Remote Learning Plan: Jackson Local School District

District Name:	**Jackson Local School District**
District Address:	**7602 Fulton Dr. NW, Massillon, OH 44646**
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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 <mark>**August 21, 2020**</mark> **to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to 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. The Department will make all plans publicly available at 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](#).

Consider how instruction will take place? (check <u>all</u> that apply)
- ❏ **X** Teacher-student interaction through online learning platforms
- ❏ **X** Online lessons for student to work on at home
- ❏ Offline lessons and instructional packets for students

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SECTION ONE	INSTRUCTIONAL NEEDS
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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)

Determining Instructional Needs:
The district utilizes Schoology (LMS) for remote access to curriculum provided by teachers for in person and remote access and Acellus Courses for self-directed learning.

Student Skills Needed:
All students have access to the Schoology platform and have received instruction through their classroom teachers or through information posted on the district website. Teachers have focused on basic computer skills, digital communication/digital citizenship, Internet Safety in an Online World, Privacy and Security, Digital Footprint, Information Literacy, Credibility of Sources, Intellectual Property, Relationships and Communication including Cyberbullying, digital communication netiquette, web search, time management, and collaboration skills.

Teacher Training and Support:
Through the 2017/2018, 2018/2019, 2019/2020 school years, all teachers in grades K-12 received in-district provided professional development in the use of Schoology through ten district courses as well as face-to-face in person instruction. The district provided courses were: JLSD101: Welcome to POLARIS (Schoology), JLSD106: Chrome Apps, Add-Ons & Extensions, JLSD102: Introduction to Windows 10, JLSD107: YouTube in the Classroom, JLSD103: Caring for Chromebooks, JLSD108: Screencastify Media Capture, JLSD104: Digital Citizenship, JLSD109: Blended Learning Basics, JSLD105: Bearworks Basics (Google Suite), and JLSD110: Project-Based Learning.

At the beginning of teacher workdays for the 2020/2021 school year, all teachers took district developed courses titled: Getting Started, Google Meet and Video Conferencing, and Core 1: Student - Teacher Relationships. In addition, they were able to take asynchronous courses developed by their colleagues in a variety of tech tools such as Flipgrid, PadLet, Pear Deck, Voice Thread, Hyperdocs, EdPuzzle, and Discussion Boards. Teachers worked in Teacher Based Teams by grade-level, course, or program to support each other. As the year progresses, teachers will take two additional district developed courses titled Core 2: Student - Student (Peer) Relationships, and Core 3: Student - Content Relationships and be able to continue accessing all tech tool courses to further develop their skills in order to meet the needs of remote learners.

Equity for all Students:
All students in K-12 have a district provided Chromebook; students who do not have internet access at home are provided a Kajeet SmartSpot by the district. The district also provides several online enrichment/intervention programs that support the curriculum as well as assistive technologies, such as Read Write, Freckle, IXL, Brainpop, Edpuzzle, Edulastic, Newsela, and Learning A-Z available to all students.

For students with current IEP Plans, structures were incorporated to ensure services as documented on plans were incorporated into the student's school day. These services included those with related

services such as S/L, Auditory, OT, PT, and Vision services. In addition, Intervention Specialists were trained and included in curriculum planning to ensure both modified and accommodations were in place. This allowed for discussion, as well as alignment with access points to ensure exposure similar to typical peers even in a remote setting.

In addition, the "set" schedule of IEP minutes (through Google Meet) as well as curriculum access as part of the student's virtual day- would allow for the possibility of school return and no change of student schedule. This was key in supporting those students with disabilities that often struggle with change.

IEP teams were reconvened to address specific needs and/or supports that would need to be considered depending upon student and/or family needs. Some teams will create a Remote Learning Plan. In this case there is very specific discussion and documentation of the student's school day that may be different than the in person experience. The focus of Remote Plans would be to address instructional needs that ensure the academic slide due to Covid is minimized.

