the school year. Communication with teachers and the support teams is essential. Please ask questions and reach out to your school team.

Our goal is to provide a schedule that allows for synchronous learning in various size groups and in appropriate amounts of time to honor the developmental need for our students to move and take breaks from the screen. Asynchronous learning will support direct instruction and allow for flexibility in a family’s schedule. We recognize that digital learning for some students requires adult support even during synchronous learning. We are grateful to our families for their support.

Example Schedule:

Grade Level	Monday-Friday
K-6	8:15-8:30 Morning Meeting
	<p>Reading</p> <p>8:35 - 8:50 Small Group 1</p> <p>8:55 - 9:10 Small Group 2</p> <p>9:15-9:30 Small Group 1</p> <p>IEP goal Time</p> <p>9:35-9:50 Small Group 2 IEP goal Time</p>
	<p>8:30-10:30 Student Work Time- Asynchronous learning</p> <p>When the student is not in small group instruction, work on assigned work in Seesaw or Paper Based Materials Types of learning opportunities: Read aloud, direct instruction videos, application/practice, and assessments</p>
	<p>10:30-11:40 Math Synchronous Learning & Asynchronous Learning</p> <p>Math 10:30 -10:50 Small Group 1</p> <p>10:55 -11:15 Small Group 2</p> <p>11:20-11:40- Individual Supports where needed</p> <p>When the student is not in small group instruction, work on assigned work. Examples - Practices pages, Seesaw posts</p>
	11:45-12:45 Lunch
	12:45-1:30 Office Hours for Classroom Teacher
	12:45-1:45 Students in Specials/Related Services/Transition Time
	1:45-2:30 Science and Social Studies Rotation for students
	2:30-3:30 Teacher/Related Service/Transition Planning

Grade Level	Monday-Friday
7-12	8:30-9:15 Class # 1
	9:30-10:15 Class # 2
	10:30-11:15 Class #3
	11:15-12:15 Lunch
	12:15-1:00 Teacher Office hours
	12:15-1:30 Related Services/Transition Time
	1:30-2:15 Class #4
	2:15-3:30 Asynchronous Learning Project/IEP Time for Goal Work
	2:30-3:30 Teacher/Related Service/Transition Planning

Progress Monitoring

Student academic progress will be monitored through progress on IEP goals, teacher-made and curriculum-based assessments, and weekly class assignments. Teachers commit to open lines of communication. If there is not adequate progress, the IEP team, including a representative from the student's home district, will reconvene to discuss further supports and actions. Related services will contact teachers and families if there is a noted decline in therapy progress.

Grading, Credit, and Promotion to Next Grade

Remote learning should not have an adverse impact on student grades. Grading practices will look different in a remote setting; however, the exact guidelines for grading will depend upon the situation (i.e., time of year, middle or end of a quarter/semester, expected length of remote learning, etc.). Our building leadership teams will work to create grading guidelines that honor the philosophies of regular grading practices and will focus on assessing students through exposure, completion, and mastery of content.

Competency, earning of credits and promoting students will be determined through examination of multiple data sets including, but not limited to the following:

1. Progress on IEP goals
2. Data from classroom and curriculum-based assessments related to content mastery
3. Progress on transition goals, where appropriate
4. Teacher expectations, outlined by each teacher and shared with student and family
5. If progress is of concern, the IEP will reconvene to address areas of concern. This includes representatives from the student's home district.

Equitable Access

Our school provided students with an iPad and/or appropriate learning technology during spring, 2020 and assisted families in securing internet access when needed. Over the summer of 2020, the school surveyed families regarding technology needs for the upcoming school year. Based on the results, we will work with families and students' districts of residence to secure internet services or other technology needs. We are also offering extended hours of technical assistance to provide support to families and students experiencing technical difficulties throughout the day and evening hours. We will continually monitor the need for technology support and services.

To serve our deafblind learners, we are teaming with the Ohio Center for Deafblind Education (OCDBE) to provide live support with our teachers and deafblind students. OCDBE is providing experts in deafblind education to coach our teachers and related service providers in providing high-quality remote learning opportunities to these students.

Professional Development

OSSB educational staff will be engaged in continued professional development to meet the learning needs of our students during remote learning. They will have access to professional development specifically related to students with visual impairment and blindness (VI/B) and deafblindness. OCDBE will provide teachers and related service providers with information specific to deafblind education.

In addition to VI/B professional development, our educational staff will have on-going professional development in the following areas:

- Trauma Informed Care
- Apple technology
- Virtual learning for teachers, paraprofessionals, and administration
- Reset-Restart expectations
- Health and Safety related to COVID-19 as well as general school health and safety.

Commonly Used Terms in this Document

Synchronous: Instruction provided online by the teacher, students work on with teacher/related service provider and possibly a small group of students

Asynchronous: Work that is assigned to students, they complete independently

CAST: Care and Support Team. This is a team made up of parent mentors, guidance counselors, social workers and a behavior specialist. This team provides social emotional supports to students and families.

District of Residence: This is the district where the student and family live.

Related Services: This team is made up of occupational therapy, physical therapy, speech and language therapy, orientation and mobility, and audiology.

Transition Services: these services are provided to students that are 14 and over and are part of the IEP. These may be provided by teachers, transition coordinators, Bureau of Services for the Visually Impaired (BSVI) counselors, or Vocational Rehabilitation Counselors (VRC) from Opportunities for Ohioans with Disabilities (OOD).

Remote learning: This is learning that occurs from home and is online/virtual.

Hybrid Learning: This is a model that is made up of specific time where the student is at school for in-person learning, and additional learning time done remotely.