



Learning Recovery & Extended Learning Plan

District Name:	Jackson Local School District
District Address:	7602 Fulton Dr. NW, Massillon, OH 44646
District Contact:	Monica M. Myers, Director of Curriculum, Instruction & Assessment
District IRN:	049858

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

[ODE's Planning for Extended Learning FAQ's](#)

Identifying Academic Needs





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Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
Considerations: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i> - <i>Core Questions to Consider:</i> <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they've learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	Budget
Spring 2021	<p><u>District:</u></p> <p>During the 2020-2021 school year, there were three learning options for students. Students could attend face to face, eLearn with a JLS teacher or eLearn asynchronously in a Digital Academy with a purchased curriculum.</p> <p>The district has many structures, procedures and processes in place to identify the needs of all students.</p> <p>The district will administer all OSTs in grades 3-5 ELA and Math, grades 5 and 8 in science and EOCs in ELA II, Government, US History, Biology, Algebra, and Geometry.</p> <p>There are several mechanisms in place to support student needs at the HS, MS and elementary. The district utilizes the OIP process where staff collaborate with their colleagues in TBTs and BLTs about the implementation of instructional strategies, curriculum mapping, and curriculum pacing. NWEA MAP is given as an universal screener in both reading and math in grades K-8.</p> <p>The district tracks attendance, achievement and discipline for all students. After analyzing this data, approximately half of the students on attendance plans have academic needs or have their behavior supported. Students enter into an Attendance Intervention Plan (AIP) after they have exceeded habitual truancy or excessive absences as outlined in HB410. Once a student enters an AIP, the parent, student, school counselor, administrator, and other school personnel (nurse, mental health counselor, school psychologist, school resource officer, etc.) are participants in the AIP. Goals are set for the student to increase</p>



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their attendance prior to a student being referred to the court for truancy. The district has access to a county Family Support Specialist (FSS) who acts as a liaison between the school and the families in matters of attendance. This year, all students/families must attend an informal truancy hearing prior to a formal truancy hearing as mandated by the Stark County Family Court. Where needed, the district can utilize court mediators as a part of the AIP to avoid a court referral. If the student has been identified with a disability (and is serviced through an IEP or a Section 504 Plan), teams review to determine if any additional supports/services should be considered.

Elementary:

During kindergarten registration, preschool attendance information is collected. Each elementary school counselor and the elementary curriculum coordinator meet with the preschools that have large numbers of students attending our elementary schools. All private preschools are asked to complete The Transition Skills Checklist that summarizes academic and social skills. This checklist provides kindergarten teachers, counselors and principals with information about each students' approaches to learning, language and literacy development, social and emotional development, cognition and general knowledge, as well as physical and motor development. Public preschools provide assessment information from Early Learning Assessment. This information is used to develop supports for individual and small groups of students as well as build balanced kindergarten classes. During the visitations, leaders discuss the transition to kindergarten, programming and alignment of curriculum to better ensure a smooth transition to the expectations of kindergarten.

All kindergarten students are invited to kindergarten screening which takes place before school begins and utilizes the revised KRA. Kindergarten teachers, intervention specialists, reading teachers and counselors are part of the screening. The district holds kindergarten orientation meetings before school begins. Students and their families are invited into the building to meet the teachers and staff. During this event parents and students engage in "get to know you" activities, given a tour of classrooms and the building and are provided resources about what to expect in kindergarten curriculum, building procedures and classroom routines.

Our special programs director works with area preschool directors for proper placement of special education students.



