REMOTE LEARNING PLAN
2020-2021

INSTRUCTION

- Please **click here** to view the MEVSD Comprehensive Instructional Plan.

- Marysville Schools will take a balanced approach to learning which will include: Online Learning, Offline Learning, Practicing Wellness.

- **Virtual Academy:**
  - Alt. K - 6 students will engage in virtual learning on a full time basis via the Florida Virtual School. While the content from the Florida Virtual School will be different from the Hybrid Model, the curriculum will be cross-walked with the Ohio Learning Standards so achievement of the same learning targets will be as consistent as possible. We will be supplementing local material when required to ensure learning gaps are minimal when students transition back into the classroom. Students will have the opportunity to participate in live instruction and touch base with Marysville teachers daily.
  - 7-12 students will engage in virtual learning on a full time basis via APEX Learning in collaboration with Marysville teachers. Students will have access to their teachers via Zoom on a daily basis.
  - Special Education: An intervention specialist from the school district will be checking in regularly and working with students on their goals as outlined by their IEP. Marysville Intervention Specialists will work with their principal and the third party curriculum to arrange for specially designed support, as well as apply accommodations and modifications as outlined in students' IEP. If a child receives therapies, such as Speech, the Director of Student Services will work with therapists to coordinate virtually with families.
  - If a concern arises from a family, a student will be allowed to move to the in-person model after consulting with their Principal (1st trimester K-6 / 1st semester 7-12) in order to determine if it is in the child's best interest.

- **Hybrid Instructional Model 2:**
  - Marysville Schools is starting the school year via the Hybrid Instructional Model 2. Students will be attending school on an AA/C/BB schedule. "A" students will attend Monday/Tuesday and will engage in remote learning Wednesday/Thursday/Friday. "B" students will attend school in-person on Thursday/Friday and will engage in remote learning Wednesday/Thursday/Friday. Designated C students will attend each day due to their vulnerability.
  - Special Education: An intervention specialist from the school district will be checking in regularly and working with students on their goals as outlined by their IEP. Marysville Intervention Specialists will work with their principal for specially designed support, as well as apply accommodations and modifications as outlined in students' IEP. If a child receives therapies, such as Speech, the Director of Student Services will work with therapists to coordinate virtually with families if services are not completed during in-person days.
  - If a concern arises from a family, a student will be allowed to move to the Virtual Academy after consulting with their Principal to determine if it is in the child's best interest.
  - Students will have the opportunity to interact with MEVSD teachers during their remote learning days in case support is needed.

- **Instructional Model 3 & 4**:
  - Model 3: Designated students will attend each day based on MTSS and formative student data.
  - Model 4: All students participating in the in-person Instructional Models 1, 2, or 3 will move to full remote learning.
  - Special Education: An intervention specialist from the school district will be checking in regularly and working with students on their goals as outlined by their IEP. Marysville Intervention Specialists will work with their principal for specially designed support, as well as apply accommodations and modifications as outlined in students' IEP. If a child receives therapies, such as Speech, the Director of Student Services will work with therapists to coordinate virtually with families.

- **Student learning needs will be determined by:**
    - Online formative assessments; some examples include, but are not limited to: iReady Diagnostics, Go Formative, Google Forms, ProCore, APEX, Florida Virtual School, Lexia, etc…
    - Student-to-teacher interactions / formative assessments via Zoom video meetings
    - Paper / pencil formative assessments via receiving/returning protocols, if applicable
    - Student feedback

