



Shepherd Christian Learning Plan 2020-

School Remote 2021

We continue to revise and update our Reunite Back to school plan to meet our objectives (1) to provide a physically safe environment for SCS students and employees, (2) to prevent COVID-19 outbreak and additional closures in the future, and (3) offer an outstanding Christian educational experience for your child.

For the 2020-2021 school year, Shepherd Christian School reopening plan provides families with two options:

- In-person classes following the 8:00 am to 3:00 pm school
- Remote learning with online instruction provided by SCS teachers.

As stated in our goals for 20/21 Shepherd Christian School remote learning plan is based on our commitment to a quality Christian Educational experience for our students, whether they are in the classroom or at home. Our plan maximizes instructional time, leverages technology, and provides students with multiple, meaningful interactions with SCS teachers. The foundation of our program rests on the partnership between our staff, teachers, and Future Educational Solutions. The plan outlines the methods our team will use to provide quality education with a long term goal of getting our online students back to the classroom at the same pace and academic level as their peers that are starting the school year off in the classroom.

Section 1. Academics and Instruction

SCS teachers will use a combination of the school's curriculum maps and FES curriculum/lessons to implement Ohio state standards and develop lesson plans based on the standards, as well as our Bible Curriculum and Discipleship program.

We are utilizing a combination of existing platforms that teachers and students have used previously: IXL, Think Central, Go Math online, MobyMax, the teacher prepared video lessons, and ClassDojo. We are adding Google classroom as one of our primary communication tools this school year.

K-6 remote instruction includes teacher-recorded video lessons, classroom instruction live-streamed, small group sessions, and independent assignments via Google Classroom, FES lessons (both online and printed material), and other online programs.

Section 2. Student Daily Schedule

Students start of each day via Zoom/Google Meet with their teacher for a morning check-in and for a Bible lesson/messages and to review the lessons and expectations for the day. Depending on the day and the teacher's plan, the day will include the following:

- Participate in group class instruction via video
- Participate in small group instruction with interactive modeling via video
- Watch and completed recorded teacher-led lessons
- Join 1on1 check-ins with the teacher
- Complete independent assignments via Google Classroom, FES lessons, and other academic programs.

We expect that students will participate online and submit assignments daily. Parents need to notify the classroom teacher immediately of any technical problems that prevent the student from logging on or joining the class.

Section 3. Teacher Expectations

- Create and assign online lessons and projects
- Using technology include remote learning students in class meetings
- Monitor completion of assignments
- Coordinate with classroom teachers to monitor their progress and coordinate projects
- Coordinate with Special teachers for lessons and projects
- Provide adequate feedback through comments on assignments, rubrics, and individualized feedback via 1-1 check-ins
- Be available via text/phone to answer questions
- Schedule office hours for one hour via Google Meet
- Contact parents if the student is not completing the assignments
- Enter grades weekly in Renweb

Section 4. Intervention Services for Equitable Access

SCS Intervention Team will work closely with the online teachers to support students who are below grade level with online learning during the long-term closure.

- Working with Gahanna City Schools, we will continue to hold IEP meetings, meet student services outlined in the IEP.
- Our Reading Intervention specialist will continue to monitor all our student's IEP status and review goals and interventions with the online teaching staff.
- Our Reading Intervention teacher, Title 1 Math Tutor, and our school tutor will continue to provide tutoring services to all students, online and in the classroom.
- Working with GJCS to support us in completing all ETRs and IEP meetings using teacher feedback, formative and summative assessment data. Meetings are held via phone with the IEP team and parent present.
- Speech Services will continue to be provided via a contract with Northrup and Assoc.to deliver speech services via teletherapy.