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- For some at-risk and special education students, the team sets up meetings in which the elementary administration and teaching staff meet with the student and the family prior to the beginning of the school year.
- IEP meetings are held for special education students in the spring for all students with unique needs. Some of the meetings are IEP reconvenes to discuss the transition as the key component of the meeting (as the goals/objections are still appropriate and the effective date is through the student's kindergarten year). Some meetings are a total rewrite (RIEP) as the child has made progress and a new IEP needs to be rewritten (but ETR is still effective). In this event, these meetings still include the transition to kindergarten discussion and planning. In addition, some students are re-evaluated for the kindergarten due to:
 - team or parent wished for an early re-evaluation
 - preschool disability catatory that can not be used for school aged (DD- Developmental Disability)
- If a student needs to familiarize him or herself with the building they will be attending in the fall, multiple opportunities are made throughout the summer for the child and family to visit and become acquainted with staff and physical surroundings. For some students, this may be incorporated into their Extended School Year services (ESY).
- There are some transition plans that include an observation (with parent consent) from the school aged service provider to go into the preschool classroom to understand the supports/services. Then, this information is discussed with the team with a better understanding of how preschool needs/supports could/would translate into the kindergarten setting. Many times there are multiple meetings, often starting after the first of the year.

Ohio “on track” designations are given to students at the beginning of each grade from kindergarten through third grade to indicate if students are reading at the level set by Ohio’s learning standards for the end of the previous grade. The reading diagnostic assessment is used to measure whether a student’s reading is on track or not on track according to the end-of-year standards for the prior grade. The district’s diagnostic assessment is NWEA MAP Reading for grades 1-3. The district uses the Language and Literacy score of the KRA for kindergarten. The cut scores to determine “on track” and “not on track” are set by ODE and NWEA MAP and are as follows:



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	<ul style="list-style-type: none"> • K - KRA Language and Literacy - 262 and lower • 1 - MAP Growth K-2 - RIT 161 • 2 - MAP Growth - RIT 175 • 3 - MAP Growth - RIT 189 <p>Each elementary has a data team that meets quarterly. At these meetings, progress of students in Tier 2 and Tier 3 interventions is reviewed. Recommendations from this meeting include: continuation of the intervention, change of intervention, or referral for additional testing.</p> <p><u>Transition Meetings:</u> Grade 5 to 6 and grade 8 to 9 transition meetings are held and include elementary, middle school and high school administrators, school counselors and intervention specialists with a focus on at-risk students (IEP, 504, mental health, etc.). The information gathered assists in academic placement as well as an awareness of individual student status.</p> <p><u>High School:</u> The high school administered all EOC assessments to all eligible students in the fall of 2020 for retakes and first time senior government students. Those test results were analyzed for students not on track to graduate by earning 18 points prior to the spring testing schedule.</p> <p>The district administered the junior ACT to 477 of the eligible students which represents a 93% of the junior class.</p>	
Summer 2021	<p><u>District:</u> All students enrolled in the district's asynchronous digital academy may work towards grade/course completion through the summer months if they have not completed by the end of this school year. There have been students that have been assigned a curriculum level different than their typical peers. In this case, the coursework assignment would be at the next level to ensure progress towards grade level expectations.</p> <p>The DLT meets annually in July. The DLT focuses on Student Achievement, Governance, Communication/Collaboration, Resource Management, and Safety. Each building principal with support from central office administration completes a Student Achievement Goal Setting Template that includes specific goals of student achievement</p>	ESSER II Funds Federal Programs General Fund



