

Ashtabula Area City Schools  
***COVID-19 Remote/Electronic Learning Plan***  
***2020 - 2021***



***TOGETHER Preparing Every Student for Future Success***

**Direction/Purpose:** During the COVID-19 closures to our buildings, Ashtabula Area City Schools continued to provide meaningful instruction to our students, support services for our students, and daily lunches for children ages 1 - 18. We served over 120,000 lunches and worked to provide meaningful instruction to all students. Our teachers worked together attending virtual professional development to ensure that students had similar experiences in each grade level or course while engaging in a remote learning model. Our commitment to continue to educate our students with disabilities included holding virtual meetings and conference calls with families and staff members, working with students on the goals set in their Individualized Education Plans, and assisting teachers in the remote settings to provide assistance with all students meeting expectations. Our parents were instrumental in providing support to our teachers so that their child had every opportunity to be successful during their time at home.

**Thanks to the hard work and dedication of families, teachers, support staff, and administration during that difficult time. We look forward to a great start to the 2020-2021 school year as we begin to prepare for the uncertainty of a virus that we have yet to fully understand. Please read this document carefully as we have addressed many concerns and will continue to update as we learn new information.**

Dr. Mark Potts, Superintendent

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# INTRODUCTION

Ashtabula Area City Schools presents this 2020-2021 School Year Plan, which provides our families with robust, high-quality instructional options: in-person, hybrid and remote/electronic instruction. Our planning was guided by the following principles: student and staff health and safety, best practices for hybrid and electronic learning, professional development, and our Focus Plan, which is based on Academic Growth and Achievement, Positive Behavior Intervention Supports, and Family & Community Partnership. Thank you to all stakeholders who contributed to our collaborative planning efforts. Please note that we will continue to communicate with everyone as changes arise regarding the pandemic and our intention is to provide the most consistent and effective instruction that we can offer. This document only outlines the remote/electronic learning expectations.

## RISK LEVEL GUIDELINES

Ohio COVID-19 Risk Level Guidelines for the Public			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Public Emergency</b> Active exposure and spread. Follow all current health orders.	<b>Public Emergency</b> Increased exposure and spread. Exercise high degree of caution. Follow all current health orders.	<b>Public Emergency</b> Very high exposure and spread. Limit activities as much as possible. Follow all current health orders.	<b>Public Emergency</b> Severe exposure and spread. Only leave home for supplies and services. Follow all current health orders.
LEVEL 1–4 REQUIRE COMPLIANCE WITH ALL HEALTH ORDERS			
<small>Over 60% of Ohioans are considered high-risk based on CDC guidance. High-risk individuals* are at an increased risk of severe illness and should take every precaution to guard against contracting COVID-19, including following higher risk level guidance outlined below. Consult a doctor about your risk.</small>			

Ashtabula Area City Schools Risk Level Guidelines for School Operations
<ul style="list-style-type: none"> <li>• The district or an individual building may be directed to close by the Ashtabula County Health Department at any time due to COVID-19 reports</li> <li>• If ODE or ACHD develop “district specific” risk levels those may become triggers for changes</li> <li>• If teacher and staff COVID-19 absenteeism outpaces available substitutes, school may shift to electronic/remote learning</li> </ul>

# CONTACT INFORMATION

If you have any general questions about your child’s education, the reset and restart plan, or any suggestions please contact the principals at the building. They are available via email or phone, please leave a message and they will ensure that your call is addressed.

Principal, Building	Email Address	Phone Number
Rebecca Evanson, Michigan Primary	rebecca.evanson@aacs.net	440.992.1251
Valerie Harper, Huron Primary	valerie.harper@aacs.net	440.992.1231
Lisa Newsome, Ontario Primary	lisa.newsome@aacs.net	440.992.1241
Cris Rutz, Superior Intermediate	cristine.rutz@aacs.net	440.992.1271
Michele Boiarski, Erie Intermediate	michele.boiarski@aacs.net	440.992.1261
Scott Anservitz, Lakeside Jr. High School	scott.anservitz@aacs.net	440.993.2666
Bob Klinar, Lakeside High School	robert.klinar@aacs.net	440.993.2525

Central Office, Position	Email Address	Phone Number
Mark Potts, Superintendent	mark.potts@aacs.net	440.992.1202
Mark Astorino, Treasurer and Dir. of Business Operations	mark.astorino@aacs.net	440.992.1210
Mariel Sallee, Dir. of School Improvement	mariel.sallee@aacs.net	440.661.4344
Jennifer Polak, Dir. of Special Education/Student Services	jennifer.polak@aacs.net	440.992.1204
Krista Shean, Dir. of Data, Accountability, Professional Development	krista.shean@aacs.net	440.661.4345
Kelly Washington, Dir. of State and Federal Programs	kelly.washington@aacs.net	440.661.4348
Tim Ranck, Technology Coordinator	timothy.ranck@aacs.net	440.993.2683

# ELECTRONIC/REMOTE

All students electronic/remote learning, everyday (Synchronous and Asynchronous)

Teachers:

Maintain regular work hours instructing from a school site, all teaching will occur electronically/remotely. Teachers who qualified and were approved through the Superintendent’s office for Covid-19 leave may be approved to instruct from home.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Electronic/ Remote learning	Electronic/ Remote learning	Electronic/ Remote learning	Electronic/ Remote learning	Teacher Professional Development and Electronic Learning Support
<i>*Synchronous learning time required</i>	<i>*Synchronous learning time required</i>	<i>*Synchronous learning time required</i>	<i>*Synchronous learning time required</i>	

These requirements are to be met in situations where the school district or building is working under a mandatory electronic/remote learning plan.

## ALSO

These requirements are to be met in situations where the family chooses an electronic learning option.

\*Please note that any family that chooses electronic learning as their preferred method of learning for the 2020-2021 school year will need to commit to this method for at least the 1st semester.

