



## Ross Local School District Remote Learning Plan 2020-2021

District Name:	Ross Local School District
District Address:	3371 Hamilton Cleves Road, Hamilton, Ohio 45013
District Contact:	Rebecca Tompkins, Director of Curriculum and Instruction
District IRN:	046144

Context: "Remote learning occurs when the learner and educator, or source of information, are separated by time and/or distance and, therefore, cannot meet in a traditional classroom setting." (Source: Planning for Remote Learning, ODE)

Remote learning can occur digitally, in an analog mode, be synchronous, and/or asynchronous.

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."*

### 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

SECTION ONE	INSTRUCTIONAL NEEDS
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?:</p> <ul style="list-style-type: none"> <li>● District pacing guides and/or course sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● IEP and 504 documents</li> <li>● Written Education Plans gifted learners</li> <li>● Assessment data (formal and informal)</li> </ul>
<p>.Assessment data which will inform instructional needs:</p> <ul style="list-style-type: none"> <li>● MAP; Dibels; F &amp; P, 3rd grade AIR and other OST; benchmark assessment in reading</li> <li>● Teacher created assessments (summative and formative; pre-assessments)</li> <li>● Assessment data collected and housed within the online remote learning option (Accelerate Education)</li> </ul>	



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The follow will be used to determine the grade level/content/course needs of students:

- Ohio content standards
- Gap analysis, essential and prerequisite skills as outlined in ODE gap analysis documents

For students with IEPs, 504 plans, WEPs and/or language plans, the information created by stakeholder teams and contained within the plans will drive the method, pace, and content of instruction.

For a remote learning option, the Accelerate Education platform will be utilized to deliver instruction.

For a blended learning option, RLSD teachers will design and deliver synchronous and asynchronous instruction, tasks, and assessments.

Address Documenting Instructional Needs Here:

RLSD staff members will monitor student assessment data (including progress towards mastery) and use grade level/content/course standards to monitor student needs.

Staff members will develop lesson plans (daily, unit) which will provide differentiated and personalized instruction to students. This instruction may include remediation or enrichment depending on students' needs.

Staff members will communicate to students and parents progress towards mastery/expectations. Within the Accelerate Education platform, parents and students may log in to view reports of student progress.

For students participating in synchronous/asynchronous learning, parents and students will be able to log into the student gradebook and/or learning platform to view grades.



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### Address **Determining Competency** Here:

- Student work will be graded based on mastery of content as defined by Ohio Learning Standards or course requirements.
- Students engaged in the remote learning option/hybrid will be graded using the same Board adopted grading scale as students who are in daily, face-to-face instruction.
- Regular assessments (including teaching created and rep-made) will be utilized within the remote learning platform to determine progress toward content-standard mastery.
- Teachers will provide regular feedback to all students, including those engaged in remote/hybrid learning, including to review progress.

### Address **Granting Credit** Here:

- As per Board adopted grading policy, students must earn a 60% or high in each high school course for which credit is offered.
- Course grades will be composed of students' performance on assessments and instructional tasks designed to demonstrate mastery.

### **Promoting Students to a Higher Grade:**

- Students will be promoted to the next grade level based on adequately demonstrating mastery of present grade-level/course standards and according to Board policies.

## **SECTION THREE**

## **ATTENDANCE AND PARTICIPATION**

### Address **Attendance Requirements** Here:

- Attendance will be based on hours. Activity reports will document the amount of time students spend on the platform. Additionally, RLSD staff members will determine the number of hours



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to complete assignments. Assignment completion will verify attendance.

Address **Student Participation Requirements** Here:

- Students utilizing the online remote learning option are required to log into the learning platform daily, as well as interact with a RLSD member.
- Reports will document: student performance; the time-based performance on task; and the number of activities completed in relation to assigned tasks.

Remote Learning Attendance:

- Students will be expected to be present in an online environment.
- Evidence of participation will be used to determine attendance when students are not present in an online environment. Evidence of participation will be determined based on assignment progress/completion.

Blended Learning Attendance:

- Students will be expected to be present in an online environment.
- Evidence of participation will be used to determine attendance when students are not present in an online environment. Evidence of participation will be determined based on assignment progress/completion.

### SECTION FOUR

### PROGRESS MONITORING

Address Monitoring Student Progress Here:

- Students' progress will be able to be monitored by students, teachers, administrators, and parents. Assessment and task completion tools within the online learning platform as well as teacher feedback and interactions with students will inform the determination that students are making sufficient progress towards content-mastery.
- Reports will be reviewed frequently by all stakeholders.

### SECTION FIVE

### EQUITABLE ACCESS

Address Equitable Access to Quality Instruction Here:

- Any Ross Local School District student participating in the remote learning model will:
  - receive a Chromebook.
  - have access to RLSD teachers, counselors, and administrators



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- be included in the district MTSS process
- be held to the same expectations and relevant Board policies as students who are not participating in the remote option.

### SECTION SIX

### PROFESSIONAL LEARNING

Professional Learning/Development Here:

- Teachers will receive professional learning and support via professional learning from the remote learning company as well as the district Curriculum Department.
- Additionally, teachers will receive professional development in blended learning techniques.