



Remote Learning Center

Student and Family Handbook

2026-2027

The mission of Mad River Local Schools
is to create successful educational experiences
for all the students we serve
through diverse opportunities.

WELCOME TO THE REMOTE LEARNING CENTER

Welcome to the Mad River Local Schools Remote Learning Center (RLC). The RLC provides a high-quality educational option for students who benefit from a flexible learning environment while remaining connected to the opportunities, services, and supports available through Mad River Local Schools.

The Remote Learning Center is not a separate school; therefore, students enrolled in the RLC remain Mad River students and continue to have access to district programs, extracurricular activities, counseling services, intervention supports, career exploration opportunities, and graduation pathways.

Success in remote learning requires a partnership among students, families, and staff. Students are expected to engage actively in learning, communicate regularly with teachers, and maintain progress toward academic goals. Families serve as critical partners by supporting routines, monitoring progress, and maintaining communication with school personnel.

The goal of the Remote Learning Center is not simply to provide online coursework. Rather, it is to create successful educational experiences through diverse opportunities that prepare every student for future success.

Staff Contacts:

RLC Administrator

Rosalyn Brubaker

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RLC Student Success Coach

Sarah Nartker

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Phone: (937) 259-6630 ext 1013

Our Commitment to the 3 E's

The Mad River Local Schools Remote Learning Center is designed to provide students with a flexible, personalized educational experience while maintaining the high expectations and support systems that define our district.

Every aspect of the Remote Learning Center is aligned to Mad River's commitment to every student graduating with a plan of Enrollment, Enlistment, Employment:

Enrollment: College, Trade School, Technical School, Training Program

Enlistment: Air Force, Army, Coast Guard, Marine Corps, Navy, Space Force

Employment: Career, Competitive, Full Time

Handbook & District Policies

Please note that the expectations outlined in the Remote Learning Handbook supplement, but do not replace, your home building's handbook or the district's Technology Acceptable Use Agreement agreed upon in the OneView online forms.

STUDENT ELIGIBILITY AND ENROLLMENT

Enrollment in the Remote Learning Center is a privilege that requires commitment from both students and families.

Students seeking enrollment must:

- Complete all required district enrollment procedures.
- Complete Remote Learning Center Application & Commitment Form.
- Meet with designated school personnel if requested.
- Participate in any required orientation activities.
- Demonstrate readiness for a remote learning environment. (If there is a question about a student's readiness for remote learning, they may be asked to complete an academic success course before being allowed to start the remote learning program.)

The RLC Administrator has the authority to request documents to make the final approval decisions in all student placements.

Students remain enrolled in Mad River Local Schools and continue to be assigned to their home school for accountability and participation purposes.

The district reserves the right to review continued placement in the Remote Learning Center if a student consistently demonstrates:

- Lack of participation
- Failure to make academic progress
- Chronic absenteeism
- Repeated violations of district policies
- Failure to maintain communication requirements

Special Education Services

Students with disabilities will continue to receive services outlined within their Individualized Education Program (IEP). The district remains committed to providing appropriate accommodations, modifications, and supports within the remote learning environment.

English Learner Services

Students identified as English Learners will continue to receive language development services and supports as required by law and district procedures.

ATTENDANCE AND ENGAGEMENT

Student attendance is essential to academic success. Remote learning does not eliminate attendance expectations. Students enrolled in the Remote Learning Center are expected to engage in learning activities each day school is in session. Consistent attendance supports academic growth, social-emotional development, and successful completion of coursework.

Daily Schedule

8:00 – 2:30 with a 30 min lunch = 6 hours/day

*Special circumstances should be discussed with the program administrator and must receive approval.

Attendance Expectations

Attendance may be demonstrated through:

- Participation in live instructional sessions
- Completion of assigned coursework
- Submission of assignments
- Communication with teachers
- Demonstration of academic progress
- Participation in required conferences or check-ins

Students are expected to log into learning platforms and participate in learning activities every scheduled school day.