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	based on OST, EOC, and universal screener data. The plan includes goal areas, an action plan, and evidence.	
2021 - 2022	<p>The district will continue all processes noted in the Spring of 2021 section and include additional best practices noted below.</p> <p><u>Response to Intervention:</u></p> <p>The district will provide professional release days for an RTI Team at 6th grade, 7th grade, and 8th grade levels. The teams will discuss best practices for Tier 1 instruction and place students in Tiers 2 and 3 interventions. The team will monitor the progress of the students to determine if the students are responding to the intervention.</p> <p>Each elementary will build an additional 30 minute period of no new instruction. The time will be dedicated to RTI practices specifically in math. Students will be flexibility grouped. Teachers trained in Math AddVantage will lead their teams in determining needs and interventions.</p> <p>The district will continue to do the following for at-risk students in grades 6-12:</p> <ul style="list-style-type: none"> • annual team meetings at the end of the school year held with counselors, administrators, intervention specialists and case facilitators for Grades 5 to 6 and Grades 8 to 9 students transitioning that are at-risk (due to curriculum needs, assistance in work completion, behaviors and social and emotional needs). • track OST/EOC testing results through a spreadsheet shared as well as tracked through the EMIS point person at the MS and HS and shared with each student's counselor. • Those that have failed a course (not on track to graduate) are offered summer school for credit recovery or credit recovery throughout the following school year or course retakes. • If the child is served through an IEP or a Section 504 Plan, those teams reconvene to create a specific plan (as well as other considerations of support). • Our Student Information System is built to notify teachers of those students who are an attendance risk. These notifications assist, at the teacher level, students that may become impacted due to their attendance. This system also gives notification of any student with an IEP/updated IEP, Students with a Section 504 Plan/updated Section 504 Plan, as well as any medical/updated medical needs. This "real time" notification assists students at-risk. 	ESSER II Funds Federal Programs General Fund



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Professional Development:

A strength of JLS is “in district” professional development. Due to COVID, all PD had been suspended. The district plans to begin offering “in district” PD again using data from the above processes to determine topics and needs.

Professional development will be reinstated with a focus of strengthening current pedagogy to assist in any regression.

Reading: The district will train four to six intervention specialists in Reading Recovery. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.

Math: The district has trained two teachers to be trainers of Math AddVantage Courses 1 and 2. These courses will provide teachers with diagnostic assessment tools they can use to design instruction and guide teachers in instructional strategies so students develop a deep conceptual understanding in math.

- **Add+VantageMR® Course 1 (AVMR 1):** Foundational learning of whole number topics such as number words and numerals, structuring numbers, addition and subtraction, and topics that affect the development of future mathematical understanding. The topics and domains covered often appear later on as holes in understanding for older struggling students.
- **Add+VantageMR® Course 2 (AVMR 2):** Expand and deepen knowledge and understanding of the mathematical development for all students by implementing diagnostic assessments for multiplication and division and place value understanding. The district will continue to train teachers in Math AddVantage so they have strong background knowledge of how students conceptual understand math.

The district will train additional general education teachers and intervention specialists K through 5.



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2022 - 2023	The DLT will convene in July. The DLT will review data in the areas of Student Achievement, Governance, Communication/Collaboration, Resource Management and Safety. Each building principal with support from central office administration will complete a Student Achievement Goal Setting Template that includes specific goals of student achievement based on OST, EOC and universal screener data. The plan will include goal areas, an action plan and evidence.	Federal Programs General Fund
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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations:		Budget
<ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust) - Core Questions to Consider: <ul style="list-style-type: none"> - What do students need to know? - How do we know if they've learned it? - How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it? 		
Spring 2021	<p>During the 2020-2021 school year, there were three learning options for students. Students could attend face to face, eLearn with a JLS teacher or eLearn asynchronously in a Digital Academy with a purchased curriculum. Different than other district structures, this allowed for flexibility and choice as students could choose each day between eLearning or in person. This choice created flexibility for families based on academic and social/emotional needs.</p> <p>HS, MS and each elementary has an RTI team and process. Dedicated time is set aside to focus discussion around instructional strategies and to review district, state and national assessment data. These teams review data, instructional strategies and allocate resources as needed. Tier 1 instruction is planned each week using district curriculum maps and pacing guides. Each elementary has built in a 30 minute period of no new instruction. During this time, students receive enrichment, additional practice and interventions. At the middle school, all</p>	ESSER II Funds Federal Programs General Fund



