



**All-Access Learning**

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Mayfield City Schools Customized Instruction

# Remote Learning Plan

District Name:	Mayfield City Schools
District Address:	1101 SOM Center Road
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District IRN:	044370

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 [remotelarning@education.ohio.gov](mailto:remotelarning@education.ohio.gov).**

**NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at [remotelarning@education.ohio.gov](mailto:remotelarning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://www.education.ohio.gov).**

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).

**Consider how instruction will 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

# Remote Learning Plan

SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>The Gap Analysis tool will be utilized by the team to determine potential areas of focus and to plan for the instructional sequence and the learning standards to be addressed. Instructional needs of each student will be determined by utilizing the following tools: STAR Assessment (Reading and Math), Lexia (Reading), Dreambox (Math) and Classroom Pre-Assessments (all instructional areas). In addition to these tools if a student has an IEP or WEP teachers will work with the intervention specialists to determine the specific instructional needs of the student contained in their plan.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Clear instructional plans have been created</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p>The instructional needs of the students will be documented on the student's remote learning personalized plan. Schoology will be the LMS used to track student learning plans. Each student will have their own plan that will be reviewed with the student and updated regularly by the instructional team. The document will be shared with the parents so they can follow along with the plan and be a contributing member of the plan.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
Student's growth and mastery of learning will be in line with those in traditional classroom setting. Students will have multiple opportunities to demonstrate their learning and once they have demonstrated mastery they will be awarded credit. A portfolio of evidence that includes formative assessment, summative assessment, authentic assessment and project based learning will be included. Current board policy for grading will be used.	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
Students participating in remote learning will receive credits in the same manner as students who are in the traditional setting. Current Board Policy will be followed.	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
Students participating in remote learning will be promoted to the next grade in the same manner as students who are in the traditional setting. Current board policy will be followed.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	



# Remote Learning Plan

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	<a href="#">Communications Planning</a>
Attendance Requirements	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
<p>Students attendance will be captured in Infinite Campus when student's check in for the day. Virtual participation will be required and if students fail to check in they will be marked absent and the district attendance policy will be followed. Both Synchronous and Asynchronous learning will be used for the remote option.</p>	
Participation Requirements	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>
<p>Students will be required to check in daily. In addition work will be assigned and monitored for completion. Schedules for each level will be developed.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary): Requirements and remote learning policy</b></p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	<a href="#">Exceptional and At-Risk Youth</a>
Progress Monitoring	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>



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Students progress will be monitored using the following tools: STAR Assessment (Reading and Math), Lexia (Reading), Dreambox (Math) and Classroom Assessments (all instructional areas). Students progress will be indicated on the student's learning plan.

**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?  
Possible/Optional item(s) to consider:  

- Parent/Student surveys have been reviewed
- Technology Plan has been created to ensure equitable access

Students enrolled in remote learning are required to have access to the internet and use the device provided by the district. Students in kindergarten will be issued an android tablet, first grade will be provided an ipad and students in 2-12 will be issued a chromebook. Technology support will be provided by the Mayfield Technology Department for hardware issues and by the technology coaches for software questions.

**Attach any Additional Documentation or Notes (if necessary):**

## SECTION SIX 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:



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- Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

In Mayfield we offer a personalized approach to professional learning. Based on staff needs, they may select from the following professional learning group:

Remote learning best practices (synchronous and asynchronous)

Building relationships/supporting social-emotional needs during remote learning

Efficient methods to submit and monitor non-screen activities as well as how to utilize the technology

Formative assessment practices in the online environment

Summative assessment practices that incorporate deeper learning aligned to the Mayfield Profile

Other areas as identified by stakeholders

In addition, Education Elements will host an Innovative Leadership Series providing virtual and coaching sessions to deepen knowledge of personalized learning and make visible changes within their virtual classroom.

**Attach any Additional Documentation or Notes (if necessary):**