Ferry City Schools

Remote Learning Plan

ESC ASSOCIATION

District Name:	Martins Ferry City Schools
District Address:	5001 Ayers Limestone Road, Martins Ferry, OH 43935
District Contact:	Jim Fogle
District IRN:	044347

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. 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."*

Consider how instruction will take place? (check <u>all</u> 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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: • Instructional Sequencing • Aligned Instruction to Learning Standards • Gap Analysis for ELA, Math, Science, and Social Studies • Created a plan for IEP and students with disabilities • Created a plan for students identified as gifted served with a Written Education Plan (WEP)
Address Determining Instructional Needs Here:	

Student instructional needs will be determined by using aligned Learning Standards. Throughout this process, students will be pre-assessed, instructional plans will be developed, instructional plans will be monitored and reassessed for learning mastery.

Ohio Learning Standards: https://classroom.google.com/c/MTI5ODU0NTQxMjYx/m/ MTQxN Dk5MzAzMTc3/details

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:

Students' instructional needs will be determined by using benchmarks of their current instructional levels. The results of these instructional assessments will be used to drive instruction in both classroom and with our online learning platform.

Attach any Additional Documentation or Notes (if necessary):

Guide for teachers developing and posting lesson plans: https://classroom.google.com/c/ MTI5ODU0NTQxMjYx/m/MTQxNTQzNjA2NjY0/details

Copy of a teacher's lesson plan for remote learning:https://classroom.google.com/c/ MTI5ODU0NTQxMiYx/o/MTQxNTA 1 MDI3MzY2/details

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	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? Possible/Optional item(s) to consider: • Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Teachers will monitor and document student participation / progress and their work will be graded in accordance with the policy stated in the student handbook. This may consist of Formative Assessments, Digital Portfolios, Summative Assessments, Authentic Assessments, or other Technology based tools.	
Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: • Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Students are required to fulfill the requirements of the course in order to earn credit for that course.	
Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? Possible/Optional item(s) to consider: • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: All activities and assignments that have been graded will be reflected in the student's final grade for the course and grant credit where applicable.	
Attach any Additional Documentation or Notes (if necessary):	

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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? Possible/Optional item(s) to consider: • Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

Students will be required to log into and connect with their teachers using Google Classroom and Zoom. Students will need to actively participate within these formats and educators will be able to provide support using these online platforms. This will allow us to record attendance in accordance with House Bill 410.

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

Address Student Participation Requirements Here:

Option 1:
Students in each building will follow the schedule given to them throughout the remote learning period. Students will be expected to log into the e-lesson during the time period listed on their schedule given and teachers will take attendance during this time. E-lessons will be recorded and posted to Google Classroom for students to access. When we are in a Hybrid model, attendance will be taken on the days the student is scheduled to be "in-school". On days when the students will be completing Remote Learning, teachers will track attendance using evidence of student participation

models. This could include daily logins, completion of PBL assignments, Google Classroom assignments, or Zoom sessions, to name a few.

Option 2:
Students who elect the Virtual / Online Learning option will be provided an online curriculum by our staff. Students will receive instruction, assessments, and assignments through Google Classroom and Zoom.

Attach any Additional Documentation or Notes (if necessary):

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? Possible/Optional item(s) to consider: • Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Teachers will use and monitor an online learning portal for instruction. Teachers will monitor progress through our interactive delivery platforms on a daily basis. Lessons will be monitored and assessed to measure student learning of the standards. If students are unable to access the content during the specific time frame, the recording of the lesson will be posted to the online portal for student viewing.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning?

	Possible/Optional item(s) to consider: • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

To provide equitable access to quality instruction through remote learning our teachers will be recording videos of themselves teaching lessons for the week. These videos, and any related classroom content, will be posted to the teacher's Google Classroom prior to the start of the school week. Teachers will also be available for live Zoom sessions with their classes. All students will have access to this Google Classroom content through their student account with the school.

Students without internet access will be provided specific hot spot locations within the district. Devices may be issued to students that need access for online learning. Hardcopy learning packets will be provided as requested.

Attach any Additional Documentation or Notes (if necessary):

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? Possible/Optional item(s) to consider: • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

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Address Professional Learning/Development Here:

Teachers have been provided professional development opportunities based around providing online instruction prior to the start of this school year (August of 2020). Our district has contracted with our local ESC for professional development throughout the 2020-2021 school year.

Attach any Additional Documentation or Notes (if necessary):

REGULAR MEETING
HELD: TUESDAY   5:30 PM, 2020   AUGUST 11, 2020

RESOLUTION #8-162-20 REMOTE LEARNING PLAN

A motion was made by Mr. Ballint and seconded by Mr. Stankovich to approve the Martins Ferry City Schools Remote Learning Plan as presented.

Ayes: Ballint, Stankovich, Probst, McFarland, Suto   (5)
Noes: None   (0)
     Motion carried.

RESOLUTION #8-163-20 MFEA TENTATIVE AGREEMENT

A motion was made by Mr. McFarland and seconded by Mr. Suto to approve the tentative agreement with the Board of Education and the MFEA as presented.

Ayes: McFarland, Suto, Probst, Ballint   (4)
Noes: Stankovich   (1)
     Motion carried.

RESOLUTION #8-164-20 ADMINISTRATION/AT WILL EMPLOYEES WAGE INCREASE

A motion was made by Mr.McFarland and seconded by Mr. Suto to approve a 3.5% salary increase and $1200 COVID Stipend for administrative and at will employees for the 2020-2021 contract year.

Ayes: McFarland, Suto, Probst, Ballint   (4)
Noes: Stankovich   (1)
     Motion carried.

COMMITTEE REPORTS

Negotiations Committee- Mr. Ballint reported that the MFEA negotiations went well and he felt good about the outcome.

MISCELLANEOUS ITEMS FOR DISCUSSION

Mr. Suto reported that a hearing was held with the Board of Revisions as a result of our appeal to the tax complaint by Alecto (hospital). We are currently in negotiations and if we don't reach a settlement, the Board of Revisions will come to a decision.