

8/18/2020



Jefferson Area Local Schools 2020-2021 Remote Learning Plan

J.C. Montanaro
OFFICE OF THE SUPERINTENDENT

Operations during short and long term mandated pandemic closures. JALSD Remote Learning Plan for 2020-2021

Introduction

We are pleased to announce our school remote learning plan. This remote Learning Plan recognizes that in addition to snow emergencies, our district may be required to close based on decisions by a health authority or in response to a student or staff member being diagnosed with a case of COVID 19. To prepare for this possibility we have updated our remote learning plan for school closures. We thank the more than 280 families who responded to our May 2020 survey evaluating our efforts during the school closure last spring.

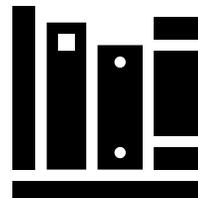
Our remote learning plan that will provide for a rapid transition between face-to-face and remote learning. Our remote learning plan for school closure has been developed to be more effective and sustainable. This includes a defined schedule for students with flexibility built in for families who need to access their schoolwork and support after the traditional school day is over.

Our curriculum tools have been updated to allow for easy student access and to provide materials that students can work on independently while being tracked by teachers.

We have processes in our plan to meet the needs of our students with disabilities. Implementing student IEP plans, maintaining special services, holding IEP meetings, and supporting the needs of students is integral to implementing our remote learning plan.

CONTENTS

| | |
|--|-------|
| Remote Learning Goals | 2 |
| Roles: | |
| Parents / Caregivers | 3 |
| Students | 4 |
| Teachers / Administration | 5 |
| Grades K-5 / Workday | 6-7 |
| Grades 6-8 / Workday | 7-8 |
| Grades 9-12 / Workday | 8 |
| Three components of remote learning | 9 |
| Title I & Federal Programs / Third Grade Reading Guarantee | 9 |
| Students with Disabilities | 10 |
| PBIS / Social & Emotional Support | 10 |
| Grades / Grading | 11 |
| Attendance | 11-13 |
| Work Sites When Schools are Closed, and Remote Learning is Taking Place / Building Access for Teachers | 13 |
| Professional Development for Teachers / Administrators | 14 |



JALSD Remote Learning Plan 2020-2021

– A plan for continuing education during calamity days or if schools are closed in response to a case of COVID 19 being diagnosed in a building or other State or Local Health Department closure.

The JALSD Plan has been developed in response to guidance from the Ohio Department of Education.



Remote Learning Goals

To keep our students connected to educators in ways that enhance their well-being and provide them structure for continuing their educational program and supports.

To engage students in remote learning, with a focus on:

- Providing supports to help all students learn at home
- Maximizing access by doing whatever we can to overcome barriers to remote learning to reach all students to the greatest extent possible
- Creating consistency by providing guidelines for students, parents, and educators
- Empowering our teachers to work within those guidelines to determine how to best achieve the goals
- Providing structure and predictability so that students, parents, and educators know what to expect
- Instituting accountability with flexibility and grace to assign students responsibility for engaging with assignments and learning tasks, while doing our best to support students and families who are facing significant challenges that may get in the way
- Emphasizing independent, differentiated, and varied student work as parents have varied capacity to assist with home learning, so that there are options for different students' learning needs, and to devise at-home learning that does not require technology

Our academic goals are to:

- Help students master concepts at their grade level with a focus on the essential skills and content at each grade level, since remote learning cannot replicate all that we would normally do in school
- Maintain and develop key academic and critical thinking skills
- Focus on literacy skills by incorporating reading and writing across all content areas
- Provide practice in the essential grade level skills and standards for mathematics
- Focus on continuing services for students who have been receiving interventions via Special Education and Title I



Roles:

Parents / Caregivers

- Support your child's learning by encouraging their participation and completion of schoolwork.
- Communicate with teachers regularly and ask for help when needed. Participate in parent conferences.

Some Tips for Parents whose student is being taught remotely

Limit distraction

During on-line schoolwork limit your child's use of electronic devices to schoolwork.

Make space for learning

Students will do best if there is a designated space for schoolwork.

A desk, table, or simply a place to keep their schoolwork and work on their computer will help to delineate a school space from personal spaces. This space should be a different set-up than where they normally play games or watch television.

