

Rolling Hills Local School District Remote Learning Plan

District Name:	Rolling Hills Local School District
District Address:	60851 Southgate Road, P.O. Box 38, Cambridge, OH 43725
District Contact:	Scott Golec
District IRN:	047308

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.”*

NOTE: 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 remotelarning@education.ohio.gov.**

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

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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"> <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>Address Determining Instructional Needs Here: Rolling Hills Local School District has determined that Google Classroom will be used by all staff in order to have a streamlined platform for instruction and due to the offline capabilities. This was determined after a review of the remote instruction from spring. The Principals and Curriculum Director will work with each grade level to ensure that staff uses curriculum maps and pacing guides designed to sequence instruction aligned to state standards. A gap analysis will be conducted with each building and used vertically in order to identify gaps in previous instruction so that teachers are instructing students with their own content standards while being aware of deficits that will need to be addressed during the process. The Special Education Director is working with Intervention Specialists and other team members to ensure that the needs of identified students are met in all settings of instruction. The Gifted Coordinator is working with administration and the Gifted Intervention Specialist to ensure that identified students are receiving service based on their WEP goals. The Technology Integration Coach is working with all staff members and administration to ensure that they are able to integrate the instruction of the standards through the use of Google Classroom with the enhanced technology tools. All efforts are coordinated by administration.</p> <p>In the event that the district must go entirely remote, Google Classroom and Google Meet will be the primary platform for instruction for students that choose the face-to-face option. Staff will report to the classroom to ensure efficacy of instruction with times set aside for planning, instruction, support and individualized needs.</p>	

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Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p><input checked="" type="checkbox"/> Clear instructional plans have been created</p> <p><input checked="" type="checkbox"/> Clear instructional plans have been communicated with staff, parents, and other stakeholders</p>
<p>Address Documenting Instructional Needs Here: Instructional plans have been created and communicated to all stakeholders. Students are able to return to the buildings four days a week (Tuesday through Friday) and work on “offline” instruction through Google Classroom on Mondays. Students may choose to instead be 100% virtual in their instruction through Edgenuity monitored by our staff. If the necessity of remote learning for all students occurs, Google Classroom and Google Meet will be the primary platform for instruction for students that choose the face-to-face option. Staff will report to the classroom to ensure efficacy of instruction with times set aside for planning, instruction, support and individualized needs.</p> <p>All information regarding our instructional plans is available on our website and has been communicated via multiple methods including email, OneCall, and by phone.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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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? <input checked="" type="checkbox"/> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: All students, including those on the virtual platform, will be assessed and graded as normal every nine weeks and during the midterm. This will not change in the event of complete remote instruction. Staff in state assessed content areas will use the Performance Level Descriptors and readiness toolkits/assessments to ensure that depth of knowledge is determined with the standards and that students receive the proper depth and breadth of instruction.	
Granting Credit	What method(s) will be used for granting credit for remote learning? <input checked="" type="checkbox"/> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: All students, including those on the virtual platform, will be granted credit as they would in the classroom by demonstrating the correct level of depth and breadth of instruction as appropriate for the student.	
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)
Address Promoting Students to a Higher Grade Level Here: Based on classroom assessments, grades and credit earned students will be promoted to higher grade levels as they would have previously.	

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Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p><input checked="" type="checkbox"/> Created a communication and attendance plan for staff and students</p>
<p>Address Attendance Requirements Here: No matter the method of instruction for students, all staff is required to be in classrooms on a daily basis. Students will attend four days a week (Tuesday through Friday) in person with offline remote learning on Mondays. If an entirely remote option is necessary, staff will hold Google Meet sessions periodically and will monitor work completion and login times daily.</p> <p>Those who have chosen a 100% virtual option will attend by completing work and logging in from home. Staff will monitor the completion and time logged in to the virtual platform to ensure adequate student attendance.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p><input checked="" type="checkbox"/> Created a plan for documenting student participation in remote learning</p> <p><input checked="" type="checkbox"/> Communicated the plan with families and other stakeholders</p>

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Address Student Participation Requirements Here: Virtual monitors will use the Edgenuity platform to track participation and attendance as well as communicate with families and stakeholders. They will also reach out to families by phone and alternative methods. If all students are in full remote learning, completion of assignments, virtual Google Meets and logins will be tracked for student participation.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p><input checked="" type="checkbox"/> Developed a Plan to monitor student progress with remote learning</p>
<p>Address Monitoring Student Progress Here: The Special Education Director will coordinate the progress monitoring of students with the Intervention Specialist and Related Services. This is all communicated and collaborated through Google Drive and Same Goal. In the case of entire remote learning, Google Meet will also be used as needed.</p>	
Attach any Additional Documentation or Notes (if necessary):	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p>

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	<input checked="" type="checkbox"/> Parent/Student surveys have been reviewed <input checked="" type="checkbox"/> Technology Plan has been created to ensure equitable access
<p>Address Equitable Access to Quality Instruction Here: Rolling Hills Local School District has conducted multiple surveys of families to determine the need for connectivity. As a 1:1 district with devices, we can ensure all students have access to a device even in the case of full remote learning. The Technology Director will work with families without connectivity to ensure access is available so there is no interruption in instruction. The district has a technology plan to ensure equitable access.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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> <input checked="" type="checkbox"/> Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here: The Technology Coach is working with staff to ensure their mastery of Google Classroom and the Google Tech Tools to ensure instruction in the current one-day offline format and for possible full remote learning. Support is provided by the Literacy Coach, Curriculum Director and Administration to ensure streamlined use of tools to teach standards aligned to the curriculum. Staff also has the opportunity to use the Professional Development catalog for self-paced learning to enhance their classroom instruction.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	