



JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

VIRTUAL LEARNING PLAN



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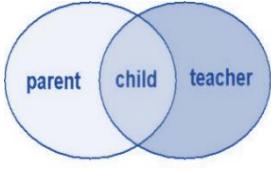
INTRODUCTION

During this unprecedented time, ongoing learning remains essential for our scholars as the foundation for future grades, courses, and post-secondary plans. The shift to learning from home is how we can continue to support our scholars in their K-12 education. Continued learning is essential. The approaches we take – as a region and as individual districts – must account for the varied realities of our scholars. In order to ensure equity in opportunities and outcomes, our scholars' learning needs are a vital charge of our work and actions.

1. INSTRUCTIONAL PLAN OVERVIEW

The Instructional Plan has three major components: Content Delivery, Digital Resources, and Instructional Support. The following table provides a concise overview of each component.

	<p>CONTENT DELIVERY</p>	<p>Scholars will utilize an online Learning Management System (LMS) to access materials and instructional activities to engage in high quality teaching and learning.</p> <ul style="list-style-type: none"> • The LMS for elementary school scholars is Google Classroom. • The LMS for middle school and high school is Canvas. <p>What is an LMS and what are the benefits? An LMS is a very complex ecosystem designed to make it easy for teachers and scholars to access resources from multiple sources. Some of the benefits are:</p> <ul style="list-style-type: none"> • It gives teachers a centralized place to post learning resources and make the administration of class work simpler. • It helps teachers create lessons and resources that engage their scholars, and deliver personalized learning (include resources for different levels of understanding, which can then be assigned to specific pupils.) • It automates routine administrative tasks and communication parents. • It allows online tools housed in the LMS to be accessed on the many devices used by teachers and scholars. • It promotes collaboration inside and outside the classroom, engaging scholars more in their learning and giving a voice to less confident scholars. • It provides the ability to share lesson plans, assignments, classroom announcements and other information with others. • It allows content coordinators and teachers to build content independently or together, and easily share.
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	<p style="text-align: center;">DIGITAL RESOURCES</p>	<p>Scholars will have access to computers and Internet connectivity in order to engage with instructional learning materials.</p> <ul style="list-style-type: none"> • Parents will complete a survey during registration to share needs, and the district will implement a plan for device distribution. Parents are encouraged to complete registration by July 31, 2020. • The district will communicate solutions for families who do not currently have a device or internet access. Instructional learning packets, Instructional Television (ITV), videos, and daily phone contact will be utilized for scholars without digital access, in the meanwhile.
	<p style="text-align: center;">INSTRUCTIONAL SUPPORT</p>	<p>Teachers will receive ongoing professional development and strategies for teaching in a digital (online) learning environment.</p> <p>Parents will receive support and strategies for assisting their children with learning expectations at home. There is not an expectation that parents are their children’s teacher, but are partners in ensuring the success of the child.</p>

2. CONTENT DELIVERY

Scholars will have access to digital (online) learning materials and instructional activities to engage in quality learning.

Glossary

Adapted Learning –Adapted Learning is providing learning experiences outside of the traditional classroom. Other terms also used include temporary virtual education and eLearning. All of these terms have the same meaning.

- **Asynchronous Learning**—Asynchronous Learning is when learners participate in an online learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.
- **Synchronous Learning**— Synchronous learning is when learners participate in an online learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom.
- **Blended Virtual Learning (Hybrid Learning)**—Blended learning is an instructional approach that includes a combination of online and face-to-face learning activities. For example, scholars can complete online assignments on certain days, and then meet in-person at school on other days.

- **Virtual Learning (Online Learning)**—Virtual Learning is a system for learning and teaching using the internet and special software.
- **Video Conferencing**—Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.

Learning Management System

Middle and High Schools

Canvas—Canvas is the learning platform that streamlines all the digital tools and content that teachers and scholars love, for a simpler and more connected learning experience.

<u>User</u>	<u>How will JPS use Canvas?</u>
Teachers	<ul style="list-style-type: none"> • Mobility and Accessibility- Scholars now have the ability to access their assignments easily as long as they have access to the internet. • Deliver Content Instantly- Teachers now have the ability to deliver information to scholars instantly. Perhaps a classroom discussion spurs a teacher to remember an article they want to share. Utilizing an LMS allows the teacher to quickly upload it to the course for immediate and future reference. • Personalization- Canvas allows educators to assign things to individual scholars, give individual scholars multiple attempts to take a quiz, and share different resources with different scholar groups, all without other scholars knowing that differentiation is taking place. • Multimedia Learning- The use of Canvas allows teachers to share videos, audio recordings, as well as continue robust face-to-face engagement with scholars that might be graded outside of a computer-based assessment. Sometimes scholars may not grasp a concept during a lecture, but a teacher can upload a video of themselves or someone else teaching the concept and scholars can stop and start the video to make sure they have the concepts before moving on.
Scholars	<ul style="list-style-type: none"> • Single sign-on- One of the things we wanted to streamline for our scholars is giving the ability to go to one place and have fewer log-ins and passwords to remember for their educational process. Canvas allows our scholars to use their Google accounts for single sign-on capabilities. There are no longer multiple platforms and passwords to remember because all information and access goes through Canvas for our scholars. • Consistency- Scholars now know they can go to Canvas and click on "calendar" to see all the things due on any upcoming date that has already been assigned for any class they are taking. Scholars know that their "Upcoming" section represents a week glance. Scholars know that their "to do" list means things that they need to get done. Scholars now have one platform to see information shared by their teachers. While each class may look differently, based on how the teacher sets their own courses up, the scholar experience remains significantly the same for access and turning in assignments. Now scholars are not sharing a document via Google Drive in one class but uploading to an LMS in another. Their experience and the expectations feel more the same from class to class. • Collaboration- Canvas allows for discussion boards and it connects with the school Google suites account for all scholars. This allows scholars to work together on a Google doc or slideshow, for instance by adding information or comments. Scholars also have the ability to participate in "peer grading" through the Canvas LMS platform. • Communication- Knowing that a teacher is communicating through one platform helps scholars to realize the importance of checking for communication more often. Canvas allows the

