

**Mansfield City Schools
Remote Learning Plan
2020- 2021**



District Name:	Mansfield City Schools
Superintendent:	Stan Jefferson
Chief Academic Officer/Contact:	Stephen Rizzo
District Address:	856 W. Cook Road Mansfield, OH 44907
District Phone	Phone: 419-525-6400 Fax: 419-525-6415
District IRN:	044297

Background

- A remote learning plan is needed during the 2020-2021 school year because our plan for the educational experience of students includes both a “parent option” for all remote learning and an “as-needed” contingency remote learning approach for periods during which the school may be closed for in person learning or needs to utilize reduced capacity due to the coronavirus health crisis.
- The district will continue to provide educational services through remote learning which will count for student attendance.

Parent Choice: Two Options

<p>Option #1</p> <p>In Person Learning Option + Remote Learning When Needed</p>	<p>Option #2</p> <p>Tyger Digital Academy (All Remote Option)</p>
<p>Face-to-Face Instruction Prioritizes Face-to-Face Instruction</p> <p>FACE-TO-FACE WITH HEALTH PROTOCOLS All students attend in-person each day</p>	<p>Tyger Digital Academy A 100% digital instruction program that allows a family to opt in to a fully online curriculum - taught by Mansfield teachers</p>
<p>LEVEL 3 LEARNING PLAN 2 days in person, 3 days remote</p>	
<p>REMOTE LEARNING All students in an enhanced remote learning program designed with student, staff and family feedback</p>	

Note: This plan will be refined and updated in collaboration with district stakeholders including the District Leadership Team and Academic Subcommittee, the Curriculum Advisory Committee, leadership teams from the Mansfield School Employees Association, and district administration.

#TygersRoarTogether

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Description of how student instructional needs will be determined and documented:

All instruction will be aligned to Ohio’s Learning Standards, including the Ohio Career-Technical Content Standards. Mansfield City schools will continue to employ the Ohio Improvement Process (OIP) in which Teacher-Based Teams (TBTs) engage in collaborative work around standards, evidence based instructional strategies, and assessment. Ohio Department Education Rest and Restart Resources will be referenced by school and district teams.

Staff will use established processes to identify and document individual needs. School teams will continue to develop and refine multi-tiered systems of support for students who are struggling with academics and/or behavior. Students in grades kindergarten through grade six will receive intervention services based on diagnostic assessments. In addition, students who have been identified with a disability will receive services, structures and supports in accordance with the agreed upon IEP, to the best of the district’s ability, and with a good faith effort. All students with disabilities receiving services remotely will also have a contingency plan outlining individualized service considerations. Students who qualify for talented and gifted services will have access to differentiated instruction as well as accelerated courses.

Sources of documentation will include the following:

- Teacher Lesson Plans
- Teacher Based Team Minutes
- Individualized Education Plans
- Written Education Plans or Written Acceleration Plans
- Multi-Tiered Systems of Support Team Minutes
- Reading Improvement and Monitoring Plans (K-3)

Resource Links:

- ❖ [Ohio’s Learning Standards](#)
- ❖ [Ohio Improvement Process](#)
- ❖ [Third Grade Reading Guarantee](#)
- ❖ [Restart and Restart Resources](#)

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Method to be used for determining competency, granting credit, and promoting students to higher grade levels:

Students will be assessed in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

Current district practices for assessing / grading student work, earning credits, and promotion will resume and apply to all students. (In Person and Remote)

- Instructional staff will use a variety of formative and summative assessments, aligned to Ohio's Learning standards, to determine competency including teacher created, vendor developed, and state required assessments.
- Students will earn credit for a course if they have earned a passing grade as outlined in the district's grading system.
- Student promotion, placement, and retention are outlined in board policy and/or administrative guidelines. (Administrative Guideline 5410)

Resource Links:

- ❖ [Board of Education Policies](#)
- ❖ [Campus Handbook](#)
- ❖ [Administrative Guideline Manual: PROMOTION, PLACEMENT, AND RETENTION](#)

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Attendance requirements, including how participation in learning opportunities will be documented:

Mansfield City Schools will follow state attendance requirements as outlined by the Ohio Revised Code, the Ohio Department of Education, Richland County, and district policies. These requirements will apply to all students, whether instruction is provided in person or remotely, including those attending the Tyger Digital Academy. Attendance will be reported to the state in hourly increments.

Teachers will continue to be responsible for recording student attendance in ProgressBook / the Student Information System. Existing staff, including principals and secretaries, will follow established procedures for monitoring daily/weekly attendance and developing attendance intervention procedures. Students who fall below required attendance hours will be subject to the district's truancy policy and process. This district has an Attendance Officer in place as well as contracted services for conducting home visits.