Excusable Reasons for Absences

An absence from school may be approved for one (1) or more of the following reasons or conditions:

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. personal illness (a written physician's statement verifying the illness may be required)
- B. appointment with a health care provider
Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day:
 - i. the student shall have a statement to that effect from his/her parents
 - ii. the student shall bring a signed statement from the doctor, dentist, lawyer, counselor, etc. to the effect that s/he reported promptly for the appointment
 - iii. the student shall report back to school immediately after his/her appointment if school is still in session.
- C. illness in the family necessitating the presence of the child
- D. quarantine of the home (limited to the length of the quarantine as fixed by the proper health officials)
- E. death in the family (limited to a period of three (3) days unless a reasonable cause may be shown for a longer absence)

- F. necessary work at home due to absence or incapacity of parent(s)/guardian(s)
- G. out-of-state travel (up to a maximum twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a District-approved enrichment or extracurricular activity (any classroom assignment missed due to the absence shall be completed by the student)
- H. such good cause as may be acceptable to the Superintendent
- I. medically necessary leave for a pregnant student in accordance with Policy 5751
- J. service as a precinct officer at a primary, special or general election in accordance with the program set forth in Policy 5725 (grades 9-12 only)
- K. college visitation (not to exceed two (2) in number and The District requires verification of the date and time of the visitation by the college, university, or technical college, grades 9-12 only)
- L. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status
- M. absences due to a student being homeless

Absence Reporting

When a student is absent from school:

- Parents/legal guardians are responsible for reporting their child's absence and the reason(s) for the absence.
- Reporting should be done within the first two hours of the school day on the day the student is absent. Parents/legal guardians should email and/or message on Parent Square to report the absence and reason to Student Success Coach: Sarah Nartker (sarah.nartker@madriverschools.org)
- If contact is not established, the parent/legal guardian should submit a written excuse to the RLC staff upon the student's return to school. The written excuse must state the reason and the date(s) of the absence.
- If a student is absent due to a medical appointment/hospitalization, a doctor's note should be provided to the RLC staff upon the student's return to school.
- Written excuses may be requested in addition to phone contact, at the discretion of building administration.
- Absences will be determined as excused or unexcused based on building and district policy outlined above in ATTENDANCE.
- A doctor's note is required when a student is absent for three or more consecutive days.
- A student may have up to ten (10) excused absences without a doctor's note, but with a phone call from a parent/guardian

Chronic Absenteeism

The district will monitor attendance in accordance with Ohio law.

A student will be considered chronically absent in Ohio if they miss at least 10% of the minimum required school hours. All absences – excused or unexcused – count toward chronic absenteeism. Missing 2-3 days per month is enough for a student to become chronically absent by the year-end. A student will be notified when they have missed 5%, 10%, and 15% of school hours with the academic year.

Habitual Truancy

Students may be considered habitually truant when absences exceed thresholds established under Ohio law.

Students identified as habitually truant may be referred to an Attendance Intervention Team and may be subject to additional interventions.

SHARED COMMITMENT & GUIDELINES

Remote Learning Center Administration

The RLC Administrator:

- Maintain clear and consistent communication with families regarding program placement eligibility, review timelines, and placement determinations
- Provide administrative guidance and decision-making for complex student and family issues
- Oversee the implementation and operation of online learning platforms and digital tools
- Work with teachers, counselors, and administrators to support student academic success and well-being
- Review and improve remote learning practices based on feedback from students, families, and staff
- Facilitate program withdrawal or reassignment decisions for students who do not demonstrate sufficient progress despite documented intervention strategies and communication efforts implemented by the Success Coach
- Communicate updates, schedules, policies, and procedures related to virtual learning

Student Success Coaching

Every Remote Learning Center student will have access to a Student Success Coach who serves as a primary point of contact.

The Student Success Coach may:

- Manage student and parent access to learning management systems
- Monitor attendance and progress
- Assist with goal setting
- Coordinate communication
- Support intervention efforts
- Help students maintain pacing and accountability

Students may be required to participate in scheduled check-ins as part of their enrollment in the Remote Learning Center.

Student Responsibilities and Expectations

Students enrolled in the Remote Learning Center agree to:

- Participate daily; log in from 8:00 am – 2:30 pm, with a 30-minute lunch break
- Complete coursework on time

- Maintain progress toward pacing goals
- Participate in required instructional activities
- Communicate with teachers and seek help when needed
- Demonstrate respect and academic integrity
- Use technology responsibly
- Meet district graduation requirements

Students who fall behind pacing expectations may be required to participate in intervention supports or academic improvement plans.

Family Partnership Expectations

Successful remote learning depends on a strong partnership between home and school.