	<p>scholars to expect all communication in one localized place- the place where they also see their assignments, turn in their assignments, and take assignments.</p> <ul style="list-style-type: none"> • Immediate Content- Canvas allows scholars to place their virtual hands-on content quickly and efficiently based on teacher sharing. Scholars no longer have to go back to their locker to get a handout or call a friend because they lost the details of the homework assignment.
Parents	<ul style="list-style-type: none"> • Transparent view- Parents have the ability to see exactly what their scholars are seeing by pairing with them. They can view the courses, the calendar due dates, and grades all from one location. In a world of constant connectivity, parents have the ability to know 100% what the expectations are for their child's classes because it is all listed in their Canvas courses. Nothing can be placed in a grade book without first being added as an assignment in Canvas. • Click thru to assignments- Parents have the ability to see a grade or a "missing" label and then click directly through to the assignment to see the details. They can see everything their scholar can see; they just can't complete the assignment with their parent account. • Parent portal for accountability- Parents can set up to receive notifications regarding their child's account. If they choose to use the Canvas Parent App, they can have the app push them information straight to their phone about course grade levels, missing assignments, when a grade is above or below a threshold they deem important to know, and any announcements about a course. If they use the web browser access, they can set themselves up to receive emails for the same types of information in order to hold their children accountable in their learning process.

Elementary Schools

Google Classroom—a streamlined, easy-to-use tool that helps teachers manage coursework. With Google Classroom, educators can create classes, distribute assignments, grade and send feedback, and see everything in one place.

<u>User</u>	<u>How will JPS use Google Classroom?</u>
Teachers	<ul style="list-style-type: none"> • Create and manage classes, assignments, and grades online without paper. • Add materials to your assignments, such as YouTube videos, a Google Forms survey, and other items from Google Drive. • Give direct, real-time feedback. • Use the class stream to post announcements and engage scholars in question-driven discussions. • Push content to scholars' screens. • Invite parents and guardians to sign up for email summaries with a scholar's upcoming or missing work.
Scholars	<ul style="list-style-type: none"> • Track classwork and submit assignments. • Get feedback and grades. • Share resources and interact in the class stream or by email. • Share your screen with a teacher.
Parents	<ul style="list-style-type: none"> • Get an email summary of your scholar's work. • Review announcements and activities.

How Could Virtual Learning Look at Home?

