



# JVS Remote Learning Plan

District Name:	Jefferson County Joint Vocational School District
District Address:	1509 CH 22A Bloomingdale, OH 43910
District Contact:	Todd Phillipson
District IRN:	

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 August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to [remoteflearning@education.ohio.gov](mailto:remoteflearning@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 [remoteflearning@education.ohio.gov](mailto:remoteflearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://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](#).



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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
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p><b>How will instructional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Instructional Sequencing</li> <li>• Aligned Instruction to Learning Standards</li> <li>• Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>• Created a plan for IEP and students with disabilities</li> <li>• Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Students at the JVS are assigned courses according to their incoming academic credit needs. The guidelines are determined based on the Ohio Graduation Requirements for academics. Learning gaps will be identified through prior year's data, pre assessments, formative and summative assessments and review students' IEPs. The assessments students will receive include grade level, accommodated/modified (IEP driven) online and written via remote learning. Students who may be identified as at-risk and most vulnerable based on data will have a plan or strategy created to meet their individual needs. Students identified as gifted will be served according to their Written Education Plans already in place. The data will be continuously evaluated to determine academic success as if in a face to face setting.</p>	



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<b>Documenting Instructional Needs</b>	<b>How will instructional needs be documented?</b> Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Clear instructional plans have been created</li><li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li></ul>
<p>The JVS requires all teaching staff to develop relevant lesson plans that coincide with Ohio's Learning Standards for academics and vocational instruction and support the needs of the individual student to earn graduation credit and successful completion of career technical credentials. These plans will be submitted and kept on file with the administration. The instructional plans will be communicated with staff during professional development prior to the start of the school year. The instructional time for teachers and students will be from 7:30-3:00 with flexibility offered through "office hours." The staff will be given a schedule for remote learning Google Meeting opportunities so as not to conflict with each other. The communication plan will then be clearly presented to the parents and students via Pre K-12 notification (One-Call), student and parent email, social media post, and district website post. All students have access to all district curriculum online by means of Google Classroom via Chromebook...every student is assigned.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	



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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building</a> <a href="http://reframingeducation.org/teacher-level-educational-considerations-planning-level/ed-Learning-Opportunities">Bashttp://reframingeducation.org/teacher-level-educational-considerations-planning-level/ed Learning Opportunities</a>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
<p>The JVS will collect data to determine students' level of academic competency and retention of knowledge through online assessments which may include written assessments, verbal discussion, and projects. The vocational teachers are provided with the "blueprints" of their competencies and outcomes to best map their curriculum. For the academic teachers, they too will continue to follow the curriculum mapping established in the Teacher-Based-Teams. Every teacher is well trained in assessment opportunities...pre and post as well as how to modify their instruction based on the data. The teachers will follow the JVS Board of Education approved grading policy. Teachers and administration will have high expectations for students during remote learning. These learning expectations include participation in all elements of remote learning, studying for success on summative assessments, completion of project-based work, and attendance with all required meetings (teachings via Google Meet). Ample clarification of the expectations and opportunities for success and learning for each of the above mentioned elements will be provided by the administration and teachers.</p>	



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<b>Granting Credit</b>	<p>What method(s) will be used for <b>granting credit</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
<p>The JVS teaching staff will follow the Board of Education approved grading and credit policy which has established letter grading for credit earning opportunity and ultimately grade promotion if successful. Vocational teachers will continue to utilize the "blueprints" for curriculum mapping and academics will use the created curriculum map done during the Teacher-Based-Teams.</p>	
<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
<p>The JVS teaching staff will follow the Board of Education approved grading and credit policy which has established letter grading for earning credit and grade promotion. All decisions for promotion or retention will be made in consultation with the building administration, classroom teacher and the parents. Students will be evaluated and decision-making will take place utilizing elements like age, readiness for the next level and other mitigating or complicating factors.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



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SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	<p>What are your school district's <b>attendance requirements</b> for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>
<p>A clear communication and attendance plan for staff and students will be implemented. The teachers will be provided a schedule for Google Meeting (classroom teaching via remote learning). This is established so students are not stressed about their obligations for other teacher's meetings. To show attendance during remote learning, each student will be expected to attend the assigned teacher's required meetings if necessary, participate in all elements of remote learning established by their teachers, studying for success on summative assessments, and completion of project-based work.</p>	
<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Created a plan for documenting student participation in remote learning</li> <li>Communicated the plan with families and other stakeholders</li> </ul>
<p>To show attendance during remote learning, each student will be expected to attend the teacher's required meetings if necessary, participate in all elements of remote learning established by their teachers, studying for success on summative assessments, and completion of project-based work. Communication of the required participation will be done through mailings, website postings, Pre-K 12 notifications, social media announcements and parent/student emails.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	





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SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Technology Plan has been created to ensure equitable access</li> </ul>
<p>The JVS developed a parent/student survey to gauge student access to quality internet service. Students who have provided feedback regarding poor internet will be provided "hotspots" for internet access if unavailable. This will also be conducted again if remote learning is required. Students are given recommendations for local wi-fi accessible locations (Library, Community Centers, Church Halls, various business establishments, etc.) Every student at the JVS is provided a Chromebook.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will 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"> <li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p>The JVS will provide professional development on Google Classroom, Google Classroom Integration into ProgressBook, G-Suites, Forms, etc. Further, teachers will be provided training on quality remote instruction, student collaborations, and communication (written or verbal).</p>	



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**Attach any Additional Documentation or Notes (if necessary):**

# Welcome Back!

## JEFFERSON COUNTY JVS STUDENT RESTART PLAN



The circumstances resulting from the pandemic have forever changed the way we teach and learn, but we will continue to move forward. JCJVS will implement a three-plan strategy for the 2020-2021 school year to ensure that we are prepared to provide our students the best learning opportunities while focusing on their health and safety.

As of August 20, 2020, the JVS will return to school following PLAN A. Please watch for updates.

	<b>PLAN A</b> Face-to-Face Learning	<b>PLAN B</b> Face-to-Face & Online Learning	<b>PLAN C</b> Remote Learning
<b>3 Plans</b>			
<b>Schedule</b>	All students, all staff, 5 days per week, regular school hours.	Face-to-face and distance learning. Students follow an A/B alternating schedule.	Campuses closed. All students and staff learning/working online from home.
<b>Teaching &amp; Learning</b>	Instruction will occur in the traditional setting on campus.	Instruction will be a combination of traditional methods and online learning with tools such as Paper Packets, Google Classroom, and Online Programs relating to vocational education.	Teaching and learning will occur 100% through distance learning techniques with tools such as paper packets, Google Classroom, and online programs relating to vocational education.
<b>Health &amp; Safety</b>	Face-to-face learning may include some or all of the guidelines recommended by the CDC, government and health experts, and JVS protocols.	In this face-to-face and online learning model, some or all of the guidelines recommended by the CDC, government and health experts as well as JVS protocols may be required while on campus.	Consideration for full closure will be based on the health and safety of all students and staff and may be based on recommendations by the state of Ohio, the CDC, and health departments.

### Additional Details

- ✓ Juniors begin face-to-face on August 20, 2020.
- ✓ Seniors begin face-to-face on August 21, 2020
- ✓ Transportation will be provided as in the past from the Associate Schools.
- ✓ Food service will be available during PLAN A and PLAN B for students learning on campus. Alternative spaces to eat and socialize to minimize the risk of large groups will be established.
- ✓ All IEP and 504 accommodations will be met as they relate to the learning model being utilized in all three plans.
- ✓ Students will use their school issued devices for face-to-face and distance learning.