



Remote Learning Plan

2020-2021

(Pursuant to Sub.H.B. 164)

School District: West Geauga Local School District, 047225

Approved by the Board of Education: August 10, 2020

Submitted to the Ohio Department of Education: August 11, 2020 via email remoteteaching@education.ohio.gov

The West Geauga Local School District will utilize remote learning for students in the event that the health department recommends remote/distance learning due to a substantial spread of COVID-19 during the 2020-21 school year or the superintendent determines that schools will be closed for a period of consecutive days. Additionally, this model may be used for students that require quarantine at home during this school year.

Remote learning should continuously support whole-child success and meaningful academic opportunities, while protecting the health and safety of students, parents, caregivers and Educators.

Ohio's Core Principle for Remote Learning, 2020

Goals:

Instruction: To continue rigorous instruction and student learning

Provide the highest quality online differentiated instruction including feedback that meets individual student learning goals.

Connections: To ensure all students form connections and engagement in the learning process. Provide consistently high expectations for connections aligned to student needs academically, socially, and emotionally

Communication: To keep staff, students and families informed. Provide frequent, clear communication to families as well as supports around student needs, goals and performance

West Geauga Remote Learning Commitments:

-All students must have access to adequate technology including a device, reliable internet connection and/or non-screen instructional activities to create a balanced remote learning experience.

-Students need to collaborate and have opportunities to connect and engage with peers and adults under the direct guidance of the classroom teacher or other designated staff member

-Continuous access to instructional resources and tools are essential to support families, students and staff

-Student learning goals created through assessments should be met through differentiated instruction and tailored to individual needs

-Screen time limitations and flexibility are essential to ensure positive learning and student mental health and wellness

-Students who struggle will engage in MTSS (multi-tiered systems of support) where a team will convene to discuss interventions that may be academic or social-emotional in nature. MTSS information on goals and interventions will be housed in Infinite Campus in order to document data collection and effectiveness

-Consistency in schedules and online platforms are essential to ensure access

-Teachers must facilitate and develop positive relationships and connections with students using a variety of modalities in order to meet students' academic, social and emotional needs including synchronous and asynchronous strategies

<p>Description of how student instructional needs will be determined and documented:</p>	<p>Spring 2020 data and assessment information will be used to plan instruction including the gap analysis conducted K-8 in the spring of 2020.</p> <p>Baseline assessments will be given within the first 2-3 weeks of school to assess state content standard mastery and skill. This will include MAP (Measure of Academic Progress) K-8, teacher created assessments as well as ongoing formative and summative assessments. Common assessments will also be given by grade and content area aligned with state content standards. Teachers and administrators will meet in professional learning communities to discuss students' needs and learning goals.</p> <p>Student data and progress will be housed in google docs, Infinite Campus, and goal setting documents shared with students and families.</p>
<p>Method for determining competence, granting credit and promoting students:</p>	<p>Board of Education grading policies will be followed and assignments that are graded will establish clear guidance and criteria for grading.</p>
<p>Attendance requirements, including how participation in learning opportunities will be documented:</p>	<p>Teachers will take attendance via Zoom during synchronous learning and through google classroom during asynchronous opportunities. Attendance will be monitored and excessive absences will be addressed by a team through an intervention plan designed to include and assist with underlying issues which may contribute to missing class.</p>
<p>How student progress will be monitored:</p>	<p>Common assessment data and MAP scores will be monitored throughout the year. If needed, assessments will be modified to accommodate higher depth of knowledge questions/activities and analysis of content to ensure validity of student response and more accurate assessment of student knowledge.</p>
<p>How equitable access to quality instruction will be ensured:</p>	<p>Teachers and administrators will check with families to ensure that all students have access to a device, internet, wifi to allow for engagement in instructional activities.</p> <p>Building relationships and a community of learners will be a priority for all staff with small group and individual assistance available for academic, technological, and social emotional needs</p> <p>ALL resources used by staff for remote learning must be approved and listed on the WG remote learning site</p> <p>Families will receive similar information K-12 including an overview of class routines/expectations:</p> <ul style="list-style-type: none"> ● How feedback will be shared ● How learning goals will be established ● How parents & students can access learning information on Google classroom ● How weekly communication will occur ● How differentiation/flexibility will work for students who need it ● Scheduled student support time will occur each week for

	<p>intervention support or individual questions for both general education and special education teachers</p> <p>Tech department will be available to assist families who need support</p> <p>Teachers will provide a balance of active and passive screen time activities including purposeful screen time and activities that ignite higher level thinking skills as opposed to “busy work”</p> <p>Daily work will be balanced to include developmentally appropriate online time for primary and secondary students.</p>
<p>Professional development opportunities offered to teachers:</p>	<p>PD will be created based on responses from the staff needs survey sent in July.</p> <p>PD provided through online staff portal including:</p> <ul style="list-style-type: none"> ● Planning, delivering & assessing high quality online instruction ● How to use online tools: i.e. google classroom, Zoom, Flipped Grid, Screen Castify to enhance learning ● Asynchronous vs. synchronous instruction

Disclaimer: In order to qualify to provide remote learning, a school district must not have been approved to use a blended learning model for the 2020-2021 school year, and the remote learning plan must be approved by the board of education and submitted to ODE not later than July 31, 2020 (now August 21, 2020)