



Wood County Board of Developmental Disabilities

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The mission of the Wood County Board of Developmental Disabilities is to support, empower, and inspire people.

2020-2021 Wood Lane School Remote Learning Plan Requirements

As described in House Bill 164

Wood County Board of Developmental Disabilities

IRN 066308

- A description of how student instructional needs will be determined and documented.
 - The students' individual education plans (IEP) together with curricular expectations in the Ohio Learning Standards – Extended will guide instructors and the classroom paraprofessionals in developing instructional materials appropriate for the students.
 - Lessons will be individualized according to the students' learning needs.
 - The instructional staff will use a variety of formative practices including pre-assessment, observation, and task analysis to determine appropriate starting places when new units or learning experiences are begun.

- The method to be used for determining competency, granting credit, and promoting students to higher grade levels
 - The instructional staff will use data collected from work samples, performance assessments, remote observations, formal and informal (summative) assessments, curricular guidelines, etc.
 - Completion of curricular activities in combination with participation and growth on IEP goals will determine progress to succeeding grade levels.
 - When appropriate, the IEP is used as the method by which progress is measured for promotion.

- The school's attendance requirements, including how the school will document participation in learning opportunities
 - Participation in Remote Learning Activities will count as attendance.
 - Failure to participate in Remote Learning Activities will be counted as absence.
 - The Board has adopted a remote learning policy and will count participation as meeting the requirements for attending school.
 - Attendance expectations will be clearly communicated with each family via written and verbal methods.

- A statement describing how student progress will be monitored
 - One hundred percent of the students attending Wood Lane School receive individualized support as students with significant complex disabilities.
 - Remote Learning Activities will combine curricular expectations with individualized supports and unique learning tools to meet each student's learning needs.
 - Collected data will be based on observable, measurable performance and will serve as a representation of student progress.
 - Families will be provided with quarterly progress as identified through the Individuals with Disabilities Education Act (IDEA) and the Ohio Operating Standards for the Education of Children with Disabilities.
 - Instructional Staff will maintain daily contact with families to determine the student's progress or modifications required to the learning materials.
 - The instructional staff will use the Ohio Early Intervention Model of "Adult Coaching" when working with families and to ascertain progress.

- A description as to how equitable access to quality instruction will be ensured
 - One hundred percent of the students attending Wood Lane School receive individualized support as students with significant complex disabilities.
 - All Remote Learning Activities will be made available to all students as "hands-on" materials.
 - Any supplies the students/families require to complete the Remote Learning Activities will be sent home via transportation staff so the families can work with their students at home.
 - Methods of communicating with the student/family could include phone call, email, mail, text, notes home, conference call, video platforms, face-to-face home visits, etc.
 - Instructional staff will teach, clarify, support, and remediate as needed.
 - Families with access to technology will be provided with "links" to support the hands-on materials; families without access to technology will be able to borrow equipment from the school to help support the hands-on learning materials.
 - Online resources will be considered as supplemental or support rather than the primary source of learning; no student/family will need to go without this resource (see above).
 - Instructional staff will develop a schedule with each student's family for daily interaction when students are not in the building.
 - Remote learning activities will follow a similar scope and sequence as learning materials delivered in a face-to-face setting.
 - Wood Lane School will communicate with each family in both written and verbal formats the expectations of Remote Learning with the opportunity for families to ask questions or seek clarification.

- A description of the professional development activities that will be offered:
 - Instructional staff will receive professional development in a variety of topics. The following list is not meant to be all-inclusive:
 - ✓ Adult coaching strategies
 - ✓ Assessment practices (formative and summative)
 - ✓ Curriculum development and alignment
 - ✓ Literacy and math support strategies
 - ✓ Hands-on approaches for learning
 - ✓ Using data to measure progress
 - ✓ Task analysis
 - ✓ Cleaning protocols
 - ✓ Social-emotional learning strategies
 - ✓ Trauma competent approaches