Teachers that have students with Section 504 Plans in their classes were sent these plans. Similar to those with IEP accommodations, some Section 504 teams met to align any need(s) to the remote platform. Section 504 Accommodations and/or Modifications are known and in place in the remote platform.

Students that are English Learners (EL) will have support in their completion of their work by the two district EL teachers assigned. In addition, the EL teachers have been included in all district professional training as well as included in design of the instruction to ensure accessibility. Knowing the student may be in the home supported by families that have a home language other than English, information has been sent related to the practices and the procedures to help families support their learner. These supports have been translated in the families' home language.

Students and families experiencing homelessness due to loss of job have been contacted by either their counselor or the Homeless Liaison. Discussions with these families included curriculum support as well as receipt of a district provided device and internet access. In addition, if a student experiencing homelessness does not attend their classes or does attend and grades do not align with past performance, then other supports will be offered. This may include Academic Club where a school staff member has a set time to help the child complete coursework in a remote setting.

Students will continue to be identified as gifted through whole grade testing using NWEA MAP, Stanford, and CogAT. Assessments can be administered face-to-face with students as well as remotely. WEPs will continue to be written for all students identified as gifted. Teachers can set up grading groups inside Schoology to assign enrichment and extension activities to students as needed. eLearners will access accelerated content via Schoology. Students and families requesting subject or whole grade acceleration will be able to access that process.

The district has established adopted standards with mapping and pacing guides that are the basis for all remote lessons delivered to students. The district has adopted state and national standards as well as College Credit Plus and Advanced Placement course standards.

Because all students experienced remote learning in the fourth nine weeks of the 2019/2020 school year, the district will implement gap analysis tools developed by the Ohio Department of Education to help determine areas that need support. Whole grade testing in both reading and math using NWEA MAP will also assist teachers in determining the areas students need support or are ready to develop. Teachers will continue to pretest content where relevant to determine readiness for upcoming units of study. All K-3 students will be assessed in reading by September 30 to determine if they are "on track" or "not on track". K-3 students will receive a Reading Intervention and Monitoring Plan (RIMP). Teachers can set

up grading groups inside Schoology to assign additional practice activities that reinforce the reading inventions as needed.   Reading interventions will be implemented with both face-to-face and eLearners.

The district partners with the local Stark County Educational Service Center for curriculum support and technology support (SPARCC). The district also established a Technology Advocate Committee that has been responsible for selecting the district LMS, district student and teacher devices, and professional development. The district has a Technology Department that fulfills all device, intranet, and repair needs for the district.

The District Technology Department
- Handles all Chromebook repairs in house, but works with Trinity 3 as part of the Platinum Warranty and Accidental Damage Plan if Chromebooks need to be sent out for repair.
- The district has a long time standing contract with Connecting Point which provides an onsite tech assistant assigned to the district.
- To support students that have no internet access at home the district purchased 100 SmartSpot 900 devices on Verizon with 12 months of service from Kajeet in March 2020. The purchase included the Complete 500 plan with the YouTube option. The devices provide students with 500MB per day data plan and have CIPA-Compliant customizable filters, Time-of-day access controls, as well as Usage and data reporting. The devices are licensed for single user access.

Documenting Instructional Needs	**How will instructional needs be documented?** Possible/Optional item(s) to consider: - Clear instructional plans have been created - Clear instructional plans have been communicated with staff, parents, and other stakeholders

Instructional Needs:
Teachers will post in their online course a "week at a glance" document outlining the lesson standards, activities, and assessments for the week. This guide will assist remote learning students and parents with learning expectations. Parents will also have access to their child's courses within the district LMS Schoology.

Through the reconvene process of those students with unique needs on an IEP, documentation of meetings will be on file. In addition, any amendment needed on the IEP will be uploaded into eSchoolPlus and reviewed by current teachers so that all changes in programming are known to those that are "in the need". A document (PR-01) will be uploaded that encapsulates the team's discussion of formalization of the next steps in support.

