



North Ridgeville City Schools Remote Learning Plan

District Name:	North Ridgeville City Schools
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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...Not later than July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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)

- 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**



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Section One	Instructional Needs
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Sequencing <input type="checkbox"/> Aligned Instruction to Learning Standards <input type="checkbox"/> Gap Analysis for ELA, Math, Science and Social Studies <input type="checkbox"/> Created a plan for IEP and students with disabilities <input type="checkbox"/> Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p><i>Instructional Sequencing:</i> All remote learning used throughout the North Ridgeville Schools will follow the instructional sequencing as outlined in the district curriculum maps.</p> <p><i>Instruction Aligned to Learning Standards:</i> In each District curriculum map, the following areas are addressed: Standards, Instruction, Vocabulary and Assessment. Instruction is aligned by month for ease of use and to maintain proper instruction and pacing.</p> <p><i>Gap Analysis for ELA, Math, Science and Social Studies:</i> Due to the lack of state testing during the 2019-2020 school year, state provided gap analysis is not available. To evaluate gaps in the areas of ELA, Math, Science and Social Studies common assessments will be utilized and data analyzed to adjust instruction. In addition, ELA and Math will be monitored using AIMS Web and STAR Reading Assessments.</p> <p><i>Plan for Students with an IEP:</i> All students with an IEP will be serviced by an intervention specialist. Teachers will receive 504 Plans for students who qualify. Students' will continue to receive their full complement of accommodations or curriculum modifications. Services will be delivered remotely via video conferencing. Specially designed instruction will be adjusted to meet the needs of students as a result of instruction being online. Students will have opportunities to meet with their Intervention Specialists weekly in small groups to address identified Goals on their current IEPs.</p> <p><i>Plan for Students with a WEP:</i> Students with a written education plan will be serviced in the same fashion as students who attend in person. Gifted Intervention Specialists will provide direct services to students where appropriate or will work with classroom and remote teachers to provide differentiation options</p>	



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for students. The District will offer accelerated, honors and AP courses at the same grade levels where those courses are available in person.

Documenting Instructional Needs

How will instructional needs be documented?

- Clear instructional plans have been created
- Clear instructional plans have been communicated with staff, parents and other stakeholders

Clear instructional plans have been created:

Instructional planning has been completed with the District's Curriculum maps serving as the basis for the plan. In addition to the foundational plan, the District will supplement the curriculum with commercially available curriculum where needed. Instruction will be teacher delivered through synchronous, scheduled online class meetings.

Clear instructional plans have been communicated with staff, parents, and other stakeholders:

Over the course of June and July, the district held ten webinars to share the instructional plan for remote learning for parents and stakeholders. In addition, the District has held eight webinars for staff to explain the remote learning program. Further, the District has completed a formal public presentation to the Board of Education.



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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 type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
<p>Online and hybrid classes run at the same level as traditional face to face classes. Students are still expected to turn in assignments on time. Classroom teachers will post assignments and grades into PowerSchool. Online learning can be challenging for many students. Parents are encouraged to get a PowerSchool password to help monitor students progress. If there is a discrepancy or a concern, Parents are asked to contact the classroom teacher first then reach out the building administration if the issue has not been resolved.</p> <p>As online students are under the policies and procedures of the Board of Education, the following grading guidelines will be used.</p> <p>Students in grades K-6 will receive a Standards Based Report Card approximately every 12 weeks. This report card will focus on the critical standards of instruction presented each trimester. Student scores will be reported on a 3-1 system as follows:</p> <p>3 – Student consistently demonstrates the ability to apply concepts and skills independently. 2 – Student continues to work towards an understanding of concepts and skills. More practice and experience are needed. 1 – Student is having great difficulty demonstrating an understanding of concepts and skills. Additional support is required.</p> <p>In addition to the standard scores as reported in the K-6 section above, each student in grades 7 & 8 will additionally receive a traditional letter grade A-F for each content area. Students who are taking high school level courses will only receive a traditional letter grade for that course. Report cards will be issued approximately every nine weeks.</p> <p>Students in grades 9-12 and all courses taken for high school credit will receive a traditional A-F letter grade. Report cards will be issued approximately every nine weeks.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning?



