



Remote Learning Plan

District Name:	THE BRILLIANCE SCHOOL
District Address:	1812 Oak Hill Avenue, Youngstown Ohio 44507
District Contact:	Joshua Batchelor- Executive Director
District IRN:	013170

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 offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for distant learning. Still, 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.*

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. The Department will make all plans publicly available at www.education.ohio.gov.



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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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Determination of Student Educational Needs Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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:

The BRILLIANCE SCHOOL will collect baseline data of each scholar by September 30, 2020, with a school start date of August 30, 2020. Testing sessions will be conducted in person and remotely. Paraeducators will administer baseline assessments through our online platforms and within the school's classroom. THE BRILLIANCE SCHOOL will use multiple batteries of assessments and platforms to determine scholars that need to be placed in interventions. Every student's goal is to



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grow 1.5 years in reading and math. BRILLIANCE has designed daily blended intervention blocks to enable students to consistently work on lagging skills with an educator or paraprofessional.

Intervention blocks will allow teachers and paraprofessionals to drill down on foundational reading and math skills coupled with online platforms to reinforce standards-based instruction. These intervention blocks are built to support students, both on-site and virtual.

THE BRILLIANCE SCHOOL intervention blocks non-negotiables and look-for is every student is engaged in the reading and math curriculum during the structured times. In the school building, students are working in small groups (socially distanced) on their levels with teachers of records while performing skill building practice independently. Online intervention blocks will enable teachers to set up intervention blocks through the use of breakout sessions, and rooms provide students resources and instruction to aid the student past their academic frustration levels.

The BRILLIANCE SCHOOL administration will support teachers with structuring and scheduling their intervention blocks. The bell schedule and calendar will encompass intervention time, online and on-site, for each grade level and teachers. The administration and teachers will use baseline assessment data to create actionable instructional objective goals for their classroom students. The BRILLIANCE SCHOOL will celebrate scholars' and teachers' success weekly through positive phone calls, website and social media announcements, school online platforms announcements.

Students with Individual Education Plans will continue to receive services during the remote learning plan. The intervention specialist will be responsible for creating a weekly schedule to ensure all hours are being met. Students who receive ancillary special education services will continue to receive them remotely during their scheduled sessions. THE BRILLIANCE SCHOOL will begin the school year with ancillary services being remote to ensure there is no gap in services, if or when a recess is warranted. The Intervention Specialist reports weekly to the Principal the number of hours each student has received. The Principal is responsible for calling parents, if or when a child has missed more than 10 minutes of service to reschedule. The Principal is responsible for sending a detailed special education report (weekly) to the Executive Director that details hours,



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services, and next steps. The report is reviewed, and data is captured and stored with the Executive Director for record-keeping and reporting. If or when the Executive Director sees a pattern in absences or lack of progress, a virtual meeting is scheduled with the Intervention Specialist, Principal, Parent, and Student.

Students referred to the IST/SST process for services: During the remote learning, if a parent has requested an evaluation for services, THE BRILLIANCE SCHOOL will continue to honor these requests. The Intervention Specialist will send out an electronic signature form with the parent's official request. The IS will send the way to their Principal; the Principal will gather the required documentation from students' teacher(s) of records and submit the official request to the executive director. The Executive Director will coordinate with the virtual testing and evaluation service to secure a virtual time for testing. The virtual ancillary services provider and the executive director will meet with the parent to go over testing logistics, dates, and required technology to fulfill their request. The same process will be followed for identified students as gifted to secure their written plans.

Documenting Instructional Needs	How will instructional needs be documented ? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Clear instructional plans have been created• Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Address Documenting Instructional Needs Here:

The BRILLIANCE SCHOOL has created a scope and sequence for the academic year that can be taught on-site and online. Each week, teachers will utilize the BRILLIANCE scope and sequence to determine the weekly lessons for students. Teachers will be expected to submit a virtual lesson plan to their Principal by Friday and resubmissions by Sunday evening. The instructional plans will be reviewed by the Principal, and they will receive academic and cultural feedback. Once approved, teachers will post their weekly instructional plan in their google classroom for families to see the



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weekly educational and cultural focus. In addition, teachers will submit weekly academic snapshots of mastery to their Principal on Friday of every week. Mastery snapshots provide a student by student analysis on the content they mastered or struggled on during the instructional week. The Principal makes the decision for the teacher to move forward with instructional plans or do a re-teach of the content from the prior week. A class mastery overview is placed on the teacher's classroom and sent to parents via email; during this notification, the teacher informs parents and students if the lessons will be taught or new content will be introduced. THE BRILLIANCE SCHOOL mastery target level is 80%, and 60%-70% requires small groups the following week. 59% or below requires an entire class re-teach in the next instructional week. If a lesson has to be re-taught, the Principal enters the live classroom during Direct Instruction to coach the teacher with their lesson delivery. During teachers, weekly one on one, lesson plans, mastery snapshots, and student work samples will guide future instructional implementations.

