



North Olmsted City School District Remote Learning Plan

District Name:	North Olmsted City School District
District Address:	26669 Butternut Ridge Road, North Olmsted, Ohio 44070
District Contact:	Dr. Anne M. Pyros, Associate Superintendent
District IRN:	044529

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.”*

How will instruction take place? (check all that apply)

- In-person instruction in schools
- Live Teacher-student interaction through online learning platforms
- Online lessons for student to work on at home
- Offline lessons and instructional packets for students as needed



North Olmsted City School District Remote Learning Plan

SECTION ONE	INSTRUCTIONAL NEEDS
Determining Instructional Needs	<p><i>How will instructional needs be determined?</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional Sequencing <input checked="" type="checkbox"/> Aligned Instruction to Learning Standards <input checked="" type="checkbox"/> Gap Analysis for ELA, Math, Science, and Social Studies <input checked="" type="checkbox"/> Created a plan for IEP and students with disabilities <input checked="" type="checkbox"/> Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p><u>Address Determining Instructional Needs Here:</u></p> <p>Teams of teachers collaborate to design learning for students that is based on the analysis of student performance assessment data including district assessments and vendor assessments. The assessments are benchmark, progress monitoring, summative, and formative. Additionally, student attendance, social-emotional, and behavioral data on students is included for review. This information is used to determine students' learning needs and gaps in learning. Ohio's Learning Standards and resources and tool kits provided by the Ohio Department of Education are used by teaching teams to identify essential and critical learning standards and areas of focus for student learning. Regular and ongoing meetings are conducted by teachers, principals, Director of Pupil Services, and Coordinator of Gifted Services to ensure that student's Individual Education Plan or Written Education Plan goals and objectives are met.</p>	
Documenting Instructional Needs	<p><i>How will instructional needs be documented?</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Clear instructional plans have been created <input checked="" type="checkbox"/> Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p><u>Address Documenting Instructional Needs Here:</u></p> <p>Instructional needs will be documented using current district systems including PowerSchool Parent Portal, Response to Intervention and instruction protocols/data collection documents, and Google Classroom. Teacher instructional plans will be documented on a district template and archived in Google Classroom. Instructional plans and needs are communicated to staff and parents using districtwide communication tools including the district website, BlackBoard Connect (email, text, phone calls, and at Board Meetings and district level meetings.</p>	



North Olmsted City School District Remote Learning Plan

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Determine Competency	<p>What method(s) will be used to determine competency for remote learning?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff self reporting surveys and parent surveys <input checked="" type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
<p><u>Address Determining Competency Here:</u></p> <p>The methods for determining competency for remote learning include surveying staff and parents. Information collected from surveys included access to high speed robust internet, access to computer devices in the home, and ability to navigate district resources and learning systems remotely. Teachers self reported professional progress with remote learning and technology use and additional professional development needs. Professional development support was designed based on teacher needs.</p> <p>Students are familiar with the use of Chromebooks in the in-person school setting in grades K - 12. Support for families with use of district tools and Chromebooks in the remote setting are provided through tutorial videos and “how to” guides.</p>	
Granting Credit	<p>What method(s) will be used for granting credit for remote learning?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Developed and communicated a plan for granting credit (grading and assessments)
<p><u>Address Granting Credit Here:</u></p> <p>The methods used for granting credit for remote learning are the same as in-person site based learning in school buildings. This includes adhering to district policies on granting credit and students meeting the minimum credit requirements for graduation.</p>	



North Olmsted City School District Remote Learning Plan

Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? <input checked="" type="checkbox"/> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p><u>Address Promoting Students to a Higher Grade Level Here:</u></p> <p>The methods used for promoting students with remote learning are the same as in-person site based learning in school buildings. This includes adhering to district policies on promotion. Students academic competency will be monitored using multiple assessments and measurement tools to determine student’s skills and mastery of Ohio’s Learning Standards to be promoted or receive credit.</p>	

