

Jim Jones, Principal
Amanda Richards, Director of Education
July 2020

**The Autism Academy of Learning
110 Arco Drive
Toledo, OH 43607**

Remote Learning Plan

The Autism Academy of Learning's Remote Learning Plan was developed using guidance from [Ohio Revised Code 3314.03\(A\)\(29\)](#) in July of 2020 by Jim Jones, Principal and Amanda Richards, Director of Education. The Remote Learning Plan was developed in response to the COVID-19 Pandemic. The Remote Learning Plan will be used to assure that each student is provided with equal opportunity to individualized instruction that is in the best interest of the student and their families.

An indication of what blended learning model or models will be used:

Parent Option Model: The Autism Academy of Learning will give parents the option of whether their student will participate in person, remotely, or a combination of both. Students attendance will be tracked via daily check in with the classroom teacher when not attending in-person. Parents will be given this option through the 2020-2021 school year.

A description of how student instructional needs will be determined and documented:

Instructional needs will be determined using present levels of academic performance data. Each student's instruction will be individualized and developed by the classroom Intervention Specialist using the Autism Academy of Learning's Remote Learning Plan model. Data will be collected for in-person learners using 1:1 instruction. Data will be collected remotely via conversation with the parent/guardian, using work samples, utilizing web based instructional pathways, or a combination of both. Data and progress will be reported every 12 weeks.

The method to be used for determining competency, granting credit, and promoting students to a higher-grade level:

Student competency will be assessed based on their progress on their IEP goals and objectives. Progress on IEP goals then determines promotion to next grade level. Once a student moves into high school the grading scale will change to an A, B, C grading scale reflecting their progress related to their IEP goals and objectives as well as performance in each required grade level course.

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

Attendance will be taken at the start of each school day. Intervention Specialists will take attendance for in-person learners. Remote learners' attendance will be tracked via the provided Program Documentation log that will be collected weekly by administration. Parents/guardians will be responsible for tracking attendance and participation on the log at home daily. Student's participation will be tracked via work samples, pictures, videos, and conversations between the classroom Intervention Specialist and parent/guardian.

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A statement describing how student progress will be monitored:

Progress will be monitored using the Autism Academy of Learning Program Documentation log both for in-person learning and distance learning. Administration will be responsible for supplying proper documentation materials for families to access and utilize at home. Progress will be determined and monitored for in-person learners via 1:1 instruction in a self-contained classroom. Progress will be determined and monitored for remote learners via web-based instruction, pictures, videos, work samples, and conversations between the classroom Intervention Specialist and parent/guardian. Intervention Specialists will track performance daily for each in-person learner. Parents will track progress at home utilizing the provided Program Documentation log. Intervention Specialists will be responsible for communicating with parents regarding the proper way to measure and track progress using the log. Distance learning logs will be collected by administration weekly for record of progress tracking as well as attendance.

A statement describing how private student data will be protected:

Any information regarding student data will be sent directly to parents and returned to school to either the classroom teacher or administration. Private data will then be placed in school file room in the respective students file. School Administration, Therapy staff, and teachers will have access to the student files and use will be recorded on school tracking logs.

A description of the professional development activities that will be offered to teachers:

Teachers at the Autism Academy of Learning will be provided with year-round Professional Development opportunities. Teachers will be provided with Professional Development opportunities specific to Autism, instruction for self-contained classrooms, assistive technology for students with disabilities, student behavior, safety in the workplace, remote learning strategies, etc. Teachers can attend Professional Development seminars (online or in-person) of their choice when approved by the school Principal. Teachers at The Autism Academy of Learning have opportunities for professional development available to them at any time via the following PD sites. School staff including Paraprofessionals and Intervention Specialists are required to complete courses monthly throughout the year. Course completion for employees is tracked and maintained by the Director of Education. New courses and opportunities are communicated to staff periodically throughout the year. Teachers are given the opportunity to collaborate and work together during planning time weekly. Administration, Teachers, and Related Service team members meet monthly to review upcoming activities. All staff will be trained on health and safety protocols via our online modules and in-person meetings with administration. Building administrators will complete health and safety trainings. All staff will take refresher trainings throughout the school year.

Insights to Behavior: AutismPro Workshops <http://insightstobehavior.com>

Safe Schools: <http://theautismacademy.oh.safeschools.com/login>

OCALI Workshops: Autism Internet Modules <http://www.autisminternetmodules.org>

OCALI Workshops: Assistive Technology http://www.atinternetmodules.org/user_login.php

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How equitable access to quality instruction will be ensured:

Physical work materials will be individualized and provided by each student's classroom Intervention Specialist. Parents/families will have the opportunity to pick the materials up bi-weekly. If parents/families do not have access to transportation, materials will be delivered to them via USPS. All students will have equal opportunity to individualized work materials when remote learning. Resources necessary to complete assignments will be provided by the school. Classroom teachers will support parents/families by supporting students via telephone, video conferencing, or video lessons. All the students at The Autism Academy of Learning have identified disabilities, therefore our plan is centered around our students needs.