Teachers will be able to identify and review WEPs for their gifted students through EMIS/eSchoolPlus.

Students that are identified as "not on track" in reading in grades K-3 will receive a Reading Intervention and Monitoring Plan (RIMP). Reading interventions will be implemented and monitored with both face to face and eLearners.

Whole grade testing results will be sent home to parents after each test administration. These tests include national norms/percentiles.

Progress reports will be made available to all families in the district Home Access Center (HAC) at the endof each nine weeks.

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Determine Competency	What method(s) will be used to **determine competency** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for determining competency (grading and assessments)

Course and grade-level offerings:
- Students may choose one of three Options for Learning
    - Option 1 In Person Learning
        - Student classes/courses offered from district Programs of Study with face-to-face teachers.
    - Option 2 Remote/eLearning 2.0 taught by the same in person teacher the student would have if attending in person.
        - Student classes/courses offered from district Programs of Study
    - Option 3 Digital Academy, a national purchased curriculum, not taught by district teachers.
        - Students are placed in grade-level appropriate courses.

Expectations for learning:
- Option 1 In Person Learning
    - Students will complete assignments, activities, and assessments as assigned and facilitated by their in person teacher.
- Option 2 Remote/eLearning 2.0 taught by the same in person teacher the student would have if attending in person.
    - Students will complete assignments, activities, and assessments through teacher direction as posted in the LMS Schoology.
    - Online instruction is designed to mirror in person instruction.
- Option 3 Digital Academy, a national purchased curriculum, not taught by district teachers.
    - Students must maintain regular online participation, follow a suggested pacing guide, and complete mid-term and final assessments within each course.

Grading and Assessment:
- Option 1 In Person Learning
    - Students follow the district adopted grading policy, the district grading scale of mastery and/or letter grades; assessments are given in person or online
- Option 2 Remote/eLearning 2.0 taught by the same in person teacher they would have if attending in person
    - Students follow the district adopted grading policy, the district grading scale of mastery and/or letter grades; assessments given in person or online
- Option 3 Digital Academy, a national purchased curriculum, not taught by district teachers.
    - Students follow the district adopted grading policy, the district grading scale of mastery and/or letter grades; mid-term and final assessments provided within the national curriculum courses.

Additional Program/Course offerings to students for in person and remote environments:
- Students may subject or grade-level accelerate per the district acceleration policy.
- Students may participate in CCP in grades 7-12 per College Board guidelines.
- Students may participate in Credit Flex per district guidelines.
- The district participates in a four district Career and Tech Compact with Plain Local, Lake Local,

North Canton, and Jackson Local; in addition Jackson Local houses seven Career and Technical Programs.

Alternative Educational Settings:
Students attending Alternative Educational Settings were offered similar options related to eLearning 2.0.

Options included:
- Option 1 In person Learning
  - Students follow the alternative school structure including the services as noted on an IEP including related services, the district grading scale of mastery and/or letter grades; assessments are given in person or online
- Option 2 Remote/eLearning 2.0 taught by the same in person teacher they would have if attending in person in the alternative setting or shifted to Jackson Local District teachers. If a shift in teachers (from alternative setting teachers to Jackson Local District teachers) occurred, an IEP reconvene meeting was held to review the shift (and to ensure that all services were reviewed including behavioral/counseling supports). Teams formalized that if families/caregivers would want to return in person, then the alternative setting called forth in the IEP would again be put into place.
  - Students follow the district adopted grading policy, the district grading scale of mastery and/or letter grades; assessments given in person or online
- Option 3 Digital Academy, a national purchased curriculum, not taught by district teachers. An IEP reconvene meeting was held to review the shift (and to ensure that all services were reviewed including behavioral/counseling supports). Teams formalized that if families/caregivers would want the student to return in person, then the alternative setting called forth in the IEP would again be put into place.
  - Students follow the district adopted grading policy, the district grading scale of mastery and/or letter grades; mid-term and final assessments provided within the national curriculum courses.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for granting credit (grading and assessments)

Granting Credit:
Students will be promoted to the next grade level and or appropriate course sequence depending on successful completion of each class/course and receive credit according to the district policy on Promotion, Academic Acceleration, Placement, and Retention (PO5410).