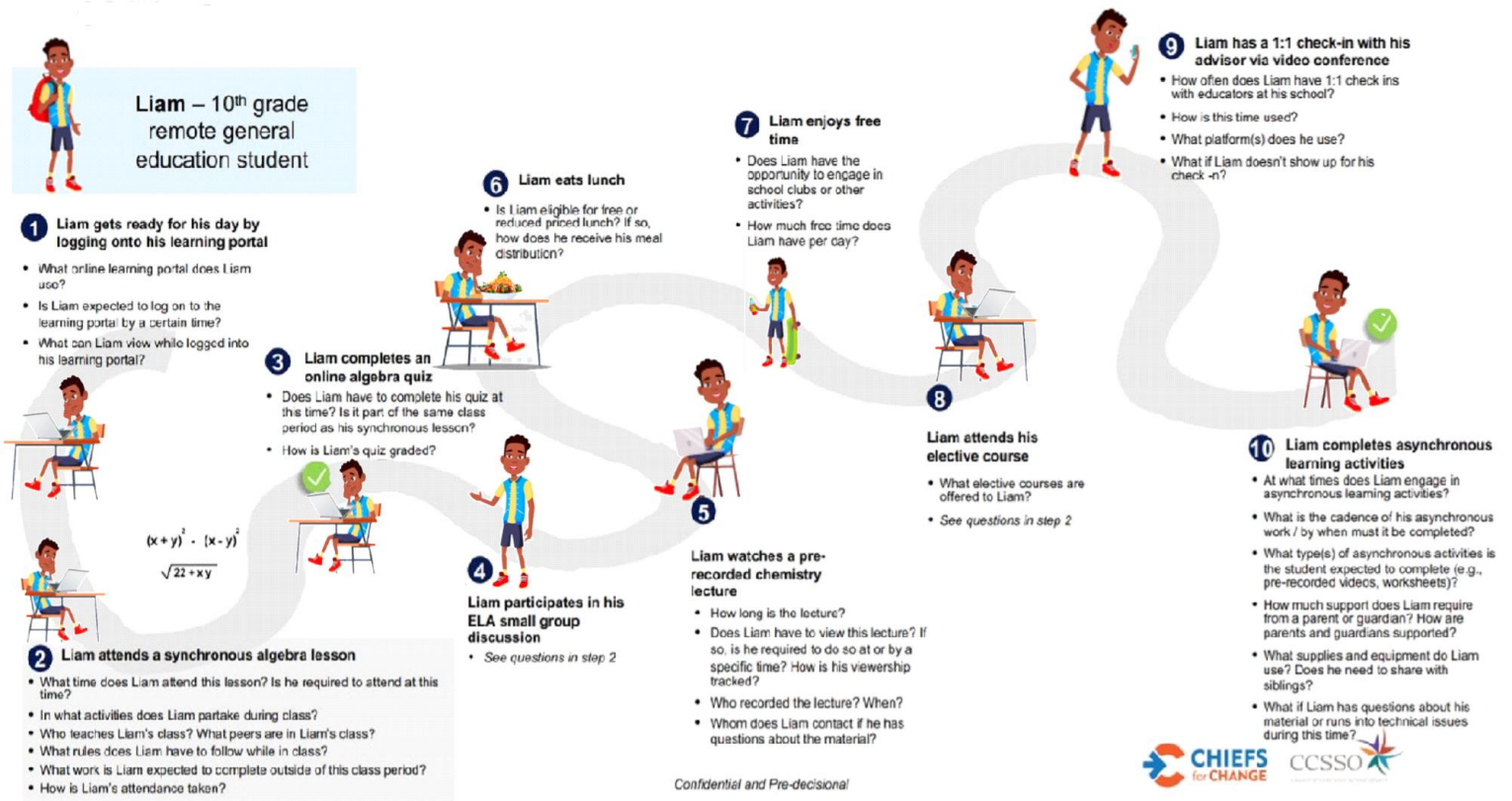
SCENARIO 1:

Tammy's routine while her daughter is learning virtually from home. (Tammy is the mother of a 6th grade scholar.)



SCENARIO 2:

This is Liam's, a 10th grader, routine while learning virtually from home. What questions should parents ask?



2



Liam - 10th grade remote general education student

Key Questions	Typical journey
What time does Liam attend this class? Is he required to attend at this time?	<ul style="list-style-type: none"> Liam is required to attend a synchronous algebra session from 9:30-10:55 AM, according to his schedule. If absent on a particular day (e.g., if he is sick), he may view a recording of the lecture online to catch up on the material missed.
In what activities does Liam Partake during class?	<ul style="list-style-type: none"> For the first 30 minutes, Liam attends a whole group lecture. For the second 30 minutes, Liam works in a small breakout group on an algebra problem set.
Who teaches Liam's class? Which peers are in Liam's class?	<ul style="list-style-type: none"> Ms. Nelson is Liam's teacher. She teaches 6 sections of Algebra I. Liam is in her 1A Class. He is in class with other students that attend his school.
What rules does Liam have to follow while class?	<ul style="list-style-type: none"> Liam is expected to have his web-camera on, actively participate, and behave in a non-disruptive manner. If Liam fails to comply with these rules, he will be given a warning. If the issue continues, Liam will be required to have a meeting with his teacher and guardian to develop a plan to resolve his behavior.
What work is Liam expected to complete outside of class?	<ul style="list-style-type: none"> Liam is expected to read his textbook and complete a series of online modules that correspond to each lesson.
How is Liam's attendance taken?	<ul style="list-style-type: none"> To be marked present and receive credit for the learning hours associated with this course, Liam must be logged on for the duration of the synchronous session and complete all associated online modules prior to the start of the following lesson. Both metrics are automatically tracked and recorded by Canvas.



Virtual Learning Details – with Technology

Virtual Learning involves five days per week of teacher-directed/synchronous and independent learning/asynchronous instruction. Scholars in elementary and middle schools will follow a virtual learning schedule (pages 15 and 16), and high schools will follow their traditional schedule times and courses for online learning (see times on page 16.)

Content Delivery will be done through virtual learning which can include any of the following:

- ✓ Face-to-face instruction through video conferencing application (whole group, small group, 1:1). The purpose of what is provided by the district is to ensure that all families have consistent, equal access to the most essential part of school, therefore, all video conferencing sessions will be recorded and made available to your scholar in the event they were unable to participate in live time.
- ✓ Group activities through a video conferencing application, Canvas, Google Classroom, and email
- ✓ Flipped lessons/labs using video lessons and screencasts
- ✓ Short formative assignments through learning management system platforms (Canvas, Google Classroom), Edgenuity, TE21, and email
- ✓ Discussion boards or threads through Canvas, Google Classroom, and email
- ✓ Virtual labs, scenarios, demonstrations
- ✓ Hands-on activities that can be completed at home
- ✓ Independent reading, writing, research, exercises, and projects
- ✓ Click the link for the [JPS Online Classroom Expectations](#).