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	<p>students participate in a student assist period where they receive enrichment, additional practice and intervention.</p> <p>During these times, students are flexibility grouped. When students are not successful in Tier 1 instruction, the Communication Pathways document is completed. The Communication Pathway should be used for <u>one of the three</u> or <u>all three reasons</u>:</p> <ul style="list-style-type: none"> • attendance concerns (no attendance and/or communication for concurrent three days, or at the teacher's discretion) for in person or remote learners • lack of work completion or grades reflecting Ds or Fs • social/emotional concerns or lack of basic needs <p>Tier 2 progress monitoring data is reviewed to determine if interventions are working and students are progressing. All buildings have an instructional coach that works with teachers to implement best practices, model strategies and interpret data. Instructional coaches at the elementary level also support teachers in their TBTs to help plan small group instruction and interpret progress monitoring data. At the middle and high school level instructional coaches observe, monitor and conference with teachers to provide feedback on instructional practices for Tier 1, 2, and 3 students.</p> <p>All students in the 6th grade that transition into the middle school from the district's four elementary buildings or are new to Jackson students partake in a mentoring program with 8th grade students. All 6th grade students go to Camp Muskingum for two nights and three days. The purpose of camp is to build relationships between students that are merging from four elementary buildings to one middle school.</p> <p>All students in 8th grade partake in a Freshman Mentor Program at the high school where they are given a half day with upperclassmen mentors with a focus on learning how to navigate the high school setting. The mentors and freshmen meet throughout the school year to foster relationships with focus areas in leadership, collaboration and academics.</p> <p>The district has implemented K-5, 6-8, 9-12, and Special Programs design teams. The design team is made up of teachers (including an EL representative), intervention specialists, service providers K-12 and administrators. The teams will study other online schools, review survey results from stakeholders and determine/design courses that can be offered within a digital academy during the 2021-2022 and beyond.</p>	
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	The goal of the teams is to create more individualized learning opportunities for all that could exist in and outside of a traditional “brick and mortar” school setting.	
Summer 2021	<p><u>Elementary:</u> Camp Invention will be offered to students K through 5. Camp Invention is a STEM based hands-on camp that can help students build their problem-solving skills and make their own creative mark on the world. The district partners with the National Inventors Hall of Fame® in order to provide a safe and exciting summer camp.</p> <p><u>Middle School:</u> All students in grades 6-8 will have access to an online curriculum to retake failed courses.</p> <p><u>High School:</u> During the summer of 2021, students in grades 9-12 who are credit deficient and not on track to graduate will be offered credit recovery summer school.</p> <p>All high school students will be offered intervention and EOC retakes in July 2021.</p>	ESSER II Funds Federal Programs General Fund
2021 - 2022	<p>The district will continue all processes noted in the Spring of 2021 section and include additional best practices noted below.</p> <p><u>eLearning 3.0:</u> Based on the work of the design teams, the district will offer additional asynchronous and synchronous courses. Those course offerings will include opportunities for students to take advanced, on level and remedial coursework. Student schedules could be hybrid where they participate in person or online.</p> <p><u>Response to Intervention:</u> The district will provide professional release days for an RTI Team at 6th grade, 7th grade, and 8th grade levels. The teams will discuss best practices for Tier 1 instruction and place students in Tiers 2 and 3 interventions. The team will monitor the progress of students to determine if students are responding to the intervention.</p> <p>Each elementary will build an additional 30 minute period of no new instruction. The time will be dedicated to RTI practices specifically in math. Students will be flexibility grouped. Teachers trained in Math AddVantage will lead their teams in determining needs and</p>	Federal Programs General Fund



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interventions.

