Remote Learning Plan

District Name:	Crestview Local Schools
District Address:	1575 State Route 96 Ashland, OH 44805
District Contact:	Randy Dunlap, Superintendent
District IRN:	049429

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."*

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	[Remote - Blended Instructional Delivery Resources](#) [Exceptional and At-Risk Youth](#)
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)

Address Determining Instructional Needs Here: Professional development has been scheduled at the start of the year to address curriculum alignment, delivery, and assessments. Standards that are identified as "Power Standards" are going to be sequenced appropriately in order to ensure content is being delivered that provides gap closure and prepare for EOC assessments.

Planning for, and training within, a virtual environment will be provided to instructional staff that addresses the diversity of each student focusing on the structuring of activities that engage students in the learning process.

Students with IEP and WEPs will be served in accordance with the requirements of Specially Designed Instruction, utilizing supports provided by the Classroom Teacher, Intervention Specialist, Gifted Teacher, and/or Paraprofessional.

Content selected for remote learning will be aligned to the standards, relevant, and appropriate for each student. We will maintain a focus on continuous improvement as our practices should evolve and improve as we continue to learn.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here: Teachers and administrators will continue work on the development of curriculum mapping, identifying Power Standards on which the greatest emphasis and instructional focus will be placed when prioritization is most necessary. Delivery of the curriculum will occur through established channels including Learning Management Software, Mass Communications tools, and individualized communications. The 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. Cross-curricular work will be created when possible to maximize efficiency.

Attach any Additional Documentation or Notes (if necessary):

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? Possible/Optional item(s) to consider: ● Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: All assignments and graded activities should 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 focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance. Assessment is ongoing and related to student learning and growth.	
Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Credit for courses will be granted as it is under normal, in school, operations. 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 Board policy.	
Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Grade level promotion will be done under the same methods as are in place for normal, in school, operations. Board policy for retention and promotion will be followed for each grade level and content area.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here: Daily attendance during live virtual instruction 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 the needs of each student.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here: Participation will be documented through attendance tracking, virtual participation in course activities, and student completion of course activities that are assigned an estimated time of completion. 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.

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? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning
	Address Monitoring Student Progress Here: 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 their learning goals. Assessments will be administered briefly and at regular intervals. Paraprofessionals will be assigned to meet virtually with students to support them 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.
	**Attach any Additional Documentation or Notes (if necessary):**

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? Possible/Optional item(s) to consider: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access
	Address Equitable Access to Quality Instruction Here: 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.
	**Attach any Additional Documentation or Notes (if necessary):**

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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? Possible/Optional item(s) to consider: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here: Multiple direct and virtual training opportunities are scheduled to start in August and continue throughout the school year.Topics will include a learning management system integration, blended learning best practices, effective technology integration, effective and ongoing communication for instructional, social, and emotional support.

Attach any Additional Documentation or Notes (if necessary):