



Remote Learning Plan Niles City School District

District Name:	Niles City School District
District Address:	309 N. Rhodes Ave., Niles, OH 44446
District Contact:	Ann Marie Thigpen, Superintendent
District IRN:	044495

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.”*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

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

- ✓ Teacher-student interaction through online learning platforms



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- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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)
<p>Address Determining Instructional Needs Here: NCSD's planning for the 2020 -2021 school year included district wide Back-To-School committee, which included community members, teachers, custodians and administrators, building leadership teams (BLT) and used survey data to determine the needs for the coming school year. In addition, NCSD will use a variety of progress monitoring tools to determine needs and understanding of students. We will continue to use formal and informal assessments, teacher developed assessments to assess students and inform instruction.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here: Teachers will work collaboratively through their BLTs and TBTs to determine instructional gaps in standards due to the spring COVID-19 shutdown. Instructional plans will be adjusted as needed depending on the learning platform that is being utilized. Instructional plans will be communicated with parents and caregivers, along with student progress, through multiple formats and communication techniques including email, all call systems, and social media.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	



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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? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) 		
Address Determining Competency Here: Teachers will continue to meet in BLT and TBT teams to review data that is collected. Teachers will determine who is at mastery and plan for interventions and enrichment lessons based on this information. Summative and formative assessments as well as formal and informal assessments will be used to gather data from several sources and discussed thoroughly at weekly, bi-weekly and/or monthly meetings.			
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments) 		
Address Granting Credit Here: Teachers will communicate content, grade level standards, achievement and expectations to students and parents. Teachers will provide feedback to students and families through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook and summative assessment results. Teachers will be available to meet virtually with students and parents regularly to discuss any concerns and provide one-on-one or whole group lesson review and delivery.			
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: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments) 		
Address Promoting Students to a Higher Grade Level Here: Information such as expectations, grading scale, course progress and successful completion of the course will be communicated to students and parents through multiple formats. The district's online grade book will be used as the			



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primary mode of communication for class grades and final determination of promotion or retention. District-wide grade scale will be used and staff will develop the requirements for successful completion of all courses.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	<p>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.)</p>		
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students 		
<p>Address Attendance Requirements Here: Student attendance will be documented through a variety of methods. This will include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system. Specifics for attendance will be communicated to students, staff and parents/guardians. Follow up methods will be implemented for students not engaging in the remote learning platform. NCSD employees will follow all protocols for processing, monitoring and reporting student attendance.</p>			
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders 		
<p>Address Student Participation Requirements Here: NCSD will evaluate student participation through: engagement at online meetings and classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers and accessing of provided resources through the remote learning platform. Student participation expectations will be conveyed to all stakeholders through a variety of platforms.</p>			



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Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
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Resource Link(s):	Exceptional and At-Risk Youth
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Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
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Address Monitoring Student Progress Here: Teachers and administrators will analyze data from a variety of assessment sources including formative, summative, rubrics, and Progressbook to monitor students. Ongoing monitoring of all remote learning platforms will provide data points to ensure students are on task, completing assignments and mastering content. Regular communication with students and families will be implemented throughout the school year.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
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Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
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Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
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Address Equitable Access to Quality Instruction Here: Surveys were sent to staff, parents/guardians and students to gather feedback and data concerning the 2020-2021 school year. This data gathered who had access to the internet and devices as well. Our district is purchasing additional chromebooks to ensure all students have equitable access to our curriculum models. In addition, we are purchasing wifi hotspots for the families without internet access at home. We will work to provide



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a list of hotspots, including our buildings, so students can access wifi from parking lots if the need arises. The goal of the district is to make sure all students and families have equitable access to the curriculum.

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> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here: Multiple opportunities are being provided to staff for the 2020-2021 school year. BLTs and TBTs have organized and provided in-house training on our remote platform, Google Suites. Surveys to teachers provided insight into the needs of the staff. Professional development will continue throughout the school years to ensure smooth delivery of instruction. Staff has had the opportunity to work with the ESC curriculum consultants to ensure delivery of high level instruction at all levels and have participated in virtual Town Hall meetings, Google Suite applications such as Google Classroom and Google Meet, Zoom training, etc. Each building will implement their own training schedule. Teachers will be trained, through a vendor, on incorporating a virtual platform into their Google Classroom, providing resources for remote learning.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	