Section 5. Remote Learning Attendance Policy

All students online or in class are to follow the SCS attendance policy, which is in line with the state compulsory attendance law. Basing attendance on the number of assignments/work completed. A full-time student is required to attend (complete) a minimum of 25-30 hours of school per week or 460 hours per semester or 920 hours per school year. If a student is continually failing to do his/her work, the teacher will initially contact the parent, if after the initial conversation the student continues to fail to do their assignments the teacher is to follow up with the Principal, taking intervention to the next level. The Shepherd Christian School attendance policy includes but is not limited to the following:

- Automatically withdrawing the student if, without a legitimate excuse, fails to participate in 60 consecutive hours of learning opportunities offered to the student; and/or
- At the end of the eleventh day after a student has failed to participate physically or remotely as required.
- Students are required to meet face-to-face (in-person, or video conference) with teacher/administrator at least three times per week. The teacher will determine the time and place.
- Issues with technology (no internet access, password not working) that prevent a student from submitting an assignment online, completing an assignment online, or joining a class virtually, will be considered an excused absence if the parent notifies the teacher immediately. In this case, late classroom work will be accepted and count towards the student's grade.

SCS Remote Learning Truancy Intervention Program

To track and verify student attendance and participation, SCS will adhere to the following procedures:

- 10 Incomplete Assignments - (Warning Letter from SCS) SCS notifies the parent by letter of the student's status with incomplete assignments. Parents are asked to contact school officials for a phone or in-person conference in order to remediate.
- 15 Incomplete Assignments - (2nd Warning letter from the Principal) The Principal will send a warning letter to the student and the parent explaining Ohio's Compulsory Attendance Laws and the consequences of further incomplete assignments.
- 20 Incomplete Assignments - (Absence Intervention Meeting) The student and the parent will be invited to meet with the SCS Principal for an Absence Intervention Meeting to be held at SCS in-person or via video conference. Legal responsibilities of the student and parents regarding school attendance/assignment completion will be addressed, and intervention provided as needed. Students and parents will be warned of the consequences should the student continue to be truant/not complete his/her online assignments. If the student /parent does not attend the scheduled intervention meeting (and does not make alternate arrangements, and if they are over the 25 incomplete lesson limit, charges may be filed immediately against the student and the parent.
- 25 Incomplete Assignments – The student will be dismissed from Shepherd Christian School.

Section 6. Remote Learning Grading Policy

We use grades to give families and students a snapshot of how well a student is doing academically compared to grade-level expectations. Students earn grades based on homework completion, in-class participation, in-class assignments, quizzes, and tests.

Grade Weights K-3rd: 25% Homework: 75% *Pass/Fail Grading Scale

Grades 4th-6th Grade Assessment: 50% Participation: 10% Classwork/Homework: 40%

Specials Participation/Classwork: 100% *Pass/Fail

Grading Scale

K-3rd Grades

- Participation: Comment and review material on Google Classroom 3 entries per week
- Classwork/Homework: Complete weekly assignments, submit through Google Classroom and FES 2-3 entries per subject per week

4th-6th Grades

- Participation: Comment and review material on Google Classroom, 4-5 entry per week per at a minimum
- Classwork/Homework: Complete weekly assignments and submit through Google Classroom 3-4 entries per week at a minimum
- Assessments: Quizzes, unit assessments, final exams 1 entry per week

Specials Classes

- Participation/Classwork: Complete weekly assignments and submit through Google Class Room- Art, Music, Outdoor Education, and PE.
- 1 entry per week per class (Art, Music, PE)

Section 7. Family Communication

SCS Board Approved SCS's remote learning plan is posted on our website and will be shared with any family that selects the remote learning option for their child. Families must complete and sign the remote learning plan agreement at the beginning of the school year. Teachers are contacting families through Google Classroom, text messages, phone calls, and video chats. The school leadership team is communicating with families through text, in-person, emails, and Facebook, and our SCS website.