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



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	<u>Non-Building Based Learning Opportunities</u>
Determine Competency	<p>What will method(s) be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Brilliance will put in place a system of a professional learning community that is dedicated to a culture of feedback for all stakeholders in both school and remote learning engagements. Academic feedback for grades will be communicated to parent weekly and quarterly. Teachers will communicate through weekly progress reports, monthly parent contacts, parent engagements, parent-teachers-student conferences, both in-person and virtual. Brilliance will celebrate students by providing classroom academic celebrations and quarterly awards ceremonies both remotely and in an in-school environment.</p> <p>Grading Policy</p> <p>Weekly progress report both academic behaviors. Progress reports will include standards taught with grades per standard (A-F grading system).</p> <p>Behavior / effort will NOT be included in academic grading. Effort = the amount of time and effort students give to assignments and how often they participate both in class and remotely. Students will track progress through data tracking systems.</p> <p>A= 4 points B= 3 points C= 2 point D= 1 point F= 0 points (no participation/ no attendance)</p> <p>Teachers and Paraprofessionals will have PD around the use of Data tracking systems for both in-</p>	



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class and remote learning expectations. PD sessions for Teachers and Paraprofessionals around expectations for data chat with scholars. Weekly data meetings will support expectations, assessments, exit tickets, unpacking standards, standards mastery, and rigorous instruction. Brilliance will create a culture of the effective use of data to drive instruction in both an on-site and remote learning environment.

Weekly Data Meeting (Teachers and Para-Professionals/ Admin)

Bi-weekly Data chats (Teachers and Paraprofessionals/Students)

Assessments are our Friends (Teachers and Para-Professionals training on the difference between testing and assessing)

The scholar will be considered "at-risk" after 3-4 failed attempts at grade level standard mastery during any grading period (quarterly). After the student has been through the RTI (Response to intervention process and has been any learning disabilities have been ruled out) Students, have NOT met the minimum attendance requirement. Students will only be considered for retention after all of the above have been exhausted with little to no improvement.

Both Teachers and Paraprofessionals and Admin will provide documentation for at-risk students at after the first diagnostic assessment, or at the point, Teachers and Paraprofessionals see that student is not meeting expectations. At this point, students should receive an intervention plan that includes re-teaching intervention, tutoring, or identified to RTI.

THE BRILLIANCE SCHOOL instructional priority for the 2020-2021 school year is to increase scholars' reading and math growth by at least 1.5 years. The school is using multiple mediums to articulate our instructional priority. THE BRILLIANCE SCHOOL uses multiple batteries of assessments to determine students' academic baseline. It administers these assessments every subsequent quarter to measure reading and math growth.

The school will employ weekly data meetings. In weekly data meetings, administrators and teachers will discuss current trends within individual grades and classes as it pertains to meeting and exceeding the school-wide instructional priority. School admin and teachers will meet monthly to



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analyze school-wide data based on weekly and monthly common assessments. Teachers and school admin will create an action step to ensure student academic progress and gap closing base on benchmark and growth assessments. The expectation is teachers to bring formative assessments and work samples as evidence of on track or identified intervention needed. The team will have a growth conversation about struggling students and strategize immediate and ongoing interventions and supports.

Teachers will also have reading and math goal trackers within their on-site and virtual classrooms. These data trackers are displayed as a part of the classroom print environment and referenced daily by teachers and students. As students complete school-wide quarterly benchmarks, the expectation is trackers are updated to identify the students' growth made, and students are led through a goal setting exercise for the next school-wide benchmark.

Granting Credit	<p>What will method(s) be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments)
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Address Granting Credit Here:
 The school will continue to use the online curriculum that provides asynchronous lessons to high school students. High School students will be required to complete 100% of assigned coursework with a passing grade above 70% to be granted credit. Students will have the ability to resubmit assignments that do not receive passing grades after working with their advisor or teacher of record. Credit will be granted when those conditions are met and satisfied by a high school student.

