Remote Learning Plan 2020-2021

District Name:	Marlington Local Schools
District Address:	10320 Moulin Avenue NE., Alliance Ohio 44601
District Contact:	Carole Sutton
District IRN:	049882

Consider how instruction will take place. (check all that apply)

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

SECTION ONE	INSTRUCTIONAL NEEDS
Determining Instructional Needs	How will **instructional needs** be **determined**? ● 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 grades 9-12 will receive a quarterly learning plan or syllabus. Students in grades K-12 will receive weekly assignment checklists. ● Gaps in learning will be identified with summative and formative assessments. Marlington remote students in grades 2-10 will use MAP to identify gaps. Students in K-1 will use state diagnostic and KRA-R to identify gaps. ● 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/WAP of each student and make accommodations as needed.

	● Students who are identified as English Language Learners will receive language and literacy support.
Address Determining Instructional Needs Here: The above digital students' instructional needs have been determined through ensuring equity and access. Marlington Local Schools will continue to re-evaluate these needs through ongoing progress monitoring and formative/summative assessments.	
Documenting Instructional Needs	How will **instructional needs** be **documented?** ● Students/families will receive a learning plan, syllabus and/or weekly checklist. ● These clear instructional plans will be created collaboratively between teachers, intervention specialists, instructional coach and administrators.
Address Documenting Instructional Needs Here: The above digital students' instructional needs will be documented by collecting and monitoring the Learning Plans and Syllabi.	

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Determine Competency	What method(s) will be used to **determine competency** for remote learning? ● Students will receive grades or standard proficiency markings for all classes ● Students/families will receive a 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.
Address Determining Competency Here: ● The above digital students' competency will be documented by collecting and monitoring the Learning Plans and Syllabi and/or building handbooks.	
Granting Credit	What method(s) will be used for **granting credit** for remote learning? ● Students who take high school level coursework will receive credit for those courses upon successful competition with a passing grade. ● 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: Students who take high school level coursework will receive credit for those	

courses upon successful competition and passing.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? ○ Student promotion will follow the current board policy.

Address Promoting Students to a Higher-Grade Level Here: The above Board Policies pertain to digital as well as in-person learning.

SECTION THREE	ATTENDANCE AND PARTICIPATION
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? ● Students will be required to meet the grade level attendance and seat time expectations as outlined for his/her specific grade level. ○ Attendance will be taken daily via live sessions, completion of assignments, engagement in classroom activities/meets and small group instructional opportunities. ○ Students will be required to participate in both in-person and virtual work in order for full attendance to count. ○ Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with the teachers and with each other.

Address Attendance Requirements Here: Students will be required to meet the grade level attendance and seat time expectations as outlined for his/her specific grade level. This will be communicated with students/families via a quarterly learning plan or syllabus.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? ● Students in grades kindergarten through 12th grade will be required to complete up to 5.5 hours of instruction activities, completion of projects, special lessons, logs, assessments, labs, etc.,/. Students enrolled solely in Acellus online curriculum only are required to login daily and successfully complete the course with a passing grade.

Address Student Participation Requirements Here: Participation requirements are based on the recommendations of the Acellus program and state guidelines.

SECTION FOUR	PROGRESS MONITORING
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? ● The Duke Digital Academy Director, in coordination with Teacher facilitators, building principals and The Curriculum Director, will monitor progress of students enrolled in the online learning. ● DDA Facilitators will connect with students enrolled in online learning classes daily to ensure students are on pace and are submitting assignments on time, participating in the online classroom learning environment, and attending virtual small group learning opportunities when applicable. ● DDA Facilitators 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. ● DDA Facilitators will coordinate with the home building principal, 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.

Address Monitoring Student Progress Here:
Monitoring student progress will be a collaborative effort between the teacher, home building principal, Duke Digital Academy Director and the curriculum director.

SECTION FIVE	EQUITABLE ACCESS
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? ● Marlington Local Schools 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 will be provided a hot spot by the district for use through the period of online learning. ● Grading, assessment and reporting policies are consistent with in-person instruction. ● Families are only able to modify their choices at the end of the nine weeks (grades K-5) or semester (grades 6-12).

Address Equitable Access to Quality Instruction Here: All MLSD students have a device issued from the district. Any families who do not have internet access are provided a hot spot from the district.

SECTION SIX	PROFESSIONAL LEARNING
Professional Learning	**Marlington Local Schools professional learning for teachers providing digital instruction will include the following:** ● Delaying the start of school from September 8 – September 14 to focus on professional learning for teachers. ● Acellus Teacher Certification Course and Developer Training. ● Digital program systems, structures, policies, and procedure training for teachers and principals will be provided by Duke Digital Academy Director and Technology Integration Director. ● Ongoing monthly TBT support provided by Duke Digital Academy coordinator. ● Ongoing TBT support provided by building principals, instructional coaches and technology resource teachers.
Address Professional Learning/Development Here: Duke Digital Academy online instruction professional learning was developed collaboratively between administration and teacher leaders.	