

Washington County Board of Developmental Disabilities
Ewing School
Remote Learning Plan
Requirements as Indicated in House Bill 164

- 1. A description of how student instructional needs will be determined and documented.**
Instructional needs for each student will be determined through a combination of Individual Education Plan (IEP) goals and objectives, standards-based instruction prioritizing literacy and numeracy activities utilizing board adopted curriculums (Creative Curriculum for Preschool and Unique Learning Systems for School-Age). Instructors will complete and document pre-assessments to determine student readiness and interest in the particular subject/topic. The documentation process will also include data gathered from IEP practice and assigned activities. Teachers will use a variety of formative and summative assessments appropriate for students and the topics presented.
- 2. The method used for determining competency, granting credit and promoting students to higher-grade levels.**
Data collected throughout instructional activities will guide differentiated learning opportunities. Summative assessments will determine growth and overall competency in the given area of instruction. Completion of curricular activities in combination with age/participation/progress toward IEP goals will determine promotion to the next grade level.
- 3. The school's attendance requirements, including how the school will document participation in learning opportunities.**
Participation through a combination of in-person and remote learning activities and will be documented and count toward attendance. Instructors will be able to track participation through student login information and participation in individual learning activities, as well as lessons provided at school. Failure to participate and complete learning activities will negatively affect student attendance and will be counted as an absence.
- 4. A statement describing how student progress will be monitored.**
All school-age students who attend Ewing School are served under an IEP and most preschool students who attend Ewing School are served under an IEP. Both preschool students with and without disabilities have access to the general education curriculum. In-person and Remote Learning Activities will be a combination of IEP activities, standards-based curricular activities with a focus on literacy and numeracy, as well as life skills. Data, supported by evidence, will be collected and reported to families quarterly in accordance with IDEA and The Ohio Operating Standards for the Education of Children with Disabilities.
- 5. A description as to how equitable access to quality instruction will be ensured.**
Surveys were conducted regarding the availability of technology devices and the Internet. WCBDD/Ewing School will coordinate with each child's district of residence to work with families who reported they did not have the technology or internet access. Families requesting "low-tech" options will be provided with paper packets of learning materials. Preschool students will not require remote learning materials until Washington County reaches red or purple status; school-age students will have one day of remote learning each week from the start of the school year. Transportation for in-person services will be provided by the County Board. Families will have the

option to speak to instructors through video calls, telephone, text, emails or virtual office hours held daily.

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

Teachers, Related Service Personnel, and Paraprofessionals will receive professional development related to online learning during the extended in-service period before students arrive. Continued support will be provided through Tech support and seasoned staff. Throughout the year, staff will be encouraged to attend professional development activities to further enhance their knowledge around remote learning and student success.

Additional Considerations:

- Whenever possible, teachers and related service personnel will provide a fixed schedule of live, individualized learning opportunities. Live sessions meant for groups will be recorded to ensure each family can access the materials at their convenience.
- Teachers will ensure that the remote learning materials are standards-based and related to expected coursework for each student.
- Each teacher will establish clear expectations for students as they engage in non-classroom-based learning remaining mindful of the need for flexibility.
- WCBDD/Ewing School will remain transparent and keep open lines of communication between teachers, related service personnel, school administration and families to ensure steady progress and to troubleshoot as needed during the remote learning process.