



Remote Learning Plan Northridge Local Schools



District Name:	Northridge Local Schools
District Address:	6097 Johnstown-Utica Road, Johnstown, Ohio
District Contact:	Scott Schmidt, Superintendent
District IRN:	048033

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. 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.”*



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How will instruction 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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</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>We have revised our curriculum maps to help teachers focus on the most essential standards for each unit. All instruction will be aligned to the learning standards. We will assess students in the fall to identify existing academic strengths and gaps. A plan will be created for IEP and WEP students to reflect the ever-changing 20-21 school year scenarios; individualized goals will still be honored.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</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:</p> <p>We have a guidance document for teachers, students, and parents to outline instructional plans for remote learning. Ongoing communication about the plan will be provided.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p> <p>Here is a link to our website dedicated to informing our parents and supporting our instructional needs during this remote learning time.</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? ✓ Developed and communicated a plan for determining competency (grading and assessments)		
<p>Address Determining Competency Here:</p> <p>As a part of the guidance document, grading and assessment guidelines will be communicated to teachers, students, and families and will include practices and expectations in place prior to the pandemic. We will be using formative and summative assessments, as well as performance assessments to determine competency. Grades will be based on summative and performance assessments. In addition to teacher developed measures we will also be using an online assessment tool for both summative and formative practices.</p>			
Granting Credit	What method(s) will be used for granting credit for remote learning? ✓ Developed and communicated a plan for granting credit (grading and assessments)		
<p>As a part of the guidance document, grading and assessment guidelines will be communicated to teachers, students, and families. We will be using formative and summative assessments, as well as performance assessments to determine competency. Grades will be based on summative and performance assessments, and granting credits will happen based on the final grades for the course.</p>			
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? ✓ 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>As a part of the guidance document, grading and assessment guidelines will be communicated to teachers, students, and families. We will be using formative and summative assessments, as well as performance assessments to determine competency. Grades will be based on summative and performance assessments, and promoting students will be based on achievement and growth.</p>			



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SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning		
Attendance Requirements	What are your school district's attendance requirements for remote learning? ✓ Created a communication and attendance plan for staff and students		
Address Attendance Requirements Here: During hybrid remote learning times, attendance at school is counted for attendance, which follows State and Health Department guidelines for operation. There is an expectation for students to complete assignments during the asynchronous, at-home, practice days. Student engagement on online platforms and with other asynchronous learning activities will be recorded, per state guidelines, for attendance purposes. If a student does not participate, a non-participation protocol will be used to put supports in place for the student and their family to facilitate increased engagement with the curriculum during remote learning.			
Participation Requirements	How will your school district document student participation in remote learning opportunities? ✓ Created a plan for documenting student participation in remote learning ✓ Communicated the plan with families and other stakeholders		
Address Student Participation Requirements Here: Students log-ins will be tracked on all online platforms. All plans will be communicated with families on the guidance document. Students will engage in face-to-face learning on assigned "at school" days, and participate in new learning experiences based on academic standards, and complete independent work on students' assigned "at home" days as directed by the teachers.			



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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? ✓ Developed a Plan to monitor student progress with remote learning		
Address Monitoring Student Progress Here: We will be monitoring data and student needs through continued use of the MTSS process and the OIP process. Progress reports will be sent to families for all students and also for students with IEP, Gifted, and ESL goals. We will be using a mix of vendor and locally made assessments for progress monitoring.			
Attach any Additional Documentation or Notes (if necessary): Teachers will be expected to maintain productive communication about student achievement and growth with families and students using the common learning management systems and other written forms.			

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? ✓ Parent/Student surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access.		
Address Equitable Access to Quality Instruction Here: We have conducted multiple parent surveys. Internet access is available in the parking lots of our buildings. We are providing WiFi Hotspots to families that do not have reliable internet service. The District has updated their Chromebooks and are able to offer devices to all students PK-12. Pk and K will have a second device to keep at home, eliminating the need to transport device to school. Local storage can be "turned on" on each Chromebook to allow for download of lessons for use without home internet.			



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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? <ul style="list-style-type: none">✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: We have created a robust training plan for teachers that includes front-loading days, training for online platforms and resources, and ongoing professional development and support as needs arise. We are working with our local ESC for support.	
Attach any Additional Documentation or Notes (if necessary): Link to website detailing professional development that teachers are participating in in preparation for supporting remote learning. Seven days of professional learning have been allocated for all teachers prior to the return of students for instruction. Training is also being provided for new curriculum tools and resources to prepare for the varied modes of delivering high quality instruction.	