- **Student learning needs and progress will be documented by:**
    - In-Person Students: Unified Classroom and Schoology - Student Learning Management Systems as well the PowerTeacherPro online grade book
    - Virtual Academy: Buzz - Student Learning Management System as well the PowerTeacherPro online grade book
    - MEVSD Learning Continuum based on Ohio Learning Standards
    - Grades will be defined as a traditional scale (A-F) or a determined set of symbols to align to a mastery scale.
    - Digital reports are made available to parents of children in grades kindergarten through six three times per year. Digital reports are made available to parents of children in grades 7 through 12 four times per year at the completion of each grading period. If a child is not making adequate progress during the grading period, additional mid-grading period communication regarding the child's progress will be shared with parents. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.
- Online learning resources will be utilized to support instruction for all students; examples are, but not limited to: iReady Learning Path, Reflex, Lexia, ST Math as well as other online learning resources
- Lessons are designed based on the learning standards, not seat time.
- Remote Learning Days: While most lessons will be accessible for students to complete when it fits into their day, certain courses will have established schedules for teacher-led instruction via whole group, small group and or one-on-one instruction; if students are not able to attend due to limited access (bandwidth challenges, parent work schedules), instruction may be recorded and posted, if applicable.

- Teachers will establish clear expectations for assignments, projects and activities along with timelines and due dates.
- Teachers will create avenues for effective and efficient two-way communication.
- Online materials and resources for students will be aligned to the learning standards of the course and will support teacher-led instruction as well as self-directed learning experiences based on the student's needs.
- To some degree, flexible pacing will be available to students for mastering learning standards as well as due to demands on their time when they are not in the classroom as we understand there are other unique obligations / responsibilities pertaining to COVID-19.
- Teachers and Principals will provide practical ways for students to engage in offline learning when experiencing online limitations.
- The expectations for non-classroom-based learning will be appropriate and in accordance with Individualized Education Programs in place for students with disabilities.
- Teachers will provide ways in which students can engage in wellness activities on a regular basis.
- All students engaged in the Virtual Academy will have the opportunity to participate in co-curricular and extra-curricular activities.

PROMOTION, COMPETENCY, AND GRANTING CREDIT

- **Promotion:**
  - The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.
  - Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines may include the following elements.
    - A student receiving passing grades in the core courses is promoted.
    - Grades can be defined as a traditional scale (A-F) or a determined set of symbols to align to a mastery scale.
    - A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
    - No conditional promotions are permitted.

- A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
- No student having passing grades in the core courses throughout the year is failed.
- No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
- Documentary and anecdotal evidence should be available to justify retention.
- "Academically prepared," means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

- **Competency**
  - The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records are kept to substantiate the grade given.
  - An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
  - Grades are a factor used to motivate students. Poor or failing grades will trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.
  - Grades will be defined as a traditional scale (A-F) or a determined set of symbols to align to a mastery scale.
  - Each student will know what behavior and achievements are expected at the outset of any course of study.
  - Each student should be kept informed of personal progress during the course of a unit of study.
  - Methods of grading are appropriate to the course of study and the maturity of students.
  - Provisions are made for a pass/fail grade where appropriate.
  - Students should be encouraged to evaluate their own achievements.
  - Digital reports are made available to parents of children in grades kindergarten through six three times per year. Digital reports are made available to parents of children in grades seven through 12 four times per year at the completion of each grading period. If a child is not making adequate progress during the grading period, additional mid-grading

period communication regarding the child's progress will be shared with parents. Direct notification of parents by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system.

- **Granting Credit**
  - A student must earn a "passing" grade of a D or higher in order to earn high school credit.

ATTENDANCE

- We understand the importance of student attendance whether via in-person instruction or remote learning, therefore, we hold the following guiding principles:
  - Maintaining ongoing communication and contact with students and families
  - Keep a focus on health and safety first
  - Emphasize student presence and engagement
  - Work with families in a supportive manner during these unique times in order to support the whole child

- **Instructional Models 1, 2, 3, 4:**
  - *In-Person School Days for Students:*
    - Traditional daily attendance with each teacher by period or by homeroom teacher depending on grade level/building will take place.

