



# Remote Learning Plan



District Name:	Crestview Local Schools
District Address:	531 E. Tully Street, Convoy, OH 45832
District Contact:	Kathy Mollenkopf, Superintendent
District IRN:	050351

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 August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to [remotlearning@education.ohio.gov](mailto:remotlearning@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 [remotlearning@education.ohio.gov](mailto:remotlearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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](#).

**Consider how instruction will take place? (check all that apply)**

- XTeacher-student interaction through online learning platforms
- XOnline lessons for student to work on at home
- XOffline lessons and instructional packets for students



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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p><b>How will instructional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p><b>Address Determining Instructional Needs Here:</b></p> <p>Teachers will conduct live Zoom sessions or pre-recorded videos based on the schedule attached. The instructional content will be based on state standards. Google Classroom posts from teachers will contain all informational and student resource items associated with the lesson. Teachers may also use other technology-based platforms such as EdPuzzle, Flip Grid, Google Docs/Forms/Slides/Sheets to name a few. These will all be integrated within Google Classroom for student access. Students are expected to attend Zoom sessions. Teachers should communicate clear expectations and guidelines while also remaining flexible due to the nature of a remote learning environment. Teachers will continue to utilize student data to help prepare their lessons. Teachers will analyze the data they are collecting through observations during Zoom sessions and formative/summative assessments to plan their instruction. Teachers will be meeting with their TBTs/PLC's to discuss students' learning. Teachers will utilize Intervention Specialists, title teachers, and paraprofessionals to support learners to help close the gap. Students who are on IEPs and 504s will have scheduled meeting times per their individualized education plan with their intervention teacher. Students are required to attend those sessions. These meetings will be scheduled either as a small group or individually by the intervention teacher. Students will have access to Intervention teachers during the core instruction period. Due to the unconventional nature of remote learning, students may need additional modifications and accommodations to assessments/daily work. Students will remain grouped with their classes due to utilizing cluster grouping for our identified gifted students. Students who are on WEPs will continue to receive instruction to meet their written educational plan. Students will attend their classes via Zoom. Students are required to attend those sessions. Teachers will record progress monitoring.</p>	
<b>Documenting Instructional Needs</b>	<p><b>How will instructional needs be documented?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Clear instructional plans have been created</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p><b>Address Documenting Instructional Needs Here:</b></p> <p>Teachers will conduct live Zoom sessions or pre-recorded videos based on a remote learning modified schedule (see additional document area). Google Classroom posts from teachers will contain all informational and student resource items associated with the lesson. Teachers may also use other technology-based platforms such as EdPuzzle, Flip Grid,</p>	



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Google Docs/Forms/Slides/Sheets to name a few. These will all be integrated within Google Classroom for student access. Students are expected to attend Zoom sessions. Teachers should communicate clear expectations and guidelines while also remaining flexible due to the nature of a remote learning environment. Students who are on IEPs and 504s will have scheduled meeting times per their individualized education plan with their intervention teacher. Students are required to attend those sessions. These meetings will be scheduled either as a small group or individually by the intervention teacher. Students will have access to Intervention teachers during the core instruction period. Due to the unconventional nature of remote learning, students may need additional modifications and accommodations to assessments/daily work.

**Attach any Additional Documentation or Notes (if necessary):**

[Remote Learning Schedule](#)

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<p><b>Address Determining Competency Here:</b></p> <p>Students will be assessed via assignments, projects, and formative and/or summative assessments. Formative assessment will be used by teachers to determine students' progress and needs. Summative assessments, as well as project-based assignments/assessments, will be used to determine grades.</p> <p>Crestview has a standard grading procedure, as well as additional notations that indicate work in progress or incomplete work. Grades indicate the extent to which the student has acquired and demonstrated the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas when determining a grade and will inform the students at the beginning of the course. Students will receive a report card at the end of each nine-week period indicating their grades for each course of study. When a student appears to be at risk of failure, reasonable efforts will be made to notify the parents so they can talk with the teacher about what actions can be taken to improve effort and poor grades. Grades will be based upon the grade scales found in student handbooks.</p>	
<b>Granting Credit</b>	<p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
<p><b>Address Granting Credit Here:</b></p>	



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Grades will be taken during remote learning. Students will be assessed via assignments, projects, and quizzes/tests. Students will also be assessed using formative and/or summative assessments. The grading scale for individual grade levels is provided in the respective student handbooks. Promotion and retention policies will be applied. The following credit requirements must be obtained to be considered and/or move to the next grade level at the high school level:

- Freshman 0 – 4.9 credits
- Sophomore 5 – 9.9 credits
- Junior 10 – 14.9 credits
- Senior 15+ credits

<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level with remote learning?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
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**Address Promoting Students to a Higher Grade Level Here:**

Students in grades Pre-K through 2 will be assessed using a standards based grading system. The system is developmental in nature and aligned to the common core standards established by the Ohio Department of Education. Students in grades Pre-K through 2 may be retained if they have failed to demonstrate the necessary acquisition of skills necessary for success at the next grade level. Promotion to the next grade is based on the following criteria:

- Current level of achievement based on instructional objectives and mandated requirements for the current grade
- Potential for success at the next grade level
- Emotional, physical, and/or social maturity necessary for success in an accelerated placement.