SECTION THREE ATTENDANCE AND PARTICIPATION	
Attendance Requirements	What are your school district’s attendance requirements for remote learning? <input checked="" type="checkbox"/> Created a communication and attendance plan for staff and students
<p><u>Address Attendance Requirements Here:</u></p> <p>The district has outlined specific expectations for student attendance during remote learning. Students are expected to be present in live instruction and at all designated check in times during the defined remote school day hours. Students are expected to participate and make progress on assignments and school work posted in Google Classrooms. Parents will be expected to notify the school if a student will be absent.</p>	
Participation Requirements	How will your school district document student participation in remote learning opportunities?



North Olmsted City School District Remote Learning Plan

	<input checked="" type="checkbox"/> Created a plan for documenting student participation in remote learning <input checked="" type="checkbox"/> Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:
 Student evidence of participation in remote learning will be documented using several methods. The following methods include student participation in live Google Meets in which attendance will be taken, daily log-ins to Google Classroom “check-in”, and assignment progress/completion.

SECTION FOUR	PROGRESS MONITORING
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Progress Monitoring	How will your school district progress monitor student progress with remote learning? <input checked="" type="checkbox"/> Developed a Plan to monitor student progress with remote learning
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Address Monitoring Student Progress Here:
 Student academic progress will be monitored using a balanced assessment plan that includes vendor assessments, district created assessments, and individual teacher formative and summative assessments. The district implements a Response to Instruction and Intervention standard protocol system (multi-tiered) with Tier 1, Tier 2, and Tier 3 interventions to identify gaps in student learning and students strengths in learning.

SECTION FIVE	EQUITABLE ACCESS
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Equitable Access	What is your school district’s plan to ensure equitable access to quality instruction through remote learning?
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North Olmsted City School District Remote Learning Plan

	<input checked="" type="checkbox"/> Parent/Student surveys have been reviewed <input checked="" type="checkbox"/> Technology Plan has been created to ensure equitable access
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Address Equitable Access to Quality Instruction Here:

Parent survey data was collected and analyzed. Information collected from parent surveys included access to high speed robust internet, access to computer devices in the home, and ability to navigate district resources and learning systems remotely. Based on survey results, the district will implement a 1:1 Chromebook plan that will provide every student in the district a Chromebook for remote learning. The district will continue to identify any family/student that does not have appropriate access to the internet and support families with securing this resource.

All teachers in the North Olmsted City School District are appropriately licensed to teach in their content area/ grade level. All teachers have a district issued laptop for in school and remote learning use.

SECTION SIX	PROFESSIONAL LEARNING
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Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</p>
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Address Professional Learning/Development Here:

Based on teacher self-reported needs, the district created professional development learning modules for teachers to enhance the delivery of effective, engaging, and high quality instruction in remote learning. The professional development was purposefully designed and launched in a Google Classroom so teachers could experience a model Google Classroom set-up and design as a "student". Professional learning modules include: Improving your use of Google Classroom, Identifying Essential Learning Standards, Providing Live and Pre-recorded Virtual Instruction, Assessing in the Digital Age, Build Mastery Using Chromebooks, and Keeping Students Engaged



North Olmsted City School District Remote Learning Plan

and Motivated Virtually.

Additionally, the staff will engage in a book study using *The Distance Learning Playbook (K - 12): Teaching for engagement and impact in any setting* (2020) by Fisher, Frey, and Hattie. Further, with a partnership with The Schlechty Center, ongoing professional development will include teacher engagement in the digital learning series: Building Relationships at a Distance, Student Voice: The Importance of Being Heard When You Can't Be Seen, Designing with Social and Emotional Learning in Mind, and a new need for feedback.

Additional Resource:

<https://filecabinet.eschoolview.com/3343FB9C-7BD5-4EE8-8BC4-5B878FF0752F/RestartFall2020PlanVirtualFINAL.pdf>