



# Remote Learning Plan

District Name:	Ross County Christian Academy
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The following is the Remote Learning Plan (“Plan”) for Ross County Christian Academy for the 2020-2021 school year. The board is adopting this plan in order to be consistent with the requirements specified in section 16 of 2020 Sub. H.B. No. 164 (“Section 16”). The plan may be amended by Board resolution. Any amendments shall be submitted to the Ohio Department of Education.

The goal of remote learning is to be certain that education continues to happen even though school buildings are closed. Remote learning engages students through a variety of learning opportunities which can be delivered even though the educator and/or source of information are separated by time and/or distance from the learner. Remote learning does not consist solely of online learning but also offline lessons that complement the technology presentations.

## 1. Implementation of the Plan:

### a. Educational Approach

Remote learning approaches will include:

- *Digital Mode Approach:* Learning that is delivered via computer or internet based means. Digital mode remote learning requires students to have technology devices and in most cases, internet access.
- *Analog Mode Approach:* Learning that is delivered through a non-digital experience. This may include the use of high-quality paper learning packets or other non-digital instructional materials that enables students to engage in learning outside of the school building or traditional classroom setting.



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At Ross County Christian Academy, Remote Learning may be:

- Teacher led learning: The student is not in the building, but is synchronously interacting remotely with a teacher or other educator.
- Self Directed Learning: The student is largely responsible for the accomplishment of the learning on his or her own. This may include asynchronous support from a teacher or another educator.

### b. Implementation of the Plan

In implementing this Plan, the superintendent may consult with other neighboring school districts, the Ohio Department of Education, the Ohio Department of Health, and the Ross County Health Department.

Remote learning may be implemented as described below.

- District-Wide Remote Learning. Remote learning may be implemented across the entire District for periods of time as determined appropriate by the Superintendent or as required by law or the order of state, county, local or local executive(s) or health department(s). Additionally, Remote Learning may be implemented across the District when the District is closed due to disease epidemic, hazardous weather conditions, law enforcement agencies, inoperability of school buses or other equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering the school building(s) unfit for school use.
- Targeted-Remote Learning. The Superintendent may require Remote Learning for specific buildings, schools, grades, classes, programs, or specific periods of time as determined appropriate by the Superintendent or Designee. Use of remote learning under this scenario may include split scheduling, alternate days of instruction, or any other scheduling option that reduces the number of students in classrooms, hallways, cafeterias, locker rooms, or school transportation.



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• Remote Student Learning. An individual student may participate in Remote Learning for periods of time as determined reasonably appropriate in any of the following circumstances.

- (1) The student is ill or suffering from a communicable disease including, but not limited to, COVID-19. See R. C. 3313.71.
- (2) The student has known exposure to someone with presumed or diagnosed COVID-19. (See ODE's Reset and Restart Planning Guide (July 2020), p. 9.)
- (3) The student recently traveled to and returned from a location with known community spread. (See Reset Guide, p. 9.)
- (4) The student is subject to a Federal, State or local quarantine order.
- (5) The student does not comply with the safety procedures or the Code of Conduct to the extent that the student jeopardizes the health of other students. (See Reset Guide, pp. 5 and 7.)
- (6) The student is experiencing symptoms of COVID-19 while at school and needs to utilize a separate room. (See Reset Guide, p. 8.)



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SECTION ONE	DETERMINING AND DOCUMENTING INSTRUCTIONAL NEEDS
<b>Determining Instructional Needs Granting Credit, Promoting Students</b>	<p><b><u>Determining and Documenting Students' Instructional Needs:</u></b></p> <p>The District shall track whether students are participating in Remote Learning.</p> <p>Student needs will be determined and documented as described below.</p> <ul style="list-style-type: none"><li>• The District may use diagnostic assessments and locally available resources to identify student achievement levels. (See Reset Guide, p. 8.)</li><li>• The Board remains committed to Ohio's Learning Standards. Remote learning should be age appropriate for the grade and age of the student.</li><li>• The Board authorizes the use of all applicable learning management systems and instructional and assessment methodologies to determine and document student instructional needs, educational levels, and acquisition and retention of knowledge, which may include but are not limited to: assessments, interactions, observations, assignments, individualized education programs (IEPs), 504 Plans, educational and non-educational data, and resources available through collaboration with its educational service center(s) and State support teams.</li><li>• The Board may determine student instructional needs in consultation with the student and student's parent(s)/guardian(s). The District will provide up-to-date contact information for parents. (See Remote Education Planning.)</li><li>• The District will establish clear expectations to guide students as they engage in remote learning. Students may be offered flexibility with the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are utilizing remote learning. (See Remote Education Planning.)</li></ul>



