



Brown Local Schools Remote Learning Plan 2020-2021

Demographic Information	
District Name:	Brown Local School District
District Address:	3242 Coral Rd NW, Malvern, OH 44644
District Contact:	Mark Scott, Superintendent, email: scottm@brownlocalschools.com , ph. 330-863-1355
District IRN:	IRN: 046177

Mode of Instruction: Online (Digital) Learning	
X	Teacher-student interaction through online learning platforms.
X	Online lessons for students to work on at home.
X	Offline lessons and instructional packets for students.

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Best Practices in Remote Learning-SPARCC Hornet Digital Academy Ohio Department of Education Remote Learning Resources
Determining Instructional Needs	<ul style="list-style-type: none"> • Instructional needs will be determined by Building Leadership Teams, Department Heads, Teacher Based Teams during Professional Learning Communities. • Data that will be collected to determine potential gaps and areas of critical focus due to the emergency end of 2020. • Tools for planning instruction will include: Beginning of the year assessments, online learning pre assessments, screening tools, MAP Beginning of the year assessments. • Online Curriculum is aligned to Ohio's Learning Standards, however the pacing of activities would not match the activities that are delivered in the school buildings. • Students will have access to courses in all core areas and limited access to special courses and electives, including advanced courses. • Students will receive a course pacing guide and weekly assignments with due dates. • Students with disabilities will receive services through virtual delivery on a schedule determined by the required minutes for specially designed instruction listed in their



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	<p>individualized education plan(IEP). Progress will be collected regularly and reviewed on a quarterly basis with IEP teams.</p> <ul style="list-style-type: none"> • Individualized learning plans with the rigor adjusted to meet the needs of each student. • Students who are identified as English Learners will participate in their assigned courses, and receive language and literacy supports as well. • All students will receive instruction focused on social and emotional learning; i.e.building/community partner counselors.
<p>Documenting Instructional Needs</p>	<ul style="list-style-type: none"> • Students will receive support from district staff or county consortium teachers who will facilitate and support student learning, create an online classroom community and communicate regularly with families. • All courses will have a pacing chart with weekly assignments and due dates. This allows students to know exactly what is expected to be submitted on a weekly basis. • If students in grades 6-12 wish to accelerate their pace, they may do so as long as they are doing well in the course. • Each student will be required to submit a specific amount of work each week to maintain the appropriate pace. • The amount of work required will depend on the specific course taken. Students should assume they will devote approximately 4 hours per core course (ELA, math, science, social studies) per week and 1-2 hours per special or elective course per week. • Learning activities include computer based and hands-on activities. <ul style="list-style-type: none"> ○ Computer based includes: instructional videos, audio clips on a digital platform, completing online assignments, attending Google class meetings for whole class activities and small group/intervention activities when applicable. ○ Hands on activities include: projects, performing experiments and activities, or other “paper-pencil” tasks. • Students with IEPs/504’s will receive grade and progress reports. Instructors will use formative/summative assessment data to monitor progress and adjust instruction as needed. • Students with Written Education Plans (Gifted) will receive grade and progress reports. Instructors will use formative/summative assessment data to monitor progress and adjust instruction as needed. Curricular compacting and acceleration may be considered based on the student’s individual needs and progress. • Students identified as English Language Learners will receive grade and progress reports. Instructors will use formative/summative assessment data as well as OELPS and OELPA data to inform instruction based on the student’s needs.

<p>SECTION TWO</p>	<p>DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</p>
<p>Resource Link(s):</p>	<p>District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning</p>



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	Non-Building Based Learning Opportunities
Determine Competency	<ul style="list-style-type: none"> • Students will receive grades for all classes. • These grades “take the temperature” of where students are in their understanding of the material. Grades give parents and students an understanding of where the student is in terms of learning the material. • Students’ grades are determined on successful completion and submission of assignments as well as grade level attendance and seat time participation. • Assessments (chapter/unit tests and quizzes) will be scheduled throughout the course and students are expected to complete assessments (tests and quizzes) independently. • Grades are calculated at the end of every nine weeks and reported to parents via the student information system (HAC). • Final grades for courses will appear directly on a student’s report card.
Granting Credit	<ul style="list-style-type: none"> • Students who take high school level coursework will receive credit for those courses upon passing. • Courses taken online will be worth the same amount of credit as those taken in a traditional brick and mortar setting.
Promoting Students	<ul style="list-style-type: none"> • K-12 Students <ul style="list-style-type: none"> ○ Promotion to the next grade level is the responsibility of the principal. ○ Generally, a student having passed three (3) major academic subject areas (Math, English Language Arts, Science and History) will be promoted to the next grade level. ○ If two (2) or more major subjects are not passed, then the student’s placement for the following year is subject to academic review. ○ Students with disabilities - For students who are receiving special education programs and services, the decision regarding promotion is made through the formal IEP process.