Parents and guardians agree to:

- Establish daily learning routines
- Ensure students have access to a productive learning environment
- Monitor attendance and engagement
- Review student progress regularly
- Maintain current contact information
- Respond to school communications
- Participate in conferences and intervention meetings
- Support academic integrity expectations

Families are encouraged to communicate concerns promptly, so solutions can be developed collaboratively.

Platform, Courses, Grading and Academic Progress

Mad River Local Schools has partnered with Edmentum's EdOptions Academy to give students a quality virtual learning experience.

The EdOptions Academy instructional model provides a balance of live lessons, one-to-one instruction, and independent practice designed to engage all learners.

The EdOptions Academy teachers will:

- Guide students through the virtual experience
- Provide high quality live instruction
- Monitor student performance and progress
- Communicate frequently with students via email, phone calls, messenger, and Zoom
- Provide high quality grading and feedback aligned to the rubrics
- Collaborate with your district representatives

Students will be assigned classes based on the scheduling requirements provided by their counselor. Students are expected to show continuous progress throughout the semester. Students must work in each class for

grades to reflect accurately and for accurate progress tracking. Students will not receive credit for the semester if the class is not completed 100%.

Elementary and Middle School students will be placed in their four core classes of math, English Language Arts, Science, Social studies, and two Electives, such as Art, Music, Physical Education, and Health.

Stebbins High School students will receive a full schedule of six (or more) classes based on credit requirements (some students may need to work at a faster pace if they are credit-deficient). Stebbins students are expected to reach the minimum progress as follows (may change based on start date):

- Interim 1 and 3 25% complete
- QTR 1 and 3 50% complete
- Interim 2 and 4 75% complete
- QTR 2 and 4 100% complete

Grades communicate student mastery of learning standards and course expectations.

Grades may include:

- Assessments
- Projects
- Performance tasks
- Discussions
- Coursework completion
- Demonstrations of mastery

Students and families will have access to progress information through district-approved platforms. Students are encouraged to review progress regularly and seek assistance when needed.

District and State Testing

Students enrolled in the Remote Learning Center are required to participate in all Ohio state assessments and district accountability measures. Testing information will be communicated in advance. Participation in state assessments remains a requirement regardless of instructional setting.

Students must:

- Attend scheduled testing sessions.
- Follow testing procedures.
- Bring required materials.
- Demonstrate academic integrity during testing.

TECHNOLOGY, DIGITAL CITIZENSHIP, & ARTIFICIAL INTELLIGENCE

Purpose

Technology is an essential component of learning in the Remote Learning Center. Students are expected to use district technology resources in ways that support learning, promote digital citizenship, and prepare them for future college, military, and career environments.

The use of district technology is a privilege, not a right.

Student Technology and Digital Citizenship Expectations

Students are expected to demonstrate responsible online behavior that reflects the values of Mad River Local Schools. Students are reminded that online behavior may have real-world consequences and may be subject to school disciplinary procedures.

Students May:	Students May Not:
• Use district-issued devices for educational purposes. • Protect usernames and passwords. • Maintain device security and care. • Communicate respectfully and demonstrate kindness and empathy online. • Respect intellectual property. • Communicate respectfully. • Follow all district technology policies and procedures. • Use district-approved applications and platforms. • Report technology concerns promptly.	• Attempt to bypass security settings or filters. • Access inappropriate websites or content. • Share passwords or account information. • Use district technology for illegal activities. • Harass, threaten, or bully others electronically. • Damage, alter, or interfere with district technology systems.

District technology use may be monitored at any time in accordance with Board policy.

Artificial Intelligence (AI) Use

Mad River Local Schools recognizes that Artificial Intelligence (AI) is becoming an increasingly important tool in education, careers, and daily life. The district views AI not as a replacement for human effort, but as a “co-pilot” to enhance human creativity and support students in their unique paths toward Enrollment, Enlistment, or Employment (the 3E’s).

Central to this strategy is the “Human-in-the-Loop” principle, which mandates that humans remain the final decision-makers and responsible parties for all AI-generated output. The district employs a “Traffic Light” guardrail system to categorize acceptable use, prioritizing data privacy, academic integrity, and transparent communication with families. MRLS distinguishes between using AI for the **process** of learning (brainstorming, organizing) and the **product** of learning (final text, code, or images). Presenting AI-generated products as original work is generally prohibited.

