



REMOTE LEARNING PLAN



District Name:	Monroeville Local Schools
District Address:	101 West St., Monroeville, OH 44847
District Contact:	Coral Smith
District IRN:	047712

The goal of Monroeville’s remote learning is to ensure learning continues even though school buildings could possibly be closed sometimes during the upcoming school year. 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.

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. The Department will make all plans publicly available at 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](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

- 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



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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • District Vendor Assessment Data (NWEA Map) • State Benchmark Assessments • Locally Developed Student Assessment Scores • COVID Gap Analysis for ELA, Math, Science, and Social Studies • IEP/504/WAP requirements (if applicable)
<p>Teachers in Monroeville worked on COVID gap analysis for ELA, math, science, and social studies at the end of 2019-2020, during the summer of 2020, and then met together to review and share information with colleagues prior to the 2020-2021 school year. In addition, we will be using the NWEA Map, state benchmark assessments, and locally developed student assessments to measure progress with our students and drive our instruction for the 2020-2021 school year.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p>
<p>Teachers will use their curriculum maps and pacing guides to sequence their instruction to make sure they are covering the learning standards of each course. They will also work to take into consideration the standards shared on the COVID gap analysis data to find ways to work in those missing standards from last year for their students. Teachers know that their plans will need to be flexible and adjusted as needed to continue meeting the individualized needs of their students.</p> <p>Our district will also use Google Classroom in all grades to communicate and connect with all students and their families no matter what type of learning model we operate in throughout the year.</p>	



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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"> Teachers will assign grades based on academic progress through the academic content standards as outlined by our board grading policy. 	
<p>Our teachers will monitor the students' academic progress and work to identify students individualized learning needs whether they are below grade level, at grade level, or above grade level. They will then work to provide differentiated instruction to meet the varying learning needs of the students they instruct. They will gather academic performance data from summative and formative assessments in addition to our benchmarking assessments from NWEA Map and the state. Grades will be determined on the students' individual progress on the academic progress on grade level standards through their state standards.</p>			
Granting Credit		What method(s) will be used for granting credit for remote learning? <ul style="list-style-type: none"> Granting credit will not change in a remote learning environment. The only thing that changes is the delivery of the instruction. Therefore, credit will be granted based on the overall course grade that is outlined in our student handbook. 	
<p>Teachers will continue to monitor and provide feedback to students and families regarding their child's progress through the academic content. Google Classroom, Progress Book, rubrics, and assessment scores and feedback will be provided electronically or physically, depending on the learning environment throughout the year. Course grades will then be used to determine credit for each course.</p>			
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"> Promoting students will not change in a remote learning environment. Remote learners or virtual learners would both be given grades by the teacher based on their academic progress. Therefore, promotion will be granted based on the overall course grade that is outlined in our student handbook. 	



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The expectations and requirements for promotion for our virtual and in person learning will be the same and based on the guidelines of our student handbooks.

SECTION THREE ATTENDANCE AND PARTICIPATION

Resource Link(s): [Communications Planning](#)
[Attendance Considerations for Remote Learning Plans](#) ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)

Attendance Requirements
What are your school district's **attendance requirements** for remote learning?

- Student participation in remote learning instruction is required.
- Participation will be monitored through daily/weekly check-ins and/or assignment completion.
- Students who do not participate and/or complete assignments, will be contacted by their teachers and administration and will be addressed according to the student handbook.
- Specifics for attendance will be communicated to students, staff, and families.

Participation Requirements
How will your school district document **student participation** in remote learning opportunities?
Possible/Optional item(s) to consider:

- Created a plan for documenting student participation in remote learning
- Communicated the plan with families and other stakeholders

Student participation will be documented by:

- Participation in mandatory online meetings/classes
- Completion of assignments
- Collaboration with peers and teachers as required
- Students are expected to work on assignments daily and have all assignments completed by their assigned due date



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SECTION FOUR		PROGRESS MONITORING	
Resource Link(s):	Exceptional and At-Risk Youth		
Progress Monitoring	How will your school district progress monitor student progress with remote learning?		
<p>Teachers will continue to use assessments following remote learning testing guidelines to continue to progress monitor the academic progress of their students. They will use a variety of assessments including formative, summative, rubrics, and benchmark assessments. They will use the results of this data to continue to guide their instruction to differentiate to the needs of their students.</p>			

SECTION FIVE		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 		
<ul style="list-style-type: none"> • Our administrators continually survey our staff and families to gather feedback regarding family needs, student needs, and positive and negative feedback. We use their input to help guide our decisions and improve our district plan. • We have identified public hotspot locations in our community. • Our district has also secured hotspots to provide families without internet services. • Monroeville Local Schools provides chromebooks to all families 4-12 and on an as needed basis for students in PreK-3. • A third party vendor was offered to families as an instructional choice this year if they did not want to attend in person classes. 			



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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?
<ul style="list-style-type: none"> ● North Point Educational Service Center will provide virtual PD opportunities. ● SST2 will provide virtual PD opportunities. ● Susan Capucini from NPESC will provide our gifted service hour PD opportunities. ● ARC will provide virtual coaching to our K-6 ELA teachers. ● Active Classroom will provide virtual PD to our 6-12 social studies teachers. ● HMH will provide virtual PD to our 4-12 science teachers. ● Studies Weekly will provide virtual PD to our K-6 social studies and science teachers. ● All staff members were offered google classroom virtual PD opportunities. ● Administrators are offering virtual classroom tools support and training for all staff. ● Apex will provide virtual PD opportunities to our teacher monitors and administrators. ● Administration will provide PD to our Edmentum teacher monitors. 	