

CONTINUOUS EDUCATION CASE STUDIES

• MONROE CITY SCHOOLS • HIGH-TECH OPTION

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DEFINE CLEAR STUDENT OUTCOMES

Even though Monroe City Schools classrooms will be empty, the work on behalf of children continues. Monroe City School System has been actively identifying key practices for successful continuous learning. Shortly after the closing of schools, Superintendent Brent Vidrine and his leadership team released the Monroe City Schools [Distance Education Plan](#). The plan outlines expectations in planning, monitoring, communicating, and supporting teachers and students.

“Distance learning is a new experience for all of us. As Superintendent, I quickly realized that innovative ideas from staff were needed. We had to work collaboratively to care for our students during these unprecedented times. At the same time, we realized that the best person to lead a group of students is the teacher of those students. The teacher – student relationship is the cornerstone of school instruction, so distance learning should be led by each students’ classroom teacher.”

~ Superintendent Brent Vidrine

Teachers and administrators began this work by reevaluating the scope and sequence for the remainder of the year and identified the major work. They were tasked to select the lessons and standards that students must master in order to be prepared for the next grade level. This was the foundation of their lesson designs for the remainder of the year.

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IMPLEMENT REMOTE INSTRUCTION

Virtual professional development for teachers and administrators was facilitated by district leadership and **approximately 700 teachers participated**. Jodie Moorehead, Instructional Technology Facilitator led sessions on Google Classroom. Serena White, Director of Curriculum and Instruction, led sessions on Teaching with Zoom. Each conducted 13 sessions to date. They continue to plan and facilitate training throughout the school closure.

Printed assignments were given the first couple of weeks, and still remain an option for students and families. MCS quickly responded to those households lacking in devices and connectivity. Families in need of devices were able to report to schools to check out Chromebooks. Currently, all students have capabilities to log on devices and access to Wifi. Because of this quick response, the virtual connection between teacher and students is gaining traction. Students are logging in with increasing numbers and participating in the sessions. Most teachers are assigning work to be completed between Zoom sessions via Google Classroom.



“ We understood that this shift in teaching needed to be fair and equitable to all our students, as we know our students and families are all in different places with how they will be able to attain meaningful academic instruction. This understanding has led to the decisions to check out chrome books, provide printed work, adopt platforms that will accommodate different needs, and communicate through a variety of methods. ”

~ Superintendent Brent Vidrine

Each school developed a schedule that worked for them and their students. These schedules from **JS Clark Magnet** and **Sallie Humble** are particularly strategic in the staggering of times and content across grade levels.

Administration took a close look at the makeup of each household in the district and how multiple students could participate in online instruction with one shared device. Schedules were strategically formatted to support both student learning and parents trying to support multiple students at home.

Monroe City Schools ensured each home had **at least** one device.

Monroe City is focused on ELA and math for grades K-2 and ELA, math, science and social studies for grades 3-12. Music, art and PE are also included for all grades. The most common tools and resources used are Zoom, Google Classroom, ZEARN, Embarc, and Great Minds. Expectations for teachers include assigning work weekly with instructions on how to access lessons, feedback to students on their work and parent communication (Remind, letters on websites, weekly Zoom schedule and/or a school wide newsletter). **To support teachers' efforts, administrators hold weekly Zoom staff meetings. Throughout the week, administrators attend teacher led Zoom sessions and review Google classroom content.**

Another integral part of all schools' plans is that special education inclusion teachers participate with the regular education classroom teacher in the Zoom session. The special education teacher either utilizes the breakout room feature in Zoom or schedules a separate meeting for small group instruction. Additionally, **direct services** (e.g. speech and language therapy, physical therapy, and occupational therapy) conduct regular Zoom sessions to offer **virtual services**.



INITIATE COMMUNICATION AND FEEDBACK

Monroe City Schools prepared newsletters outlining all the details of how the school will operate during a closure. This newsletter, from **Barkdull Faulk Elementary** outlines expectations for continuous learning, Google classroom tutorial videos for parents and students, schedules for virtual classes, and general information on how to connect with administrators for questions or concerns. The focus here was to keep parents completely informed.

Monroe City Schools relies on multiple methods of communication. In addition to what is already in place, there is consistent parental awareness through not only regular phone calls, but also daily texts using Remind. Parents can access **teacher websites** for any updates.

The next step in this plan will be to launch recorded lessons with MCS teachers teaching on a KNOE station. This is to ensure full equity and access to the district plan.

“ Since distance learning is still new to us, we remain open to all ideas and strategies that will enhance student learning. ”

~ Superintendent Brent Vidrine