# ELECTRONIC/REMOTE

## All students electronic/remote learning, everyday

- Breakfast/Lunch grab and go at designated locations
- No field trips
- No large group students events
- Special education services may be adjusted
- Attendance taken during Google Meeting times

### Electronic/Remote Learning Teacher Expectations

The following is an outline of expectations for teachers:

1. Check AACS email regularly during work hours;
2. Organize 25 minute class sessions to provide students with enough information to work independently during intervention and enrichment time.
  - a. [Workshop Model](#) (example)
3. Communicate and respond to questions from students/families each day by Email, Google Classroom and/or Class Dojo;
  - a. Please send weekly and/or daily updates and reminders to parents and/or students clarifying teacher expectations
4. Create a Google Classroom for all courses and share classroom codes with the principal(s);
  - a. [Google Classroom Codes Document per Grade Level](#) (example)
5. Document communications with families for monitoring and compliance (Special Education);
  - a. [Staff/Student Communication Log Template](#) (example)
6. Attend scheduled IEP meetings via phone conference;
  - a. Intervention Specialists will continue to schedule IEP meetings, email required participants, and inform participants of the expected method of participation
7. Monitor student work daily and ensure students are making attempts to complete assignments;
8. Accurately track attendance daily according to the guidelines below;
9. Provide hard copies of work for students who are unable to access the internet;
10. Provide families with daily routines for learning (i.e checklists or calendars).
  - a. [Weekly Calendar Template](#) (example)
11. Provide digital opportunities to meet with students (i.e Google Meet)
12. Maintain availability and ensure to schedule to meet with students during “office hours” to provide live support to students.
13. Post videos of themselves teaching lessons, or video tutorials, via Class Dojo or Google Classroom.
14. If any families report that they are having technology issues or internet connectivity issues, please report that to the principal and technology supervisor immediately.
15. Remain available to participate in professional development via webinar, safe schools, or any other relative virtual platform.

### Electronic/Remote Learning Student Expectations

The following is an outline of expectations for students:

1. Check AACS email regularly during school hours;
2. Communicate and respond to questions from teachers each day by Email, Google Classroom and/or Class Dojo;
  - a. Please follow weekly and/or daily updates provided by teachers clarifying learning expectations
3. Complete assignments daily or make attempts to complete assignments;
4. Follow the daily routines for learning provided by your teacher (i.e checklists or calendars);
5. Maintain communication with teachers about grades and check ProgressBook regularly as grades will count in the same manner that they do when students attend school in the traditional mode;
6. Participate in digital opportunities to meet with teachers and classmates (i.e Google Meet);
7. Utilize the teacher “office hours” and “enrichment/intervention time”, where teachers are available to provide live support to students. These times are outlined in the e-learning daily schedule;
  - a. Please note that the “office hours” will be consistent daily.
8. Participate in live “synchronous” classroom sessions and view videos of teachers teaching lessons “asynchronous”, or video tutorials, via Class Dojo or Google Classroom;
9. Please report any technology issues or internet connectivity issues, please report that to the principal and technology supervisor immediately;
10. Maintain proper care for your school-issued electronic device(s).

### Electronic/Remote Learning Parent/Guardian Expectations

The following is an outline of expectations for parents/guardians:

1. Check email regularly for school and teacher updates;
2. Communicate and respond to questions from teachers each day by Email, Google Classroom and/or Class Dojo;
  - a. Please follow weekly and/or daily updates provided by teachers clarifying learning expectations
3. Provide oversight of your child completing assignments daily or making attempts to complete assignments;
4. Maintain communication with teachers about grades and check ProgressBook regularly as grades will count in the same manner that they do when students attend school in the traditional mode;
5. Attend scheduled IEP meetings via phone conference;
  - a. Intervention Specialists will continue to schedule IEP meetings, email required participants, and inform participants of the expected method of participation.
6. Follow the daily routines for learning provided by your child’s teacher(s) (i.e checklists or calendars);
7. Ensure that your child participates in digital opportunities to meet with teachers and classmates (i.e Google Meet);
8. Encourage your child to utilize the teacher “office hours”, where teachers are available to provide live support to students. These times are outlined in the e-learning daily schedule;
  - a. Please note that the “office hours” will be consistent daily.
9. Ensure your child participates in live “synchronous” classroom sessions and views videos of teachers teaching lessons “asynchronous”, or video tutorials, via Class Dojo or Google Classroom;
10. Please report any technology issues or internet connectivity issues, please report that to the principal and technology supervisor immediately;
11. Assist your child in maintaining proper care for your school-issued electronic device(s).

## Electronic/Remote Learning Assessment and Grading

The AACS grading procedure for any electronic/remote learning will remain consistent with the student handbook.

The Ashtabula Area City Schools has a standard grading procedure, as well as additional notations that indicate incomplete work. Grades indicate the extent to which the student has acquired and demonstrated the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas when determining a grade and will inform the students at the beginning of the course. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

### ***The School applies the following grading system:***

90 to 100= A = Excellent achievement

80 to 89= B = Good achievement

70 to 79= C = Satisfactory achievement

60 to 69= D = Minimum-Acceptable achievement

0 to 59 = F = Failure

I = Incomplete

Teachers will outline clear expectations for grades during electronic/remote learning in the 2020-2021 school year. Students and families will have guidelines that explain due dates for assignments, any rubrics associated with grading, and how grades will be communicated.