The “Traffic Light” Guardrail System

To provide clarity for students and staff, Mad River Local Schools uses a “Traffic Light” system of guardrails. These categories help everyone understand when AI is a helpful partner, when it requires specific permission, and when it should be set aside to protect authentic learning.

<i>Category</i>	<i>Definition</i>	<i>Scenarios</i>
GREEN: AI-Empowered (Encouraged)	Encouraged use to enhance productivity, spark creativity, or provide initial support based on district approved tools.	Brainstorming topics, organizing study schedules, or explain a difficult concept in simpler terms.
YELLOW: AI-Assisted (Permission Required)	Use permitted only with specific teacher guidance and clear disclosure based on district approved tools.	Drafting a specific paragraph, checking computer code for errors, or acting as a “peer reviewer” for student’s original work.
RED: Human-Only (Prohibited)	Prohibited use to protect student’s independent skill or authentic voice.	Writing entire essays, solving math problems during tests, or complete a reflection that is meant to be personal.

Approved District AI Tools for Student Use

Each of the identified tools meet the Federal Student Data Privacy Requirements:

- Google Gemini
- Google NotebookLM
- Magic School AI
- Microsoft Copilot
- SchoolAI

Disclosure Requirements

When AI is used in Green or Yellow scenarios, students must be transparent by providing:

- The Name of the Tool
- Description of Use
- Reflection on Output

*For complete details on acceptable use, privacy, and district-wide policies regarding artificial intelligence, please consult the MRLS AI Community Playbook.

2026-2027 District Calendar

School Closures

The Remote Learning Center follows the district calendar and all district delays and closures. If the district closes, MRLS staff availability may be limited for the day, but the online platform remains open for students who wish to continue their coursework online.

Aug	24	Mon		Oct	12	Mon	Prof Dev/Waiver Day	Nov	30	Mon	
	25	Tue			13	Tue		Dec	1	Tue	
	26	Wed			14	Wed	SHS 2-hr early release		2	Wed	SHS 2-hr early release
	27	Thu			15	Thu			3	Thu	
	28	Fri	9 th Grade Orientation		16	Fri			4	Fri	
Aug	31	Mon	Professional Staff Day	Oct	19	Mon		Dec	7	Mon	
Sep	1	Tue	Professional Staff Day		20	Tue			8	Tue	
	2	Wed	Professional Staff Day		21	Wed	SHS 2-hr early release		9	Wed	SHS 2-hr early release
	3	Thu	Professional Staff Day		22	Thu			10	Thu	
	4	Fri	Professional Staff Day		23	Fri			11	Fri	
Sep	7	Mon	Labor Day – No School	Oct	26	Mon		Dec	14	Mon	
	8	Tue	Grades 1 thru 12 in Session		27	Tue			15	Tue	
	9	Wed	Kindergarten A-L in session		28	Wed	SHS 2-hr early release		16	Wed	SHS 2-hr early release
	10	Thu	Kindergarten M-Z in session		29	Thu			17	Thu	
	11	Fri	All Kindergarten in Session		30	Fri	End 1 st Grading Period PreK-12 Early Release PreK-12 (2 hr)		18	Fri	
Sep	14	Mon	All PreK in Session	Nov	2	Mon		Dec	21	Mon	No School - Winter Recess
	15	Tue			3	Tue	Prof Dev/Waiver Day No school for Students		22	Tue	No School - Winter Recess
	16	Wed	SHS 2-hr early release		4	Wed	SHS 2-hr early release		23	Wed	No School - Winter Recess
	17	Thu			5	Thu			24	Thu	No School - Winter Recess
	18	Fri			6	Fri			25	Fri	No School - Winter Recess
Sep	21	Mon		Nov	9	Mon		Dec	28	Mon	No School - Winter Recess
	22	Tue			10	Tue			29	Tue	No School - Winter Recess
	23	Wed	SHS 2-hr early release		11	Wed	SHS 2-hr early release		30	Wed	No School - Winter Recess
	24	Thu			12	Thu			31	Thu	No School - Winter Recess
	25	Fri			13	Fri		Jan	1	Fri	No School - Winter Recess
Sep	28	Mon		Nov	16	Mon		Jan	4	Mon	
	29	Tue			17	Tue			5	Tue	
	30	Wed	SHS 2-hr early release		18	Wed	SHS 2-hr early release		6	Wed	SHS 2-hr early release
Oct	1	Thu			19	Thu			7	Thu	
	2	Fri			20	Fri	No School grades preK-6		8	Fri	
Oct	5	Mon		Nov	23	Mon	No School	Jan	11	Mon	
	6	Tue			24	Tue	No School		12	Tue	
	7	Wed	SHS 2-hr early release		25	Wed	No School		13	Wed	SHS 2-hr early release
	8	Thu			26	Thu	Thanksgiving Day		14	Thu	
	9	Fri			27	Fri	No School		15	Fri	End 2 nd Grading Period PreK-12 Early Release K-12 (2 hr)

