

Model of Learning and Attendance Checklists

Guidelines for Implementation

Home Learning Hard Copy (Paper Based/Hard Copy Curriculum)
<input type="checkbox"/> Activities are aligned with IEP goals
<input type="checkbox"/> Clear instructions are provided for each activity
<input type="checkbox"/> Multiple modes of representation of content are provided (activities are varied)
<input type="checkbox"/> Activities are labeled to indicate date when activity should be completed.
<input type="checkbox"/> Activities are updated at least once a week.
<input type="checkbox"/> A system is in place for the pick-up of learning packets and the drop-off of completed activities.
<input type="checkbox"/> Assistance and coaching are provided to parents in using the learning packets with their child <div style="margin-left: 40px;">Date/s provided: _____</div>
<input type="checkbox"/> If applicable, Assistance and coaching are provided to one to one aide in the assembly/packing of learning packets with student <div style="margin-left: 40px;">Date/s provided: _____</div>
<input type="checkbox"/> Feedback is provided to students on a regular basis (minimum once a week)
<input type="checkbox"/> Progress is monitored according to the IEP goals <input type="checkbox"/> Frequency of progress monitoring: _____ <input type="checkbox"/> Indicate how data will be collected: <div style="margin-left: 20px;"> <input type="checkbox"/> Data collection sheets <input type="checkbox"/> Observations <input type="checkbox"/> Tests <input type="checkbox"/> Other: _____ </div>
<input type="checkbox"/> Progress report (Form 16B) is completed and filed at the end of each quarter.
<input type="checkbox"/> Parents are provided with child's daily schedule (schedule for use of learning packets etc.) <div style="margin-left: 20px;"> <u>Example:</u> <i>8:00-9:00 am: Consultation</i> <i>9:00-10:00 am: Small group/Direct teaching or Related Services</i> <i>10:00-11:00: Independent Practice</i> <i>11:00-12:00: Targeted intervention</i> </div>
<input type="checkbox"/> Regular communication with parents is provided <div style="margin-left: 40px;">Frequency: _____ <i>(example once a week, bi-weekly, etc.)</i></div>
<input type="checkbox"/> Communication with parents is documented.
<input type="checkbox"/> Regular communication with other service providers (OT, Speech, PT, etc.) is provided <div style="margin-left: 40px;">Frequency: _____</div>
<input type="checkbox"/> Communication with service providers is documented.

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Home Learning Full Online
<input type="checkbox"/> Activities are aligned with IEP goals
<input type="checkbox"/> Platform used _____ (eg. Google Classroom, Zoom) We discourage the use of WhatsApp and Facebook Messenger due to security and confidentiality concerns.
<input type="checkbox"/> Type of online delivery: <input checked="" type="checkbox"/> Check what applies <div style="margin-left: 20px;"> <input type="checkbox"/> Synchronous (real-time virtual instruction) <input type="checkbox"/> Asynchronous (instruction done virtually without meeting at the same place and the same time) <input type="checkbox"/> Both </div>
<input type="checkbox"/> Schedule is created for the online delivery of instruction.
<input type="checkbox"/> Assistance and training are provided to parents on the use of the online platform Date/s provided: _____
<input type="checkbox"/> If applicable, assistance and training are provided to one to one aide on the use of the online platform and assembly of learning packets. Date/s provided: _____
<input type="checkbox"/> Students are provided with assistance and lessons in using the online platform
<input type="checkbox"/> Minimum time recommendations for online learning are adhered to (see Appendix C)
<input type="checkbox"/> Explicit instruction components are embedded in online learning (see Appendix D)
<input type="checkbox"/> Progress is monitored according to the IEP goals <input type="checkbox"/> Frequency of progress monitoring: _____ <input type="checkbox"/> Indicate how data will be collected: <div style="margin-left: 20px;"> <input type="checkbox"/> Data collection sheets <input type="checkbox"/> Observations <input type="checkbox"/> Tests <input type="checkbox"/> Other: _____ </div>
<input type="checkbox"/> Progress report (Form 16B) is completed and filed at the end of each quarter.
<input type="checkbox"/> Parents are provided with child's daily schedule: <i>Example:</i> <i>8:00-9:00 am: Consultation</i> <i>9:00-10:00 am: Small group/Direct teaching or Related Services</i> <i>10:00-11:00: Independent Practice</i> <i>11:00-12:00: Targeted Intervention</i>
<input type="checkbox"/> Regular communication with parents is provided Frequency: _____ <i>(example once a week, bi-weekly, etc.)</i>
<input type="checkbox"/> Communication with parents is documented.
<input type="checkbox"/> Regular communication with other service providers (OT, Speech, PT, etc.) is provided. Frequency: _____
<input type="checkbox"/> Communication with service providers is documented.

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Traditional: Face-to-Face
<input type="checkbox"/> Activities are aligned with IEP goals
<input type="checkbox"/> Schedule is created for the Traditional instruction and Home Learning <u>Example</u> Day 1: Direct Instruction Day 2: Review instructional materials/videos Day 3: Do home assignment
<input type="checkbox"/> Schedule is created for the delivery of Face To Face
<input type="checkbox"/> Assistance and training are provided to parents for the use of the online platform and learning packets. Date/s provided: _____
<input type="checkbox"/> If applicable, assistance and training are provided to one to one aide for the use of the online platform and learning packets. Date/s provided: _____
<input type="checkbox"/> Students are provided with assistance and lessons in using the learning packets
<input type="checkbox"/> Minimum time recommendations for online learning are adhered to (see Appendix C)
<input type="checkbox"/> Explicit instruction components are embedded in home learning (see Appendix D)
<input type="checkbox"/> Progress is monitored according to the IEP goals <input type="checkbox"/> Frequency of progress monitoring: _____ <input type="checkbox"/> Indicate how data will be collected: <div style="margin-left: 20px;"> <input type="checkbox"/> Data collection sheets <input type="checkbox"/> Observations <input type="checkbox"/> Tests <input type="checkbox"/> Other: _____ </div> <input type="checkbox"/> Progress report (Form 16B) is completed and filed at the end of each quarter.
<input type="checkbox"/> Parents are provided with child's daily schedule: <u>Example:</u> 8:00-9:00 am: Consultation 9:00-10:00 am: Small group/Direct teaching or Related Services 10:00-11:00: Independent Practice 11:00-12:00: Targeted intervention
<input type="checkbox"/> Regular communication with parents is provided Frequency: _____ (example once a week, bi-weekly, etc.)
<input type="checkbox"/> Communication with parents is documented.
<input type="checkbox"/> Regular communication with other service providers (OT, Speech, PT, etc.) is provided Frequency: _____
<input type="checkbox"/> Communication with service providers is documented.