Hamilton City School District Remote Learning Plan 2020-2021

District Name:	Hamilton City School District
District Address:	533 Dayton Street Hamilton, OH 45012
District Contact:	Rick Pate, Senior Executive Director of Secondary Programs
District IRN:	044107

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."*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to <mark>August 21, 2020</mark> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the Remote Education Planning website. Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the Attendance Considerations for Remote Learning Plans website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

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

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Hamilton City Schools 2020-2021 Reopening Guide

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**?
Address Determining Instructional Needs Here: ● *District created assessments which align with AIR assessments* ● *NWEA MAP, Read180, F&P, KRA's and running records through LLI* ● *OELPS and Language Usage Survey data* ● *Instructional Scope and Sequencing* ● *Aligned Instruction to Learning Standards* ● *Gap Analysis for ELA, Math, Science, and Social Studies* ● *IEP's for students with disabilities* ● *WEP's for students identified as gifted*	
Documenting Instructional Needs	How will **instructional needs** be **documented**?
Address Documenting Instructional Needs Here: ● *Should we shift to a remote model, HCSD 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 progress towards mastery to students and parents.* ● *Parents and students can monitor their progress through Progressbook.* ● *In our Virtual Learning Institute the Edgeunity platform will be used, parents and students will have access to reports outlining student progress. Teachers will also be updating progress through Progressbook.*	

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?

Address Determining Competency Here:
- *Student work will be graded based on mastery of content as defined by the Ohio State Standards*
- *Students in the Virtual Learning Institute as well as all students should we shift to a remote model will adhere to the same grading scale adopted for all students in the HCSD.*
- *Regular assessments, both formative and summative, will be included as part of online courses.*
- *Teachers will provide regular feedback to students and families.*
- *Teachers will hold virtual meetings and intervention sessions with students.*

Granting Credit	What method(s) will be used for **granting credit** for remote learning?

Address Granting Credit Here:
● *Students must earn a grade of 60% or higher in each credit bearing course to receive credit.*
● *Course grades are to be made up primarily of assessments and activities designed to allow students to demonstrate mastery of content.*

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning?

Address Promoting Students to a Higher Grade Level Here:
- *Promoting students to the next higher grade level will be based on mastery of course content and work completion.*

Attach any Additional Documentation or Notes (if necessary):

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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	[Communications Planning](#) [Attendance Considerations for Remote Learning Plans](#) ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
Attendance Requirements	What are your school district's **attendance requirements** for remote learning?

Address Attendance Requirements Here:
- *Should we shift to a remote model, students will be expected to join any Google Meet that is hosted by their teachers.*
- *Work completion will be a key indicator for students' attendance.*
- *Students in the Virtual Learning Institute will be held accountable to a combination of (20) hours per week of on-task work through Edgenuity and completion of assignments.*
- *This plan has been communicated to families and staff.*
- *Teachers will make all attempts to connect multiple times per week with all students.*

Participation Requirements	How will your school district document **student participation** in remote learning opportunities?

Address Student Participation Requirements Here:
- *Should we shift to a remote model, students will follow a set bell schedule which mirrors their brick and mortar schedule. Teachers will be able to track any trends of students not attending set class times and/or Google Meets*

- *In the Virtual Learning Institute, student participation will be monitored by the VLI staff and administrators overseeing the institute.*

Attach any Additional Documentation or Notes (if necessary):

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?

Address Monitoring Student Progress Here:
- *Students' progress will be monitored by students, teachers, administrators, and parents.*
- *Should we shift to a remote model, teachers will be creating daily/weekly lessons and assessments. These will be evaluated by the teachers to determine that progress is being made.*
- *In the Virtual Learning Institute completion of assessments and assignments within Edgenuity as well as teacher feedback will determine if students are making adequate progress.*
- *Reports will be reviewed frequently.*

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	[Technology Needs](#) [Data Use: Gathering Stakeholder Input](#)

Address Equitable Access to Quality Instruction Here:

- *Parent/Student surveys related to access have been completed and reviewed.*
- *A Technology Plan has been created to ensure equitable access.*
- *Each student will receive a Chromebook which should be used for completing school work and participating in blended, remote and virtual learning.*
- *Surveys have been sent out to families to determine if they have reliable access to wi-fi/internet in the home.*
- *MiFi was purchased by the district for families in need.*
- *Students and families electing to participate in the Virtual Learning Institute who have individual learning plans (IEPs, 504 Plans, WEPs) will receive the support and accommodations indicated in their plans. Intervention Specialists were reallocated to the Virtual Learning Institute to support these students and their teachers*

Attach any Additional Documentation or Notes (if necessary):

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?

Address Professional Learning/Development Here:
- *8 Professional Development Days were created/provided to staff during the two weeks prior to the start of the student school year. Many of the sessions were focused on blended and remote instruction.*
- *Training on Edulastic, Edgenuity, Reading A-Z, NWEA MAP, Blocksi, Google Classroom and others were part of the training.*

Attach any Additional Documentation or Notes (if necessary):