

Woodford County Special Education Association

Remote Learning Plan

March 13, 2020

Revised on March 30, 2020

The purpose of this document is to provide plans for emergency Remote Learning Days in the event that schools are closed. Woodford County Special Education Association provides special education programming and related services to 8 member districts. This plan covers WCSEA Black Partridge School, WCSEA Bright Beginnings/ECE, and WCSEA Skill Builder's programs. The plan also provides guidance for related service providers who serve WCSEA programs and the school districts, office staff, and paraprofessionals. WCSEA will ensure the following guiding principles when designing remote learning lessons and activities:

- Individualized to meet the unique needs of the student
- Reasonable in light of the current circumstances
- Appropriate based on the student's unique needs and learning style
- Focused on readiness for the next grade level
- Accessible to the student and family
- Holistic in terms of each family's unique circumstances
- Commensurate with what is provided to students without disabilities

Black Partridge Public Day School (ED/BD):

- Teachers will provide a home binder with tabs and activities for each subject area. Copies of textbook pages will be included in the binder.
- Online platforms such as Khan Academy, Prodigy, Readworks, Google Classroom and Google Classroom Chat will be utilized for some of our learners.
- Families will be given contact information for each teacher.
- Teachers will provide the supplies necessary for completion of learning activities as applicable
- Teachers will coordinate with related service providers on activities that address skills being addressed in individual therapy sessions.

Skill Builder's Program (Life Skills):

- Teachers will provide parents with activities and resources that relate to IEP goals and objectives. Resources could include worksheets, books, websites, apps, and ideas for home activities to reinforce functional and vocational skills (cooking, cleaning tasks, sorting, etc).
- Teachers will coordinate with related service providers on activities that address skills being addressed in individual therapy sessions.

Bright Beginnings Program (ECE):

- All students will be provided books and a handout with comprehension questions to address language arts goals. Online storybook sites will be shared.
- Students will be provided a packet of activities that can be done daily related to fine motor skills, gross motor skills, math, art, and social skills. A variety of online and non-online activities will be provided.
- Teachers will provide a daily email at an established time with the learning activities and routine for the day. Many of these will be selected from the packets that parents/students have at home. There will be explicit instructions for parents and links for supports, as needed.
- Teachers and teacher assistants will create videos of learning activities or use a social conferencing platform (Zoom, Hangout, etc...) to provide "real time" instruction and connection to students/families three times per week.
- Teachers and teacher assistants will make daily attempts to personally reach out to each IEP student and their family to address learning or other needs. They will log their contacts. Ideas for supports include visual schedules, visual supports like a "First Then" system or suggestions to modify activities.
- Teachers will inform parents to take photos or videos of their child's learning product and send it to the teacher in order for the teacher to assess learning. Some teachers/staff may use the Flip Grid platform for assessment.
- Teacher assistants will assist the teachers, students, and families remotely. They will also engage in online training through Starnet and Infinitec.
- Teachers will also continue their professional development through webinars and videos.
- Families will be offered supplies to complete activities (paper, writing tools, scissors).

Related Services:

- Related service providers (OT, PT, speech) will work with case managers and parents to provide activities that are aligned to IEP goals if possible.
- Social workers/counselors will provide parents with resources such as videos and worksheets related to social skills or other SEL skills that are targeted within IEP goals if possible. Parent interviews over the phone for initial or re-evaluations may also be conducted if evaluations are in progress.
- Related service providers will be available by email if parents have questions. This contact information will be provided to parents by the student's case manager.
- Additionally, related service providers will be working on report writing, data analysis, Medicaid Billing, or other regular activities.

Lesson guidelines:

- Alternative activities such as instructional websites, watching videos, etc, may be considered
- Each lesson should be relevant to the current unit of instruction, a bridge to future learning, or an extension of previous learning.
- You may create a bank of activities for parents to use or select from and it is ok for these activities to be repeated on multiple days. You do not have to have a new plan for every day.
- You may need to chunk information into smaller lessons with more frequent assessment of student learning (to be done upon a return to in-class learning)
- Teachers should design a lesson for each core subject area that mirrors the format below.
 - Clearly defined lesson objective aligned to IEP goals
 - Clearly defined activity and necessary materials provided using an accessible format- keep in mind that all students may not have internet access.
 - Teachers will create deadlines for when assignments are due.
 - Students should have at least until 9 am the next day to complete assignments.
- Lessons should be collected for participation purposes but can not be graded
- All case managers will provide parents with an attendance log, contact information for the teacher and related services, a combination of online and non-online activities, and summary of IEP goals.

Considerations for staff when working with families:

- Consider these questions when designing online learning experiences:
 - How will a student and their parent know where to start?
 - How will a student and parent know what to do next?
 - How will a student and parents know he or she is finished?
 - How will you know a student completed an activity?

Documentation of instructional activities/related service work, and student attendance

Student attendance for a Remote Learning Day will be verified by completing the Remote Learning attendance form linked [here](#). If a student is ill and unable to participate, parent/guardian must contact the teacher or report it on the attendance form. Students are still responsible for completing the work according to school policies for absences and IEP extended time accommodations.

Communication with students/parents

Teachers and related service providers should be available throughout an eLearning Day. Teachers are expected to be connected and available to answer emails, texts, phone calls, or other pre-arranged forms of communication from students/families. Timely responses to those questions are essential during office hours. Office Hours will be from 9:00 AM - 11:00 AM on each Remote Learning Day where teachers will be able to give near real-time feedback. Teachers will routinely check emails at other times throughout the day. It is an expectation teachers will reply to an email received before 3:00 PM.

Teachers and related service staff will document all contacts with parents, including phone calls, sending materials home, etc. Please make a copy of the following form and use it to track family contacts.

[Family Contact Log Remote Learning Days](#)

Remote Learning will take place on all student attendance days from March 31st to the end of school closures. Staff in Bright Beginnings and Skill Builder programs will follow the housing district calendars for Remote Learning and staff work days. Black Partridge students will be provided Remote Learning activities for all school attendance days. Staff will have a work day on Tuesdays and will not be readily available on those days.

Duties of other employees:

- Administrators and secretarial staff will continue normal duties related to data entry, paperwork, etc. Their work location (home or office) will be directed by the WCSEA Executive Director.
- Paraprofessionals will be assigned duties by administration, including parent communication, data entry, instructional resource design for teachers, and assigned online training.
- Custodians will continue to clean the school and offices, along with other maintenance duties.

Guidance for IEP meetings and evaluations:

- See Plans for Eval and AR Compliance document

Private School Attendance and Billing:

- Per ISBE Emergency Rules, all private schools will continue to remotely serve students, bill districts and the districts will be able to claim tuition for Private Tuition Reimbursement