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Promoting Students to a Higher Grade Level:
Students will be promoted to the next grade level and or appropriate course sequence depending on successful completion of each class/course and receive credit according to the district policy on Promotion, Academic Acceleration, Placement, and Retention (PO5410).

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SECTION THREE	ATTENDANCE AND PARTICIPATION
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Attendance Requirements:
Parents in JLSD may change their child's attendance from an in person learner to an eLearner at any time. The district recommends these changes be made at the end of a nine-week grading period and/or in conjunction with the Ohio Public Health Advisory System.

Parents/students will have their in person attendance taken daily and if they switch to eLearning on any given day, their attendance is taken through the protocol explained below.

All remote eLearners will log into their Schoology course between the hours of 6 a.m. and 9 a.m. and submit an attendance/integrity assignment.

The assignment includes the following:
Attendance and Integrity Assignment
As a member of the Jackson Local Schools District, I pledge to uphold a high standard of integrity and honor by neither giving nor receiving any unauthorized aid in all academic settings.

I agree to all standards set forth by the Jackson Local Schools student code of conduct. By clicking on this assignment, I declare I am logged into [course/class] today which constitutes my attendance as an eLearner.

Remote learners who do not submit the assignment daily by 9 a.m. will be marked absent which prompts a contact to their parents through the attendance office. Teachers will also follow up with their students/parents if students are not logged in regularly as well as participating regularly in all online lessons, activities, and assessments.

Remote learning attendance is collected and documented through the district's EMIS/ESchoolPlus. The district will be actively monitoring the attendance of eLearners through daily reporting.

Option 3 Digital Academy students are required to login to their courses regularly and follow a suggested pacing guide.

Following HB410 guidelines, each student not participating in remote/eLearning will be contacted by a school team to determine individual student needs in order to fully participate in the remote/eLearning environment. The school team may consist of the school counselor, school nurse, school administrator, school based mental health counselor, or other pertinent individuals. Students that are not purposefully engaged in remote/eLearning may be referred for Attendance Intervention Plans or truancy depending on the circumstance.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Student Participation Requirements:
Assignment deadlines will remain fluid in the remote/eLearning environment to allow for varying student and family environments; however, remote learners are expected to keep pace with their in person peers.

Teachers will submit to a data collection system the names of students that are not fully participating in the remote environment. Teachers will attempt to contact the student/parent at least three times. If attempts are unsuccessful, the school team will reach out to the family. If no contact can be made through email, phone call, or Google meet, a home visit will be conducted by district personnel.

The expectations for participation and attendance will be communicated to parents through the district website, school building websites, and by classroom teachers with oversight from Central Office Administration and building-level administration.

In order to help teachers connect and support their eLearners, the district has purchased Google Enterprise so teachers and students can video conference safely through Google Meet.

Any student on an IEP choosing this platform was contacted and the framework for the IEP minutes and completion of these minutes were explained to each family or caregiver. If there were any questions beyond the information shared, a team meeting was set to review questions and/or concerns with the Director of Special Programs present as a participating member.

Students attending out of district settings due to either medical or behavioral needs were also contacted. If the family or caregiver chose eLearning instead of attending a special program in person, then a Remote Learning Plan to review how progress on IEP goals would be completed (including any related service) as well as any accommodations and/or modifications to be considered.

Those students that are medically fragile are often identified through the IEP as well as the Section 504 team process. Often the school nurse is incorporated into these meetings. At the start of the year, the families of those with significant medical needs, were contacted. In this initial phone call, the families shared medical updates and identified the platform (in this case eLearning 2.0). If eLearning was chosen, then the student's schedule was reviewed with specific skills identified and access points in the curriculum on a case by case basis. If the child was unable to access curriculum (due to medical needs), then these teams reviewed what progress could be expected in light of the child's unique needs.