Maintain breaks such as snack time and recess

Routines and schedules are important for children. Students will perform better if there is a set schedule for schoolwork, breaks, lunch, or dinner.

Checking in with your child

Having your student summarize for you the work they must do or that they accomplished during the school day is helpful and gives them focus.

Before schoolwork begins, you might ask:

- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- Do you need anything to get your assignment completed?

At the end of the day ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?



Social Engagement

Students benefit from talking about their schoolwork with friends via videoconferencing, chats, text, or phone. At a time where school is closed for the pandemic it is important for students to stay socially engaged.

Work Time

Schedules are important. When there are video conferences or classes with teachers they need to be attended. School work and project deadlines need to be met.

Students

- Attend all scheduled remote class sessions
- Complete assigned schoolwork on-time
- Ask teachers for help when needed

In grades K–6, remote school students require a lot of support from caring adults at home and in the remote classroom. Activities will be designed to ensure that students develop a love of learning and gain the reading, writing, and mathematics skills essential to stay on track.

Remote Learning Plan

- Develop a flexible schedule
- Devote a minimum of 25 hours per week to learning
- Perform most schoolwork on the computer or offline reading books, writing, and completing schoolwork using interactive educational tools
- Spend about 30 percent of each school day working online in small group or all class tutoring or teaching sessions

Grades 7-8: students have greater independence and accountability in their education.

Remote Learning Plan

Students begin to take more personal responsibility for their remote learning as they:

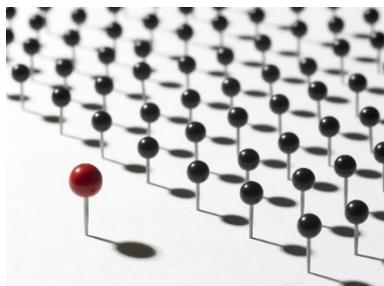
- Follow a prescribed schedule
- Devote a minimum of 30 hours per week to their studies
- Spend 50–75 percent of their remote school day on the computer—attending video conference sessions, using interactive educational tools, or completing assignments from remote curriculum prescribed by teachers
- Blend remote, online, and off-line work in their classes

In grades 9–12, Students take charge of their education. It is their responsibility to attend classes as scheduled and taking more responsibility for their own academic success.

Remote Learning Plan

- Spending a minimum of 30 hours per week on schoolwork
- Spend 80–90 percent of each school day on the computer in class and working on assignments independently and in small groups. Learning in high school is extended to include research, participating in discussions, using software to create assignments, engaging with assessments, and presenting their work via online tools.

High school students also explore careers, prepare for the ACT, AP exams and tracking their credits for graduation.



Teachers / Administration

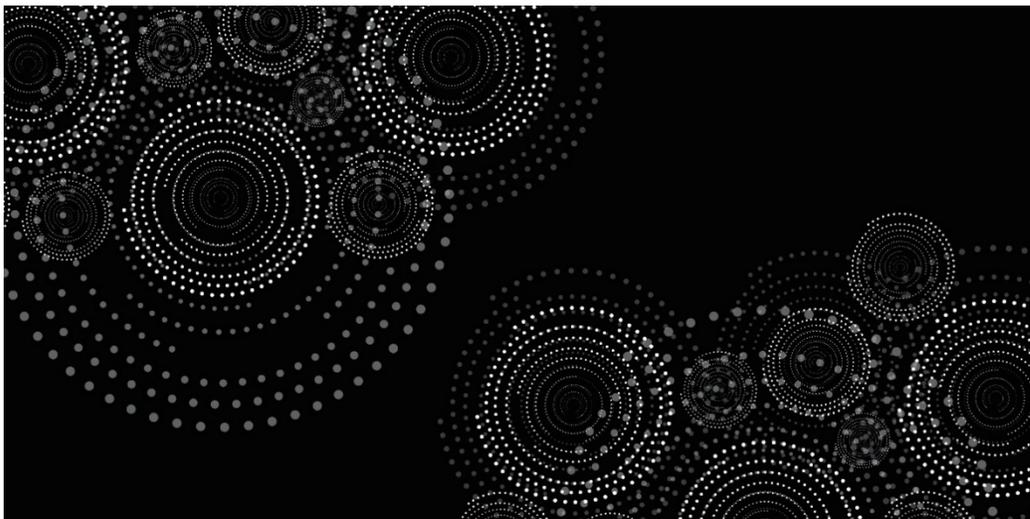
Instructional Expectations:

All teachers:

- Use resources in Google, Google classroom, Zoom, and Screencastify to work with students.
- Teachers will be available to their principal and other instructors by checking and responding to emails 3 times per day or responding to meeting invitations during their workday.
- Teachers in grades K-12 will record instructional lessons and post them in their classroom for parents and students who are unable to attend live sessions. Using our purchased curricula actual assignments and work are always accessible to students.

