Johnstown-Monroe Local Schools
Remote Learning Plan

District Name:	Johnstown-Monroe Local Schools
District Address:	441 S. Main Street
District Contact:	Dale L. Dickson, Superintendent
District IRN:	047985

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *"Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website."*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to <mark>August 21, 2020</mark> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the Remote Education Planning website. Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the Attendance Considerations for Remote Learning Plans website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check all that apply)

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- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ○ Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● Johnstown-Monroe Local Schools Curriculum Framework ● Aligned Instruction to Standards ● iReady diagnostic assessment in grades K-8 ● Formative and summative assessments by teachers

Address Determining Instructional Needs Here:
Johnstown-Monroe Local Schools utilizes iReady diagnostic assessments for students in grades K-8 to provide important data to teachers relative to student strengths and areas of growth which in turn are used by teachers to determine instructional needs of students. Teachers K-12 will use at least two sources of high quality data to determine instructional needs of students. Data walls and data maps are utilized to monitor student progress and determine instructional needs. Teachers will collaborate with intervention specialists and gifted coordinators to accommodate the needs of all students.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: ● Clear instructional plans are created by teachers ● Clear instructional plans are communicated with staff, parents, and other stakeholders ● Students with disabilities will be documented in the IEP

Address Documenting Instructional Needs Here:
Teachers will collaborate with one another, building leaders, parents, and with the district administration to continue to create and revise clear instructional plans to meet the needs of all students. These plans will be clearly communicated to students and their home support through the learning management system (Schoology), via email and/or by phone. Instructional plans will be aligned to the district curriculum maps to maintain continuity should there be a need to move in or out of the remote learning environment during the course of the 2020-21 school year.

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	Board Policy 5410 Board Policy 5421 Board Policy 5420
Determine Competency	What method(s) will be used to **determine competency** for remote learning? ● A standards based report card will be used for grades K-5. ● A traditional grading system will be utilized for all subjects in grades 6-12.
Address Determining Competency Here: Ohio's Learning Standards identify what students should know and be able to do. Teachers will continue to monitor students' progress and will assess students' competencies based on the learning standards set by the State of Ohio.	
Granting Credit	What method(s) will be used for **granting credit** for remote learning? Board Policy 5421 a student earning a passing grade will earn credit.
Address Granting Credit Here: All courses and assessments have been aligned to Ohio's Learning Standards. Students will earn credit for a course if they have earned a passing grade as defined by Board Policy 5421.	
Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? Board Policy 5410 provides clear guidelines for promotion of students to the next grade level.
Address Promoting Students to a Higher Grade Level Here: All courses are aligned to Ohio's Learning Standards. A student will be promoted to the succeeding grade level when they have completed the course/State requirements, the student has achieved instructional objectives, demonstrated proficiency, and demonstrated the degree of social, emotional and physical maturation for successful learning experience in the next grade.	
Attach any Additional Documentation or Notes (if necessary):	

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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Attendance Considerations for Remote Learning Plans Board Policy 5200
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? ● Students in the Johnnie Learning Academy and when online during times of full remote learning are required to actively participate each school day.

Address Attendance Requirements Here:
Active participation is critical for a student's academic success. While there is flexibility with the time and environment of remote learning, Johnstown-Monroe Local Schools sets an expectation that a student is actively engaging in the curriculum each school day. Attendance will be taken for each session and tracked within the student information system. Students will be expected to be in contact with teachers as prescribed and show active progress in course completion based on goals set with the student and teacher. Students are required to access their courses regularly. To ensure regular access, the building administration and teachers will monitor the "disengaged" status for each student and contact the parents/student to encourage/require re-engagement.