Jan	18	Mon	ML King Day – No School	Mar	15	Mon		May	10	Mon	
	19	Tue			16	Tue			11	Tue	
	20	Wed	SHS 2-hr early release		17	Wed	SHS 2-hr early release		12	Wed	SHS 2-hr early release
	21	Thu			18	Thu			13	Thu	
	22	Fri			19	Fri	End 3 rd Grading Period K-12 Early Release K-12 (2 hr)		14	Fri	
Jan	25	Mon		Mar	22	Mon		May	17	Mon	
	26	Tue			23	Tue			18	Tue	
	27	Wed	SHS 2-hr early release		24	Wed	SHS 2-hr early release		19	Wed	Last Day Seniors
	28	Thu			25	Thu			20	Thu	Graduation
	29	Fri			26	Fri			21	Fri	
Feb	1	Mon		Mar	29	Mon	No School - Spring Recess	May	24	Mon	
	2	Tue			30	Tue	No School - Spring Recess		25	Tue	
	3	Wed	SHS 2-hr early release		31	Wed	No School - Spring Recess		26	Wed	
	4	Thu		Apr	1	Thu	No School - Spring Recess		27	Thu	Last Day Students
	5	Fri			2	Fri	No School - Spring Recess		28	Fri	Early Release PreK-12 (2 hr) Last Day Faculty
Feb	8	Mon		Apr	5	Mon	Prof Dev/Waiver Day No school for Students	May	31	Mon	Memorial Day
	9	Tue			6	Tue		June	1	Tue	
	10	Wed	SHS 2-hr early release		7	Wed	SHS 2-hr early release		2	Wed	
	11	Thu			8	Thu			3	Thu	
	12	Fri			9	Fri			4	Fri	
Feb	15	Mon	President's Day – No School	Apr	12	Mon		Jun	7	Mon	
	16	Tue			13	Tue			8	Tue	
	17	Wed	SHS 2-hr early release		14	Wed	SHS 2-hr early release		9	Wed	
	18	Thu			15	Thu			10	Thu	
	19	Fri			16	Fri			11	Fri	
Feb	22	Mon		Apr	19	Mon		Jun	14	Mon	
	23	Tue			20	Tue			15	Tue	
	24	Wed	SHS 2-hr early release		21	Wed	SHS 2-hr early release		16	Wed	
	25	Thu			22	Thu			17	Thu	
	26	Fri			23	Fri			18	Fri	
Mar	1	Mon		Apr	26	Mon		Jun	21	Mon	
	2	Tue			27	Tue			22	Tue	
	3	Wed	SHS 2-hr early release		28	Wed	SHS 2-hr early release		23	Wed	
	4	Thu			29	Thu			24	Thu	
	5	Fri			30	Fri			25	Fri	
Mar	8	Mon		May	3	Mon		Jun	28	Mon	
	9	Tue			4	Tue			29	Tue	
	10	Wed	SHS 2-hr early release		5	Wed	SHS 2-hr early release		30	Wed	
	11	Thu			6	Thu		Jul	1	Thu	
	12	Fri			7	Fri			2	Fri	

GRADING PERIODS

FIRST SEMESTER					SECOND SEMESTER				
	K-4	5-6	7-8	9-12		K-4	5-6	7-8	9-12
First Quarter Sep 8 – Oct 30	38	38	38	38	Third Quarter Jan 19 – Mar 19	43	43	43	43
Second Quarter Nov 2 – Jan 15	38	38	39	39	Fourth Quarter Mar 22 – May 27	43	43	43	43
1 st SEMESTER TOTAL:	76	76	77	77	2 nd SEMESTER TOTAL:	86	86	86	86
					YEAR TOTAL:	162	162	163	163