The district will continue to do the following for at-risk students in grades 6-12:

- annual team meetings at the end of the school year held with counselors, administrators, intervention specialists and case facilitators for Grades 5 to 6 and Grades 8 to 9 students transitioning that are at-risk (due to curriculum needs, assistance in work completion, behaviors and social and emotional needs).
- track OST/EOC testing results through a spreadsheet shared as well as tracked through the EMIS point person at the MS and HS and shared with each student's counselor.
- Those that have failed a course (not on track to graduate) are offered summer school for credit recovery or credit recovery throughout the following school year or course retakes.
- If the child is served through an IEP or a Section 504 Plan, those teams reconvene to create a specific plan (as well as other considerations of support).
- Our Student Information System is built to notify teachers of those students who are an attendance risk. These notifications assist, at the teacher level, students that may become impacted due to their attendance. This system also gives notification of any student with an IEP/updated IEP, Students with a Section 504 Plan/updated Section 504 Plan, as well as any medical/updated medical needs. This "real time" notification assists students at-risk.

Professional Development:

A strength of JLS is "in district" professional development. Due to COVID, all PD had been suspended. The district plans to begin offering "in district" PD again using data from the above processes to determine topics and needs.

Professional development will be reinstated with a focus of strengthening current pedagogy to assist in any regression.

Reading: The district will train four to six intervention specialists in Reading Recovery. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. The



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	<p>district will train additional ELA teachers in G4 and G5 in RISE (Reading Intervention for Students to Excel).</p> <p>Math: The district has trained two teachers to be trainers of Math AddVantage Courses 1 and 2. These courses will provide teachers with diagnostic assessment tools they can use to design instruction and guide teachers in instructional strategies so students develop a deep conceptual understanding in math.</p> <ul style="list-style-type: none"> • Add+VantageMR® Course 1 (AVMR 1): Foundational learning of whole number topics such as number words and numerals, structuring numbers, addition and subtraction, and topics that affect the development of future mathematical understanding. The topics and domains covered often appear later on as holes in understanding for older struggling students. • Add+VantageMR® Course 2 (AVMR 2): Expand and deepen knowledge and understanding of the mathematical development for all students by implementing diagnostic assessments for multiplication and division and place value understanding. The district will continue to train teachers in Math AddVantage so they have strong background knowledge of how students conceptual understand math. <p>The district will train additional general education teachers and intervention specialists K through 5.</p>	
2022 - 2023	<p>The DLT will convene in July. The DLT will review data in the areas of Student Achievement, Governance, Communication/Collaboration, Resource Management and Safety. Each building principal with support from central office administration will complete a Student Achievement Goal Setting Template that includes specific goals of student achievement based on OST, EOC and universal screener data. The plan will include goal areas, an action plan and evidence.</p>	Federal Programs General Fund



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Approaches to Identify Social & Emotional Needs

Impacted Students: *How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*

Considerations:

- *Resources* (Existing and Needed)
- *Partnerships* (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- *Alignment* (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)

Budget

Spring 2021

During the 2020-2021 school year, there were three learning options for students. Students could attend face to face, eLearn with a JLS teacher or eLearn asynchronously in a Digital Academy with a purchased curriculum.

The district has a CARE Team at each level. The CARE Team Initiative is a collaboration of partners dedicated to student success. Parents, students, teachers, school administrators, community providers, law enforcement and other professionals work together to ensure that every student succeeds. The program provides:

1. An adult member of the school neighborhood who provides advocacy and support for families.
2. Teams of teachers taking personal responsibility for the success of each of their students.
3. Academic, leadership, relationship and other social skill building opportunities offered during, before, and after school, as well as summer programming for targeted students.
4. Academic mentoring and tutoring by caring community partners.
5. On-site mental health prevention/intervention and other drug prevention/intervention.
6. Family court and law enforcement involvement as appropriate.
7. Health and wellness support by school personnel.
8. Alcohol and drug prevention and intervention.

The CARE Team approach represents a fundamental change in the teaching/learning process. It is holistic, systemic, non-categorical, year-round, long-term and evidence based.

