

Remote Learning Plan

Mathews Local Schools Remote Learning Plan

District Name:	Mathews Local School District
District Address:	4096 Cadwallader Sonk Road Cortland, OH 44410
District Contact:	Russell McQuaide, Superintendent
District IRN:	050153

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...Not later than August 21, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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? (check all that apply)

- Teacher-student interaction through online learning platforms
- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

SECTION ONE	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?</p> <ul style="list-style-type: none"> X Instructional Sequencing X Aligned Instruction to Learning Standards X Gap Analysis for ELA K-4, ELA K-12, Math, Science, and Social Studies X Created a plan for IEP and students with disabilities X Created a plan for students identified as gifted served with a Written Education Plan (WEP)
Determining Instructional Needs	<p>Mathews Local Schools digital instructional needs are determined by:</p> <ul style="list-style-type: none"> • The online curriculum is aligned to Ohio's Learning Standards • Students will have access to courses in all core areas (English language arts, mathematics, sciences and social studies) and limited access to electives. • Students will receive a quarterly learning plan or syllabus. This allows students/families to know exactly what pacing is expected to be completed. • Gaps in learning will be identified with summative and formative assessments. • Students receiving special education services will receive those services/instruction based on IEP specifications. Instructors will review the IEPs/504 plans of each student and make accommodations as needed. Speech and Language Services, OT and PT may be provided by using telehealth services or students coming to an assigned district building during school hours for service. • Students who are identified as Gifted will receive services/instruction by an individual with gifted endorsement or an individual who has received the appropriate gifted professional development. Instructors will review the WEP of each student and make accommodations as needed. • Students who are identified as English Language Learners will receive language and literacy support.
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> ✓ Clear instructional plans have been created ✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Determining Instructional Needs Here: The above digital students instructional needs have been determined through ensuring equity and access. Mathews LocalSchools will continue to re-evaluate these needs through ongoing progress monitoring and formative/summative assessments</p>	
<p>Attach any Additional Documentation or Notes (if necessary): Address Documenting Instructional Needs Here: The above digital students' instructional need will be documented by collecting and monitoring the Learning Plans and Syllabi</p>	

SECTION TWO		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		What method(s) will be used to determine competency for remote learning? <ul style="list-style-type: none"> ● Students will receive grades for all classes ● Students/families will receive a quarterly learning plan or syllabus, which will include the grading policy. ● Students grades are determined based on successful completion and submission of assignments ● Assessments (chapter/unit tests and quizzes) will be scheduled throughout the course and students are expected to complete assessments (tests and quizzes) independently. ● Grades are calculated at the end of every nine weeks and reported to parents via the student information system. ● Final grades for courses will appear directly on a student's report card. 	
●			
Granting Credit		<ul style="list-style-type: none"> ✓ Students who take high school level coursework will receive credit for those courses upon passing. ✓ Courses taken online will be worth the same amount of credit as those taken in a traditional brick and mortar setting. 	
Address Granting Credit Here: The district will apply the Board approved grading scales for granting credit for classes, grading, and assessment.			
Promoting Students		What method(s) will be used for promoting students to a higher grade level with remote learning? <ul style="list-style-type: none"> ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments) 	
Address Promoting Students to a Higher Grade Level Here: Completion of the course competencies as established by the district and its teachers.			
Attach any Additional Documentation or Notes (if necessary): NA			

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Students/families will receive a quarterly learning plan or syllabus, which will include the attendance requirements</p>
<p>Address Attendance Requirements Here:</p> <p>The district will follow the self-directed remote learning method (asynchronous). The attendance will follow the criteria established through this model of instruction, including daily logins, daily interactions with teachers and assignment completion.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders</p>
<p>Address Student Participation Requirements Here:</p> <p>Students will be expected to log in daily to google classroom, and assignments, as well as instruction will have estimated hours for completion.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>NA</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <ul style="list-style-type: none"> ● District online instructors will meet with students enrolled in online learning classes on a frequently basis to ensure students are on pace and are submitting assignments on time, participating in the online classroom learning environment, and attending small group learning opportunities when applicable. ● The online instructors will work with students who are struggling to be successful either by failing to stay on pace or by earning failing grades on submitted assignments, by creating a corrective action plan to allow for improvement. ● The online instructor will collaborate with the building administrator and school guidance counselors regarding those students who do not successfully implement a corrective action plan. They will work with the student and parent to determine the best course of action for the student.
<p>Address Monitoring Student Progress Here:</p> <p>504, IEP and WEP's will be monitored according to the original plan that has been implemented. Quarterly</p>	

reports will be distributed to keep families informed. Screeners will be given and results shared with families and staff.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure equitable access to quality instruction through remote learning? <ul style="list-style-type: none">• Mathews will provide a district owned device for students who elect to participate in the online learning option.• Families who do not have secure internet access The district will attempt to provide internet service through a local company.• Grading, assessment and reporting policies are consistent with in-person instruction.• Families are only able to modify their choices at the end of the semester
Address Equitable Access to Quality Instruction Here:	
Attach any Additional Documentation or Notes (if necessary):	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>Mathews Local Schools professional learning for teachers in classroom or digital instruction will include the following:</p> <ul style="list-style-type: none"> • Delaying the start of school from August 31, 2020 to September 2, 2020 to focus on professional learning for teachers • Training will include Google Classroom, Google meet, Nearpod, and Gizmo
<p>Address Professional Learning/Development Here: Mathews digital instruction professional learning was developed collaboratively with Trumbull County Educational Service Center</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	