



# Remote Learning Plan



District Name:	Madison Local School District
District Address:	1379 Grace Street; Mansfield, OH 44905
District Contact:	Robert Peterson, Superintendent
District IRN:	049452

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 August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to [remotelarning@education.ohio.gov](mailto:remotelarning@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 [remotelarning@education.ohio.gov](mailto:remotelarning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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)**
- ✓ Teacher-student interaction through online learning platforms
  - ✓ Online lessons for student to work on at home



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- Offline lessons and instructional packets for students

<b>SECTION ONE</b>	<b>INSTRUCTIONAL NEEDS</b>
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Address Determining Instructional Needs Here:

Madison will begin the 2020-2021 school year with all staff and students face-to-face. This will give teachers the opportunity to assess the level at which their students are beginning the year. Alignment to the Ohio Learning Standards will be compacted to close any gaps from the spring's abrupt transition to remote learning. IEPs and WEPs will be reviewed and revised for closing any gaps that may have occurred during the COVID-19 closedown. We will use our Universal screener (STAR 360), readiness toolkits, and curriculum based assessments. Formative and summative assessments given throughout the year will continue the progress monitoring. Should the district be forced to close down again, email and google classroom communication with parents and students will allow for adjustments to instruction. Online curriculum platforms will include NOVA for elementary grades, Edmentum for 6-12, and Edgenuity for CTE should we go entirely remote..

Address Documenting Instructional Needs Here:

Documentation of assessment results will be part of the instructional plan for the students. Our online STAR 360 assessments will document Reading and Math baseline levels. Science and Social Studies will be determined by assessing the previous spring's learning target attainment by the grade level/content level teachers. Teachers will also use small learning groups and differentiated lesson planning, and Google classroom reports.

Instructional gains will be posted using the online Progressbook gradebook.

<b>SECTION TWO</b>	<b>DETERMINE COMPETENCY, GRANTING CREDIT, &amp; PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</b>
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Address Determining Competency Here:

Teachers will solicit feedback from teachers who taught the previous grade level; grading of coursework; student engagement on assignments and assessments as well as demonstrating competency through any assessments or assignments. Some methods will be completion of work, note-taking, critical thinking responses, and skill mastery.

Address Granting Credit Here:



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Competency will be determined through coursework completion to a degree matching the current board approved grading scale. The district will also use participation discussion, accuracy, and summative online assessments. Credit may be assigned for completion and/or mastery of assignments.

Address Promoting Students to a Higher Grade Level Here:

Board policy specifies grade promotion and placement. In addition to course grade, a team decision may need to be involved to discuss the student's completed course and State-mandated requirements at the presently assigned grade; did the student demonstrate sufficient proficiency to permit him/her to move ahead in the educational program of the next grade. retention is already used sparingly; severe deficits in both reading and math that are not linked to a potential disability would affect promotion or placement.

## SECTION THREE ATTENDANCE AND PARTICIPATION

Address Attendance Requirements Here:

The district will take state and county health department recommendations into play. These guidelines have not yet been communicated as truancy was off the table for Richland County at the end of last school year. We plan on students being held accountable for completing work in a timely manner and attending virtual lessons if possible. We will begin with student engagement and work completion.

Address Student Participation Requirements Here:

A Google form that tracks student participation will be created. If students exhibit effort on an assignment for an assigned day, they will be marked as having participated. Completion of work with check-ins with teacher(s). Zoom conferences, email, teacher gradebooks, check-ins will all be used to quantify participation.

## SECTION FOUR PROGRESS MONITORING

Address Monitoring Student Progress Here:

For IEPs, the intervention specialist will complete student assessments based on the growth in their individual IEP goal. Students meeting the teachers' daily expectations, grade books, and trend data for completion of assignments, progressbook, student leadership notebooks, RTI and online files. Intervention Specialists and classroom teachers will connect via phone conferences, Zoom, and email.



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## SECTION FIVE

## EQUITABLE ACCESS

Address Equitable Access to Quality Instruction Here:

Parent/Student surveys were sent out and reviewed upon return. Chromebooks have been ordered that will bring the district up to 1:1 districtwide. Hotspots have been ordered to help families that may not have internet access. Students who have chosen to learn from home, will have access to Madison's Online Academy. Gmail will be the consistent communication tool, including parent access.

## SECTION SIX

## PROFESSIONAL LEARNING

Address Professional Learning/Development Here:

Teacher surveys revealed the need for Google Classroom PD, so the district will provide a differentiated PD to meet the varying needs of those using Google Classroom. Literacy and Math coaches will help build assessments and use the assessment data about the standards for improving instruction. Professional development will also include Edmentum, NOVA, and Edgenuity.

# Option 2- Virtual Learning Academy

This option is different from what students experienced during remote learning last spring. Students participating in this option will be using VLA, an online curriculum and platform designated by an outside company that specializes in virtual learning. Students will not come to a school building for instruction and will not be in the same classes or have the same teachers as students participating in Option 1. It is recommended students follow a schedule to complete online learning, assignments, and assessments. The online curriculum will meet the same standards as our Madison Local Schools curriculum, but it will not necessarily match the same pacing or activities that are delivered in our school buildings. Students will have access to courses in all core areas (ELA, Math, Science, and Social Studies). Students will also have limited access to specials (K-5) and electives (6-12). Students in grades 6-12 will not have access to their full schedule as planned this past spring. The Virtual Learning Academy is a semester commitment for the student and will be re-evaluated in December. If state or local regulations require a school closure, students participating in this option will continue as scheduled, and will continue to use the online curriculum and platform. Students may continue to participate in after-school activities at their school building, including extra-curricular activities.

## Parents/Caregivers Expectations:

- Monitor student progress on coursework.
- Develop a “school schedule” to keep routines in place for students while working from home.
- Communicate questions and concerns immediately to staff.
- Monitor and support student progress through an online curriculum with parent/caregiver access to the online platform and progress information.

## Student Expectations:

- Participate in virtual check-in meetings designed to support progress.
- Communicate questions and concerns immediately to teachers.
- Navigate Virtual Learning Platform and complete Course work to the best of their ability, as grades will be assigned and attendance taken.



## Teacher Expectations:

- Teacher will support students by assisting with use of the online platform, pacing, and providing feedback on assignments.
- Teacher will participate in virtual check-in meetings designed to support student course progress.
- Teacher will be available for office hours.
- Teacher will record grades in a timely manner.

## Technology Department Expectations:

- Technology Department will provide a chromebook for each student to use at home.
- Technology Department will support families without wi-fi access.
- Technology Department will provide help desk assistance when technology issues occur.

## Administration Expectations:

- Ensure each student has a device at home.
- Monitor program and student progress.
- Implement appropriate grading procedures and attendance policies.