In the case that a teacher is not able to perform her/his duties due to illness or personal reasons, the teacher will comply with district expectations for reporting an absence, planned or otherwise. Likewise, students will be required to report a planned or unplanned absence to the teacher of record. Teachers will inform students of substitute teacher in advance, when possible.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? ● Teachers are required to monitor student participation daily and track attendance in the Learning Management System (Schoology) and Student Information System. ● Daily attendance reports are provided to administrators and a truancy officer will be notified as necessary for any follow-up.

Address Student Participation Requirements Here:
Teachers are required to track daily participation with the curriculum and this is tracked within the learning management system and the student information system. Teachers and administrators run daily attendance reports and make phone calls home to parents and students. If a student's participation does not improve, the district's truancy officer makes calls/visits to the home of the

student. Student login data (both frequency and duration), assignments completed, participation in synchronous and asynchronous learning will be documented. Parents will be given information about the remote learning requirements prior to selecting this option, with a form to complete and sign upon enrollment, with participation expectations and options for daily schedules for student participation.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth Board Policy 5420
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? ● Assignments and grades are posted on the learning management system (Schoology) which is integrated with Progressbook for parents and students to access. ● Formative and Summative Assessments throughout the learning process. ● Grades K-8 will utilize iReady diagnostic data in reading and math to monitor progress.

Address Monitoring Student Progress Here:

Johnstown-Monroe Local Schools teachers who are leading synchronous classes will provide feedback to students and parents towards Ohio's Learning Standards through daily assignments, written feedback and grades. The learning management system (Schoology) and Progressbook provides real-time data that allows students to track their progress making it easier to meet daily instructional goals and stay on track to complete their course. This real-time data being available helps students take accountability for the individualized coursework.

Teachers will use formative and summative assessments within lessons and document student performance to monitor student progress through the learning management system (Schoology). This may include using digital assessment data provided from the curriculum as well as structured observation in synchronous learning.

Attach any Additional Documentation or Notes (if necessary):

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SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Johnstown-Monroe Local Schools Return to School Plan 2020
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? ● Review of staff input, focus group input and parent surveys on remote learning models and needs. ● Provisions for computers and hotspots to be issued to students/families that express the need for such items in parent survey..

Address Equitable Access to Quality Instruction Here:
While the Johnstown-Monroe Local School District has not yet attained a 1:1 student/computer ratio, we were able to supply computers to all students who needed them during the spring of 2020 school closures that occurred in response to the spread of the COVID-19 virus. Since that time our school district has purchased additional Chromebooks to be in an even better position to provide necessary computers to students whether enrolled in-person, in our Johnnie Learning Academy or if it becomes necessary to move to full online remote learning during the 2020-21 school year. Currently we have 75% of students enrolled in-person and 25% enrolled in our Johnnie Learning Academy online for the first semester. And we have identified students who would need to have computers or hotspots issued should we need to move to full online learning at any time during the 2020-21 school year. This information was gathered by parent survey.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? ● Schoology Learning Management System Training ● ClassLink Training

	- Team collaboration time is being provided during the two weeks prior to the first day for student instruction. - Teachers are being provided additional time to prepare lessons and enter content on the new learning management system (Schoology). - Small group sessions are being offered in each building to allow teachers proficient in the use of Schoology to work with less Schoology proficient teachers to promote more effective use of the learning management system. - Building staff meetings are addressing specific online learning expectations for teachers and support staff.

Address Professional Learning/Development Here:

We surveyed staff and parents at the conclusion of the spring emergency remote learning 2020 online learning experience to assess areas of need for systems and professional development. We purchased and implemented the Schoology learning management system in late spring 2020 and provided basic professional development to staff via Zoom training sessions. Additional web based Schoology and Classlink professional development has been provided and will continue into the 2020-21 school year. We have changed our school calendar for the 2020-21 school year to provide 10 days prior to student instruction commencing for faculty and staff to receive additional professional development, work collaboratively in teams to address online and in-person instructional continuity issues, set up classrooms for proper social distancing and enter content onto the learning management system (Schoology).

Attach any Additional Documentation or Notes (if necessary):