Virtual Learning involves Instructional Resources

Elementary (Grades K – 5)

- ✓ Elementary materials being used are from the CORE programs scholars will be using:
 - Opening the World of Learning (OWL) (Pre-K)
 - FUNdations (K-2nd) (Foundational Skills)
 - Wit & Wisdom (K-5th) (Reading English Language Arts)
 - Ready Math (K-5th)
- ✓ Instructional Time Guidelines Per Day
 - Pre-K– 5th grades are scheduled for approximately 240 minutes per day.
 - During the week scholars will have the opportunity to participate in Specials (i.e. PE, Art, Music, and Counseling) through instructional activities that enhance movement, creativity, music, and social emotional supports.

Secondary (Grades 6 – 12)

- ✓ Secondary materials will be distributed through one platform—Canvas. At the beginning of each week the teacher will have the week’s assignments housed in Canvas for scholars to access.
- ✓ Secondary materials used will be based on the subject areas being taught. Each subject area will follow the JPS Pacing Guides and state’s framework, Mississippi College and Career Readiness Standards (MSCCRS.)
- ✓ Instructional Guidelines and Time Per Day
 - For Middle Schools, it is required that **each subject area** provides **50 minutes** of work per day.
 - For High Schools, it is required that **each subject area** provides **85 minutes** of work per day,
 - Physical Education will provide three, 30-minute activities per week and have scholars complete a log entry in a combined discussion board.
 - Art and Music teachers will be designing lessons around Art and Music theory.
 - The Career Development Center (CDC) will be developing project-based lessons that will require minimal materials. Any needed materials will be purchased through the CDC and delivered to homes or made available for pick-up at the CDC.
 - Dual Credit/Dual Enrollment courses will follow the instructional guidelines of the college or university.

Instructional Expectations

- ✓ At all levels of instruction, scholars who receive special services, the classroom teacher will collaborate with the appropriate service provider to determine what accommodations or scaffolds need to be put in place for the scholar to access the learning. All teachers will take responsibility for follow-up and check-in with these scholars.

- ✓ At all levels of instruction, scholars who receive asynchronous offline instruction (print assignments) the classroom teacher will take responsibility for follow-up and check-in with these scholars. Teachers will make one-on-one contact with scholars using School Status and/or conference lines daily to provide instructional assistance.

Special Programs

Scholars in special programs such as Academic and Performing Arts Complex (APAC), Arts Access, Early College High School, International Baccalaureate (IB), Montessori, and Career Development Center (CDC) will continue to receive instruction through online learning to include various mediums.

Assessment

Any state-mandated universal screeners and assessments, as of now, will be administered face-to-face. District transportation, will be provided, when needed. More detailed information will be provided as assessments are scheduled.

- ✓ Elementary assessments will be in the form of both **formative** and **summative**.
 - Formative assessments (assessments *for* learning designed to provide teachers with feedback as scholars are learning and forming their understanding of the content) are journal entries, discussion boards, assignments, projects, etc. that are completed through Google Classroom. Teachers will offer written and verbal feedback as appropriate to help the scholars gain understanding and proficiency.
 - Summative Assessment (assessments *of* learning designed to evaluate scholar proficiency after the content has been taught) will be collected at the conclusion of the virtual learning experience and will be conducted by the scholars' teachers. This data will measure scholars' acquisition and mastery of the content taught. Reporting on scholar learning will be based on formative data collected over the course of the virtual learning experience, and will be considered in progress until summative data, when possible, is collected.
 - Scholars may be allowed to make corrections in order to demonstrate proficiency on specified assessments.
- ✓ Secondary assessments will be in the form of both formative and summative.
 - Formative assessments are journal entries, discussion boards, assignments, projects, etc. that are completed through Canvas. Teachers will offer written and verbal feedback as appropriate to help the scholars gain understanding and proficiency.
 - Summative assessments will be built into the online platform of either Canvas, Edgenuity, or TE21.
 - Scholars will be allowed to make up work according to district policy.
 - Scholars will earn Carnegie credit by successfully passing the course.

Attendance Requirements

Teachers will take attendance daily, but the meaning of attendance changes—virtual learning attendance is more about ENGAGEMENT than physical presence.

- Active Time Spent in LMS – This indicates time a scholar is active in a course that is logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course.
- Scholar Submissions in an LMS – This indicates required coursework submissions by a scholar in a course that is logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course.
- Other Indicators in an LMS – This indicates specific feature(s) that are logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course.
- Teacher Tracked Work Time – This indicates time a scholar is actively working on group projects and/or offline work that is logged and recorded by the course teacher and is used by the district as a method to track participation in the course.
- Teacher and Scholar Communication – This indicates academic-based communication between a scholar and the course teacher or the teacher and parent/guardian and is logged by the teacher and is used by the district as a method to track participation in the course.
- Other Indicators Tracked by the Teacher – This is a description of scholar participation activities that are logged and recorded by the course teacher and is used by the district as a method to track participation in the course.

