



Marietta City Schools Remote Learning Plan

District Name:	Marietta City School District
District Address:	111 Academy Drive Marietta Ohio 45750
District Contact:	William Hampton
District IRN:	044321

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 July 31, 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



Marietta City Schools Remote Learning Plan

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"> <input type="checkbox"/> Instructional Sequencing <input type="checkbox"/> Aligned Instruction to Learning Standards <input type="checkbox"/> Gap Analysis for ELA, Math, Science, and Social Studies <input type="checkbox"/> Created a plan for IEP and students with disabilities <input type="checkbox"/> Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p><i>Instructional needs will be determined by the Director of Curriculum, Building Leadership Teams (BLT), Grade Level Teams, Department Chairs, Special Education Directors, TAG Coordinator and our building administration. Content standards are reviewed on a regular basis as Pacing Guides are created for each level. BLTs work to sharpen instructional techniques while focusing specifically on identified State Standards. State Standards and pacing guides are posted on our website as well so that they can be readily accessed by parents and the community.</i></p> <p><i>Teachers and administrators review numerous assessments; this will continue to occur during remote learning. Student assessment data is pulled from AIR test results and STAR. Teachers also identify student needs based upon value added data and where students fall within the quadrants. Using programs purchased for instructional purposes, teachers are also able to pinpoint specific areas of weakness and strength for students. Those programs, to name a few, are Reflex Math, Lexia, IXL, Redbirds, and Waggle.</i></p> <p><i>IEPs are regularly reviewed and modifications are made with guidance from the complete team (teacher, parent, school psychologist, administrator, and the student when appropriate). Adjustments are made in instructional support as defined by the team. Special education students may be presented plans which differ significantly from the plans of non-special education students. We recognize that many of our special needs population will need additional support that may require their presence on campus more than a typical student.</i></p> <p><i>In a similar process, Talented and Gifted (TAG) students will be reviewed on a regular basis. WEPs are regularly reviewed by the TAG coordinator and modifications are made with guidance from the complete team (teacher, parent, school psychologist, administrator, and the student when appropriate). TAG students may also have a plan which may differ significantly from that of a typical student.</i></p> <p><i>***Please note*** Instructional needs may also be determined by resources and remote access potential. Some students may lack access and could require on-site or paper packet availability due to a lack of available connectivity. Providing for other wrap-around supports (food, clothing, and mental health needs)</i></p>	



Marietta City Schools Remote Learning Plan

may also influence plan design for some students. We understand the complexity of supporting the 'whole child' to further enhance learning.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear instructional plans have been created <input type="checkbox"/> Clear instructional plans have been communicated with staff, parents, and other stakeholders
--	---

Address Documenting Instructional Needs Here:

Instructional needs will be determined by teachers with input from administration. Grades and ongoing assessments both Formative and Summative will be used in combination to influence instruction.

Prior to the start of student instructional days, teachers will work in collaboration using the Gap Analysis tool created by the Ohio Department of Education to determine mastery of content prior to COVID-19. Utilizing this tool will identify what still needs to be addressed academically. Teachers at each grade level will work across the district to determine what standards need reviewed, retaught, and assessed by the receiving teacher. Teachers will collaborate as grade levels and as departments to develop instructional plans that address the identified gaps. Pacing guides will be modified to reflect the changes being made at grade levels and within specific subject areas. The changes made will define the instructional plans for the 2020-2021 school year.

Regularly used assessments will continue to be implemented during remote learning. STAR will be used for benchmark data and progress monitoring in math and reading. Teachers will also use summative assessments and formative assessments that are embedded within Google classroom to gather student mastery of content. Assessments will be pulled from online curriculum content that the district has adopted as well as teacher created formative / summative assessments.

Once instructional plans have been created, the superintendent will communicate the plan to all stakeholders. Principals and teachers will communicate with parents the learning expectations of students. Parents, guardians and community partners will be made aware of the remote learning plan and how it addresses the educational needs of students in attendance at Marietta City Schools. Parents will be redirected to the updated pacing guides for clarification as to the expectations for the grade levels and content areas.

Attach any Additional Documentation or Notes (if necessary):



Marietta City Schools Remote Learning Plan

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"> <input type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p><i>Promotion and progression through courses will be monitor by the instructor.</i></p> <p><i>Promotion and progression through courses will be monitored by the instructor. Students in the remote learning setting will be required to complete the same assignments and assessments as his/her peers in the regular educational setting. The LMS used by the district will be Google Classroom. Each teacher will develop a Google Classroom per assigned course. Students in attendance within the building and in attendance at home will be able to connect on the Google Classroom site. Assignments, presentations, communication will all occur securely through the Google platform. Students who are not receiving face to face communication will have the opportunity to interact with teachers via Google Meet and with live stream or recorded lectures of the course content.</i></p> <p><i>Students will be monitored based on engagement within the LMS as well as the completion of assignments posted in the LMS. Teachers will monitor and grade student work submitted within the Google Classroom site for the scheduled class.</i></p> <p><i>Competency of content will be based upon the successful mastery of the standards and demonstration through assessments given remotely via the LMS. Grades will be issued for engagement and completion.</i></p>	
Granting Credit	What method(s) will be used for granting credit for remote learning? <ul style="list-style-type: none"> <input type="checkbox"/> Developed and communicated a plan for granting credit (grading and assessments)



Marietta City Schools Remote Learning Plan

Address Granting Credit Here:

The expectation for remote learners does not differ from the expectations held for other students in the class. Remote learners will be held to the same assignments and assessments that are posted in the shared Google classroom. Upon the successful completion of assignments and the demonstration of mastery on summative assessments, students will receive the appropriate credit and grade.