  - *Remote Learning Days for Students:*
    - Marysville Schools will be monitoring attendance on a weekly basis that provides flexibility for families as they support their children's completion of remote learning activities. Multiple modes of approaches to account for student attendance will be implemented as we understand each child's learning environment at home may differ.
      - Teacher-led remote learning: ***AND/OR***
      - Self-directed remote learning:
        - This involves evidence of participation or lack thereof with clear expectations for students.
          - Daily logins ***AND/OR***

- Daily interactions with the teacher to acknowledge attendance (messages, emails, phone calls, video chats, etc.) ***AND/OR***
- Assignment completion *(a predetermined number of hours are established for an "typical" student to complete the assignment to gauge the student attendance)*
  - B Student Remote Days attendance Mon./Tues./Wed. will be entered by Friday of the same week.
  - A Student Remote Days attendance (Wed./Thurs./Fri.) will be entered by Tuesday of the following week.
- If a student is struggling with attendance or academic progress, other measures may be implemented to improve the attendance and engagement of the student. Families will be notified of additional supportive measures and expectations, if necessary.
- Remote learning ***cannot*** be used to make up absences from in-person learning. A child who is quarantined is a different situation in which remote learning will be the child's educational instructional model if the child is healthy enough to participate.

- **Virtual Academy:**
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    - Teacher-led remote learning: ***AND/OR***
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      - This involves evidence of participation or lack thereof with clear expectations for students.
        - Daily logins ***AND/OR***
        - Daily interactions with the teacher to acknowledge attendance *(messages, emails, phone calls, video chats, etc.)* ***AND/OR***
        - Assignment completion *(a predetermined number of hours established for an "typical" student to complete the assignment to gauge the student attendance)*
- If a student is struggling with attendance or academic progress, other measures may be implemented to improve the attendance and engagement of the student.

Families will be notified of additional supportive measures and expectations, if necessary.
- Attendance will be documented via PowerSchool - Student Information System

EQUITABLE ACCESS TO QUALITY INSTRUCTION
- All students will have direct access to MEVSD certified teachers.
- Device (Chromebook):
  - Grades 5-12: Each child has an assigned, school-owned device
  - Alt K.-4: Each child will be provided a school-owned device
  - If a family prefers not to have a school-owed device and provide their own, they can opt out.
- Internet
  - If a student does not have access to the internet or has extremely limited access to the internet, a school-owned WIFI hotspot will be provided.
  - A personalized plan will be developed with the student, teacher, and family in regards to how to access/return/review paper-based materials, if applicable due to lack of internet access.

PROFESSIONAL DEVELOPMENT FOR STAFF
- Professional Development Experiences:
  - Full Days: August 17, 18, 19, 20, 21 *(added 3 dates due to COVID-19)*
  - 2 Hours: September 2, October 7, December 2, February 3, March 3
  - 2.5 Hours: October 16, November 13, December 21, and March 12
  - All teachers will have effective and efficient access to an MEVSD Instructional Coach as well as district instructional leaders.
  - Based on feedback from our parents and students in regards to the Spring 2020 COVID-19 remote learning experience, we will provide templates, guidelines and training for teachers to develop and implement the following:
    - Regular and dependable two-way communication practices for students and families
    - Consistent placement of assignments via Unified Classroom / Schoology - Student Learning Management Systems
  - Other topics will include:
    - Mastery Learning
    - Early literacy Tier 1, 2, and 3 instructional best practices
    - Wellness activities
    - Offline Learning vs Online Learning

- Live teacher interaction vs recorded lessons
- Utilizing blended learning tools effectively
- Utilizing the Virtual Academy online digital content and systems effectively

Communication Plan:

Marysville Schools will implement effective one-way and two-way communication strategies.

- **Website**: MEVSD has a dedicated website alert button in regards to the Return To School 2020-2021 which contains a plethora of information for families which is updated on a regular basis.
- **SchoolMessenger**: Schools are able to communicate via email, text and or phone call with families.
- **Unified Classroom/Schoology:** Schools, students and families are able to practice two-way communication via our student learning management systems.
- **Email:** Students 5-12 can communicate with staff members via email.
- **Telephone**: Students/Families can reach out directly to their child's building for assistance.
- **Personalized Communication Strategy:** We understand that some families are not able to access particular information, therefore when applicable, a personalized communication plan will be created for those families in need by the teacher and or Principal.