### ***Promotion to the next grade (or level) is based on the following criteria:***

- A. completed the course and state-mandated requirements of the presently assigned grade
- B. in the opinion of the professional staff, the student has achieved the instructional objectives set for the present grade
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade
- D. demonstrated the degree of social, emotional, and physical maturity necessary for a successful learning experience in the next grade

***A student may be accelerated (either by whole-grade or by subject area) when his/her performance and measured ability significantly exceeds that of his/her grade level peers. Students can be nominated for acceleration by teachers, administrators, parents, and the student him/herself. Decisions regarding acceleration are based on the following criteria:***

- A. achievement of grade/course objective and any applicable State-mandated requirements for the grade/course in which the student is currently and any grade(s)/course(s) in the student will skip
- B. achievement of instructional objectives for the present grade/course as well as the succeeding one(s)
- C. potential for success in the accelerated placement based on sufficient proficiency at current level
- D. social, emotional, and physical maturation necessary for success in an accelerated placement

E. Additional information regarding Gifted Education ID/Service Plan is located on the district website

***A student may be retained at his/her current grade level based on the following criteria:***

- A. in the opinion of the professional staff, failure to achieve the instructional objectives at the current grade level that are requisite for success at the next grade level
- B. in the opinion of the professional staff, failed to demonstrate proficiency in mathematics and reading
- C. scored below proficient level on any state-mandated test

A student will be retained if s/he is truant (absent without excuse) for more than ten percent (10%) of the required attendance days of the current school year AND has failed two (2) or more of the required curriculum subject areas in the current grade. ***Due to COVID-19, students that are exhibiting symptoms associated with the virus will not be negatively impacted in any promotion or retention decisions as their absences will be considered medically excused.***

Even if s/he falls in the preceding category, a student may be promoted if the Principal and the teachers of the classes that the student failed agree that the student is academically prepared to be promoted.

No student will be promoted to the fourth grade if s/he attained a score in the range designated by O.R.C. 3310.0710 (A)(3) on the State mandated assessment except in accordance with the provisions of Policy 2623.02 - Third Grade Reading Guarantee or in accordance with State law. ***Please note: Under newly enacted legislation for the 2020-2021 school year (Section 18 of House Bill 164 of the 133rd General Assembly), no district, community school, STEM school or chartered nonpublic school shall retain a student in the third grade who does not meet the promotion score of 683 on the Ohio's State Test for grade 3 English language arts if the student's principal and reading teacher agree that other evaluations of the student's skills in reading demonstrate the student is academically prepared to be promoted to the fourth grade. This provision applies to students who are in third grade for the 2020-2021 school year and would be enrolling in the fourth grade for the 2021-2022 school year, unless retained.***

### Electronic/Remote Learning Attendance

The district will be monitoring student attendance based on student participation in course work and student-teacher contact during the day. If students are struggling to complete work or attend, communications to the families by teachers and staff will be prompt and supportive. Students who are not logging in consistently will be contacted. Various support personnel will assist with this process.

**Tracking Attendance:** AACS will track attendance for all students, regardless of the mode of learning. The tracking of attendance does not have to be so precise as to know what every student is doing at every moment with regard to the student's educational experience.

- **Teacher-led remote learning (synchronous):** Student attendance will be documented during all sessions that students are to be logged in for live teacher interaction, this includes core instruction, intervention, and enrichment.
  - **Grades PK - 4 -** In Progress Book teachers will submit daily attendance in the same manner that they've always recorded daily attendance.
  - **Grades 5 - 12 -** In Progress Book teachers will submit period attendance for each class that they teach.
- **Self-directed remote learning (asynchronous):** Teachers will document 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.

**Tracking Absences:** The default for Progressbook is to assume that students are in attendance. Teachers will 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 the student handbook.
- **No evidence of exposure, 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 the hours for that remote learning activity.
- **Remote learning cannot be used to make up absences from in-school learning:** In most cases, participation in remote learning should not be used to give credit for time the remote learning plan requires a student to be in school.

The attendance plan for remote learning will supersede all other board-approved attendance policies.

# Grades PK-2 Electronic/Remote Learning Schedule

## Michigan, Huron, and Ontario Primary Schools

7:45 - 8:00 am	Review attendance from the prior day; send AA any corrections	<b>Teacher work time</b>	
8:00 - 10:00 am	<p>Google Meets Community Meeting Lesson and Assignment Review</p> <p>Break out rooms/ Students work on assignments/Group work</p>	<b>GROUP A</b>	↙
10:00 - 10:45 am	<p>One to One/Small Group Meetings</p> <p>Independent Work</p>	←	<b>Specials FLEX IN</b>
10:45 am - 12:15 pm	<p>Lunch Free Time (students)</p> <p>Lunch Planning/preparation (teachers)</p>		
12:15 - 2:15 pm	<p>Google Meets Community Meeting Lesson and Assignment Review</p> <p>Break out rooms/ Students work on assignments/Group work</p>	<b>GROUP B</b>	↙
2:15 - 3:00 pm	<p>One to One/Small Group Meetings</p> <p>Independent Work</p>	←	
3:00 - 3:15 pm	Take attendance & assign videos to students who have not logged	<b>Teacher work time</b>	

	on that day	
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## Grades 3-4 Electronic/Remote Learning Schedule

### Superior Intermediate School

<b>8:30 - 9:00 am</b>	Review attendance from the prior day; send AA any corrections; Prep	<b>Teacher work time</b>	
<b>9:00 - 11:00 am</b>	Google Meets Community Meeting Lesson and Assignment Review  Break out rooms/ Students work on assignments/Group work	<b>GROUP A</b>	↙
<b>11:00 - 11:45 am</b>	One to One/Small Group Meetings  Independent Work	←	
<b>11:45 am - 1:15 pm</b>	Lunch Free Time (students)  Lunch Planning/preparation (teachers)	<b>Specials FLEX IN</b>	
<b>1:15 - 3:15 pm</b>	Google Meets Community Meeting Lesson and Assignment Review  Break out rooms/ Students work on assignments/Group work	<b>GROUP B</b>	↙
<b>3:15 - 3:45 pm</b>	One to One/Small Group Meetings  Independent Work	←	

*All plans are subject to change based on evolving conditions, data about the status of the pandemic, and recommendations and guidance from the public health authorities and the scientific community.*

<b>3:45 - 4:00 pm</b>	Take attendance & assign videos to students who have not logged on that day	<b>Teacher work time</b>
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## Grades 5-6 Electronic/Remote Learning Schedule