During the 2020-2021 school year, attendance tracking may require multiple approaches to account for the differences between in-school activities, teacher-led/synchronous remote learning, and self-directed/asynchronous remote learning. Evidence of participation may include, but is not limited to daily logins to learning management systems, daily interactions with the teacher to acknowledge attendance, and assignment completion.

Resource Links:

- ❖ [Board of Education Policies](#)
- ❖ [Campus Handbook](#)
- ❖ [Ohio's Attendance Laws](#)
- ❖ [Attendance Considerations for Remote Learning Plans](#)
- ❖ [Minimum Hours and What Hours Count](#)
- ❖ [NCOCC](#)

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Statement describing how student progress will be monitored:

Mansfield City Schools has developed a phased in start for the 2020-2021 school year. During the staff work week, Teacher Based Teams (TBTs) will reflect on instruction prior to the building closure and plan for the assessment of each student’s acquisition and retention of important knowledge and skills.

Typical grading practices will resume and apply to all students.

<u>Typical Grading Practices</u>	<u>Sources of documentation</u>
<ul style="list-style-type: none"> ● PreK: Non-traditional / Progress Measure ● Grades K &1: Non-traditional / Progress Measure ● Grades 2-12: Letter Grades 	<ul style="list-style-type: none"> ● Student Interims ● 9 Week Grade Cards ● IEP Progress Reports ● Student Support Progress Reports ● K-3 Reading Improvement & Monitoring Plan Progress ● Assessment Reports (Local and State)

The district assessment timeline will resume and include required local and state assessments for all students. Guidelines for testing of students in remote learning will be created and distributed to staff, students, and families.

<u>Required Local Assessments</u>	<u>State Assessments</u>
<ul style="list-style-type: none"> ● Diagnostic & Achievement: NWEA MAP in ELA and Mathematics for grades K-10 ● NWEA Science Available ● NNAT3 Ability Testing at grades 2 & 6 	<ul style="list-style-type: none"> ● Revised Kindergarten Readiness Assessment (KRA-R) ● Ohio’s State Tests in English language arts, mathematics, science and social studies ● Ohio English Language Proficiency Assessment ● Alternate Assessment for Students with Significant Cognitive Disabilities ● Pre/Post WebEX Exams for CTE ● ACT for High School Juniors

Resource Links:

- ❖ [MCS District Assessment Calendar for Statewide Testing 2020-2021](#)
- ❖ [Ohio State Tests](#)
- ❖ [NWEA Map Growth](#)

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Description as to how equitable access to quality instruction will be ensured:

Mansfield City Schools is working to equitable access to quality instruction in the following ways:

- MCS teachers will provide/oversee all instruction (In Person and Remote)
- All staff will have access to professional development related to digital learning
- Schools will engage in Equity and Cultural Competency Work with Dr. Arianna Howard during the 2020-2021 school year

The following tools will be provided to all staff and students:

<u>Teachers</u>	<u>Students</u>
<ul style="list-style-type: none"> • Laptop • LCD Interactive Whiteboard • Document Camera • 6 Cloth Masks • 1 Shield 	<ul style="list-style-type: none"> • Chromebook • Device Insurance • Wifi - Cellular Hotspot upon request • 5 Cloth Masks • 1 Shield • 1 Water Bottle

Services for students with identified needs will also continue to be provided:

- Students in grades K-3 needing reading intervention will be eligible for Title I intervention
- Students identified as English Language Learners will have access to the district English Language Learner tutor on a daily basis
- All students identified as experiencing homelessness can access resources (hygiene items, school supplies) from our SAFE program.
- All students in homeless situations have access to all programs, services, and supplemental educational services as other students.

Resource Links:

- [SAFE program](#)
- [Homeless Resources for Teachers and Staff](#)

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Description of the professional development activities that will be offered to teachers:

All Mansfield City Schools instructional staff will have access to the following professional development:

<u>Digital Learning & Curriculum</u>	<u>Technology Tools</u>
<ul style="list-style-type: none"> ● Distance Learning Playbook <ul style="list-style-type: none"> ○ Learning Intentions and Success Criteria ○ Instructional Approaches ○ Guidance for Teachers of Young Children ● Digital Courseware ● INFOhio <p>Note: Newer curricular adoptions typically have a digital component.</p>	<ul style="list-style-type: none"> ● Google <ul style="list-style-type: none"> ○ Classroom, Assignments, & Forms ○ Gmail, Meet, & Chat ○ Docs, Sheets, Slides, Drive, & Jamboard ○ Calendar & Keep ● Interactive Digital Display Boards ● Document Cameras ● Loom

The professional development will be delivered at the school level as well as within Teacher Based Team (TBT) meetings.