Grading scales for remote learning will be the same as the grade scale set for students who attend face to face learning within the building.

Defining the expectations of students and parents will occur at the start of the school year for all students who opt to participate in the remote learning cohort.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
---------------------------	--

Address Promoting Students to a Higher Grade Level Here:

Promotion to a higher grade level varies through the course of a child's education.

Elementary and Middle School - It is always a team decision when a student is promoted or retained at the elementary or middle school levels. The combination of input from teachers, parents and administrators can actually have more influence than grades. Factors that determine promotion include mastery of content, maturity and work habits. As students progress through the elementary grades retention becomes a much more complicated decision. The potential negative impact of a retention increases with each progressive year. Any retentions that occur after grade 3 must seriously consider the potential social consequences that impact the child.

High School – Promoting students at the high school level is a bit different than at the lower levels. Promotion of a student to another grade level is determined by a combination of successfully progressing through prerequisite coursework and the accumulation of academic credits. Students who receive their education remotely during the 2020-2021 school year will be expected to show mastery on assignments and assessments the same as their “in class” peers. The demonstration of mastery will lead to accumulation of class credit toward promotion and graduation.

Attach any Additional Documentation or Notes (if necessary):



Marietta City Schools Remote Learning Plan

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><input type="checkbox"/> Created a communication and attendance plan for staff and students</p>
<p>Address Attendance Requirements Here:</p> <p><i>Our attendance policies will follow the state guidelines. With that being said, the state has made several statements about adding flexibility to our policies.</i></p> <p><i>Communication will follow an orderly progression based on responsibility and proximity. As with any progression of communication it should originate closest to the source or point of impact. Classroom issues should be handled within the classroom with the teacher. Building communication will originate from the principal and reach out to the building constituents. District matters will originate at Central Office and will be communicated more broadly to the district and/or the community.</i></p> <p><i>Students who are not following the expectations within the LMS (Google Classroom) set by the teacher of record will be notified. Attendance meetings can be held for students receiving their education remotely if student engagement and assignment completion is not occurring. Much like the regular meetings held by the MCS Homeservices Coordinator / Truancy Officer, students who receive education remotely can receive home visits and improvement plans developed to help assure student success.</i></p> <p><i>Our updated attendance policy is attached to the email.</i></p> <p>.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p><input type="checkbox"/> Created a plan for documenting student participation in remote learning</p> <p><input type="checkbox"/> Communicated the plan with families and other stakeholders</p>
<p>Address Student Participation Requirements Here:</p>	



Marietta City Schools Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):

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> <p><input type="checkbox"/> Developed a Plan to monitor student progress with remote learning</p>
----------------------------	---

Address Monitoring Student Progress Here:
Progress monitoring will be performed by the instructor who oversees the course. There will be checkpoints for completion established within the course that will determine if a student is 'on-track' or not.

Attach any Additional Documentation or Notes (if necessary):

Progress monitoring will be performed by the instructor who oversees the course. There will be checkpoints for completion established within the course that will determine if a student is engaged and 'on-track'. Teachers, counselors, parents and students have a shared responsibility to monitor progress through the course. Consistent monitoring and communication between all will be important in managing the workload.

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><input type="checkbox"/> Parent/Student surveys have been reviewed</p> <p><input type="checkbox"/> Technology Plan has been created to ensure equitable access</p>
-------------------------	--



Marietta City Schools Remote Learning Plan

Address Equitable Access to Quality Instruction Here:

We surveyed our parents recently to learn what educational options they prefer in the fall. Roughly 74% of our parents want to return to school full-time every day. We also had 167 parents ask for remote instruction overseen by our school district. I am not sure of the exact number of students that would reflect because I am not sure how many children each family may have, but I would estimate that would represent roughly 10% of our student population. It is my opinion that the number may drop slightly as we release our plan and as we get closer to the start of the school year.

Early in the summer, we made the commitment to become a ONE to ONE district. Every student in the district will now have access to a device. We already have our devices on hand for our students. Our students in grade KG-2 will be issued iPads. All students in grades 3-12 will be issued Chromebooks. Students will have full access to the devices and will be responsible for their use and care 24/7.

For those students who do not have access to WiFi we will purchase 'Hot Spots' for their use. There will be an application process for the 'Hot Spots' based on need. These will be processed using a Jobs and Family Services application. This will also serve as a secondary connection to support services.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

To allow for additional professional development in the face of possible remote instruction, we will be adjusting our calendar at the start of the school year to allow for 3 additional days of training for staff. The training provided on those additional days of school will be centered on delivering remote instruction that moves learning forward, security measures, instructional tools, and providing collaborative time to plan with colleagues.



Marietta City Schools Remote Learning Plan

Attach any Additional Documentation or Notes (if necessary):