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	<input type="checkbox"/> Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p>Full Year Course The nine weeks grades are weighted double their quality point value and the exam is at face value. $(4/9 + 4/9 + 1/9 = 9/9)$ The student must earn a minimum of three (3) passing grades. (Three Fs overall or two in the second semester would automatically fail the student). The student must earn a minimum of two passing grades the second semester, one of which may be the exam.</p> <p>Semester Course The nine weeks grades are weighted double their quality point value and the exam is at face value. $(2/5 + 2/5 + 1/5 = 5/5)$ The student must earn a minimum of two (2) passing grades, one of which may be the exam.</p>	
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <input type="checkbox"/> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students To A Higher Grade Level Here:</p> <p>A student will be promoted to the succeeding grade level when s/he has:</p> <ul style="list-style-type: none"> A. completed the course and State-mandated requirements at the presently assigned grade; B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade; C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade; D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade. 	



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Section Three	Attendance And Participation
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Created a communication and attendance plan for staff and students
<p>Students will be required to attend all scheduled class periods or will be considered absent for that period. Although sessions will be recorded they may not serve as a replacement for being present to an onsite class or a Zoom conference. All class sessions will be given to the students at the start of the class but schedules could be varied by the building administration for activities deemed necessary.</p> <p>The Board of Education of the North Ridgeville City Schools considers the following factors to be reasonable excuses for time missed from school:</p> <ul style="list-style-type: none"> A. personal illness (a written physician's statement verifying the illness may be required) B. illness in the family necessitating the presence of the child C. quarantine of the home D. death in the family E. necessary work at home due to absence or incapacity of parent(s)/guardian(s) F. observation or celebration of a bona fide religious holiday G. out-of-state travel (up to a maximum of twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a District-approved enrichment or extracurricular activity. Any classroom assignment missed due to the absence shall be completed by the student. If the student will be absent for twenty-four (24) or more consecutive hours that the student's school is open for instruction, a classroom teacher shall accompany the student during the travel period to provide the student with instructional assistance. H. such good cause as may be acceptable to the Superintendent I. medically necessary leave for a pregnant students J. service as a precinct officer at a primary, special or general election 	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Created a plan for documenting student participation in remote learning <input type="checkbox"/> Communicated the plan with families and other stakeholders



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Attendance will be taken by the instructor at the beginning of each scheduled session. Absent students will be reported to the secretary in charge of attendance for the remote learning program. This information is detailed in the online learning handbook which is provided to each enrolled student.



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Section Four	Progress Monitoring
Progress Monitoring	How will your school district progress monitor student progress with remote learning? <input type="checkbox"/> Developed a plan to monitor student progress with remote learning
Students will be progress monitored using various assessments including AIMS Web, STAR, Edmentum, Edulastic and the Ohio State Tests. Students showing discrepancies may be further evaluated using normed referenced assessments.	



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Section Five	Equitable Access
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/Student surveys have been reviewed <input type="checkbox"/> Technology Plan has been created to ensure equitable access
<p>Equitable Access: The district has conducted a series of surveys regarding remote learning dating back to the end of the 2019-2020 school year. Through these surveys the District has been able to make adjustments to the remote learning plan including the need for synchronous learning.</p> <p>The district has developed a technology plan that provides every student a device for use at school which they can also take home with them. In addition to devices, the District provides mobile hotspots to provide internet services for students in need.</p>	

Section Six	Professional Learning
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Created and communicated a Professional Learning Plan that includes professional development to help teachers enhance remote learning
<p>NRCS has to date offered over two full weeks of professional development for teachers who are instructing online. In addition, the district has scheduled another week of professional development prior to the start of the 20-21 school year. Professional development is focused on online instruction, and online learning tools. In addition to teacher professional development, the District is scheduling a professional learning academy for parents prior to the start of the school year.</p>	