



Mapleton Local Schools Remote Learning Plan

District Name	Mapleton Local Schools
District Address	635 County Road 801, Ashland, OH. 44805
District Contact	Scott Smith (Superintendent)
District IRN	045831

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 remoteteaching@education.ohio.gov.

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SECTION 1	INSTRUCTIONAL NEEDS
Resource Link(s)	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined and documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP) ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Determining Instructional Needs Here:</p> <p>Mapleton Local Schools will utilize tools from previous professional development to address curriculum alignment, delivery strategies, and assessments. A variety of formal/informal, formative/summative, and selected vendor assessments will be utilized to assist in determining the level of student of mastery and provide information on how to meet each student where they are (skill-wise) on an individual level. To ensure that the content needed to assist in gap closure is the focus of instruction, "Power Standards" will be identified and sequenced appropriately within daily instruction. Staff will be given training and planning time to help prepare for learning in a virtual environment.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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SECTION 2	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Mapleton Local Schools will determine the need for remediation, intervention, or enrichment through assignments, graded activities, and assessments. Student outcomes will be analyzed and reviewed to determine where the data places the students' mastery of the content. There will be an emphasis and focus on learning and student growth and both physical and virtual classrooms will be a place for student support and resources with flexibility and fluidity.</p>	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Credit for courses will be granted as it is under normal, in-school, operations. Student work will be graded in a timely manner and will include feedback and any follow-up that may be needed. Grades/report cards will be received at regular quarterly intervals (9-weeks). A final grade will be determined at the conclusion of the school year based on Board policy.</p>	
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <p>Grade level promotion will be conducted under the same methods as are in place for normal, in-school, operations. Board policy for retention and promotion will be followed for each grade level.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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SECTION 3	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>Our remote learning attendance policy will following the guidance of the state and will require</p> <p>Student expectations:</p> <ul style="list-style-type: none"> Completion of daily assignments Check-in during teachers' office hours (weekly at a minimum) Participation and engagement of virtual lessons (class discussions, videos, etc.) Communicate with teachers via email and Google Classroom 	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Address Attendance Requirements Here:</p> <p>Participation will be documented by each individual teacher through attendance tracking (as stated above as student expectations) and student completion of course activities and assignments. Teachers will frequently and consistently engage with students weekly using the district's communication platform(s) (i.e., Google Meet, Google Classroom, iMountie email, etc.)</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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SECTION 4	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>Academic Progress Monitoring will be done through informal assessments (e.g., rubrics, checklists, writing samples, completed computations, etc.) used to measure student progress toward a specific learning goal. This data will allow the teacher to track the students' course completion and will require the student to take responsibility of their individual coursework. Intervention specialists, service providers, and other professionals will collaborate and communicate with classroom teachers and families to support the learning plans and activities teachers are developing for our students.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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SECTION 5	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access
<p>Address Monitoring Student Progress Here:</p> <p>Mapleton will be a 1:1 district for student devices. Internet access for homes with unreliable connectivity will be accessible via hotspots at multiple locations throughout the community and in-home devices. Class content will be delivered, available, and accessible at various times via live-stream instruction, recorded sessions, and video conferencing.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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SECTION 6	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? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Monitoring Student Progress Here:</p> <p>Professional Learning opportunities will be embedded within preplanned and approved remote learning days and district in-service days. Topics will include, but are not limited to:</p> <ul style="list-style-type: none">● Google Classroom (K-12)● Hapara● Common communication● Remote learning best practices● Trauma informed care and social and emotional support	
Attach any Additional Documentation or Notes (if necessary):	