SECTION FOUR	PROGRESS MONITORING
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning

Monitoring Student Progress:
Progress monitoring will occur for all IEP students that includes check points related to progress in curriculum at each four week period. This framework is similar for all students, but would include a reconvene of an IEP team meeting to review if additional supports would need to be put into place. This would also include progress on IEP goals. If a child is not making progress on an IEP goal, then the IEP team could consider adding more time to services, changing the goal, and/or adding more support in the accommodation/modification section of the IEP document. Families are included in this meeting as a required team member.

In addition, for all students, a survey will be sent out to all teachers to note any student that has a "D" in the class average as well as those in danger of failing, "F" (for the quarter or the year). Through these surveys, teachers document the trails of teacher to student as well as teacher to family communication to better support the eLearner.   From these surveys, teams (that may include the Section 504 counselor as point, Homeless Liaison, nurse, Intervention Specialist, EL teachers, as well as students depending upon grade level and parent choice) will meet to review any struggle. The team will put into place additional supports and/or instruction as well as a possible checkpoint to review progress.

Progress for K-3 students on a RIMP will be monitored as specified in the plan.

WEPs will continue to be written for all students identified as gifted. The progress towards goals set in each WEP are monitored through classroom assessments and progress reports each nine weeks.

Those students that are medically fragile are monitored through the IEP or 504 team process.

Each of the district's six buildings (four elementary, one middle, and one high school) have a Response to Intervention team (RtI). Each team monitors all children at risk for academic, social, and emotional needs as they relate to accessing learning. As teachers and school counselors engage with their eLearners, they will be able to refer children as needed to the CARE Teams. The team addresses the needs of each child and supports them with district initiatives as well as seeking outside resources such as Wrap Around, mental health counseling, and basic needs like housing, food, and clothing.

SECTION FIVE	EQUITABLE ACCESS
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? Possible/Optional item(s) to consider: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Equitable Access to Quality Instruction:
- Internet Access - All parents were surveyed about the availability of internet and reliable devices within the home. Students without internet are provided a Kajeet at no cost to the parent. All students in K-12 are provided a Chromebook; parents pay insurance for repairs or to cover lost or stolen devices.
- Software - all students and teachers utilize the district LMS Schoology. All students have access to assistive technologies, such as Read Write, Freckle, IXL, Brainpop, Edpuzzle, Edulastic, Newsela, and Learning A-Z.
- Student Training - teachers provide navigation how-to tutorials for students in grades K-5. Middle and High School students are familiar with navigating the LMS.
- Teacher Training - the district extended the student first day of school by three days so that all teachers could participate in six days of professional development to prepare for their remote learners; they were provided three core courses and several asynchronous and synchronous elective courses to meet their needs.
- All students in Option 1 (in person) and Option 2 (eLearning/remote) are provided a classroom teacher with support staff assigned such as a school counselor, school psychologist, paraprofessional, school based mental health counselor, etc.
- All students in Option 3 (Digital Academy) are supported by a district facilitator and have access to a school counselor, school psychologist, paraprofessional, school based mental health counselor, etc.

SECTION SIX	PROFESSIONAL LEARNING
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Professional Learning/Development:
- Teacher Training was supported through the Curriculum Department and Tech Advocate Team
  - Teacher surveys were utilized for areas of need to be successful in a remote/eLearning environment.
  - Specially designed professional development from survey results supported by the curriculum office and Tech Advocates we provided to all teachers.
  - Teachers received support from in-building teams and individual coaching by technology experts.
  - LPDC Activity hours are provided by the district for all in-district professional development.

Teacher Training and Support:
　　This area is previously documented in Instructional Needs on Page 2.