### Erie Intermediate School

8:30 - 9:00 am	Teacher Work Time	Review attendance from previous day; send AA any corrections, office hours
9:00 - 9:25 am Google Meets Community Meeting Lesson and Assignment Review	PERIOD 1	ELA Math Science Social Studies
9:30 - 9:55 am Google Meets Community Meeting Lesson and Assignment Review	PERIOD 2	ELA Math Science Social Studies
10:00 - 11:00 am	Intervention/ Enrichment	Break out rooms/ Students work on assignments/Group work One to One/Small Group Meetings Independent Work
11:00 am - 12:10 pm	LUNCH/Teacher Planning	
12:10 - 12:35 pm Google Meets Community Meeting Lesson and Assignment Review	PERIOD 3	ELA Math Science Social Studies
12:40 - 1:05 pm Google Meets Community Meeting Lesson and Assignment Review	PERIOD 4	ELA Math Science Social Studies
1:10 - 2:10 pm	PERIOD 5 Specials/Enrichment and Intervention	Break out rooms/ Students work on assignments/Group work One to One/Small Group Meetings Independent Work
2:15 - 3:15 pm	PERIOD 6 Specials/Enrichment and Intervention	Break out rooms/ Students work on assignments/Group work One to One/Small Group Meetings Independent Work
3:15 - 3:30 pm	Teacher Work Time	Take attendance & assign videos to students who

		have not logged on that day
3:30 - 4:00 pm	Office Hours	

# Grades 7- 12 Electronic/Remote Learning Schedule

## Lakeside Junior High School / Lakeside High School

8:30 - 9:00 am	Teacher Work Time	Review attendance from previous day; send AA any corrections, office hours
9:00 - 9:25 am Google Meets Community Meeting Lesson and Assignment Review	PERIOD 1	<ul style="list-style-type: none"> <li>Teachers have additional time available for small group work, intervention, or communication each day.</li> <li>Students will be assessed and grades will count</li> <li>Counselors will work with students in College Credit Plus</li> <li>Individual family issues will be handled at the building level with counselors.</li> </ul>
9:30 - 9:55 am Google Meets Community Meeting Lesson and Assignment Review	PERIOD 2	
10:00 - 10:25 am Google Meets Community Meeting Lesson and Assignment Review	PERIOD 3	
10:30 - 10:55 am Google Meets Community Meeting Lesson and Assignment Review	PERIOD 4	
11:00 am - 11:35 pm	Intervention/ Enrichment	
11:35 - 12:35 pm	LUNCH	
12:40 - 1:05 pm Google Meets Community Meeting Lesson and Assignment Review	PERIOD 5	
1:10 - 1:35 pm Google Meets Community Meeting Lesson and Assignment Review	PERIOD 6	
1:40 - 2:05 pm Google Meets Community Meeting Lesson and Assignment Review	PERIOD 7	

<p><b>2:10 - 3:10</b>  Break out rooms/ Students work on assignments/Group work  One to One/Small Group Meetings  Independent Work</p>	<p><b>Intervention/  Enrichment</b></p>	
<p><b>3:15 - 4:00</b></p>	<p><b>PERIOD 8</b>  Office Hours and  Planning/Preparation</p>	

## Friday

### All AACS Schools

<p><b>2 Hours</b>  Google Meet with Students  Check In and Check Out  Phone Calls with Students</p>	<p><b>Learning and  Instruction</b></p>	<ul style="list-style-type: none"> <li>● Monitoring student learning goals</li> <li>● Creating formative assessments</li> <li>● Provide students with feedback</li> </ul>
<p><b>2 Hours</b>  Google Meet with Students  Small Group Review  SEL Meetings</p>	<p><b>Connecting with  Students</b></p>	<ul style="list-style-type: none"> <li>● Rapport building opportunities</li> <li>● SEL support for students</li> <li>● Support student tech needs</li> <li>● Organize Student-Led Collaboration Time</li> </ul>
<p><b>1 Hour</b>  Google Meet with  Students/Families  Phone calls/emails</p>	<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>● Family communications (i.e. announcements on Google classroom, newsletters, emails, phone calls)</li> <li>● Update Progressbook</li> <li>● Pre-record announcements or lessons for students</li> <li>● Update Google Classroom Assignments, Dates, and Expectations</li> <li>● Update Student Attendance Records</li> </ul>
<p><b>30 Minutes</b></p>	<p><b>LUNCH</b></p>	
<p><b>2 Hours</b>  Meetings  Professional Development  Planning</p>	<p><b>Professional  Development</b></p>	<ul style="list-style-type: none"> <li>● Potential PD opportunities</li> <li>● Planning</li> <li>● TBT Meetings</li> <li>● BLT Meetings</li> <li>● Professional Growth Plans</li> </ul>

# ELECTRONIC/REMOTE LEARNING BELIEF STATEMENTS

## LEARNING AND INSTRUCTION

1. **Screen time** limitations and flexibility are essential for healthy learning and for student mental health and wellness.
2. Individual **student learning goals**, identified through formative assessments and student interest and choice, should be met through differentiated instruction.
3. **Consistent schedule** should be adhered to during distance learning. Parents and students will need to know what to expect in order to plan.
4. Continual positive and constructive **feedback** is essential for students' academic progress and growth.

## CONNECTING WITH STUDENTS

1. Teachers should develop **positive relationships** and connections with students using a variety of methods and tools to support students' social, emotional and academic needs.
2. All students should have **access to adequate technology** including reliable internet connection in order to engage in a variety of blended and non-screen instructional activities to create a well-balanced remote learning experience.
3. Students need to **collaborate** during distance learning and should have consistent and frequent opportunities to connect with classroom peers under the facilitation and guidance of the classroom instructor or other designated staff member.

