

District Name: Hillsdale Local Schools District
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District Contact: Steve Dickerson, Superintendent
District IRN: 045823

The goal of remote learning is to ensure learning is able to continue when students are not able to be present in the school buildings. 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 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."

SECTION ONE

INSTRUCTIONAL NEEDS:

Resource Link(s): [Blended Instructional Resources Exceptional and At-Risk Youth](#)

Determine Needs Through

- Diagnostic Assessments
- Instructional Sequencing
- Aligned Instruction to Learning Standards
- Gap Analysis for ELA, Math, Science, and Social Studies using formative summative and diagnostic assessments
- Review of IEP goals and expectations

Teachers will have professional development to address how to best align, deliver, and assess the curriculum in a virtual setting. Standards identified as “Power Standards” will be sequenced to ensure gap closure and full preparation for EOC assessments. Training on technological tools will be provided on a Learning Management System (LMS) that will be utilized district-wide. In addition, training will be provided on district-wide consistent communication platforms. Students with IEPs will be served in accordance with the requirements of Specially Designed Instruction. Supports will be provided by the Classroom Teacher, Intervention Specialist, Gifted Teacher, and/or Paraprofessional. Content selected for remote learning will be aligned to the Ohio State standards.

Documenting Instructional Needs

Resources: [District and Building Level Considerations](#), [Teacher Level Educational Considerations](#), [Remote Learning opportunities](#)

What methods will be used to determine competency for remote learning

- Developed and communicated a plan for determining competency)grading and assessment

Determining Competency

Formative

- A plan for grading and assessments has been developed and communicated.

Clear instructional plans have been created

- Clear instructional plans have been communicated with staff, parents, and other stakeholders

Teachers will utilize formative, summative, and diagnostic assessments to document students' needs. In addition, weekly grade level team meetings will occur virtually for

teams to discuss student concerns/needs. Delivery of the curriculum will occur through district-wide consistent channels including a consistent Learning Management Software, Mass Communications tools, and individualized communications. The instructional focus will be on engaging and accessible learning materials and techniques. Prioritizing mini-lessons and short mini-lectures to keep students engaged will be emphasized.

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](#)

Determine Competency:

What method(s) will be used: • Developed and communicated a plan for determining competency (grading and assessments)

All assignments and graded activities will have clear goals and criteria for assessment within their descriptions. Students will encounter regular assignments, activities, and interactions designed to assess how well they have mastered the learning content and how close they are to meeting course learning objectives. Emphasis, and a focus for schoolwork assigned, reviewed, and completed is on learning, not on compliance. Assessment is ongoing and related to student learning and growth.

Granting Credit

What method(s) will be used: • A developed and communicated plan for granting credit (grading and assessments)

Credit for courses will be granted following previous policies. Work submitted will be graded in a timely manner. Students will receive a report card at 9 week intervals. Final grades at the end of the year will be determined based on current Board policy.

Promoting Students What method(s) will be used: • A developed and communicated plan for promoting students to higher grade level (grading and assessments).

Staff will develop expectations and requirements for successful course completion and promotion to a higher level. This information will include: course expectations, grading scales, level of standards', course progress, and successful completion of the course.

Staff will communicate information to students and parents through multiple communication formats, which may include the student handbook and class expectations. The district's online gradebook program (Progress Book) will be the primary tool for communication of progress.

SECTION THREE

ATTENDANCE AND PARTICIPATION

Resource Link(s): [Communications Planning](#)

Attendance Requirements What are your school district's attendance requirements for remote learning? • A communication and attendance plan for staff and students was created.

Daily attendance will be expected. Communication with parents and students will clearly articulate these expectations as well as consequences for absenteeism. Both engagement and participation will play a role in determining attendance. Ongoing communication from the teacher to the student and parent will be used to track and document attendance and academic concerns. Attendance will be determined in various ways, including completed work and online contacts through various learning platforms. If students are not completing work or participating in learning, teachers will be contacting parents, principals, and counselors, to work with families to develop plans for student engagement based on needs.

Participation Requirements:

How will your school district document student participation in remote learning opportunities? • A plan for documenting student participation in remote learning was created and will be shared with families and other stakeholders.

Participation will be documented through attendance tracking, virtual participation in course activities, and student completion of assigned course activities. Records will be managed through a variety of sources including, but not limited to, the district learning management system and the student information systems. Staff will practice consistent communication with students, families, and other staff in order to maintain accountability and participation in the remote learning process.

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? ●
Through a developed Plan to monitor student progress with remote learning best practices.

Academic Progress Monitoring will be done through informal assessments (e.g., rubrics, checklists, writing samples, task analyses of completed math work, etc.) used to measure student progress toward learning goals. Assessments will be administered briefly and at regular intervals. Paraprofessionals will be assigned to meet virtually with students who need support in the completion of work, specifically identified interventions, and regular informal assessments. Intervention specialists, service providers, and other professionals will collaborate and communicate with classroom teachers and families to support the learning plans and activities teachers are developing for our students.

SECTION FIVE

EQUITABLE ACCESS

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

Equitable Access

What is your school district's plan to ensure equitable access to quality instruction through remote learning? ● Parent/Student surveys have been reviewed ● A technology Plan has been created to ensure equitable access

Equitable access to instruction is ensured through multiple channels: 1:1 access to student devices. Internet access will be provided to homes without current access, content will be delivered through multiple formats and accessible at various times (live-stream instruction and recorded sessions), and students and families will access content through a single learning management system.

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? • A Professional Learning plan that includes professional development to help teachers enhance remote learning has been created and communicated.

Teachers were given compensation for summer professional development and multiple direct and virtual training opportunities are scheduled prior to the start of school. Topics will include training on integration of our Learning Management System, blended learning best practices, effective technology integration, effective and ongoing communication for instructional, social, and emotional support.