



Remote Learning Plan



District Name:	North Royalton City Schools
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District IRN:	044545

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



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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	<u>Determination of Student Educational Needs</u> <u>Remote - Blended Instructional Delivery Resources</u> <u>Exceptional and At-Risk Youth</u>
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:</p> <p>Teachers will be provided with professional development time prior to the student school year start to work in Teacher-Based-Teams to meet at grade level, as well as vertically, to complete Gap Analysis spreadsheets. From here, instruction will be aligned to essential standards to be taught from the previous year (if necessary) and new grade level standards. Collaboration on standards mastery as well as which standards to align to each week will be an ongoing process by providing teachers with this time each Monday during either complete Remote Learning, or Blended Learning if we are able to return students to school part-time.</p> <p>Instruction will be delivered through a combination of flipped recorded instructional lessons and live lessons through Zoom or Google Meet. Every teacher will maintain a Google Classroom to support student learning with additional resources and as a platform for collecting student work. Additional digital tools will also be utilized to determine student educational needs such as STAR, Achieve3000, Lexia Learning, and Aleks Math during both full Remote Learning as well as Blended Learning.</p> <p>Plan for SWD: During remote learning, SWD will be provided instruction that is focused on their IEP Goals and their specially designed instruction. This instruction will be delivered through Google Meet, Zoom, or phone calls. They will also access their general education instruction through the above mentioned formats. Intervention specialists and related services personnel will document their instructional lessons.</p> <p>Plan for Gifted Served: All teachers will be provided a roster of students on their class lists/rosters who are identified as Gifted in any of their qualifying areas. Students who are being provided services will receive a WEP outlining their specific goals, progress monitoring and reporting, as outlined in the ODE guidelines.</p> <p>Plan for Students needing Tiered interventions: students will have opportunities to connect virtually</p>	



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in small groups with a teacher who will provide targeted intervention to address learning gap needs.

Documenting Instructional Needs	How will instructional needs be documented? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Clear instructional plans have been created• Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Address Documenting Instructional Needs Here:



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TBTs will meet each Monday and document for their Building Leadership Team progress on standards mastery. Teams will also make notes on their shared electronic curriculum maps to coordinate planning among teachers. The District Leadership Team will also monitor this process and meet with teachers and teams to offer support as needed.
 Parents and students will receive clear instructional plans for the week every Monday.

Attach any Additional Documentation or Notes (if necessary):

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)
<p>Address Determining Competency Here:</p> <p>Teachers will work collaboratively in TBTs to develop weekly common formative and summative assessments that will be utilized to determine student readiness as well as mastery during Remote Learning. Students will be held accountable for attending and completing lessons. Feedback will be provided through Google Classroom (as appropriate). Progress will be communicated regularly to parents through Progressbook and reteaching and reassessment will be provided as needed.</p>	
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)
<p>Address Granting Credit Here:</p> <p>Students will be assessed and progress communicated to parents regularly through Progressbook. Credit/grades will be awarded per our regularly established protocol at each building and documented on quarterly report cards.</p>	



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Students with Disabilities, as well as English Learners, will also receive written quarterly progress on IEP goals from intervention specialists.

Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
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Address Promoting Students to a Higher Grade Level Here:

Students will be promoted to a higher grade level by demonstrating mastery of grade level standards per our Board policy protocol.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
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Resource Link(s):	<p>Communications Planning</p> <p>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>
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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
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Address Attendance Requirements Here:

Students will be required to attend live Zoom or Google Meet lessons scheduled with teachers (synchronous learning) and also complete asynchronous lessons and assignments that are provided through Google classroom or other provided online tools and programs. Mondays will be a consistent Remote Learning day for all students with scheduled synchronous and asynchronous



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lessons on Tuesdays-Fridays each week.

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:

- Attendance will be taken at the beginning of each day. The initial attendance check will take place during a “homeroom” period for elementary and middle school students, and during the second period for high school students. Should a student not be in attendance in the morning, but demonstrate participation, engagement, or completion of the coursework in another manner, attendance will be adjusted accordingly.
- Monday attendance will be calculated based on work completion.

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:

PLAN FOR Students receiving Tiered intervention: students will have their progress monitored through benchmark, formative, summative assessments, and curriculum based measures.

PLAN FOR Students with Disabilities and English Learners: Goals and objectives will be progressed-monitored on a monthly basis and reported on a quarterly basis to families. Staff will take data during direct instructional contact with students.

PLAN FOR Gifted Students: Students with a gifted identification and are served through services,



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will have progress monitored through formative and summative assessments as indicated on their WEPS. Students identified, but not served, will have their progress monitored through benchmark, formative, summative assessments, and curriculum based measures.

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:

Families were surveyed last spring following the forced remote learning period to gather input on strategies and digital programs that were effective. This input has been incorporated into the plans designed above.

All students will be provided with a chromebook for use at home during Remote and Blended Learning times. Virtual Open House with teachers and Technology nights with district staff will be offered to assist families with use of the technology and training for logging into programs students will need access to. Recorded videos will be posted on the district website for parent/student access at any time along with an email that "help" requests can be sent to. Members of our technology department will respond to these requests.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
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Resource Link(s):	Professional Learning Needs
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Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?
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Possible/Optional item(s) to consider:

- Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

PLAN for All Staff: Professional Development will be provided on use of Zoom, Google Meet, Screencastify, FlipGrid, and Google Classroom Updates prior to school starting, as well as on an ongoing basis as staff needs get communicated through the Ohio Improvement Process (District Leadership Team and Building Leadership Teams). An emphasis during professional development days prior to school starting will focus on getting to know students and best practices for developing relationships in a Remote Learning environment. Staff will also be afforded regular collaboration time to plan and coordinate lessons aligned to essential learning standards, as previously described in this plan.

PLAN FOR Special Education Staff: Staff will be provided with a list of the technology resources that are being accessed by students with professional development on the structures of the programs and implementation strategies. Staff will also receive guidance in strategies on how best to meet the requirements of the IEP during remote learning--including the engagement of students and parents, how to create effective schedules for students, differentiating instruction for small group and individual learning sessions, to name a few.

PLAN FOR Gifted Intervention Specialists: Staff will finalize their curriculum mapping and their alignment with Gen. Ed maps, including the resources they will utilize. They will also receive professional development in how to provide support to general education teachers who are serving students with gifted identification through a remote platform.

Attach any Additional Documentation or Notes (if necessary):