



Manchester Local Schools Remote Learning Plan

Manchester Local School District
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IRN: 050005

District Contacts:

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The goal of remote learning for Manchester Local Students is to ensure learning continues even when 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 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 Manchester Local School’s intent is to open the school year largely as it operated prior to the spring school building closure period that began in March of 2020 by the order of Governor Mike DeWine. The opening is planned for all students to return to the classroom, all day, five days a week. Using this model, the district may still need a plan that would employ remote learning strategies on an “if needed” basis for the conditions specified in ORC 3313.482, which include disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to the school’s operation, damage to a school building, or other temporary circumstances due to utility failure rendering the school building unfit for school use. A remote learning plan will be needed in the event that a school building or district is closed in excess of three (3) days. In setting up a remote learning program, Manchester Local Schools will utilize the following instructional strategies:

1. Teacher-Student interaction through online learning platforms
2. Teacher-Student interactions through video conferencing
3. Online lessons for students to work on at home
4. Offline lessons and instructional packets for students

In addition to the above, a further definition of remote learning can be simplified as the following; remote learning occurs when the learner and educator, or source of information, are separated by time and/or distance and, therefore, can include approaches that are both digital and analog. Digital mode is delivered via computer or internet-based means. Analog mode means remote learning is delivered through non-digital methods that include high quality paper learning packets or other non-traditional instructional materials that enable students to engage in learning outside of the school building or traditional classroom setting when students lack access to technology devices and internet services.

The Manchester Local Schools will meet the following six (6) indicator requirements below from House Bill 164 in order to be approved and adopt their remote learning plan that includes and is described in the plan indicators as prescribed by the Ohio Department of Education:

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.
 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.
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1. The instructional needs for students will be determined by staff and administration through documenting that instruction follows learning standards that students would otherwise be using in face-to-face instruction with students and teachers in a regular classroom setting. Staff will make sure that instructional sequencing is taking place through meeting and conversations with department heads, curriculum director and building administration. The plan will account for all student learning ability levels that encompasses students with IEP's, 504 plans and all other peer students that may be gifted or have advanced ability as well as regular model students. Staff will work collaboratively within the department or grade levels to determine if there are gaps in needed information presented to students. The instructional needs will be determined by staff through building, grade level team and department regular meetings as set by the building administration to make sure that clear instructional plans are implemented and communicated with parents and students.
 2. The method of determining competency and granting credit as well as promoting students to a higher grade will be communicated in the plan for parents in the "Re-Opening of School" document. This plan will follow the districts regular plan for implementing regular grading, attendance and assessment procedures. Feedback will be provided to students, parents and administrators as to the work completeness and advancement on a timely basis. The assessment and grading procedures will follow the process used by the district with both formative and summative procedures for class and grade advancement. Teaching staff will monitor student

work. As needed, the administration will give advice and input on necessary adjustments along with assistance from building counseling staff. The promotion of students to a higher grade level will come from teaching staff expectations and documentation of successful course completion to be successful at the next grade level. Staff will enter grades on a regular basis into Progress Book in order for parents to be kept informed of student progress with the online remote learning program. Promotion or retention will be addressed by the grade or subject staff in conjunction with administration in making a final decision for promotion or retention.

3. The school attendance requirement will be modeled after face-to-face requirements for teacher-student daily classes. Students in the plan are expected to be in classrooms on a daily scheduled basis as set by the building and classroom teacher. Students will follow a regular schedule as if they were in a face-to-face class each day. This procedure will be explained and enforced by standard attendance from the classroom teacher. Students who do not abide by the process will be contacted by school officials, administration, teacher or counselor as to attendance concerns. Parents will be contacted by administrative assistants to verify the rationale for attendance concerns as would take place in a daily face to face class setting. All students, in order to receive successful credit for a class, must have appropriate attendance as set by building and district standards that will be conveyed to parents or guardians.
4. The progress of students will be monitored by teaching staff through formative and summative assessments, work completed as assigned, student attendance, and participation in online classrooms. Student progress will be reported to parents/guardians, students, guidance and administration. Those in jeopardy of not being successful will be contacted personally by administration or counselors as well as the classroom teacher.
5. The district has put into place equitable access for all students through the purchase of electronic devices for grades 2 through 12. If a family is unable to access the school sites, then notice will be given to administration, the technology department, and the district internet service center to determine the problem. A resolution to allow student access will be sought. Students who are unable to access technology will have aligned content to the grade sent home for completion.
6. The staff throughout the year has had the opportunity, since March 2020, to take additional professional development related to online learning. The district Director of Curriculum has provided multiple professional opportunities to all district staff in order to prepare for just such an item as the need for remote learning. The professional development provided has revolved around the entire district being involved and providing meaningful work using Google Classroom. Each teacher in our district will begin the year with Google Classroom as their classroom LMS. This will allow students and families to gain access and familiarity with the online platform in case remote learning becomes required. The Director has also involved the Summit County ESC professionals with providing in-service for the need of online classrooms as well as having building administrators involved.

In the event that an outbreak of COVID-19 requires a school building to close, having a remote learning plan in place allows Manchester Local Schools to move to remote delivery without jeopardizing compliance with minimum hours and instructional calendar of requirements for our students.