Teachers when serving as remote / remote educators should:

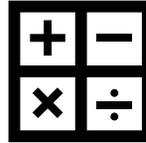
- Foster a sense of community and connectedness among the students
- Collaborate with colleagues
- Assign appropriate flexible learning activities or assignments for students with consideration of the remote learning environment
- Solicit feedback and ideas from students
- Provide a clear weekly schedule
- Clearly communicate classroom norms and expectations for all remote interactions and collaboration
- Consistently post "office hours" to communicate availability and the preferred method of communication for students and parents
- Communicate with department/grade level colleagues regularly to review and improve remote lessons/activities



Grades K-6 / Workday: 9:00 - 3:30 pm

Develop and deploy a variety of curriculum tools to provide students and parents easy access to assignments and a platform on which to do them. Tools Include:

- ACE – Grade 6 only
- Brain Pop and Brain Pop Jr.
- Edgenuity's Pathwise Curriculum
- e-SPARK K-3
- INFOhio Tools
- Khan Academy
- Reading A-Z / Raz Kids
- ReadWorks

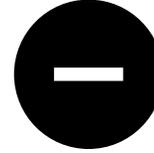
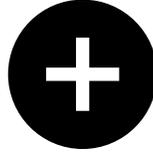


- Provide parents with an instructional schedule that includes a weekly summary of work to be done, and when students will be meeting with teachers, and tutors
 - Each grade level will provide parents a flexible schedule for when they can contact a grade level teacher for support
 - Provide parents regular feedback on work done by students and any missing assignments
 - Hold small group videoconference sessions to provide small group instruction and to continue guided reading. (Supported by Title I teachers and tutors)
 - K-3 Schedule and teach regular Foundations and Heggerty Phonics sessions supported by Title I and Intervention teachers and tutors
 - Conduct no less than one grade level meeting per week with your principal
- Conduct one Teacher Based Team (TBT) per week with a focus on student assessment and developing weekly schedules
- Community counselor will hold regular student support sessions for students receiving services or referred by teachers
- The Gifted Coordinator will work with teachers to address needs of our gifted students
- Intervention / Special Education Teachers will conduct one to one and small group sessions with their IEP students
- Title I teachers will work with students assigned to them to monitor RIMPS
- Art, Music, and PE will assign lessons in the Google Classroom.

Grades 7-8 / Workday: 7:30 am – 2:30 pm

Develop and deploy a variety of curriculum tools to provide students and parents easy access to assignments and a platform on which to do them. Tools Include:

- ACE Curriculum
- BrainPop and BrainPop Jr.
- INFOhio Tools
- Khan Academy
- ReadWorks
- SAVASS Science
- Screencastify

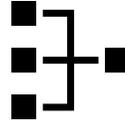


- Provide parents with an instructional schedule that includes the work to be done and when students will be meeting with teachers and tutors
 - Each grade level will provide parents a flexible schedule for when they can contact a grade level teacher for support
 - Provide regular feedback on work done by students (A minimum of weekly) Contact parents first by email then by telephone, if necessary, for chronically absent students/missing assignments
- Teachers will use Screencastify and Zoom to deliver their daily lessons following the student' in person daily schedule
- Teachers will post all student work in the building "Homework Hotline" They will also all have a link to the "Homework Hotline" in their Google Classrooms
- Conduct one grade level meeting per week with your principal
- Conduct one Teacher Based Team (TBT) or grade level meeting per week with a focus on student assessment and developing weekly schedules
- Jr. High guidance counselor will hold regular student support sessions for students receiving services or referred by teachers.
- The Gifted Coordinator will work with teachers to address needs of our gifted students
- Intervention / Special Education Teachers will conduct one to one and small group sessions with their IEP students