Teachers and Parents may use the following as a guide:

Elementary scholars

- Synchronous Online - Scholars attending school virtually will login to the LMS during homeroom. Teachers will record attendance for the scholars and submit to the office for input into scholar information system by the office staff.
- Asynchronous Online - Attendance will be captured **daily** through engagement with the LMS.
- Asynchronous Offline (Print Assignments) - Attendance will be captured **weekly** through engagement with the LMS and/or submission of weekly assignments. District staff will make one-on-one contact with scholars using School Status and/or conference lines daily to authenticate attendance. Assignments will be delivered and collected weekly. Families without access to transportation will pick up and submit assignments via the district's bus routes.

Secondary scholars

- Synchronous Online – Scholars attending school virtually will login to the LMS during homeroom. Attendance will be taken in the scholar information system during that time by the teacher.

- Asynchronous Online - Attendance will be captured **daily** through engagement with the LMS.
 - Asynchronous Offline - Attendance will be captured **weekly** through engagement with the LMS and/or submission of weekly assignments. District staff will make one-on-one contact with scholars using School Status and/or conference line daily to authenticate attendance. Assignments will be delivered and collected twice per week. Families without access to transportation will pick up and submit assignments via the district's bus routes.
- ✓ Secondary teachers – please be sure to run a participation query per subject area daily and keep it in a file. Create a log of all enrolled scholars, by week, and mark those who have participated in the learning opportunities. If you have not seen participation from a scholar during the week, please reach out and make contact.
 - ✓ How attendance participation may look:
 - Attending video conference sessions
 - Participating in threaded discussions
 - Completing and submitting assignments (*Note: scholars without a device or connectivity will submit paper-based assignments*)
 - Taking an assessment online and/or paper/pencil
 - Uploading a video
 - 1:1 communication via phone/email/Canvas or Google Classroom
 - ✓ Elementary and secondary schools will use the learning management system for tracking scholar engagement and academic progress. All scholars are expected to have contact with their classroom teacher daily, and if that is not possible, the district will develop other means to check on families or scholars who do not regularly check in with their child's teacher. The district will consider safe, welfare checks that maintain social distancing to deliver supplies and transfer paper-based assignments. The district may involve attendance officers and court action if attendance is not documented within 5 school days.

Accountability

- ✓ Elementary and Secondary teachers will be expected to continue to meet in their PLC teams and follow the district's Focused Instructional Team (F.I.T.) Process.
- ✓ Elementary scholars in PreK-2 will be expected to demonstrate proficiency on the Early Learning Standards and State Standards through formative/summative assessment.
- ✓ Elementary and Secondary teachers will be expected to make contact with their scholars, monitor progress, and offer assistance as needed.
- ✓ Secondary scholars will be expected to log into their Learning Management System and actively participate in the lessons/modules/learning opportunities presented each day.
- ✓ Elementary scholars in 3rd – 5th grades and secondary scholars will be expected to demonstrate proficiency in all subject areas.

Graduation Requirements

All seniors will be required to meet all graduations requirements as described in JPS school board policy, IGB, Graduation Requirements.

First Day of School Expectations

Scholars with devices will be expected to follow their daily schedule (see Virtual Schedules below.) Students will join their homeroom class through a video conferencing application. Scholars will receive login information via School Status, as well as, parent and student emails. Scholars will be provided additional classroom login information during their homeroom class.

Scholars without devices will be expected to follow the instructional schedule below and complete their printed or digital Instructional Work Plans (IWP.) These plans will be delivered by school bus, sent to parents' and students' email addresses, and shared through School Status. The parent email addresses used during registration and the students' Google accounts will be utilized to email the Instructional Work Plans.

Time	Activity/Class	Instructional Minutes
7:30 a.m. – 8:00 a.m.	Breakfast and Prepare for Learning/Attendance	
8:00 a.m. – 9:00 a.m.	Learning-at-Home with <u>English/Language Arts</u>	60
9:00 a.m. – 10:00 a.m.	Learning-at-Home with <u>Math</u>	60
10:00 a.m. – 11:00 a.m.	Lunch/Grab-and-Go To learn more about the district's feeding plans, click here.	
11:00 a.m. – 12:00 p.m.	Learning-at-Home with <u>Science</u>	60
12:00 p.m. – 1:00 p.m.	Learning-at-Home with <u>Social Studies</u>	60
1:00 p.m. – 1:30 p.m.	Learning-at-Home with <u>Freckle or a virtual field trip</u>	
1:30 p.m. – 2:00 p.m.	Learning-at-Home with <u>Accelerated Reader</u>	
2:00 p.m.– 2:30 p.m.	Learning-at-Home with <u>Staying Active</u>	
2:30 p.m. – 3:00 p.m.	Independent study time or break time	

Virtual Schedules

Below are the online virtual learning schedules that elementary and middle school scholars are expected to follow. High school scholars will follow their traditional schedule. (See page 17 or refer to Active Parent and Active Scholar.)