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Brown Local Schools Hornet Digital Academy Handbook Brown Local Schools Hornet Digital Academy Parent Contract Brown Local Schools Hornet Digital Academy Orientation
Attendance Requirements	<ul style="list-style-type: none"> • Students will be required to meet the grade level engagement expectations as outlined for his/her specific grade level. <ul style="list-style-type: none"> ○ Attendance will be taken daily via live sessions, completion of assignments, engagement in classroom activities/meets and small group instructional opportunities. ○ Students will be required to participate in both in-person and virtual work in order for full attendance to count for those days. • Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with the teachers and with each other.
Participation	<ul style="list-style-type: none"> • A student enrolled in an online learning program at BLSD, along with their parent or



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Requirements	<p>guardian, is required to complete a Parent/Student Orientation. This orientation, conducted by an online coordinator or designee, will provide the necessary information to navigate the online learning platform, and to learn the policies and procedures for successful completion of online learning.</p> <ul style="list-style-type: none"> Students are expected to login during student hours (7:30 a.m. - 2:30 p.m.) for live check-ins, as well to meet with teachers for teacher support and small group learning opportunities. Students will not be online for the entire learning day.
Academic Integrity	<ul style="list-style-type: none"> Students enrolled in online learning are expected to make a full commitment to academic integrity. Academic integrity means: <ul style="list-style-type: none"> Student work on each assignment is completely his or her own. Student collaboration with another student must be pre-approved by the teacher. Plagiarism is never permitted. This includes copying or using ideas or words from another person, an online classmate, an internet source or a print source and presenting them as their own. Students will not misuse content on the internet. Brown Local Schools can utilize a myriad of technology to check student work for authenticity. If staff confirms that a student has plagiarized work in any manner, the student will be subject to consequences as determined by administration and may be removed from the online course with a failing grade.

SECTION FOUR PROGRESS MONITORING	
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<ul style="list-style-type: none"> The district administrative team will oversee the district's online learning option. District or consortium online instructors will meet with students enrolled in online learning classes on a weekly basis to ensure students are on pace and are submitting assignments on time, participating in the online classroom learning environment, and attending small group learning opportunities when applicable. The online instructors will work with students who are struggling to be successful either by failing to stay on pace or by earning failing grades on submitted assignments, by creating a corrective action plan to allow for improvement. The online instructor will collaborate with the eLearning coordinator, building administrator and school guidance counselors regarding those students who do not successfully implement a corrective action plan. They will work with the student and parent to determine the best course of action for the student. In addition, online instructors will communicate grades for online courses at interim. This communication should allow for dialogue regarding student pacing and submissions for their online course.

SECTION FIVE EQUITABLE ACCESS	
Resource Link(s):	Technology Needs



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	Data Use: Gathering Stakeholder Input
Equitable Access	<ul style="list-style-type: none"> ● Brown Local Schools will provide a district owned device for students who elect to participate in the online learning option. ● Families are required to secure access to reliable internet and ensure that it is maintained through the period of online learning. ● Brown Local Schools has applied for grant money to provide hot spots for families lacking appropriate internet accessibility. ● Students may access the on site learning lab to access connectivity, support and technology by appointment throughout the school day. ● Grading, assessment and reporting policies are consistent with in-person instruction. ● Families are only able to modify their choices at the end of each nine weeks.

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<ul style="list-style-type: none"> ● BLSD online learning instructors will participate in all district provided professional development learning opportunities throughout the year including Convocation, in-service days, and independent learning days, and any traditional training days required by the district. ● BLSD teachers will participate in Acellus Online Learning Teacher Certification. ● BLSD will continue to attend Stark County ESC Online/ Remote Learning Professional Development. ● Online learning instructors will receive training and ongoing support on the following topics: <ul style="list-style-type: none"> ○ Orientation training for the online curriculum platforms and courses ○ Google Classroom and Google Apps ○ Technology troubleshooting ○ Progress monitoring, attendance, and grading ● Online learning instructors will meet with the district online learning director and/or the building tech integration leader weekly for support and ongoing professional development.