In addition, targeted groups will receive coaching:

- TRECA Support for Tyger Digital
- Dynamix, Effectiveness Coaching

Resource Links:

- ❖ [Distance Learning Playbook/Corwin Professional Development](#)
- ❖ [Google Tools for Education](#)



Recommendations & Best Practices

Fixed Schedules							
<p>ODE: Courses have established schedules for teacher-led instruction.</p>	<ul style="list-style-type: none"> Mansfield City Schools has revised its school calendar and established a phased in approach for the school year. A reduced capacity model has been developed for In Person Learning when needed. (2 Days In Person + 3 Days Remote) <p style="text-align: center;">Level 3: Learning Plan</p> <p style="text-align: center;">2 Days In Person + 3 Days Remote</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 20%;">In Person (2 Days)</td> <td>Direct & Focused Instruction Class, Small Group, Individual</td> </tr> <tr> <td>Remote (Wednesday)</td> <td>Synchronous Learning Google Meet, Google Chat, Phone, etc.</td> </tr> <tr> <td>Remote (2 Days)</td> <td>Asynchronous Learning Google Classroom, Print and Digital Curriculum Assignments, Collaborative Documents, Discussion Board, Recorded Video (Tutorials, Lecture, Demonstration)</td> </tr> </tbody> </table>  <ul style="list-style-type: none"> Student Schedules for remote learning will be developed by Building Leadership Teams and communicated to families. 	In Person (2 Days)	Direct & Focused Instruction Class, Small Group, Individual	Remote (Wednesday)	Synchronous Learning Google Meet, Google Chat, Phone, etc.	Remote (2 Days)	Asynchronous Learning Google Classroom, Print and Digital Curriculum Assignments, Collaborative Documents, Discussion Board, Recorded Video (Tutorials, Lecture, Demonstration)
In Person (2 Days)	Direct & Focused Instruction Class, Small Group, Individual						
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Remote (2 Days)	Asynchronous Learning Google Classroom, Print and Digital Curriculum Assignments, Collaborative Documents, Discussion Board, Recorded Video (Tutorials, Lecture, Demonstration)						
<p>Resource Links:</p> <ul style="list-style-type: none"> ❖ School Calendar 2020-2021 ❖ Beginning of Year Calendar 2020-2021 ❖ MCS Reset and Restart Overview 8-4-2020 							

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Online Learning Materials	
<p>ODE: Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.</p>	<p>New Online Learning Materials will be provided for ALL Students</p> <p>K-5: Acellus</p> <ul style="list-style-type: none"> • Video-based Lessons • Elementary School Courses • STEM Offerings (Coding & Robotics) <p>6-12: Edgenuity</p> <ul style="list-style-type: none"> • Flexible Online Courses and Curriculum • Middle School and High School Courses • CTE Library <p>Note: Many recent curricular adoptions typically have a digital component.</p> <p>State purchased INFOhio resources are also available to all students.</p>
<p><u>Resource Links:</u></p> <ul style="list-style-type: none"> ❖ Acellus ❖ Edgenuity ❖ INFOhio 	



Clear Expectations	
<p>ODE: 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</p>	<p>We know that learning can take place only when there is a combination of interest, effort and motivation. Because we are committed to each student’s progress, we are going to do our best to build a partnership to help each student achieve state standards. This agreement is a promise to work together and share responsibility to improve learning.</p> <p><u>Partners include:</u></p> <ul style="list-style-type: none"> ● Student ● Parent/Caring Adult ● Teacher/Staff Member ● Principal <p>Additional expectations are outlined in the Student Handbooks which includes the Student Code of Conduct.</p>
<p><u>Resource Links:</u></p> <ul style="list-style-type: none"> ❖ The Mansfield City Schools Learning Compact ❖ Board of Education Policies ❖ Campus Handbook 	

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Communication Plan

ODE: 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 variety of communication tools have been implemented to keep families informed and up to date on pertinent information.

District & Building

- Website
- Facebook, Twitter, & Instagram
- Mansfield City Schools Tyger App
- Phone Alert Messages
- Newsletters and Direct Mailings
- Email for Questions:
mcstygers@mansfieldschools.org
- Superintendent Tyger Fireside Chat

Resource

- Contracted Services with Allerton Hill



Dedicated sections of the district website have been established for the ReOpening and COVID-19 Updates.

Resource Links:

- ❖ [Mansfield City Schools Website](#)
- ❖ [Mansfield City Schools Facebook](#)
- ❖ [Mansfield City Schools Twitter](#)
- ❖ [Mansfield City Schools Instagram](#)