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	<p>All FSSs (Family Support Specialists that run the CARE Teams) meet monthly for professional development and networking. This continued exposure and contact at the county level ensures continued contact outside of the district.</p> <p>The district employs two FSS's: one K through 5 and one 6 through 12. Their primary job duties include providing food, clothing and shelter to our families; facilitating the monthly CARE Team meetings and connecting outside resources to principals and counselors that support our most at-risk families.</p> <p>In December 2020 through February 2021, the two district SBMHC along with two additional SBMHC from the district's provider took part in mental health remote learner phone screenings that included balancing home and school, stressors with remote learning, social supports in their life, feelings of anxiety, sadness or irritability and suicidal thoughts screening for children age ten and older. Of those phone calls, 165 parents were contacted, 72 requested their child be screened, and 9 were referred for ongoing consultation or treatment services. The SBMHC consult with referred at-risk students and open ongoing case consultation based on need.</p> <p>The middle school has an at-risk student program titled "All Stars," and is sponsored by Stark Mental Health Addiction and Recovery. Students are referred to the program by the middle school counselors.</p> <p>The district participates in the Sandy Hook Promise Tip Line, Sandy Hook Anonymous Reporting System (SARS) and has done so since the 2018/2019 school year. The tip line is available for all students in grades 6-12. Incoming 6th grade and new students receive initial training and students in grades 7-12 receive refresher training in the guidelines and use of the tip line annually. The tip line is monitored by building level and central office administrators 24/7, 365 days per year.</p>	
Summer 2021	<p>The district participates in the Sandy Hook Promise Tip Line, Sandy Hook Anonymous Reporting System (SARS) and has done so since the 2018-2019 school year. The tip line is available for all students in grades 6-12. Incoming 6th grade and new students receive initial training and students in grades 7-12 receive refresher training in the</p>	<p>ESSER II Funds Federal Programs General Fund</p>



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	<p>guidelines and use of the tip line annually. The tip line is monitored by building level and central office administrators 24/7, 365 days per year.</p> <p>For students with more significant needs serviced through and IEP, the district offers summer programming for preschool students identified with Autism. In addition, there are specific services tied to any area or regression/lack of progress in the student's IEP goals. These services occur across the summer scheduled at mutually agreeable times/dates that align with family schedules.</p> <p>All administrators have a Securely account. Securely is a cloud-based web filtering and parental controls that work across schools and homes. Setup in minutes. Bullying & self-harm detection. Reports via Parent Portal. Administrators will continue to monitor Securely alerts and follow district protocols.</p>	
2021 - 2022	The district will continue all processes noted in the Spring of 2021 section.	Federal Programs General Fund
2022 - 2023	The DLT will convene in July. The DLT will review data in the areas of Student Achievement, Governance, Communication/Collaboration, Resource Management, and Safety. Data from the Sandy Hook Tipline, Securely. The district also receives notifications of interactions of the district's students with the local police department over the summer months.	Federal Programs General Fund



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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers

What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?

Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)

Budget

Spring 2021

During the 2020-2021 school year, there were three learning options for students. Students could attend face to face, eLearn with a JLS teacher or eLearn asynchronously in a Digital Academy with a purchased curriculum. Different than other district structures, this allowed for flexibility and choice as students could choose each day between eLearning or in person. This choice created flexibility for families based on academic and social/emotional needs.

The district has counselors at all levels K through 12 who are available to students for individual needs; there is one full time counselor at each of the district's four elementary buildings, three at the MS and six at the HS. Counselors at the MS and HS meet with students to determine their class schedules and pathways. Students in grades 6 through 12 are enrolled in Naviance. Naviance is a platform that helps teachers and counselors gain an understanding of students' interests, strengths, and needs so they are prepared for post secondary options such as two/four year college, two year technical schools, military, or the world of work. The elementary counselors visit all K through 5 classrooms and teach classroom lessons on such topics as, conflict management, body safety, kindness, bullying, hygiene and growth and development.

The district has two full-time employed school based mental health counselors. The middle and high school SBMH counselors are provided to the district in a collaborative agreement between the district, Stark Mental Health Addiction and Recovery and CommQuest. CommQuest is the local service provider.