## COMMUNICATION

1. Early, proactive and **continuous communication** with families about students needs to be maintained.
2. Ongoing **resources** and tools are a necessity for parents and teachers in order to support students.
3. Consistent learning management system (**LMS**) should be implemented by grade band to effectively communicate learning expectations and goals.

# HYBRID and ELECTRONIC/REMOTE

## LEARNING GUIDANCE

SCREEN TIME	K-3	4-6	7-12
<p>REMOTE/ ELECTRONIC</p>	<p>Approximately 150 min of screen time per day (The intention is not for this time to be consecutive) . Students that receive special services will incorporate work within the allotted time with collaboration with classroom teachers and support staff.</p> <p>Families will have the flexibility to complete tasks based on family schedule throughout the week.</p> <p>Teachers should incorporate approximately 20% activities that do not require a screen to complete. Consideration should be taken for printing capabilities</p> <p>Teachers should be utilizing the curriculum Team Drive, provided resources and pacing. If teachers have items and resources they want to include, they should consult their team to</p>	<p>Approximately 180 min of screen time per day (The intention is not for this time to be consecutive) .</p> <p>Inclusion of an “advisory” period to create small groups of kids that have a “go to”, consistent adult to meet with weekly during distance learning.</p>	<p>Approximately 30 min of screen time per day, per course, when learning remotely . We value the social-emotional health of our students and are dedicated to supporting students beyond content. Support staff will be scheduled to assist identified students.</p> <p>Counselors will work to identify groups of students in order to meet the social-emotional needs of identified specific students.</p>

	review the instruction purpose and benefit.		
<b>LEARNING ACTIVITIES</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>
REMOTE/ ELECTRONIC	<p>Each student will experience a synchronous small group learning session for ELA and math weekly as part of a consistent schedule. At this time individual learning goals and interests can be addressed. Small groups should be differentiated and flexible. Small groups will not exceed 8 students.</p> <p>Asynchronous learning will include mini lesson delivery, opportunities for independent practice and demonstrations of mastery with clear deadlines. Mini lessons should be recorded and available for both students and families to watch as asynchronous learning.</p> <p>Synchronous learning will include small group collaborative conversations and opportunities to ask questions and clarify understanding.</p> <p>Learning goals should be created based on content standards and student interest and choice. Teachers should explicitly communicate learning goals to students and families by teachers so that stakeholders can connect</p>	<p>Instruction provided to class, informal assessment completed during the lesson (thumbs up, etc), students divided into groups IS or paras supports students in smaller groups this provides real time to support students who need more instruction. Workshop model incorporated.</p> <p>Asynchronous work within Google Classroom and utilizing Google Meet conferencing and small group work/individual conferring as needed. Specific time in schedule geared towards intervention, remediation and extended learning.</p> <p>Teachers will also have the opportunity to be involved with professional development opportunities.</p> <p>A variety of assessment methods should be utilized to identify student understanding. (Short term, formative; limited summative (2-3)-- focused on higher level DOK) Intervention Specialists support instruction and provide specialized instruction through scheduled meetings with: students, groups and</p>	<p>Remote learning can not compromise student engagement. Strategies that can help teachers keep students engaged include live teaching, collaborative student work, flexibility with pacing, and frequent checks for understanding.</p> <p>Learning must be visible and meaningful. We recognize that families may choose this option for a variety of reasons and believe that options can be tailored to student needs while considering data (student numbers, courses needed, student learning needs).</p> <p>Teachers will implement a variety of ongoing formative assessments based on content standards and essential learning.</p> <p>Formative assessment will be ongoing throughout course units vs. front loaded at the beginning of year. AACS will provide PD to teachers surrounding quality formative assessments and how to plan instruction based off of these assessments.</p> <p>Electronic learning courses that are developed by AACS</p>

	<p>the lesson activity to the desired learning outcome.</p> <p>A variety of assessment methods should be utilized to identify student understanding, thinking (Depth of Knowledge) and knowledge application rather than content knowledge.</p> <p>Principals will communicate and support the electronic learning objectives and staff expectations and implications for instruction.</p> <p>If families choose the full remote option, an AACS teacher (different than the assigned homeroom teacher) will provide instruction. Students will remain full remote for the entire semester or school year.</p>	<p>instruction during electronic classes.</p> <p>Full Remote Gifted support: the gifted teacher will support students during synchronous time within their school schedule via Google Meet and asynchronous learning through Google Classroom.</p> <p>Service will align to WEP goals. The remote instruction approach will follow guidance as specified in the Learning &amp; Instruction ten belief statements for remote learning.</p> <p>Remote ELL: English Learner services will be provided to students supported by the EL teacher assigned to their building/grade level. The level of support will be based upon their English language proficiency. EL teachers will contact ELL students regularly to monitor English language growth toward proficiency in the domains of speaking, listening, reading, and writing. EL teachers will also monitor student understanding of current classroom assignments related to their English language acquisition.</p>	<p>teachers will include synchronous and asynchronous time following the remote learning schedule for Jr. High and High School.</p> <p>Electronic autonomous courses with teacher support through electronic office hours could be an option. We are currently using Edmentum and ACE Digital for provide these services in our Great Lakes Online Academy (GLOA)</p>
<b>SCHEDULE</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>
REMOTE/ ELECTRONIC	A consistent schedule will be shared with parents in advance (by Sunday evening for the upcoming week). Schedules will	See sample schedules and answer to screen time	Students will follow the schedule outlined during hybrid learning.  Synchronous learning will

