



# Remote Learning Plan



District Name:	Brunswick City Schools (revised 9.3.20)
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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 [remotelearning@education.ohio.gov](mailto: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](mailto:remotelearning@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](#). 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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SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Determination of Student Educational Needs</a> <a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>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>The district has created a specific Online Instructional Framework to help focus instruction in order to meet the needs of our students. This framework focuses on designing lessons to increase rigor and peer-to-peer collaboration during remote learning. The district has also created a recommended lesson plan that aligns with the district’s Online Instructional Framework. Teachers will revise and/or create curriculum maps that will review the prior year’s curriculum map to identify instructional gaps. All instruction will continue to be aligned to the Ohio Learning Standards. Preschool students will participate in AEPS, ELA and COS assessments to help identify instructional needs. K-8 students will participate in NWEA MAP assessments so that teachers can identify areas of need; 9-12 students will participate in teacher-created common assessments (both formative and summative) to identify areas of need. The Student Services Department is meeting the needs of our students with disabilities on an individual basis and gifted students will continue to receive options for service, including our elementary EXCEL program.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>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>The recommended lesson plan aligns to the district’s Online Instructional Framework. This framework provides a clear path for our teachers to create clear instructional plans to meet the needs of students. Additionally, the remote schedule has been created to provide our teachers with extra time for collaboration, conferencing and planning. Teachers will continue to participate in weekly Teacher Based Teams that provide a protocol to analyze data in order to create instructional plans that identify the unique needs of all students. Teachers will be trained on the Online Instructional Framework and will be expected to implement the framework in their instruction.</p>	



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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>  <b>Granting Credit</b>  <b>Promoting Students</b>	What method(s) will be used to <b>determine competency, granting credit, and promoting students</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency, granting credit and promoting students (grading and assessments)</li> </ul>
<p>As part of our remote learning plan, teachers will return to synchronous instruction via the use of Google Meet. As a result, the district will return to its established policies and plans to determine competency, grading and promotion, including the use of our 90/10 grading scale. This has been communicated to all stakeholders in various ways, including a virtual Town Hall and the publication of a Return To School document.</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a> <a href="#">Attendance Considerations for Remote Learning Plans</a> ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)
<b>Attendance Requirements</b>  <b>Student Participation</b>	What are your school district's <b>attendance requirements and student participation</b> for remote learning?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
<p>Teachers will be documenting and tracking attendance and student participation for each class they are instructing. If students are not engaged in remote learning, each building will establish an Engagement Team whose responsibility will be to contact students and parents to identify the barriers and obstacles for student engagement. The Engagement Teams will forge relationships with students, parents and families to ensure our students are in attendance in a remote setting.</p>	



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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>Preschool students will participate in AEPS, ELA and COS assessments. These assessments will determine instructional needs for our youngest students. All K-8 students will participate in NWEA MAP assessments. This benchmark data will identify particular grade-level skill deficiencies our students may have. Teachers will continue to progress monitor students between benchmarks in a variety of ways, including: running records, intervention assessment team, DIBELS, and through the use of formative assessments created by Teacher Based Teams. Teachers will analyze the data to determine instructional needs and will use formative assessments to gauge growth.</p> <p>9-12 students will be progressed monitored through the use of ways, including: running records, intervention assessment team, DIBELS, and through the use of formative assessments created by Teacher Based Teams. Teachers will analyze the data to determine instructional needs and will use formative assessments to gauge growth.</p>	

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>
<p>The Brunswick City School District is a one-to-one district. As part of our Technology Plan, every k-8 student has, or will, receive a Chromebook. Our Technology Department, in collaboration with our principals, are organizing a device pick-up process for students who have yet to receive their Chromebook. Additionally, the Technology Department has surveyed our parents in regards to internet accessibility. The Department is investigating multiple ways to provide internet access to those who need it. For example, internet access is available in the parking lots outside of our buildings.</p>	



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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>The Brunswick City School District delayed the student start date by four days to provide Professional Development to the staff. This professional development will address multiple needs, including the Online Learning Framework and Technology Resources For Teachers. The Professional Development on the Online Learning Framework will also be provided to teachers in advance to the start of the year to give teachers extra time to plan and collaborate around the Framework.</p> <p>The remote daily schedule provides extra time for teachers to collaborate and to receive Professional Development. The Professional Development provided will be a combination of training around district initiatives, as well as specific needs at individual buildings.</p>	