Grades 9-12 / Workday 7:30 am – 2:30 pm

- Develop and deploy a variety of curriculum tools to provide students easy access to assignments and a platform on which to do them. Tools Include:
 - ACE Curriculum
 - INFOhio Tools
 - Kahn Academy
 - Remote components of textbooks
 - Screencastify Teacher Lessons
- Teachers and students will follow their in-school schedule. Teachers will hold classes at the same time as they do during a normal daily schedule. Teachers will work with students in whole group, small group, and independent settings consistent with class and assignment needs.
- Provide regular feedback on work done by students
- Hold small group videoconference sessions to provide small group instruction.
- Guidance department and designated specialists will provide career and college exploration programs.
- Art, choir, band, computers, physical education, and any other elective schedule will meet at least twice a week remote with one day for open office hours. These teachers will follow the normally scheduled time as if school were in person. These courses meet Ohio's graduation requirements and are needed to potentially earn a state honor's diploma.
- The guidance department will offer social and emotional support along with preparing students for college, military, or employment.
- Students have access to ACT and AP exam preparation curricula
- Students receive guidance on scholarship and college applications
- Intervention specialists will meet with students one-on-one to meet the needs of students.



Three components of remote learning:

1. **Teacher-student interaction through a remote learning platform:** This component, enables our teachers to engage with students frequently and consistently throughout the learning day using a remote learning platform including Google Classroom, Zoom, Screencastify, phone conference etc. Educators can assign lessons while engaging with and supporting students through classroom discussions, remote lessons, and the completion of assignments.

2. **Online lessons for students to work on independently:** This component provides students with lessons they can complete independently online and then receive immediate feedback from within the application. Additionally, these lessons can be used by teachers to help students by reteaching concepts where they demonstrate a deficiency or to frontload and prepare students for future learning.

3. **Offline lessons and instructional materials for students:** Remote learning can include thoughtful instructional packets (virtual or paper-based) and appropriate interdisciplinary, exploratory, hands-on activities. Screen time, if an option, should be balanced with learning that occurs offline and encourages student curiosity, discovery, writing and journaling. In preparing students to transition to remote learning, including books, allowing them to choose reading material, having them write a review of a movie or T.V. show, doing a drawing, collage or other project is important in extending their learning and also provides equity for students whose access to the Internet is limited.

Title I & Federal Programs / Third Grade Reading Guarantee / Equitable Access

Title I Teachers and Tutors will work with classroom teachers in grades 1-6 to continue providing Title I services to students who were being served before the building closed

Additionally, as a School-Wide program Title staff will work with their building principal to identify and support students whose attendance on-line is sporadic or who due to lack of internet access or other impediments are not engaged in their classroom instruction.

Outreach, the development of learning packets, and phone conferencing will be used to support these parents and students.

Reading Improvement and Monitoring Plans will be followed by Title staff

Title Teachers will also monitor third grade students who have not met promotion requirements under the TGRG on the fall reading test



Students with Disabilities / Equitable Access

During remote learning every effort is made to assure that we continue services including:

- Accommodations, tutoring, and academic assistance is provided by Interventions specialists
- Making a **good faith effort** within available capabilities to determine how a Free Appropriate Public Education (FAPE) will be provided
- **Evaluation Team Report (ETR) Considerations** To the extent practicable, initial evaluation team reports will be completed within the 60-day mandated timeline as prescribed in the Individuals with Disabilities Education Act (IDEA)¹ and Ohio Administrative Code 3301-51-06 and using remote conferencing tools, teleconferencing, email and US mail to share documents
- For ETR's that require student observations in their classroom setting or were not initiated prior to our school closure the ETR process will be initiated when students return to school.
- IEP *annual reviews* will be completed using a **virtual format or via telephone**. Participation and required signatures will be documented using a format accessible to parents including **email attachment, standard mail, scanned document, photograph of the signature or any other electronic means developed by teams with parents.**, The method of IEP team review and signature collection will be documented

Accommodations and timelines may be altered in cases where contact cannot be made with parents, for parents and children who have moved out of the area to stay with a relative during a Covid 19 closure, when a key participant including parents, caregivers, students, key teachers or evaluation personnel are stricken with a COVID 19 illness and are not available for participation. Documentation of these occurrences will be made.

PBIS / Social & Emotional Support

Remote learning provides a special setting for exploring the world of work in which interactions with others, the use of technology as a learning and production tool and the ability to work independently are key components of success. We are committed to helping students understand how to function in the context of social interactions in school and the workplace.

