

# **Remote School Day Planning for Students with Significant Disabilities**

The Five Towns CSD and MSAD 28 Special Education Department recognize the unique circumstances and challenges remote learning brings for teachers, administrators, and students with significant disabilities. This guidance is provided as a resource to support implementation of the virtual option for the Remote School Day. Although this document was prepared to assist schools in planning for students with significant disabilities, many of the suggestions in this document can be applied when planning for all students with disabilities.

## **General Information**

Certain criteria have been established by the district with regard to Remote School Days that will be piloted this coming school year. One of these criteria is that students with disabilities will be provided accommodations and work is meaningful and relevant. This may come in a variety of formats.

## **Considerations**

Although students with significant disabilities present unique needs, it is ideal to begin the planning process by considering the overall district plans for Remote School days. Special education and district staff worked collaboratively to develop the overall plan for the remote learning. Special education staff will be able to determine which plans and resources can be modified and can identify areas that will require supplemental or additional planning for students with significant needs.

## **Planning**

### Logistics

Planning for Remote School Days requires thoughtful, ongoing, and open communication among administrators, teachers, support staff and parents. The complex needs of each student must be considered when planning for students with significant needs and individualized plans are likely needed. The following is a list of topics to consider as a group and individually:

- Related Services
- Physical needs
- Communication needs
- Access

### Lessons

Planning lessons for Remote School Days follows the same general structure as planning face-to-face instruction. The following questions are considered prior to developing content for lessons:

- What standards are being addressed?
- What modes of communication need to be considered for accessing curriculum?
- What are the IEP goals and objectives, related services and needs of each student?
- How are lessons/activities differentiated?
- What technology is integrated into instruction? What technology is used in class regularly? How can that be leveraged and reinforced with Remote School Days?

## **IEP Discussion and Documentation**

The district will need to discuss how the individual student in grades 7-12 accesses technology and how the student will access the curriculum during Remote School Days. Related services that fall on Remote School Days should also be considered. The following language may be a guide for documenting in the IEP the Remote School Day program the district is adopting and the specific modification that will be applied:

Five Town CSD/MSAD 28 is implementing the Remote School Day, which utilizes innovative approaches to school schedules by leveraging elearning and Genius Bag options. In these instances, work may be modified to meet IEP Goals. Instruction will be provided to [Student'sName] through \_\_\_\_\_.

[Suggested options: online materials, paper and pencil assignments, projects, etc.]

**Suggestions**

The following helpful suggestions were provided by teachers and administrators in other districts that have experienced remote school days:

- Use social stories to help students understand Remote School Days
- Utilize technology students currently use during face to face instruction
- Focus on communication with parents early in planning process and the IEP team meeting
- Utilize the many resources available online, both general education and special education
- Save modules/lessons in multiple formats (i.e. pdf)
- Create modules/lessons with accessibility in mind. Alt Tag Pictures/clip art so that students with vision impairments have access to the information. Caption videos so that students with hearing difficulties can access.
- Although students may need some learning packets or manipulatives to complete activities, these should be individualized and not the same for every student.
- Promote participation with students and parents.
- Follow guidelines for general education Remote School Day program.

**Resources to assist with planning**

Area	Title	Description	Access	Cost
ELA	Baltimore City Schools Adapted Book Collection	Adapted books	<a href="http://www.baltimorecityschools.org/site/Default.aspx?PageID=1446">http://www.baltimorecityschools.org/site/Default.aspx?PageID=1446</a>	
ELA	Dolch Reading Lists	Flashcards	<a href="http://www.k5learning.com/free-">http://www.k5learning.com/free-</a>	

			flashcards/reading/dolch	
Math	Prodigy Math	Individualized Math Program		
ELA	Read Loud	Individualized Reading Program	Student accounts	
ELA	Lexia	Individualized Reading Program	Student accounts	
ELA	RazKids	Individualized Reading Program	Student accounts	
ELA/Math	PBSkids.com	Reading Activities	<a href="http://www.pbskids.com">http://www.pbskids.com</a>	
ELA	Starfall	Reading Activities	<a href="http://www.starfall.com">http://www.starfall.com</a>	
General	Schoology	CHRHS program	Student accounts	
Math	MobyMax	Individualized Math Program	Student accounts	
OT/PT	Fine Motor	Fine Motor Activities	<a href="http://school-ot.com/fine%20motor%20activities.html">http://school-ot.com/fine%20motor%20activities.html</a>	
OT/PT	OT Mom Learning Activities	Lesson plans that can be sent home	<a href="http://www.ot-mom-learning-activities.com">http://www.ot-mom-learning-activities.com</a>	
OT/PT	Move to Learn	Lesson plans that can be sent home	<a href="http://www.movetolearnms.org">http://www.movetolearnms.org</a>	
Math	Kahn Academy		<a href="https://www.khanacademy.org">https://www.khanacademy.org</a>	Free