Elementary School Schedule

	PK	K-2nd Grade	3rd-5th Grade
7:30 - 7:45	Getting set up into zoom room/Attendance etc./Check for assignments in Google Classroom/Housekeeping		
7:45 - 9:45	Whole Group Zoom: OWL 30/120 mins integrated instruction	Whole Group Zoom: 45 mins each subject (ELA/Math) 30 mins Science/SS	SEL/Small Group/TA Support (Interventions & Enrichment)/EL/EE/ Speech/Gifted Ed/Independent activity (extension from 8-10)/One-on-One/ Special subject support: <ul style="list-style-type: none"> ● -Music ● -Library (AR/MyOn) ● -PE/Health ● -Counseling
9:45 - 10:00	BREAK		
10:00 - 12:00	SEL/Small Group/TA Support (Interventions & Enrichment)/EL/EE/ Speech/Gifted Ed/ Independent activity (extension from 8-10)/One-on-One/Special subject support: <ul style="list-style-type: none"> -Music -Library (AR/MyOn) -PE/Health -Counseling 	SEL/Small Group/TA Support (Interventions & Enrichment)/EL/EE/ Speech/Gifted Ed/Independent activity (extension from 8-10)/One-on-One/ Special subject support: <ul style="list-style-type: none"> -Music -Library (AR/MyOn) -PE/Health -Counseling 	Whole Group Zoom: 45 mins each subject (ELA/Math) 30 mins Science/SS
12:00 - 12:30	LUNCH To learn more about the district's feeding plans, click here.		
12:30 - 1:30	Freckle/Open Office Hours for Parent Conferences/Contact		
1:30 - 3:30	Accelerated Reading Block		

Middle School Schedule

General Bell Schedule				
A/B	Begin Time	End Time	Class or Activity/Event	Instructional Minutes
99	8:00 AM	8:45 AM	Homeroom	0
01/06	8:45 AM	9:35 AM	Instructional Block	50
02/07	9:40 AM	10:30 AM	Instructional Block	50
03/08	10:35 AM	12:40 PM	Instructional Block	50
	10:35	11:25	Offline	50
	11:26	12:40	Lunch for scholars/Planning for teachers To learn more about the district's feeding plans, click here.	74
04/09	12:45 PM	1:35 PM	Instructional Block	50
05/10	1:40 PM	2:30 PM	Instructional Block	50
	2:30 PM	3:30 PM	Accelerated Reading Block	Independent Study

High School Schedule

A/B	General Bell Schedule			80% Day Early Release Bell Schedule			60 % Day Bell Schedule		
	Begin Time	End Time	Instructional Minutes	Begin Time	End Time	Instructional Minutes	Begin Time	End Time	Instructional Minutes
97/98	8:00 AM	9:00 AM	0 Accelerated Reading Block	8:00 AM	9:00 AM	0 Accelerated Reading Block	8:00 AM	9:00 AM	0 Accelerated Reading Block
99	9:05 AM	9:25 AM	0	9:05 AM	9:25 AM	0	9:05 AM	9:25 AM	0
01/05	9:30 AM	10:55 AM	85	9:30 AM	10:40 AM	70	9:30 AM	10:20 AM	50
02/06	11:00 AM	12:25 PM	85	10:45 AM	11:55 AM	70	10:25 AM	11:15 AM	50
03/07	12:30 PM	2:30 PM	85	12:00 PM	1:35 PM	70	11:20 AM	12:35 PM	50
Lunch: 12:30 – 1:05 Instructional Block: 1:05 – 2:30 To learn more about the district's feeding plans, click here.			Lunch: 12:00 – 12:25 Instructional Block: 12:25 – 1:35 To learn more about the district's feeding plans, click here.			Lunch: 11:20 – 11:45 Instructional Block: 11:45 – 12:35 To learn more about the district's feeding plans, click here.			
04/08	2:35 PM	4:00 PM	85	1:40 PM	2:50 PM	70	12:40 PM	1:30 PM	50

3. INSTRUCTIONAL SUPPORT

JPS is committed to providing equitable education for all scholars and provides the following guidelines for scholars with disabilities or special needs (Special Education, 504 Plans, or At-Risk Scholars), English Language Learners, Open Doors (Intellectual Gifted Scholars), or scholars in Housing Transition.

Individualized Learning Providers

- ✓ Special Education staff members will engage in ongoing professional development to learn best practices for specialized instruction in a "distance learning" format.
- ✓ Special Education Teachers will provide copies of the scholars' accommodations and modification to each general education teacher and provide an overview of how to implement the accommodations. In the event the accommodations and modifications need to be revised, an IEP meeting will be scheduled with the required committee members.
- ✓ Special Education teachers will provide instructional opportunities utilizing online and/or web-based programs that are most appropriate for each individual scholar.
- ✓ Special Education teachers, paraprofessionals and Related Service providers will make direct contact with scholars and/or parents as specified in the Individualized Education Program.
- ✓ Special Education Staff members may provide "hard copy" educational activities for scholars to engage in at home either through USPS or by delivery to home address.
- ✓ Special Education staff may identify additional learning programs and/or resources to provide differentiated opportunities to scholars to access remotely as determined by scholar progress.