Teachers and parents can assist students in approaching their remote learning as a job. Within the capabilities and maturity appropriate to their age, students should set learning goals, be given responsibility and learn to manage their time. This situation provides educators and parents the opportunity to help students to grow by facilitating social-emotional learning, including self-awareness, self-management, social awareness, collaboration, teamwork, relationship skills and responsible decision-making, in the remote learning setting.

Throughout the remote learning process, it is important to balance the rigor of learning, grades, and student engagement with opportunities to vary learning activities, include physical activities, artistic expression, and enjoyment in the learning process. All interactions between adults and adults and students need to be rooted in caring and support.

Assessment / Grades / Credit / Promotion:

Considerations:

First is the need to encourage and support student learning. We need to provide the best possible learning experiences for students under these constrained and demanding conditions. We also must do our best to ensure all students learn well, achieve important academic goals, and are not hindered in their learning progress.

Second is the need to document and quantify student learning for the purposes of accountability.

*Thomas R. Guskey, Senior Research Scholar, University of Louisville
Originally published in Ed Week, April 13, 2020*

- Teachers will provide feedback and evaluate student work.
- Grades, course credit, and promotion will reflect the same structure, standards, rubrics, and State of Ohio and JALSD board policies that are used when school is in session including participation, completion of work, competency, and achievement
- Teachers are expected to place grades in the district grade book weekly for parents to monitor
- Local and state assessments will continue as required by law.
- Teachers are given flexibility and may work with their principals to respond to special circumstances on the part of students and their families. In some circumstances a teacher in consultation with their principal might provide pass/fail options for some students

Attendance

Attendance is to be tracked by teachers. During remote learning, a student is considered to be in attendance if they access teacher lessons live or by recording later in the day. Student attention to their schoolwork also counts toward attendance.

Students must check in with their teacher daily by a means appropriate for their grade level (this will be prescribed by building and grade level)

- Principals will establish a protocol for contacting students who are not regularly attending teacher classrooms
- Principals will continue to collect information about non-attending students from teachers for the purpose of following up with them and their parents and engaging our truancy officer to identify what problems exist

Other Considerations:

We will continue **reporting attendance in hour increments** at the student level within EMIS and will strive for consistency in determining attendance across schools and classrooms within the district.

Teacher-led remote learning (synchronous): We will track attendance at the student level in hour increments (for example, two-hour synchronous web-based instruction with students in attendance will equal two hours of attendance for each student in attendance)

Self-directed remote learning (asynchronous): We will use **evidence of participation** (or lack thereof) with consistent and clear expectations for students. Evidence of participation may include, but is not be limited to:

- Daily logins to learning management systems
- Daily interactions with the teacher to acknowledge attendance (Examples of daily interactions between teachers and students could include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students)
- Assignment completion

When using assignment completion to track attendance, teachers should **determine** the number of hours they expect an assignment to take **for a typical student** and use that to gauge each student's attendance.

When a student provides no evidence of engagement or participation: If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student should be marked with an absence for that remote learning activity.

Tracking Absences: Our default for the district grade book is to assume that students are in attendance. We enter absences into the information system based on their occurrence. The following should be considered in tracking absences.

- **Excused absences:** Any circumstances for which an excuse is received—regardless of whether the particular time frame covered by the excuse is part of an in-school experience or a remote experience—should be recorded based on past practice
- Because remote learning creates new situations where granting an excused absence may be warranted, we have added the following new definitions for excused absences based on existing options in Ohio Administrative Code 3301-69-02 for the 2020-21 school year and in addition to: The Absences the Board considers to be reasonable excuses for time missed at school as defined in Policy 52001:
 - Temporary internet outage for individual students or households
 - Unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring at inopportune times, such as during a teacher-led remote learning lesson
 - Student absence due to COVID-19 within their family that results in displacement by being placed with a relative or other caregiver.
 - Principals may throughout the 2020-2021 school year issue an excused absence to a student in response to special circumstances brought to their attention by parents

Medically excused absences and documentation:

- Any required quarantine due to Covid 19 is added as a medically excused absence
- Principals should establish in their building plan extended length of times and methods of providing medical excuses to the office, i.e. email, photo of excuse added to or embedded in an email, U.S. mail, fax, other
- Allowing otherwise *healthy students who may be under quarantine or isolation* to continue to participate in educational activities to the fullest extent possible

Considerations for Students with disabilities:

- Updating *individualized education plans and 504 plans* to add *attendance accommodations* if the student experiences COVID-19, is vulnerable to COVID-19 or has a mental illness intensified by COVID-19.