	<p>include:</p> <p>Learning objectives for the week Due dates for assignments</p> <p>Times for Google Meets for synchronous learning.</p> <p>Synchronous opportunities allow classroom community and student relationships to be built, as well as direct instruction and supervision of both student collaboration and guided practice.</p> <p>Asynchronous opportunities allow students the flexibility required during a pandemic (for example meeting family and work obligations as well as personal learning preferences).</p> <p>Homeroom teachers should offer daily office hours to students to ask questions and receive additional support.</p>		<p>happen following the students schedule on the days/times when they would have attended school.</p> <p>Asynchronous learning will include mini lesson delivery, opportunities for independent practice and demonstrations of mastery with clear deadlines.</p> <p>Synchronous learning will include small group collaborative conversations and opportunities to ask questions and clarify understanding. Synchronous opportunities allow classroom community and student relationships to be built, as well as direct instruction and supervision of both student collaboration and guided practice.</p> <p>Asynchronous opportunities allow students the flexibility required during a pandemic (for example meeting family and work obligations as well as personal learning preferences.)</p>
<b>FEEDBACK</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>
REMOTE/ ELECTRONIC	Teachers should contact parents individually and within 10 school days when a student is struggling with content, not turning in assignments, or not attending classes to make a plan together for how to best support the student.	Teachers should contact parents individually and in a reasonable amount of time (week’s worth of instruction) when a student is struggling with content, not turning in assignments, or not attending classes to make a plan together for how to best support the	<p>A weekly email must be sent to students and families outlining the learning goals, learning opportunities and expectations for the week.</p> <p>Google Classroom must be updated weekly by the end of school day on Friday.</p>

	<p>In addition to weekly synchronous small group learning sessions for ELA and math, biweekly each student will receive a 1:1 feedback session in order to move the learning forward. This feedback session should include ELA and math. Feedback sessions should not exceed 20 min. Parents can participate in the feedback session with the student, when possible.</p> <p>Written feedback should be centrally located (i.e. Google Classroom or Classroom Dojo) so parents and students can easily access.</p> <p>During synchronous learning sessions, include check-for understanding software that allows students to navigate the learning experience (i.e. Peardeck, Google Classroom).</p> <p>Teachers will communicate to parents which assignments students will receive feedback or a grade. Graded assignments will be communicated through ProgressBook.</p>	<p>student.</p> <p>If students are set up by Team, a weekly email must be sent (Monday) to parents outlining the work/expectations for the week.</p> <p>Individual teachers will send weekly emails updating parents as to work expectations. (Mondays)</p> <p>Google Classroom gradebook must be updated weekly by the end of the school day on Friday.</p> <p>Building principals will provide opportunities to meet with parents and address questions and/or concerns.</p> <p>Individual concerns will be addressed by the classroom teacher and appropriate action plans developed.</p> <p>Intervention Specialists will determine and oversee a structured system for a weekly progress monitoring specialized instruction and communication method for each student on their caseload.</p> <p>Special education services can be delivered during general education class small group and individual sessions using the workshop model.</p>	<p>Individual concerns will be addressed by the classroom teacher in collaboration with administration and each student and their families.</p> <p>Appropriate hybrid learning RTI plans will be developed to support student success in learning.</p> <p>Intervention Specialists will determine and oversee a structured system for a weekly progress monitoring and communication method for each student on their caseload.</p>
<b>RELATIONSHIPS</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>

<p>REMOTE/ ELECTRONIC</p>	<p>In addition to weekly synchronous small group learning sessions for ELA and math, teachers will make a bi-weekly connection (phone call, GoogleMeet) with individual students' families. This family connection can be made during the 1:1 feedback session described in #4(feedback section).</p> <p>Community counselors and family liaisons will reach out to students identified by classroom teachers that may need additional support and connections.</p> <p>Teachers should place a focus on connecting with students and getting to know them as a learner and interests in the first few weeks of school (conversations, interest surveys, family interviews, ice breakers)</p>	<p>In addition to weekly synchronous small group learning sessions for ELA and math, teachers will make a bi-weekly connection (phone call, GoogleMeet) with individual students' families. This family connection can be made during the 1:1 feedback session described in #4(feedback section).</p> <p>Community counselors and family liaisons will reach out to students identified by classroom teachers that may need additional support and connections.</p> <p>Teachers should place a focus on connecting with students and getting to know them as a learner and interests in the first few weeks of school (conversations, interest surveys, family interviews, ice breakers)</p> <p>Academic classes may be identified for specific practice and data collection of IEP goals.</p>	<p>Teachers will need to build relationships with families, so they can better support their students at home.</p> <p>Teachers can help families structure "home schedules" and other executive functioning skills.</p> <p>Teachers will help familiarize students and families with software programs and other learning materials.</p> <p>Ensure that families are aware of support available through counselors and other support staff.</p> <p>Counselors will work to identify groups of students in order to meet the social-emotional needs of identified specific students.</p>
<p><b>TECHNOLOGY ACCESS</b></p>	<p><b>K-3</b></p>	<p><b>4-6</b></p>	<p><b>7-12</b></p>
<p>REMOTE/ ELECTRONIC</p>	<p>Students will start to utilize 1:1 chromebook expectations.</p> <p>The district will provide devices for students who do not have a reliable source of Wifi.</p>	<p>Students will start to utilize 1:1 chromebook expectations.</p> <p>The district will provide devices for students who do not have a reliable source of Wifi.</p>	<p>Students will start to utilize 1:1 chromebook expectations.</p> <p>The district will provide devices for students who do not have a reliable source of Wifi.</p>

