



## Rootstown Local School District - Remote Learning Plan

<b>District Name:</b>	Rootstown Local School District
<b>District Address:</b>	4140 State Route 44, Rootstown, Ohio 44272
<b>District Contact:</b>	Andrew Hawkins, Superintendent
<b>District IRN:</b>	049213

### Overview:

The students and staff of Rootstown Local Schools take great pride in their academics, athletics, and arts. The district promotes and supports high expectations and standards for all students. As educators, we value learning through collaboration, inquiry, and problem-solving. We care for the overall well-being of R-students, R-community, and R-staff. With the unprecedented and ever-changing state of the Coronavirus pandemic, our focus remains unchanged and that is to provide a quality education in a safe environment for students to become productive, life-long learners. To achieve this, we understand we may have to adapt quickly with little notice and therefore have to be flexible with our planning during this fluid time. This will be accomplished by establishing and maintaining a consistent and comprehensive remote learning plan.

The main goal of the Rootstown Local School District - Remote Learning Plan is to ensure uninterrupted access to learning even if we have to quickly shift from in person to blended or fully remote if at some point buildings are closed. We believe learning, in any mode, should engage students. Remote learning does not just mean online learning, but rather learning which takes place in a location other than the school room. While we believe technology certainly serves as a supportive tool for remote learning, we feel remote learning can occur through thoughtful offline lessons as well.

**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 August 21, 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.”**

**The Rootstown Local School District will utilize the following instructional strategies throughout the program:**

- ✓ Teacher-student interaction through online learning platforms
- ✓ Teacher-student interactions, in real-time, through video conferencing mediums
- ✓ Online lessons for students to work on at home
- ✓ Offline lessons and instructional packets for students

In addition to these core instructional strategies, the district's plan addresses the key components needed for remote and/or blended learning to be an effective educational option. The program components include: determining instructional needs, determining competency, student promotion, attendance, participation, monitoring progress,

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equitable access, and professional learning of educators. The details associated with each of these components are outlined in the [Rootstown Local School District - Remote Learning Plan](#), as set forth in this document.

SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <ul style="list-style-type: none"> <li>✓ Instructional Sequencing</li> <li>✓ Aligned Instruction to Learning Standards</li> <li>✓ Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>✓ Created a plan for IEP and students with disabilities</li> <li>✓ Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p><b><u>Determining Instructional Needs:</u></b></p> <p>Rootstown teachers met at the end of the 2019-2020 school year in vertical meetings. During this time, discussion and documents were shared on what standards were not covered during remote learning time as well as which standards were taught remotely. Additionally, teachers created beginning of the year and end of the year assessments, by grade level, that will be administered at the start of the 2020-2021 school year. Teachers will then analyze data to determine the instructional needs of our students. The data will include, but not be limited to the following: past state testing and Value-Added results, vendor assessments, and classroom assessments previously mentioned. Mapping of the standards by teacher teams will continue, with a focus on any content/learning gaps from the previous year. In addition, dialogue on classroom assessment data will occur during Teacher-Based Team meetings. Considerations for students with IEPs and WEPs will be reviewed as the data is analyzed.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <ul style="list-style-type: none"> <li>✓ Clear instructional plans have been created</li> <li>✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p><b><u>Documenting Instructional Needs:</u></b></p> <p>Teachers will work collaboratively on their curriculum maps, taking into consideration any standards that may have gaps due to the Spring '20 COVID shut down. Instructional plans will be adjusted, as needed, depending on the learning platform/format that is utilized. Resources and assessments will be reviewed to ensure that the best mode of content instruction is being implemented. Instructional plans will be communicated with parents and stakeholders, along with student progress, through multiple formats and communication techniques.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for remote learning?</p> <ul style="list-style-type: none"> <li>✓ Developed and communicated a plan for determining competency (grading and</li> </ul>

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	assessments)
<b>Address Determining Competency Here:</b>	
<p>Teachers will continue to meet in teacher-based teams to review the sources of data that are collected. Teachers will determine which students are above mastery level, at mastery level, and below mastery level. Educators will then design interventions and extensions based on the data. Both formative and summative assessments will be administered using a variety of resources.</p>	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? ✓ Developed and communicated a plan for granting credit (grading and assessments)
<b>Address Granting Credit Here:</b>	
<p>Teachers will explicitly communicate content, grade level standards, and success measures to both students and parents. Teachers will provide feedback to students and parents that will focus on student progress and completion of courses through remote learning. This will be done through various resources, including but not limited to: rubrics, feedback on assessments/projects and via the online gradebook.</p>	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<b>Address Promoting Students to a Higher Grade Level Here:</b>	
<p>Staff will develop the expectations and requirements for successful course completion and promotion to a higher grade level. Information such as course expectations, grading scale, level of standards' mastery, course progress, and successful completion of the course will be communicated to students and parents through multiple modes. The district's online gradebook program (Progress Book) will be the predominant mode used for communicating course grades and final determination for retention or promotion.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning? ✓ Created a communication and attendance plan for staff and students
<b>Attendance Requirements:</b>	
<p>Student attendance will be documented through a variety of methods. This will include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations. Specifics for the remote learning attendance will be communicated to students, staff, and caregivers. Follow up methods will be implemented for students not engaging in the remote learning platform.</p>	
<b>Participation Requirements</b>	How will your school district document <b>student participation</b> in remote learning opportunities? ✓ Created a plan for documenting student participation in remote learning

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✓ Communicated the plan with families and other stakeholders

**Student Participation Requirements:**

Student participation will be evaluated by the following: engagement at online meetings or classes, completion of assignments and assessments/projects, amount of collaboration with peers and teachers, accessing of provided resources through the remote learning platform.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION FOUR	PROGRESS MONITORING
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<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	How will your school district <b>progress monitor</b> student progress with remote learning? ✓ Developed a Plan to monitor student progress with remote learning

**Monitoring Student Progress:**

Teachers and administrators will analyze data from a variety of assessment sources - projects/assessments, rubrics, etc. This data will also be analyzed specifically for those students on IEPs and WEPs to determine their standards' mastery level. Regular communication with students and families will be implemented throughout the remote learning platform. Resources to help with intervention or extensions of standards will be communicated to families and students. Student progress will be communicated to all stakeholders through various formats.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION FIVE	EQUITABLE ACCESS
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<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning? ✓ Parent surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access

**Equitable Access to Quality Instruction:**

Surveys were created and disseminated to both families and staff to obtain feedback on the success of the Spring '20 remote learning plan, as well as to determine internet access and access to technology. Based on the survey results, it has been determined that those families with students in grades K-12 who are in need will be provided with a district-issued device. If families are unable to access the internet, all work and assessments will be sent home for student completion. Staff will have regular communication with all families to discuss student progress, as well as, ease and access to learning resources.

**Attach any Additional Documentation or Notes (if necessary):**

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SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <li>✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p><b><u>Professional Learning/Development:</u></b></p> <p>Teachers were surveyed regarding their professional development needs and some sessions were already provided at the end of the 2019-2020 school year on Google Classroom, Advance Google platforms, and Virtual SOLE. Professional development opportunities will be available for all district staff this coming year as well. Trainings will include, but not be limited to: gifted education, technology integration, data analysis/implementation, and differentiation (station rotation models and personalized learning). These will support and promote student engagement, instruction, and assessment. We will be engaging in a district-wide book study (The Google Infused Classroom) and administration will implement regular “check-ins” to determine if any additional professional development support is needed throughout the year. Finally, we will continue working with our ESC to provide curriculum support throughout the year as needed.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	