English Learners

- ✓ ELL teachers will collaborate with General Education teachers to determine individual scholar needs and to design and provide instructional supports and accommodations to address those needs.
- ✓ ELL teachers will provide instructional opportunities utilizing online &/or web-based programs that were previously being used by ELL scholars.
- ✓ ELL teachers and ELL paraprofessionals will make direct contact with scholars &/or parents on a bi-weekly basis.
- ✓ ELL Staff members may provide "hard copy" educational activities for scholars to engage in at home either through USPS or by delivery to home address.
- ✓ ELL staff may identify additional learning programs to provide differentiated opportunities to ELL scholars to access remotely as determined by scholar progress.

Intellectual Gifted (Open Doors) Learners

- ✓ Gifted education teachers will engage in on-going professional development to learn the best practices for differentiated instruction on a virtual learning platform.
- ✓ Gifted education teachers will provide exploratory activities that spark scholars' interest by utilizing online and/or web-based programs that accommodate scholars' learning needs and allow scholars to work at their own pace.
- ✓ Gifted education teachers will collaborate virtually with grade level and content area teachers to identify additional differentiated learning opportunities for scholars to access remotely as needed.
- ✓ Gifted education teachers will leave optional learning activities for scholars and links to extension activities to foster growth during distance learning after the virtual school day is over.
- ✓ Gifted education teachers will assist with social-emotional development by providing scholars access to their peers through learning opportunities that allow scholars to interact and work collaboratively.
- ✓ Gifted education teachers may provide “hard copy” educational activities for scholars to engage in at home either through the USPS or by delivery to a home address when a device or WiFi is not available.
- ✓ Gifted teachers will make direct contact with scholars and/or parents through a virtual platform or phone calls on a weekly basis to provide technical assistance or report scholar progress.

Scholars in Housing Transition

- ✓ The district's Homeless Liaison will be in contact bi-weekly or more frequently with scholars and families to check on basic needs (food, shelter, other basic needs). If need identified, they work with families to provide resources or connect with community needs.
- ✓ Scholars experiencing housing transition will be assisted by the district's Homeless Liaison to be prepared for virtual learning with a focus on communication from scholar and family with their teachers and schools. The Homeless Liaison with other staff will adapt learning if a digital format is not workable for the scholar's location.
- ✓ Scholar progress will be monitored by teachers and Homeless Liaison. Monitoring and supports will include academic progress and social-emotional needs.

504 Scholars

- ✓ All scholar who have an active 504 will be provided their specific accommodations by their general education teacher.
- ✓ Teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by the 504 scholars.

- ✓ Teachers may provide “hard copy” educational activities and/or technology devices (if used prior to school closure) for scholars to engage in at home either through USPS or by delivery to home address.
- ✓ Teachers may identify additional learning programs to provide differentiated opportunities to 504 scholars to access remotely as determined by scholar progress.

4. DIGITAL RESOURCES

Scholars will have access to digital learning devices and Internet connectivity in order to engage with instructional learning materials.

Resources for Staff and Scholar Use



- ✓ All staff will use their home computers and/or their work laptops.
- ✓ Scholars will use their home computers OR will check out one of the district’s Chromebooks to use at home.
- ✓ Scholars without a device or access to the internet can identify their need during the registration process through Active Parent.
- ✓ Distribution of Digital Resources
 - The district will set up distribution process at each school site where parents can drive up and receive the computer.
 - Transportation staff will deliver computers to families that are unable to get to a distribution site.

Virtual Learning Support for Students and Parents

All first contact support for devices and applications must be the teacher and the school. Central Office support is available for all student and parent technical issues that cannot be resolved at the school level.

Chromebook Support

- If a parent reports the Chromebook cannot turn on or there is another issue that renders the device inoperable, the device will have to be returned to the home school. If the home school cannot repair the device, a ticket should be placed in the JPS helpdesk system. The student should be given another device or provided with an alternate learning plan in the event the device must be sent for repair.

Application Support

- The first contact for all technical issues for all applications is the teacher as that is the fastest way to address all concerns. The chart below outlines the scope for each level of support, and who is responsible at each level.

Tier	Application	Who Provides Support?
Google Support		
Tier 1	Google Accounts <ul style="list-style-type: none"> • Passwords • Active/Suspended Accounts 	School level Google Support Staff
Tier 2	Google Accounts	School level Google Support Staff cannot resolve the issue. Designated staff enters JPS Helpdesk Ticket. Central Office staff provides support.
Clever Support		
Tier 1	Student cannot login to Clever	Teacher uses the <i>Help a Student</i> feature in Clever to assist with a student use a backup code to login immediately for that day. Teacher reports login issue to Google and Clever Support Staff at the building level for long term resolution.
Tier 2	Clever Application Access <ul style="list-style-type: none"> • Don't see the icon in Clever. • User clicks icon but receives an error. • Can't login to Clever 	School level Clever Support Staff use the Clever tools for troubleshooting.
Tier 3	Clever Application Errors and Clever login access	School level Clever Support Staff cannot resolve the issue. Designated staff enter JPS Helpdesk Ticket. Central Office staff provide support.
Instructional Application Support		
Tier 1	Instructional Application Usage by Students	Teacher and other school staff, online application support and help resources provided by the application and the District.
Tier 1	Instructional Application Usage by School Staff	School level peer support, online application support and help resources provided by the application and the District.
Tier 2	Instructional Application Usage by School Staff	School level staff and peers cannot resolve the issue. Designated staff enters JPS Helpdesk Ticket.

