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Remote Learning Plan
Requirements, as indicated in House Bill 164

- A description of how student instructional needs will be determined and documented.
 - Instructional needs will be determined via a combination of Formative Instructional Practices, Curricular Guidance, and Individual Education Plan (IEP) goals and objectives. Instructors will use pre and post -assessments to determine competency.
- The method to be used for determining competency, granting credit and promoting students to higher grade levels.
 - Data collected during 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 of participation/progress on IEP goals will determine promotion to higher grade levels.
- 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 negatively affect student attendance and will be counted as absence in accordance with Board approved attendance policies.
- A statement describing how student progress will be monitored.
 - All students at the Good Samaritan School are served under an IEP. Remote Learning Activities will be a blend of curricular and IEP centered activities. 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.
- A description as to how equitable access to quality instruction will be ensured.
 - The majority of our students have a moderate to severe disabilities and as a result do not do extremely well with on-line instruction at home. Our method of delivery of instruction in a remote learning environment will be based upon individualized student needs, circumstances, and course content.
 - Teachers will assess students to determine whether additional supports are needed throughout the period of remote learning. During periods of remote learning, a variety of delivery methods may be used including, but not limited to independent study, project-based learning, videos, Zoom instruction, on-line education games / activities, and remote learning packets (Which will be available for all students).

*DCBDD DOES NOT DISCRIMINATE IN PROVISION OF SERVICES OR EMPLOYMENT
BECAUSE OF HANDICAP, RACE, COLOR, CREED, NATIONAL ORIGIN, SEX, OR AGE.
AN EQUAL OPPORTUNITY EMPLOYER*

- Lessons for instruction for all students, whether in person or remotely, shall be designed based on Ohio's Standards - Extended, Early Learning & Developmental Standards, and Individual's IEP goals/objectives. Teachers and therapist will work together to facilitate access to remote learning opportunities for out students that meet their special needs.
- A description of the professional development activities that will be offered to teachers.
 - Teachers and related service professionals will continue to receive professional development in the areas of Formative Instructional Practices (FIP), literacy, and curriculum development.
 - Additional professional development will be made available based on teacher feedback to assist teachers/ therapist to gain additional knowledge on developing effective lesson plans and teaching strategies for remote learning environment.

Recommendations and Best Practices

- Fixed schedules: Courses have established schedules for teacher-led instruction.
 - The Good Samaritan School has adjusted the hours of instruction for face-to-face learning to allow for a routine schedule of teacher-led and related services-led instruction for remote learning
- Online learning materials: Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
 - The Good Samaritan School previously adopted and Ohio Learning Standards-Extended curriculum that allows for delivery either online or in a paper format. Remote Learning Activities not differ in scope or sequence from learning opportunities of those students who participate only in face-to-face instruction.
- Clear expectations: Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
 - Expectations will be clearly communicated to each student / family regarding participation and how it relates to attendance. Students and families will have the ability to learn on their schedules while still receiving individualized supports.
- School and Community Communication Plan: The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.
 - A written explanation, in family friendly language of Good Samaritan School restart plan was be email, sent, and posted to social media to families the week of 8/3/2020
 - An agency – staff restart safety plan was provided to all staff on 8/7/2020