Students in grades 3-12 will be graded on an A-F scale.

In grades 6-8, a student who fails to receive a passing grade in two units or classes will be retained in that grade for the following year. Classes considered for retention are language arts, reading, math, social studies, and science. A combination of one failing grade in the previously mentioned classes and two failing grades in Specials subjects will lead to retention.

In grades 9-12, students will be considered for advancement to the next grade level upon earning the necessary number of credits which meet grade-level requirements.

**Attach any Additional Documentation or Notes (if necessary):**

<b>SECTION THREE</b>	<b>ATTENDANCE AND PARTICIPATION</b>
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>



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<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
<p><b>Address Attendance Requirements Here:</b></p> <p>Good school attendance is commensurate with good education. Classroom attendance, the interaction with the instructor and fellow classmates, and the students' active participation are necessary for learning to take place. A student will be marked present if he/she is logged in and present throughout the entire Zoom session or completes the necessary assignments. A student will be marked tardy if he/she is not logged in at the start of the session. Teachers are encouraged to make attendance patterns an integral part of their student management system. If a student is sick, parents or guardians will need to follow normal attendance policy and contact the school. In accordance with the Ohio Revised Code (3312.04) governing compulsory attendance, absences based on one or more of the following conditions will be excused: (1) personal illness; (2) death or illness in the immediate family; (3) observance of recognized religious holidays; (4) other circumstances or emergency situations which the administration deems legitimate. Without parent or guardian contact, the absence will be unexcused.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>
<p><b>Address Student Participation Requirements Here:</b></p> <p>Each student will log in and be present via Zoom during the normal daily schedule (face-to-face), and the teacher will take student attendance. The student will stay for the entire Zoom session to be counted present.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Developed a Plan to monitor student progress with remote learning</li> </ul>
<p><b>Address Monitoring Student Progress Here:</b></p>	



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An "Interim" report will be distributed to every student at the mid-point of each grading period. This will give parents an opportunity to check the academic status of their son or daughter and provide time to address any deficiencies. Parents of students in grades Pre-K through five will receive a report card at the end of each trimester (approximately 60 days) indicating the student's progress. Interim Reports are provided at the midpoint in a trimester (approximately 30 days). In grades 6-12 mid-term (interim) reports will be issued to parents and students approximately 4-5 weeks during the quarterly term. The grade card will be issued at the end of each quarter. In grades 3-12 student progress will be monitored via ProgressBook grading suite. Parents and students have access to this platform and can check it daily.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Technology Plan has been created to ensure equitable access</li> </ul>

**Address Equitable Access to Quality Instruction Here:**

The mission of Crestview Local Schools is to provide a safe environment whereby the school and the community maintain a partnership which prepares students to become productive, participating citizens engaged in life-long learning. Crestview Local Schools provides an equal educational opportunity for all students. Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin while at school or a school activity should immediately contact Crestview Local Schools Compliance Officers.

Students are grouped heterogeneously into core/specials classes. We are a small school with only 1 teacher per discipline at grade level. Therefore, teachers are not assigned to cores based on their experience and/or student demographics, but rather solely on their qualifications and certifications.

Surveys were sent to such stakeholder groups as students, certified and classified staff, and parents. (See additional notes for survey links). Administration met to discuss the various results.

Most students will need access to a computer and wifi for Zoom instruction and to access other educational platforms that the district will utilize for instruction. Consequently, students will be given a laptop to take home in grades 2-12. If a student has wifi issues the district will work with them to provide access through the purchase of hotspots and paper copies of work if necessary.

**Attach any Additional Documentation or Notes (if necessary):**



# Remote Learning Plan



[Parent Survey Link](#)  
[Classified Survey Link](#)  
[Teacher Survey Link](#)

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>
<p><b>Address Professional Learning/Development Here:</b></p> <p>Teachers will meet several times a week in grade-level teams to discuss best practices and student data. Student data will then be examined and analyzed to determine the instructional impact. Teachers will then discuss needs based on that analysis with their supervisor and the director of curriculum and instruction to determine the needed professional development and resources. PD can be delivered electronically via Zoom or modules. An additional resource will be the State Support Team.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