Work Sites When Schools are Closed, and Remote Learning is Taking Place

When schools are closed and the district has activated its remote learning plan, the superintendent will prescribe teacher and staff work locations and hours.

Possible Scenarios:

- Teachers and staff report to work and work from school as per their normal schedule
- Teachers and staff report to work and work from school as per an adapted schedule
- Teachers and staff are assigned onsite or work from home based on their job description and district needs

These decisions will be impacted by the advice or mandates that the district receives from the Health Department or in response to State of Ohio mandates.

Building Access for Teachers

Recognizing that some teachers will themselves have limited Internet Access at home and that in some cases educational records will be needed to complete scheduling, IEPs, ETRs, and other educational processes, building access will be granted to teachers if possible even when workers are assigned to work remotely.

In this situation building use protocols are as follows:

- Arrange for building use through your principal
- Only use the phone and computer in your classroom / office
- Do not congregate or visit other teachers in their classrooms. Practice social distancing.
- Before **coming to school, teachers must take their temperature**. Accessing the building will be construed as a guarantee that everyone has taken their temperature, that the temperature does not exceed 100 and that individuals have no other Covid 19 related symptoms



Professional Development for Teachers / Administrators

The following is being added to the Jefferson Area Local School Professional Development plan.

| State an Intention to Engage in New Learning | Describe an Area of Focus for the New Learning | Include the Rationale | Date |
|--|--|--|-----------------------|
| Support teachers and principals in the process of developing and implementing a remote learning plan consistent with Ohio Department of Education Guidelines | <p>to provide students a quality standard aligned learning experience when required to utilize remote learning.</p> <p>To do this by providing support to educators for using technology applications for communication, teaching remotely, presenting curriculum, and using assessments.</p> | To keep our students connected to educators in ways that enhance their well-being and provide them structure for continuing their educational program and meeting their social and emotional needs. | 2020-2021 school year |
| Goals / Strategies from District & Building School Improvement Plan in support of above: | | | |
| <p>Student Measure: Our District's Response to the Covid 19 Pandemic in the 2020-21 school year will support whole-child success and meaningful academic opportunities, while protecting the health and safety of students, parents, caregivers, and educators. Students will continue their education in school or using remote learning that allows for attendance that is consistent with attendance policy and continue their academic programs, Title I, and IDEA services.</p> <p>Adult Implementation Measure: Teachers and school administrators will work closely with the families they serve to assure that students are provided quality instruction, have the social and emotional support necessary to be successful and have special needs met.</p> <p>Strategy: Supporting students' social, emotional, and behavioral health and their academic success by providing resources and training to assist teachers and support personnel to effectively implement our remote curriculum and support plans for use as needed throughout the school year.</p> <p>Action Step: Explore educational resources, learning and conferencing platforms to implement an effective remote learning plan that meets the unique needs of each student. Resources include:</p> <ul style="list-style-type: none"> • ACE • BrainPOP • Edgenuity / Pathwise • eSpark • Google Classroom • Google Tools • INFOhio • Ohio Center for Autism and Low Incidence (OCALI) • PBS Learning at Home • Screencastify • Zoom | | | |

Jefferson Area Local Schools Board RESOLUTION 8-18-2020

Resolution to Adopt the JALSD Remote Learning Plan for the 2020-2021 School Year

WHEREAS HB 164 (June 2020) states 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 and.

WHEREAS An adopted plan shall **not** be subject to approval by the Ohio Department of Education and.

WHEREAS 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 Ohio Department of Education shall make each plan it receives under division (B) of Section 16 publicly available on its website.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Jefferson Area Local School District hereby adopts the JALSD Remote Learning Plan for the 2020-2021 school year.

BE IT FURTHER RESOLVED that as the school year proceeds and circumstances evolve, the JALSD school district may need to amend its Remote Learning Plan to address changing needs, the JALSD Board of Education authorizes the superintendent to make amendments to the remote learning plan on behalf of the school district without additional local school board approval and resubmit it to Ohio Department of Education as required by regulation.