Section 8. Technology Distribution For Students:

- K-6: SCS will issue and/or deliver a Chromebook with webcam, charger, wifi hotspot (if needed). If funding is approved, SCS will help offset the internet cost for families

eligible for Free & Reduce Lunches or enrolled at SCS utilizing the Ed Choice Expansion Scholarship

- For Teachers:
 - Touchscreen Chromebook with stylus and sharing capabilities
 - Small groups - Chromebook with webcam and Google meet for multiple participants
 - 1on1 tutoring - Chromebook with webcam and Google meet

Section 9. Professional Development for Teachers Professional Development for Delivering Online Instruction will primarily be resource through Future Education Solutions and their staff. A secondary resource will be SimpleK12 online videos for individuals and group instruction. Training will occur both before school starts and throughout the school year.

Appendix 1- Information Fact Sheet/Letter about Expectations of the Online learning Option.



Parent Sheet

SCS Parent,

Shepherd Christian School is partnering with FutureEd Solutions to offer our families an alternative to in-school learning. The following letter outlines the parent expectation for our students/families desiring online education. Shepherd will be providing a teacher/mentor as a point of contact and assisting in the instruction. Much of the instructions will be laid out by the Shepherd Teacher/mentor, but the follow up falls on the parents. We want families to realize that online education at home does require a fair amount of work on the parents' part.

PARENT EXPECTATIONS

As a parent of Shepherd Christian School, I willingly choose online learning for my student for the first semester of the school year 2020-2021. I understand that my student must remain online the entire semester and could possibly (if a slot is available in the classroom) return the second semester, if necessary. I acknowledge that online learning is a choice and that the burden of student success is on myself, my child, and our family. Beyond that, I agree to:

- Fill out an application prior to the deadline
- Attend a mandatory orientation covering platform and curriculum
- Learn necessary tech skills
- Fully embrace a lead role as facilitator, coach, mentor for student(s)
- Manage student schedule, progress, troubleshooting, etc.
- Communicate with school mentor on a weekly basis
- Understand that online learning demands independent learning and motivation
- Find additional resources for my child when necessary
- Monitor student's well-being with social, mental, and physical health

Prior to starting:

1. Sign up for all communication from the school i.e. emails, Renweb Parent Portal, Facebook, etc.
2. Complete an orientation
3. Watch all help videos prior to starting and take notes
4. Print out instructions/resource when possible
5. Set a schedule for your child to be online
6. Use a visual calendar for week, month, projects, etc.

7. Supply your child with a notebook for each course, writing utensils, calculator, etc.
8. Set a designated workspace for your child free from most distractions, ample lighting, comfortable seating etc.
9. Set a weekly conference time with the child to review deadlines and progress
10. Establish rewards for progress
11. Familiarize yourself with outside resources
12. Buy headphones or earbuds that are compatible with the device
13. Practice uploading and scanning documents
14. Obtain reliable internet
15. Download any necessary apps

Daily:

1. Set daily goal and time parameters
2. Provide a sense of balance for your child
3. Schedule breaks
4. Plan for any live meetings
5. Have snacks/food ready
6. Use a timer when necessary
7. Sit with child during assessments
8. Ask child to take notes
9. Ask child to relay what he or she learned in each subject
10. Make a list of questions for teacher/mentor
11. Communicate any needs to teacher/mentor
12. Teach child to use outside resources for further understanding, i.e. virtual fields trips, etc.
13. Use resources that are OFFLINE to enhance learning
14. Issue rewards based on progress
15. Tutor child through difficult concepts and revise/retake failed attempts
16. Encourage a positive attitude and work ethic
17. Schedule physical activity
18. Change learning locations

Weekly:

1. Set weekly goals for student visually i.e. wall calendar, whiteboard, notebook, etc.
2. Monitor pace and progress

3. Find outside resources to aid understanding
4. Meet virtually or conference with mentor/teacher/tutor
5. Schedule in fun
6. Check school website for news
7. Set up study groups or partners virtually or in person

Tips

- Have student read aloud to family member over Facetime
 - Reach out to local experts or the Teacher/Mentor for help
 - Work as a team
 - Help your child; do not do the work or thinking for them
 - Teach your child about time management
 - Allow child to make decisions about schedule, pace, projects, etc. whenever possible
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- Ask your child open-ended questions about their learning; have them summarize concepts