



REMOTE LEARNING PLAN

District: Geneva Area City Schools
District Address: 135 S. Eagle Street
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The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school’s attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

NOTE: *As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.*

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Description of How Student Instructional Needs will be Determined and Documented

Student instructional needs will be determined through the following sources including but not limited to: pretests, online diagnostics/ lessons (iReady), state diagnostics and assessments, student work samples and discussions with families. Each teacher will document their instructional plans and how student needs will be addressed. Teachers will use Google classroom as a remote learning tool. Assignments and lessons will be posted. Teachers will assess students’ needs through work completion and understanding through the Google classroom lessons.

The Method to be Used for Determining Competency, Granting Credit and Promoting Students to Higher Grade Levels.

All students will be held to the same grading standards whether they meet in person or complete work through the online learning option. Competency in a subject or grade level will be determined by earning a passing score according to the established grading scales prescribed in the student handbooks. Grades and scores will be collected on assignments which may include quizzes, tests, worksheets, projects, written papers, participation and/or any other work that is assigned by the teacher as part of the course. Credit will be given by meeting or exceeding locally approved grading scales and promotion scales that are outlined in Board approved policies and district handbooks. The promotion of students will take into consideration the student's learning situation (in-person or online), participation, grades and family input.

The School's Attendance Requirements, Including how the School will Document Participation in Learning Opportunities.

Students will be required to participate on assigned in-person classroom days or log in on the prescribed days to take part in daily online learning opportunities. If a student is unable to attend, he or she will be counted as remote asynchronous present if the student provides evidence that he or she: (1) Completed online assignments (through email or online confirmation) or (2) Daily or weekly progress checks with the teacher. Students who do not have internet will be required to turn in all work assignments on a weekly basis via paper packets/ assignments presented to the students. The weekly packets will be required for attendance. Completed lessons and assigned work will count for one instructional day. Teachers will account for students who attend online or make contact during online office hours. Teachers will document all contacts or attempts to contact students and families. If assignments or work is not being completed after three days, direct contact will need to be made with the family. If issues arise in making contact, the School Resource Officer and the District Community Liaison will be utilized to assist with making contact. Teachers will document weekly completed student work and grades via the online gradebook or other gradebook source.

A Statement Describing How Student Progress will be Monitored.

Student assignments will be monitored weekly by graded assignments, formative and summative assessments, generated iReady reports (or other online resources) that monitor online lessons, percentage of lessons completed, progress, as well as making regular contacts with students or parents to check on the students. Communication is key and teachers should use any necessary means to make sure students and families are being contacted on a regular basis. Effective feedback, support, remediation and enrichment should be provided on a weekly basis to make each student successful in their chosen instructional platform.

A Description as to How Equitable Access to Quality Instruction will be Ensured.

K-12 students will be issued a school device (Chromebook) based on their need to begin the 2020-2021 school year. Online students and students without access to a device at home will be given priority. Unfortunately, the district's plan to have enough devices for the school year was put on hold due to custom restrictions that were placed on certain companies in July 2020. Additional Chromebooks will arrive in the fall but at this time, we do not have a specific date. Paper packets will be provided to families that do not have internet access or may prefer packets over an online resource. Routines for packet pick-up and drop off will be established at each school or an alternate method (mail, delivery,...) will be available by request. Teachers will provide weekly instruction via video conferencing and posted videos. Teachers will make contact with parents if access to the online resources are not being completed or utilized by the student and family. Building intervention specialists, TESOL specialists and others will work collaboratively with classroom teachers to develop lessons that are meeting the needs and challenging all students. Student and family feedback will be

reviewed to make adjustments during the grading period. For all students, online and in-person, formative and summative assessments will be used to determine understanding and monitor student progress.

A Description of the Professional Development Activities that will be Offered to Teachers.

At the beginning of the 2020-2021 school year, the Geneva Area City School District will provide additional professional development days to meet the needs of its teachers and staff. During the professional development days, teachers will have time to collaborate and learn how to better use the resources for online learning (Google classroom, Zoom, ...). Best practices for synchronous and asynchronous learning, virtual student engagement, assessments and district online resources will be emphasized.

Recommendations and Best Practices:

x Fixed schedules: Courses have established schedules for teacher-led instruction.

During in-person instruction, online students will have the ability to join classes in a synchronous or asynchronous manner (based on the individual teacher). Course schedules will be followed during times in which in-person instruction is offered. If all students are forced to go online (due to a short-term or long term closure) students will follow the fixed schedule below to optimize instructional time for the subject / content areas.

Academic schedule for all grade levels

* If the district is forced into a closure for a short-term period or a long-term period, we want to provide instruction on a subject or period based schedule. For many, it was difficult to stay up-to-date and maintain instructional pace during the previous closure. The schedule below will provide some relief and focus on certain subjects being covered each day. In addition, off days when a subject is not being taught or a period schedule is on an off day - additional support or help will be provided.

NOTE: Adjusted schedule below is based on school being closed and district students being online

K-5

Online day is based on subject areas: Mon. / Wed. - Math and Science (+ additional non-core)
Tues./ Thurs. - Lang. Arts / Social St. (+ additional non-core)
Fri. - Intervention / Enrichment (or special activity day)

6-8

Online day is scheduled based on periods and days. Periods 1,3,5,7 - Mon. / Wed.
Periods 2,4,6,8- Tues. / Thurs.
*Each day would include four blocks
Friday - intervention, enrichment or support

Blocks times per day for each period. Includes instruction, transition, ...

Four per day:

8 am - 9:30 am - #1
9:30 am - 11 am - #2
11am - 12:30 pm - #3
12:30 pm - 1:00 pm - Break
1:00 pm - 2:30 pm - #4

9-12

Online day is scheduled based on periods and days. Periods 1,3,5,7 - Mon. / Wed.

Periods 2,4,6,8- Tues. / Thurs.

*Each day would include four blocks

Friday - intervention, enrichment or support

Provide blocks of time per day for each period. Includes instruction, transition, ...

Four per day:

8 am - 9:30 am - #1

9:30 am -11 am -#2

11am - 12:30 pm -#3

12:30 pm - 1:00 pm - Break

1:00 pm - 2:30 pm -#4

x Online learning materials: Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.

Online students will have the ability to join classes in a synchronous or asynchronous manner (based on the individual teacher). Course schedules will be followed during times in which in-person instruction is offered. Lessons and instruction will be offered through recorded lessons if necessary. Teachers will follow the standards and lessons that are taught when in-person instruction is presented. Google classroom or Seesaw will be utilized to provide additional assignments and lessons for online students during non in-person times or for students when they are fully remote.

x Clear expectations: Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of instruction when the non-teacher-led instructions will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.

Information will be provided to all students outlining the expectations in relations to: attendance, instructional methods and assignment completion, grading, assessments, and expected time on assignments (in and out of school session). Student information will be reviewed and students with special needs or requirements may be provided additional services. Flexibility and pacing will be important as students are presented with various educational options. As changes are made, due to exposure or changes in the school schedule, expectations and information will be modified.

x School and Community Communication Plan: The district has clearly communicated its plans to students, parents and faculty in an effort to facilitate cohesion as the community transitions into the school year.

The school district families and staff were surveyed for input and information in July 2020. After numerous discussions and evaluating our current conditions, the plan was finalized. The plan was shared with parents and the community on August 12, 2020. The plan was approved by the Ashtabula County Health Department on August 17, 2020. The Geneva Board of Education will discuss the plan on August 19, 2020. It has been recommended for Board approval for the 2020-2021 school year.