	<p>Teachers will be mindful of screen time in classrooms and provide opportunities for both synchronous and asynchronous learning activities.</p> <p>Teachers will assist students in navigating technology tools, especially our students with disabilities and students who are learning English.</p> <p>AACS will provide PD to administrators, counselors and other support staff so they can help support students' technological needs.</p>	<p>Teachers will be mindful of screen time in classrooms and provide opportunities for both synchronous and asynchronous learning activities.</p> <p>Teachers will assist students in navigating technology tools, especially our students with disabilities and students who are learning English.</p> <p>AACS will provide PD to administrators, counselors and other support staff so they can help support students' technological needs.</p>	<p>Teachers will be mindful of screen time in classrooms and provide opportunities for both synchronous and asynchronous learning activities.</p> <p>Teachers will assist students in navigating technology tools, especially our students with disabilities and students who are learning English.</p> <p>AACS will provide PD to administrators, counselors and other support staff so they can help support students' technological needs.</p>
<b>COLLABORATION</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>
REMOTE/ ELECTRONIC	<p>Students will have the opportunity to meet as a whole group through Google Meet and software discussion tools such as Flipgrid and discussion boards.</p> <p>Students need frequent opportunities to participate in collaborative group projects using collaborative digital tools.</p> <p>Teachers will facilitate at least 1 whole class (or ½ class) meeting per week with planned discussion topics or activities.</p> <p>*Community Counselors and Family Liaisons will facilitate opportunities (i.e., small group sessions, lunch</p>	<p>Teachers will emphasize group collaboration at least once a week.</p> <p>Shared Docs Shared Presentations Group share outs Utilize Google Classroom Conferencing and the ability to created small groups within Google Classroom</p> <p>Teachers offer consistent, scheduled, and structured google meets in small and large group settings.</p> <p>Teachers will use Google Classroom/Google Meet breakout rooms to encourage collaboration.</p>	<p>HS-Create small group cohorts for students to work collaboratively on assignments using technology.</p> <p>Teachers offer consistent, scheduled, and structured google meets in small and large group settings.</p> <p>Teachers will use Google Classroom/Google Meet breakout rooms to encourage collaboration.</p>

	groups) for students that appear to need extra emotional support and connections identified by classroom teachers.		
<b>COMMUNICATION</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>
REMOTE/ ELECTRONIC	<p>As part of ongoing feedback to students, teachers will include parents in biweekly feedback sessions with students.</p> <p>Parents should be invited to join small group instruction with their children to assist with supporting their child with instructional strategies and activities.</p> <p>In the event a student is not being successful (which could include struggling with assignments, not attending classes,etc) teachers will connect with families within one week to schedule a virtual face to face session or phone call.</p> <p>Building administrators will maintain connection and communication with families through weekly newsletters and monthly live sessions (via Google Meet) to address questions or areas of need with families. Administrators will reach out to families that cannot be reached by teachers.</p> <p>Teachers should record student grades within Progressbook weekly.</p>	<p>In the event a student is not being successful (which could include struggling with assignments, not attending classes,etc) teachers will reach out within a week to the student and family for a virtual face to face communication or phone call.</p> <p>Building administrators will maintain connection and communication with families through weekly newsletters and weekly live sessions (via Google Meet) to address questions or areas of need with families.</p> <p>Teachers should communicate progress Progressbook weekly.</p> <p>All grades should be updated by the end of the school day on Friday.</p> <p>Teachers should communicate progress with students in person weekly.</p> <p>Teachers should communicate progress with parents through email and phone in addition to Progressbook as needed.</p>	<p>In the event a student is not being successful (which could include struggling with assignments, not attending classes,etc) teachers will reach out within a week to the student and their families for a virtual face to face communication or phone call.</p> <p>Building administrators will maintain connection and communication with families through weekly newsletters and monthly live sessions (via Google Meet) to address questions or areas of need with families.</p> <p>Teachers should communicate progress through Google Classroom weekly.</p> <p>Teachers should record student grades within Progressbook weekly.</p> <p>Teachers should communicate progress with students in person weekly.</p> <p>Teachers should communicate progress with families through email and phone in addition to Google</p>

	<p>Teachers should generate a brief weekly email/newsletter to families that include important information, reminders, links to district resources.</p> <p>Teachers will generate daily videos to review lessons, address common questions, or give updates. This can be in place of the weekly email newsletter.</p>		Classroom/Progressbook as needed.
<b>RESOURCES/ TOOLS</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>
REMOTE/ ELECTRONIC	<p>AACS staff will provide professional development opportunities (pre-recorded and live sessions) to help support family access to student progress, grades, curriculum, etc. through parent virtual sessions.</p> <p>*Informational sessions will be available before school begins to set the clear expectations for families and students of how remote learning will operate based on the instructional practice team's recommendations (if school is starting entirely remote) or for a specific subset of students (if only some students are learning remotely from home).</p> <p>*Teachers will individually reinforce how their classroom fits within the</p>	<p>AACS staff will provide professional development opportunities (pre-recorded and live sessions) to help support family access to student progress, grades, curriculum, etc. through parent virtual sessions.</p> <p>*Informational sessions will be available before school begins to set the clear expectations for families and students of how remote learning will operate based on the instructional practice team's recommendations (if school is starting entirely remote) or for a specific subset of students (if only some students are learning remotely from home).</p> <p>*Teachers will individually reinforce how their classroom fits within the overall structure and share with parents how they can</p>	<p>AACS staff will provide professional development opportunities (pre-recorded and live sessions) to help support family access to student progress, grades, curriculum, etc. through parent virtual sessions.</p> <p>*Informational sessions will be available before school begins to set the clear expectations for families and students of how remote learning will operate based on the instructional practice team's recommendations (if school is starting entirely remote) or for a specific subset of students (if only some students are learning remotely from home).</p> <p>*Teachers will individually reinforce how their classroom fits within the overall structure and share with parents how they can</p>