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

Address Promoting Students to a Higher Grade Level Here:

Decisions regarding student promotion to the next grade are made on a case by case basis, after careful consultation with each student's teachers. Students must receive a final passing grade of 70% on all Progress Monitoring Assessments and in-class subjects and have excellent attendance in each of their core academic classes to be considered for promotion to the next grade. Additionally, any student in grades Kindergarten through Third that is identified as being not-on-track to attain the appropriate level of reading for their current grade level as determined by the Reading Diagnostic Assessment may be retained in their current grade level following ORC 3313.608(B)(2)(a) if the appropriate level of reading is not attained by the end of the school year.

When necessary, BRILLIANCE SCHOOL will send home a letter to families of students failing or struggling in their classes – based on the progress monitoring assessment data. This letter will indicate that unless work habits, effort, and achievement improve, The student may be retained in their current grade level. Instructional services may be provided and/or required, including attendance in after school tutoring and Saturday school until the student shows improvement. Student improvement will be monitored by teachers, administrators, and parents.

These letters and will continue throughout the year until the core academic teachers and administration feels that the student is at a satisfactory level academically. If a student completes the school year in compliance with the attendance policy and has achieved the required scores academically, then the student will progress to the next grade. Otherwise, the student will be retained in the same grade the following year. Students that are retained in compliance with the Third Grade Guarantee policy may be subject to grade elevation or the inclusion in additional academic services. Students that are retained in accordance with the Third Grade Guarantee policy may be subject to mid-year promotion if he/she demonstrates proficiency in all areas he/she was previously retained for.



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Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this vital information when planning attendance policies for remote learning.)
Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Remote Learning: Prerecorded morning Meeting/message (Social Emotional Learning- Building Classroom Culture). Social Studies Content and Science Content Learning engagements blocks. Extended Day Intervention Block. Followed by Lunch and Fine Arts (Fine Arts Specials). Students will receive a structured 90 uninterrupted ELA block. ELA blocks will include the use of Non-fiction Social Studies/Scientific Technology texts as well as Literature to support the teaching of ELA/Science and Social Studies content standards. Students will also receive a 90 Minute math block with a 30-minute built-in math intervention block.</p> <p>Students will utilize School Network approved resources for both ELA and Math, and Ohio State</p>	



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Standards will guide the teaching and learning for Social Content and Science Content instruction for both in school and remote learning.

Teachers and Paraprofessionals will utilize Network approved learning platform to present both digitally and in-person lessons. Teachers and Paraprofessionals will utilize technology to provide students with a flipped-classroom approach to teaching and learning for both in school and remote learners. Teachers and Paraprofessionals will use best practices, principles, and concepts to present lessons. Teachers and Paraprofessionals will provide instruction in various modalities for both in school and remote learning.

Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Created a plan for documenting student participation in remote learning● Communicated the plan with families and other stakeholders
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Address Student Participation Requirements Here:

Scholars are expected to attend all classes on time, every day, and complete all assignments as assigned. For virtual learning, "on time" is considered to be within one minute of the start of class. Scholars will have 3 minutes to transition between virtual courses. If a pattern of absence and tardiness develops, the school will intervene via a team-based tiered approach. Teachers will be first to contact families to address issues and reinforce the importance of attendance expectations. If the problem persists, the response will escalate to the office management team and onto the school resource officer. Chronic attendance issues will be addressed with a collaboratively developed attendance improvement plan. Plans will set clear goals, identify obstacles and craft plans to overcome them, including support from counselors and outside agencies. The thresholds for progressing through the attendance intervention system will be aligned with the school handbook



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and any state guidance. Inconsistent assignment completion will also be addressed via a team-based tiered intervention process that begins with the teacher escalating to the school leadership team who will craft academic intervention plans as needed. All missed assessments (daily and interim) will be made up within two days of returning to school to ensure that data-driven interventions include all available information and meet the needs of all scholars. Brilliance families are expected to ensure that their scholars attend school every day, communicate with the front office if there will be an excused absence, and collaborate with the school team to create and implement intervention plans if needed. Teachers will share the weekly class syllabi and essential information via the school website and text. The school handbook will be updated to reflect modifications to attendance protocols made by the state of Ohio for the 2020-21 SY.

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>THE BRILLIANCE SCHOOL will monitor student progress with/in remote learning through formative, benchmark, teacher-created, the curriculum developed assessments and student work samples. THE BRILLIANCE SCHOOL will utilize an online proctoring cloud-based programming to</p>	



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deliver quarterly benchmarks to all students. The assessments will be monitored by the Principal, teachers, and paraprofessional to ensure the integrity of the data submitted to use for instructional planning, implementation, and evaluation. Teacher-created virtual exit tickets will be created and administered to their virtual classroom spaces such as google classroom ©. THE BRILLIANCE SCHOOL has already acquired and will implement a virtual curriculum for grades K-12. The online-cloud based programs and curriculums allow students to be assessed throughout modules and lessons – the data points collected through these multiple assessment measures.