The district has provided Youth Mental Health First Aid Training to all teachers, administrators, and select classified staff in grades 6 through



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12 and select teachers, administrators and classified staff in all four elementary buildings since the 2017-2018 school year.

Mental health and awareness information is provided to our parents and staff through the district website:

<https://www.jackson.stark.k12.oh.us/domain/52>. Additionally, current Mental health information and resources are emailed directly to parents through principal messages. All school counselors are trained in the suicide risk assessment tool COLUMBIA-SUICIDE SEVERITY RATING SCALE/C-SSRS. The two school counselors that are also clinical counselors are often shifted to assist in the use of this screener as needed. If trauma is experienced in a building then school counselors from all buildings may be deployed to assist.

All certified and classified staff are required to participate in mandated training modules annually provided through the SafeSchools online platform. Staff are assigned modules based on the role they serve in the district. Example modules are: Students Experiencing Homelessness, Human Trafficking Awareness and Blood Borne Pathogens. In addition, students in grades 6 through 8 are assigned and required to complete SafeSchools modules in Bullying and Cyberbullying. Select students in grades 6 through 12 were required to complete modules in alcohol, marijuana and vaping. Students in grades K through 9 participate in digital citizenship lessons. Topics include: Internet Safety (Online privacy and security), Digital Footprint (Traceable digital activities), Information Literacy (Information gathering skills) and Relationships and Communication (Personal interactions online).

All district staff have access to two learning modules provided by STARR Commonwealth/Stark County ESC that provide information on having a better understanding of trauma in children and becoming a trauma-informed individual who works with children. The two modules are:

- Course One: "Children of Trauma and Resilience"
- Course Two: "Trauma-Informed Resilient Schools"

During the 2019-2020 school year, all students in K through 12 participated in weekly student advisory where teachers served as mentors. The goals of Student Advisory are to provide a trusted adult to every student to focus on and improve connectedness and



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	<p>involvement in school and provide academic and college/career advising. This advisory period was not part of the schedule during the 2020-2021 school year because of COVID. The DLT is exploring options to see if student advisory would return for the 2021-2022 school year.</p> <p>Ruling Our eXperiences (ROX) delivers evidence-based programming to simultaneously impact girls, educate and support the adult influencers in girls' lives and improve the societal conditions that have the potential to negatively impact girls. The district supports ROX in every building at grade levels 5, 7 and 9.</p> <p>Amherst Elementary implements Strengthening Families in partnership with Stark Mental Health Addition and Recovery which is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs, and communities in building five key Protective Factors.</p>	
Summer 2021	<p>The district participates in the Sandy Hook Promise Tip Line, Sandy Hook Anonymous Reporting System (SARS) and has done so since the 2018-2019 school year. The tip line is available for all students in grades 6 through 12. Incoming 6th grade and new students receive initial training and students in grades 7 through 12 receive refresher training in the guidelines and use of the tip line annually. The tip line is monitored by building level and central office administrators 24/7, 365 days per year.</p> <p>For students with more significant needs serviced through and IEP, the district offers summer programming for preschool students identified with Autism. In addition, there are specific services tied to any area or regression/lack of progress in the student's IEP goals. These services occur across the summer scheduled at mutually agreeable times/dates that align with family schedules.</p> <p>All administrators have a Securely account. Securely is a cloud-based web filtering and parental controls that work across schools and homes. Setup in minutes. Bullying & self-harm detection. Reports via Parent Portal. Administrators will continue to monitor Securely alerts and follow district protocols.</p>	



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2021-2022	The district will continue all processes noted in the Spring of 2021 section.	
2022-2023	The DLT will convene in July. The DLT will review data in the areas of Student Achievement, Governance, Communication/Collaboration, Resource Management, and Safety. Data from the Sandy Hook Tipline, Securely. The district also receives notifications of interactions of the district's students with the local police department over the summer months.	