	<p>overall structure and share with parents how they can expect communication from them.</p> <p>We will prepare video explanation for families that vary for student situations that may arise and result in remote learning:</p> <ul style="list-style-type: none"> <li>• All students start remote</li> <li>• We are in a blended situation at the start of the year</li> <li>• Students are expected to quarantine after in person school has already started due to a spike in the virus.</li> <li>• Some students are not able to attend school for long periods of time because of illness.</li> </ul> <p>PD sessions to support parents with pertinent info regarding remote learning should continue to be available throughout the school year.</p> <p>We recommend the use of our district website as this communication tool, altering the main page links for consistency. Key areas could include: Accessing Google Classroom/ google classroom, gradings during remote learning, Technology and devices.</p> <p>Additional SEL attention</p>	<p>expect communication from them.</p> <p>We will prepare video explanation for families that vary for student situations that may arise and result in remote learning:</p> <ul style="list-style-type: none"> <li>• All students start remote</li> <li>• We are in a blended situation at the start of the year</li> <li>• Students are expected to quarantine after in person school has already started due to a spike in the virus.</li> <li>• Some students are not able to attend school for long periods of time because of illness.</li> </ul> <p>PD sessions to support parents with pertinent info regarding remote learning should continue to be available throughout the school year.</p> <p>We recommend the use of our district website as this communication tool, altering the main page links for consistency. Key areas could include: Accessing Google Classroom/ google classroom, gradings during remote learning, Technology and devices.</p> <p>Additional SEL attention and resources should be provided to staff and families.</p>	<p>expect communication from them.</p> <p>We will prepare video explanation for families that vary for student situations that may arise and result in remote learning:</p> <ul style="list-style-type: none"> <li>• All students start remote</li> <li>• We are in a blended situation at the start of the year</li> <li>• Students are expected to quarantine after in person school has already started due to a spike in the virus.</li> <li>• Some students are not able to attend school for long periods of time because of illness.</li> </ul> <p>PD sessions to support parents with pertinent info regarding remote learning should continue to be available throughout the school year.</p> <p>We recommend the use of our district website as this communication tool, altering the main page links for consistency. Key areas could include: Accessing Google Classroom/ google classroom, gradings during remote learning, Technology and devices.</p> <p>Additional SEL attention and resources should be provided to staff and families.</p>
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	and resources should be provided to staff and families.		
<b>LMS</b>	<b>K-3</b>	<b>4-6</b>	<b>7-12</b>
REMOTE/ ELECTRONIC	<p>All teachers will use Google Classroom to support instruction.</p> <p>Support Staff should be a co-teacher on classroom teacher Google Classroom and assign assignments for specific students.</p> <p>Teachers will utilize a standardized Google Classroom format.</p> <p>Teachers will use a standardized lesson plan template with activities listed.</p> <p>Teachers will add parents as a parent/guardian so they can get the same communication as students receive.</p>	<p>All teachers will use Google Classroom to support instruction.</p> <p>Support Staff should be a co-teacher on classroom teacher Google Classroom and assign assignments for specific students.</p> <p>Teachers will utilize a standardized Google Classroom format.</p> <p>Teachers will use a standardized lesson plan template with activities listed.</p> <p>Teachers will add parents as a parent/guardian so they can get the same communication as students receive.</p>	<p>All teachers will use Google Classroom to support instruction.</p> <p>Support Staff should be a co-teacher on classroom teacher Google Classroom and assign assignments for specific students.</p> <p>Teachers will utilize a standardized Google Classroom format.</p> <p>Teachers will use a standardized lesson plan template with activities listed.</p> <p>Teachers will add parents as a parent/guardian so they can get the same communication as students receive.</p>

# PROFESSIONAL DEVELOPMENT

In alignment with the Ohio Department of Education One Plan, the Ashtabula Area City Schools Professional Development Plan 2020-2021, and district initiatives; professional development will be provided for teachers during traditional, remote and hybrid learning sessions on a regular basis.

The AACCS Professional Development Plan 2020-2021 will follow the originally calendared and planned professional development days, as well as job-embedded, and site & content area specific professional development.

**Data-informed Approach to Continuous Improvement:** AACCS uses data-informed continuous improvement processes, through deep engagement in the Ohio Improvement Process and the ODE One Needs Assessment and One Plan. These existing structures are crucial to supporting students' academic and whole-child needs, because they ensure educators, schools and districts are connecting dots across needs and resources.

As educators plan for the coming school year, it is more important than ever to have a plan for student support that is tightly aligned and targeted to meet students' and educators' highest needs.

The following is a list that outlines our support in the continued education and professional growth of our teaching staff.

## AACS PROFESSIONAL DEVELOPMENT

- ❖ Many educators learned a great deal very quickly during the COVID-19 school building closure in the spring.
- ❖ Throughout the planning process, AACS reached out to educators, families and students to ask about their experiences to inform improvement.
- ❖ There will be an increased need for professional development to build and enhance educators' capacities to address the complex issues resulting from the pandemic. The professional development will be customized to meet the needs of students and educators within the district and each building.
- ❖ Educators will need ongoing professional development in blended learning or remote opportunities or if there is anticipation of future school building closures.
- ❖ The district leadership teams, building leadership teams and teacher-based teams will review student data regularly to adjust instruction and nonacademic interventions and supports. Local data resources will be especially significant in identifying students' needs and developing plans for returning to school. These resources may include local assessment data, as well as data on remote learning implementation, school climate (including staff and student perception data), and student and family engagement.
- ❖ AACS is working with educational service centers (Ashtabula, Mahoning, and Trumbull) and state support teams, as well as other existing vendors for professional development to communicate available opportunities. We will monitor fidelity of implementation and impact and reassess professional development needs on an ongoing basis. This training might relate to chosen curriculum options, instructional delivery methods, school culture issues, multi-tiered systems of support and identifying and meeting student needs.
- ❖ AACS will engage with local partners to identify non-educational and community data that may inform needs. State data that can inform school needs also may include non-education data (unemployment rates, health care access and outcomes data, and housing or food insecurity data).
- ❖ The Ohio Department of Education will make available professional learning and coaching relative to the use of data for improvement through regional data leads, state support teams and training opportunities for staff.
- ❖ Summer Professional Development for Educators was offered remotely.
- ❖ Additional formal, professional development will be provided based on district reopening plans and aligning to the ODE One Plan, the AACS Professional Development Plan 2020-2021, district initiatives, and staff needs.

AACS values continued education and looks to grow all staff to increase our capacity to educate and care for our students.

Ashtabula Area City Schools is committed to assisting parents/guardians and families with starting the year remotely. District personnel will be creating videos and tutorials to assist parents in navigating a consistent routine at home, online program access, and communication to best serve students during this time.