

<b>SCHOOL NAME</b>	Rossford Exempted Village School District
<b>SCHOOL ADDRESS</b>	701 Superior Street Rossford, Ohio 43460
<b>CONTACT PERSON</b>	Megan Spangler, Director of Curriculum

## REMOTE LEARNING PLAN

In response to the disruptive nature of COVID-19, Ohio’s Legislators and Governor DeWine enacted HB164 in June, 2020. Part of HB164 reads: “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 July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education.”



### SECTION ONE

#### a. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED

Instructional needs of students will be determined based on information from the following:

- Reliable benchmark assessments, such as STAR and DIBELS
- Data collected by Teacher-Based Teams (TBTs), Building Leadership Teams (BLTs), and the District Leadership Team (DLT)
- Formative and summative assessments that are focused on specific content standards
- Individualized student plans, such as IEPs and WEPs

#### b. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DOCUMENTED

Student needs will be documented through vendor-specific interfaces, such as STAR and Edulastic. Students and parents may access results of summative assessments through grades posted in PowerSchool. Feedback is available to students through Google Classroom—the designated district Learning Management System (LMS).

The RTI and MTSS processes will be utilized to inform instructional decision-making, and will be documented through Google Forms. District teams (grade level or subject area) participate in Benchmark meetings throughout the school year. These benchmark meetings focus on the instructional needs of groups of students. Notes from benchmark meetings are available in Shared Drives within Google.

### SECTION TWO

#### a. THE METHOD TO BE USED FOR DETERMINING COMPETENCY

Teachers will use common formative assessments to gauge student learning and to inform instructional planning. Vendor assessments, teacher-created assessments, and curriculum-aligned materials are among the resources available to teachers for determining student mastery. Additionally, Rossford has purchased district licensing for both Edulastic and PearDeck to simplify the integration of formative assessment opportunities.

<b>b.</b>	<b>THE METHOD TO BE USED FOR GRANTING CREDIT</b>
Students will earn grades, pursuant to policy established by the Board. Students who demonstrate mastery through assessments and grades shall be granted credit for the course.	
<b>c.</b>	<b>THE METHOD TO BE USED FOR PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</b>
Students will be promoted to the next grade level, consistent with the guidelines set forth in Board Policy 5410, which states the following:	
<i>A student will be promoted to the succeeding grade level when s/he has:</i>	
<ul style="list-style-type: none"> <li><i>A. completed the course and State-mandated requirements at the presently assigned grade;</i></li> <li><i>B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;</i></li> <li><i>C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;</i></li> <li><i>D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.</i></li> </ul>	

### SECTION THREE

<b>a.</b>	<b>THE SCHOOL'S ATTENDANCE REQUIREMENTS</b>
<ul style="list-style-type: none"> <li>• Students are required to participate in learning five days per week.</li> <li>• Rossford will begin the year in the hybrid-setting, during which students are scheduled to attend on-campus two days during the week, and participate in remote learning during the other three days. The district has the ability to pivot from hybrid to fully-remote or completely on-campus should the need or opportunity arise.</li> <li>• On remote learning days, teachers will provide asynchronous instruction and assignments that, when combined, are equivalent to the amount of time a student would be learning in school.</li> </ul>	
<b>b.</b>	<b>HOW THE SCHOOL WILL DOCUMENT PARTICIPATION IN LEARNING</b>
<ul style="list-style-type: none"> <li>• Teachers will take attendance through traditional means on the days which students are scheduled to be on-campus.</li> <li>• In the event of synchronous learning, through platforms such as Zoom, teachers will record attendance using the extension in the program or through a secure Google Form.</li> <li>• Teachers will record student participation and completion of assignments as evidence of attendance on remote learning days.</li> <li>• Completion of assigned activities on student Chromebooks and/or iPads will be reported through exports using Clever.</li> <li>• Students are required to maintain and submit logs, documenting other assigned learning, such as 30 minutes of reading daily.</li> <li>• Data will be provided through NOVA for students who opt-in to the Rossford Virtual Academy (RVA).</li> </ul>	

## ADDITIONAL COMMENTS OR NOTES

The School Board approved changes to the district's attendance policy in August. The new policy reflects absences specific to remote/virtual learning.

## SECTION FOUR

### a. HOW STUDENT PROGRESS WILL BE MONITORED

Student progress will be monitored through existing structures, included but not limited to: TBTs, BLTs, DLT, quarterly benchmark meetings, and RTI. Academic and social-emotional/behavior data will be collected and reviewed to ensure growth for all students. Wrap-around supports and interventions will be utilized to increase progress and improve student outcomes.

## SECTION FIVE

### a. HOW EQUITABLE ACCESS TO QUALITY INSTRUCTION WILL BE ENSURED

- **Access to Technology:** All students are provided with a device for their exclusive use at school and at home. Chromebooks are provided for grades 3-12 and iPads are provided PS-2. Rossford's Communication Director works with families without internet access to establish service. District personnel have applied for grant funding to offset the cost of internet access for qualifying families. Additionally, Rossford has installed hotspots in the parking lot for student/community use.
- **Access to Instruction:** A district committee was established to determine best-practice, as well as optimal tools for remote learning. Pockets of teachers had independently purchased some tools in the spring of 2020. We gathered feedback from stakeholders, then purchased district licensing for select digital tools to ensure consistency of use and optimized learning experiences for students. Office hours were established as an expectation on Mondays to encourage collaboration and open dialog for students who may not have an available learning partner at home.

## SECTION SIX

### a. THE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT WILL BE OFFERED TO TEACHERS

- Training specific to COVID-related procedures and practices was delivered to all staff on August 17, 2020. This training addressed all of the components required in the Reset and Restart document from ODE.
- Technology workshops were available throughout the summer for teachers. The staff had two half-days for technology-related professional development prior to the first day with students.

- Resources related to flipped-classrooms, blended learning, remote learning tools, social-emotional impact of trauma, self-care, and unintended consequences of Zoom requirements were shared with staff to utilize and reference.

## SECTION SEVEN

### a. ADDITIONAL RESOURCES AND DOCUMENTATION

The following links provide access to related files through Google Drive:

- [Rossford Schools Remote Learning Plan: A Guide for Teachers](#)
- [Rossford Schools Inservice Day: Attendance Information](#)
- [Rossford 2020-21 Online Tools & Resources \(Tips, Tutorials, Webinars & MORE\)v3](#)