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	<ul style="list-style-type: none"> <li>• The Board may revisit or reevaluate student instructional needs as it deems necessary based upon individual student factors or upon relevant external factors (e.g. public health emergencies.)</li> <li>• Student instructional needs will be documented as required by Ohio law, and federal law if applicable, pursuant to the Ohio Department of Education’s guidance, and as determined to be appropriate by the student’s teachers.</li> </ul>
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<b>SECTION TWO</b>	<b>DETERMINE COMPETENCY, GRANTING CREDIT, &amp; PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</b>
<p><b>Determining Competency, Granting Credit Promotion</b></p>	<p style="text-align: center;"><b>Determining Competency, Granting Credit, and Promoting Students</b></p> <p>The District may determine competency, granting credit, and promoting students to a higher-grade level as described below.</p> <ul style="list-style-type: none"> <li>• a. Competency may be determined in the same manner as used for all other Board courses. Methods for students to demonstrate competency and mastery may vary from course to course.</li> <li>• b. Credit will be granted to students under the Plan pursuant to Board policy and Ohio law.</li> <li>• c. Promotion of students to a higher grade level will be based upon applicable law, Board Policy, regular procedures, and other criteria.</li> </ul>



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Attendance Requirements</b> <b>Participation Requirements</b>	<p style="text-align: center;"><b>Attendance and Participation in Learning Opportunities</b></p> <p>For students engaged in remote learning, the District will use the following processes to track student attendance. When engaging in Remote Learning, the District may utilize different approaches to account for the difference between the delivery approach.</p> <p><b>Teacher-Led Learning</b> – attendance will be tracked at the student level in hour increments. For example, two-hour synchronous web-based instruction with students in attendance may equal two hours of attendance for each student.</p> <p><b>Self-Directed Learning</b> – attendance will be tracked through evidence of participation. Evidence of participation may include, but is not limited to the following:</p> <ul style="list-style-type: none"><li>a. Daily logins to learning management systems,</li><li>b. Daily interactions with the teacher to acknowledge attendance,</li><li>c. Assignment completion. The number of hours expected for an assignment to take for a typical student and use that information to gauge each student's attendance</li><li>d. Other evidence of participation determined appropriate. Absences for students participating in Remote Learning should be still recorded as excused or unexcused consistent with the Board's attendance policies.</li></ul>



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SECTION FOUR	PROGRESS MONITORING
<b>Progress Monitoring</b>	<p data-bbox="526 625 927 657"><b>Monitoring Student Progress</b></p> <p data-bbox="519 705 1474 774">The Board will monitor student progress through attendance, participation, and performance as described below.</p> <ul data-bbox="472 829 1520 1262" style="list-style-type: none"><li data-bbox="472 829 1520 898">● Teachers may use formal or informal assessments and set goals for students as appropriate.</li><li data-bbox="472 951 1520 1020">● Teachers will evaluate student progress periodically based upon the needs of the student and the requirements of the course.</li><li data-bbox="472 1073 1520 1142">● Teachers may arrange check-ins with students through District-approved methods. Check-ins may be individual or may be in small or large groups</li><li data-bbox="472 1194 1520 1264">● Teachers may arrange communication with parents and guardians regarding progress through District-approved methods.</li></ul> <p data-bbox="519 1310 1435 1379">The District may continually reassess and change methodologies when necessary based on the data from monitoring student progress.</p>



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SECTION FIVE	EQUITABLE ACCESS
<p><b>Equitable Access</b></p>	<p><b>Ensuring Equitable Access to Quality Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Technology:</b> In anticipation of possible interruptions to in-person instruction this year, Ross County Christian Academy is providing a laptop to any family that indicates a need. Additionally, the school is providing a list of community resources that provide internet access free of charge.</li> <li>• <b>Community Resources:</b> The school will provide information to families regarding local childcare options, and other services (such as broadband service, food distribution sites, etc.) that are available in the community. The school will compile and regularly update comprehensive lists of these wellness and community resources available to students. We will share these with our families in a variety of formats as appropriate such as Jupiter, Google Classroom, Facebook, Newsletters, One Call Now etc.</li> <li>• <b>Special education students:</b> Students with IEPs will access the same learning opportunities that are offered to general education students. These learning activities and supports will address student needs identified within any IEP, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities. Individualized accommodations have been documented for each student. This has been shared with classroom teachers. A grade level specific list of accommodations has been created for teachers to share with families.</li> <li>• <b>At-risk students:</b> Interventionists will take direction from their leadership team on how to best collaborate and support general education teachers so that all instructional professionals are able to support each student and family as needed.</li> </ul>



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SECTION SIX	PROFESSIONAL LEARNING
<b>Professional Learning</b>	<p><b>Professional Development</b></p> <p>The Board will offer professional development activities to its teachers relating to the Plan as follows:</p> <ul style="list-style-type: none"><li>• Professional development will continue to be offered to teaching employees consistent with Ohio law and Board policies and procedures.</li><li>• Professional development opportunities and other guidance will be made available to teachers to ensure they are able to implement the Plan and address issues arising from the COVID-19 pandemic. Training and guidance may include:<ul style="list-style-type: none"><li>▫ Implementing this Plan. (See Restart, p. 20.)</li><li>▫ The use of internet tools, privacy implications of online learning settings, and ensuring resources are accessible for students. (See Reset Guide, p. 2)</li></ul></li></ul>