



**Madison-Plains Local School District**  
**Remote Learning Plan**  
**2020 – 2021**

District Name: Madison-Plains Local School District

District Address: 55 Linson Rd., London, OH 43140

District Contact: Chad Eisler, Superintendent

District IRN: 048272

Team Members:

Chad Eisler, Superintendent  
Kim LeGault, Director of Special Education  
Ann Boerger, MPJH/HS Principal  
Brock Wysong, MPJH/HS Asst. Principal

Todd Mustain, Treasurer/CFO  
Karen Grigsby, Director of Curr./Instr.  
Brad Miller, MPES/IS Principal  
Meredith Ford, MPES/IS Asst. Principal



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.”*

### **How will instruction take place?**

Madison-Plains Local School District (MPLSD) will provide instruction remotely through two methods. First, MPLSD teachers will be working with their students through methods such as virtual meetings, through various learning platforms, and through various communication methods. Second, MPLSD students will also utilize an on-line learning platform through the Madison-Plains Virtual School (MPVS). Teachers will be in contact with each of their students multiple times each week.



### **Section One: Instructional Needs**

Instructional needs are determined through the curriculum standards of the state of Ohio and the Madison-Plains Local School District curriculum. Additionally, individual student needs are determined based upon assessment results obtained by classroom teachers through various assessments, some of which are done in their classrooms and some of which are done other learning assessments, such as common assessments and standardized tests. MPLSD teachers will be giving assessments this fall to help determine student needs and gaps. Additionally, MPLSD teachers have developed curriculum maps/pacing guides to assist in determining what material should be taught and when.

Learning needs are documented in several ways. First, for students with disabilities, learning needs are documented through the student's Individual Education Plan (IEP). For gifted students, learning needs are documented through their Written Education Plan (WEP). At-risk readers in grades kindergarten through grade three are monitored throughout the year.

### **Section Two: Determining Competency, Granting Credit, and Promoting Students to Higher Grade Levels**

The learning standards adopted by the state of Ohio identify what students should know and be able to do. MPLSD teachers will monitor students' progress toward the attainment, proficiency in, and mastery of these standards through various means of assessment administered within the classroom. Assessments may take the form of tests, quizzes, projects, or writing assignments.



Students who earn passing grades will earn credit for the courses they take. MPLSD Board policy IKE, Promotion and Retention of Students, governs how students are promoted. Students are promoted when they have successfully completed the requirements for the course by demonstrating proficiency and/or mastery of learning standards, as well other considerations such as, but not limited to, reading skill, mental ability, emotional and social development.

### **Section Three: Attendance and Participation**

For students to succeed academically, they must be regular participants in the learning process. Attendance will largely be determined by completion of assignments. However, it is expected that students will also engage in on-line virtual meetings and be in contact with their teacher(s) multiple times each week. Students should be demonstrating participation through the regular (i.e., at minimum, weekly) completion of assignments. Each student is expected to complete assignments on a weekly basis.

Teachers will monitor participation through the completion of assignments, participation in on-line meetings and classes, collaboration with peers, and the accessing of virtual resources.

Students who are not actively participating will be contacted by their teacher(s) and building-level administrators. If participation does not improve, students may be referred to the District's truancy officer for potential legal follow-up, including the filing of truancy charges.



#### **Section Four: Progress Monitoring**

MPLSD teachers will post grades to the District's on-line grade book, ProgressBook, on a regular basis. A minimum of at least one grade will be posted each week. Various formative and summative assessments will be given, and teachers and students will be able to track and monitor the student's learning through those assessments.

Interim reports and the posting of report cards will allow parents/guardians to monitor their child's progress. Additionally, parents/guardians are able to access ProgressBook so that they, too, are able to see more regular data regarding their child's academic progress.

Students with special needs who have Individual Education Plans (IEPs) have their progress toward their academic goals monitored regularly. For general education students, Response to Intervention (RtI) teams also meet to regularly to monitor and discuss students who are struggling. Based upon the data that is presented and the discussions that occur, plans are put in place that are aimed at helping the individual students succeed.

#### **Section Five: Equitable Access**

MPLSD administered a survey to its students, parents/guardian/ and staff that contained questions about digital access availability via devices and world-wide web access. Based upon the results of those questions, the district is purchasing 300 Wifi hotspots with an unlimited data service plan to help provide access. Additionally, more than 600 Chromebooks have been ordered, as well, to assist students who do not otherwise have a device.



### **Section Six: Professional Learning**

MPLSD offered professional development sessions for teachers during its two-day Summer Academy. Additionally, the beginning of the student school year has been delayed by a week-and-a-half to permit all teachers to engage in professional development around on-line/remote teaching and to engage in the alignment of resources available through an on-line learning platform that has been purchased by the District, as well, that will help to bring consistency to remote learning and assist with students being able to move through the full curriculum, should schools have to be closed during the 2020 – '21 academic year.