Software Resources

- Scholars can access their classes through either CANVAS (secondary) or Google Classroom (elementary.)
- Scholars can access additional resources through either CANVAS, Google, or Clever. Clever is used to provide scholars a simple way to use one login to access multiple programs. All Clever logins are the scholar's Google (username@jpsms.org) account.

Internet Access

- The district is working to provide temporary internet solutions for families who do not already have access to internet. In addition to commercial internet providers, the district is identifying and sharing free internet hot spot locations throughout the community.

Distribution of Resources

The distribution of devices is based on the area of priority by each division. The list below identifies the grade level that has been prioritized for **REGISTERED** scholars. All device priorities outlined below are for scholars who are fully registered by **August 2, 2020.**

First Priority Groups

- Registered 3rd Grade Scholars
- Registered Seniors
- Registered Scholars Subject Area Courses
- Registered Homeless Scholars in Shelters
- Registered Exceptional Ed Scholars
- Registered English Learner Scholars
- Registered 504 Scholars

Second Priority

Elementary Division

1. Registered 5th Grade scholars
2. Registered 4th Grade scholars
3. Registered PK-2nd Grade Scholars

Middle

1. Registered 8th Grade Scholars
2. Registered 6th Grade Scholars
3. Registered 7th Grade Scholars

High School

1. Registered Scholars as determined by school

5. INSTRUCTIONAL SUPPORT

Teachers will need professional development and strategies for teaching in a digital (online) learning environment.



Instructional Support

Instructional Support is a process to maximize individual scholar success, while at the same time serving as a screening process for scholars who may be in need of specialized education services. The process consists of a team working together to identify the scholar's needs, set goals, and develop an intervention plan to achieve those goals. The classroom teacher, administrators, specialists, and parents are all members of the Instructional Support Team. **Key Tips:** Practical tips for effectively adapting each approach to the online environment are provided.

- In order to provide support to the teaching staff, school administrators, curriculum leads and academic coaches have developed professional learning sessions to train teachers on how to implement quality virtual instruction to the scholars. This process will be continuous to provide the necessary development needed to support teachers and instructional staff with virtual learning. A calendar of professional trainings for teachers will be provided to help build their capacity to provide instruction virtually. This calendar will be updated frequently.

Parents will need encouragement and strategies for assisting their children with learning expectations at home. There is not an expectation that parents are their children's teacher.



Parent Instructional Supports

The following are some guidelines or helpful hints to help parents/guardians support scholars becoming learners at home. It is important to remember that home is not school, so things will look and feel different for your children as they transition into this model:

1. **Limit Distractions** - You should limit their use of their devices, other than what is needed to complete their work, until their schoolwork is done. If you choose, you can allow your child to play on a device during a designated break, but make them aware that they only have a limited amount of time until they need to get back to work.
2. **Provide a Space to Learn** - Your children will achieve their best work in a quiet, comfortable, and dedicated space that is strictly devoted to learning. This space should be a different set-up than where they normally play games or watch television.

3. **Establish Routines and Procedures** - Routines and schedules are extremely important for children at school, and this is no different than their at-home school. Children will function best if they maintain their routine as close to normal as possible. Setting alarms similar to those they would encounter at school can be helpful for keeping them on a schedule.
4. **Keep Learning a Priority** - This time at home might feel like a vacation for your child, but it's important to remind them that their education still comes first. Obligations like class assignments, grades, tests, state exams, SATs, and ACTs aren't going away just because classes have moved online.
5. **District Parent and Family Engagement Center** - The Jackson Public School's Parent and Family Engagement Program provides parents and families with educational resource materials, equipment and information to become more effective in working with their children on specific skills at home.

JPS' Parent and Family Engagement Center is located at 1224 Eminence Row in the Morrison Complex. The center is open year-round. Hours of operation are Monday-Friday 8:00 am to 5:00 pm. Evening hours are available by appointment. The Center's phone number is 601-960-8945. The Parent and Family Engagement Center offers the following resources to parents and families:

Home Study Packets – These packets are used to reinforce and support the benchmark skills taught in the classroom. Parents may obtain a Scholar Prescription Sheet from the center to be completed by the child's teacher and returned to the center. The staff will prepare individual packets based on teacher's recommendations.

Reading Enrichment – Reading books are available for scholars in grade K-12. Books on the summer reading list are also available.

Parent Workshop – Parents are invited to take part in scheduled meetings, workshops and computer training.

Parent Requested Services – The staff will work with parents in securing community services and assistance for their families.

Edison Die Cut Service – The service can be used to cut out letters, laminate and design various projects, like reading, cultural and science fairs. We also print out posters for your child to assist with setting up a classroom environment at home. Parents can request a specific poster. Here's one example of what's available:



My School Schedule

Day of the Week	Subject	Subject	Subject	Subject	Subject	Subject
Monday <i>Assignment</i>						
Tuesday <i>Assignment</i>						
Wednesday <i>Assignment</i>						
Thursday <i>Assignment</i>						
Friday <i>Assignment</i>						