Students with special needs will receive special accommodations noted within their education plans. The accommodations mentioned below will also be available to all students if data supports and drives the need: Criteria for success is determined and communicated by Intervention Specialist for students (e.g., via a live model, exemplars utilized in the lesson itself and posted in the common folder for ready access by students). Virtual assessments could be conducted in the form of a project (e.g., audio/video, taking a picture of the product, experiment, graphs, charts, presentation, essay, short answer, or multiple choice) and include criteria for success.

Attach any Additional Documentation or Notes (if necessary):

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



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- Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

The BRILLIANCE School will create a home technology survey and distribute it to parents and families during orientation. The surveys will ask families about home internet access. The survey data is used to provide families with MIFIs to be available to support non-internet access. THE BRILLIANCE SCHOOL has purchased and acquired a Chromebook/ laptop for each student. Students receive their laptops prior to the beginning of the week. Chromebooks have been fitted to support learning both on-site, blended, and virtually. All of this to ensure our parents and students stay connected during remote learning.

Ongoing communication schedules: During remote learning, the BRILLIANCE staff will make daily personal contact with students and their families. We will use multiple modes of communication (phone calls, text messages, texting apps, and emails home). English as a second language families will be provided with a BRILLIANCE translator to ensure communication consistently flows.

THE BRILLIANCE SCHOOL understands and has prepared for computer outages. As a result, all instructional and communication tools and programs that may be used with a mobile device. Also, we have ready to have printed work packets for families that may experience technical distribution, or there is a disruption with our MIFI service for any reason. Packets will be printed at the school and mail or delivered to the family home to ensure learning continues.

The online curriculum and instructional platforms provide a strategic and data-driven balance between asynchronous and synchronous lessons. Students will still have live interaction with teachers and classmates and can also help students still feel connected to their learning community and can reassure them that everyone is okay.

Also, to all the methods listed above, students and families will have the opportunity to use project-



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based learning. Learning will be student-driven, inquiry-based projects to help students feel more invested in their learning, which will counter the feelings of disconnection they might feel being at home. Other project-based learning opportunities will be collaborative projects that will provide an opportunity for BRILLIANCE SCHOLARS of all abilities and learning styles to work together remotely toward a common goal.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What will professional development activities 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"> ● They created and communicated a Professional Learning Plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Active teacher development and support will be the cornerstone of the Brilliance approach. Instructional expectations and resource training will begin with a two-week session before the start of school. There will be daily support for teachers via our observations and coaching system and professional learning communities. All staff will also participate in a monthly release day inservice. Professional development will target Brilliance's core systems and routines, curriculum implementation training, and team needs as determined by classroom observation and professional growth plans. Our professional development system will continuously improve to meet the needs of



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all staff by collecting feedback after every session, analyzing trends, and adjusting plans. Teachers will receive job-embedded professional development via weekly observation and instructional coaching, peer-led professional learning communities, and peer observation (in-person and virtual). All staff will be encouraged to observe peers regularly as a part of their PLC's. Team leads and school leaders will also frequently incorporate peer observation as a part of individual teacher coaching and development plans. Clear deliverables will support the implementation of PD in each session, observational feedback, and PLC collaboration/monitoring. PLC weekly data meetings measure mastery by evaluating scholar work samples against exemplars and component-based rubrics. Weekly data meetings will follow a detailed research-based structure before the meeting teachers will reflect upon weekly targeted standards/objectives, sorting scholar work samples by mastery tiers, identifying tiered strengths and misconceptions, and reflect upon their instructional delivery. During data meetings, teachers will share scholar strengths, weaknesses, and analyze teacher actions aligned to both. They will also discuss vertical scaffolding, alternative instructional approaches, arrange co-teaching, and report on progress from previous meetings. After the sessions, teacher teams will implement plans, assess scholar mastery, evaluate results, and support one another via coaching and peer observation. Additionally, data weak concepts will be re-taught with planned lessons, spiraling instruction, and small group interventions (in class, tutoring, and Saturday school). This robust data meeting process will be supported and developed by research-based professional development, collaborative effort, and monthly celebration of effective teams, scholar growth, and achievement.

Attach any Additional Documentation or Notes (if necessary):