

Geneva Community Unit School District 304

Office of Learning & Teaching



Remote Learning Update 4/27/20

Introduction

As of last Friday, April 24th, students in Geneva CUSD 304 have participated in twenty-four days of remote learning due to the COVID-19 emergency closure. Our teachers and students have adapted quickly to this unprecedented crisis and have been working to engage in a variety of learning activities designed to reflect our district vision for self-directed lifelong learning, and our remote learning shared understandings of connection, normalcy, engagement, the importance of school and content, and grace. While it remains important to acknowledge that there is no remote activity that can replace the type of learning that happens when children are together in a classroom being supported by a great teacher, we are also tremendously proud of the ways that our learning community continues to adapt to this unprecedented situation. Below you will find a variety of different data that reflects the ways that our faculty and students continue to adapt and evolve as we work to achieve our district vision and shared understandings.

Communication and Distribution

The charts in this section provide information regarding some of the primary tools that our teachers use to communicate with and distribute remote learning activities to students. Figures A and B highlight the use of Microsoft Teams and indicate the growth in the overall number of 'Teams' and active users since the emergency closure began. Figures C and D provide a similar snapshot regarding Google Classroom. Figure E provides a snapshot of email usage in our district since January. As you can see, email usage maintained a consistent pattern prior to the closure and increased dramatically once the closure began. Email usage has maintained this new pattern that coincides with our remote learning plan during the closure.

Figure A:

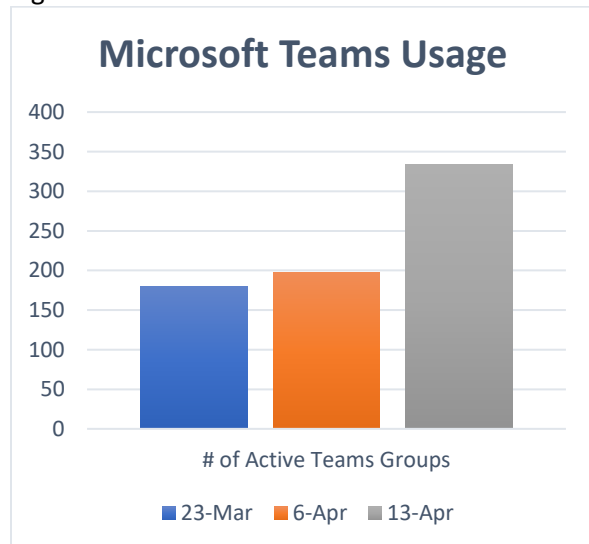
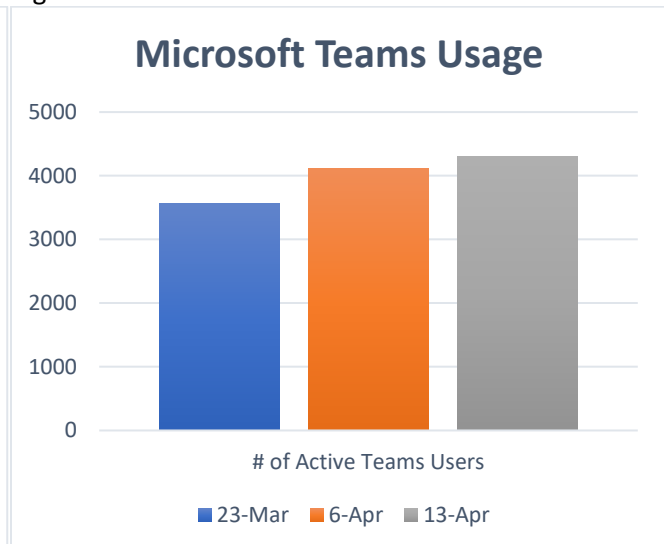


Figure B:



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Figure C:

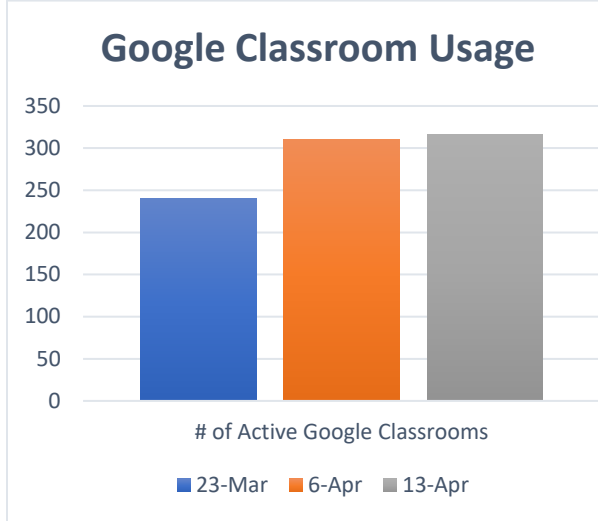


Figure D:

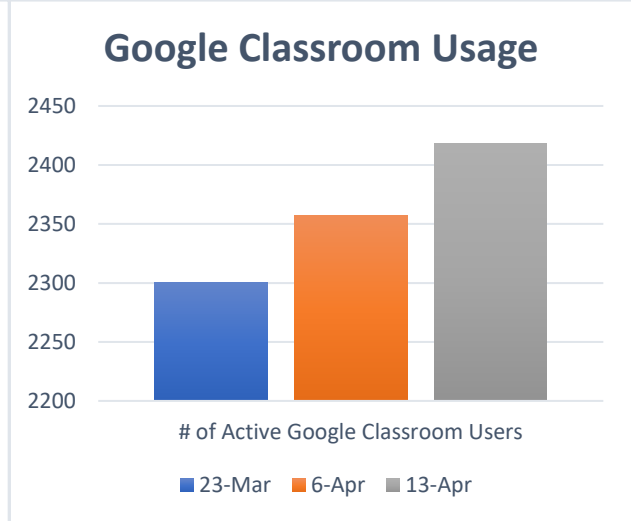
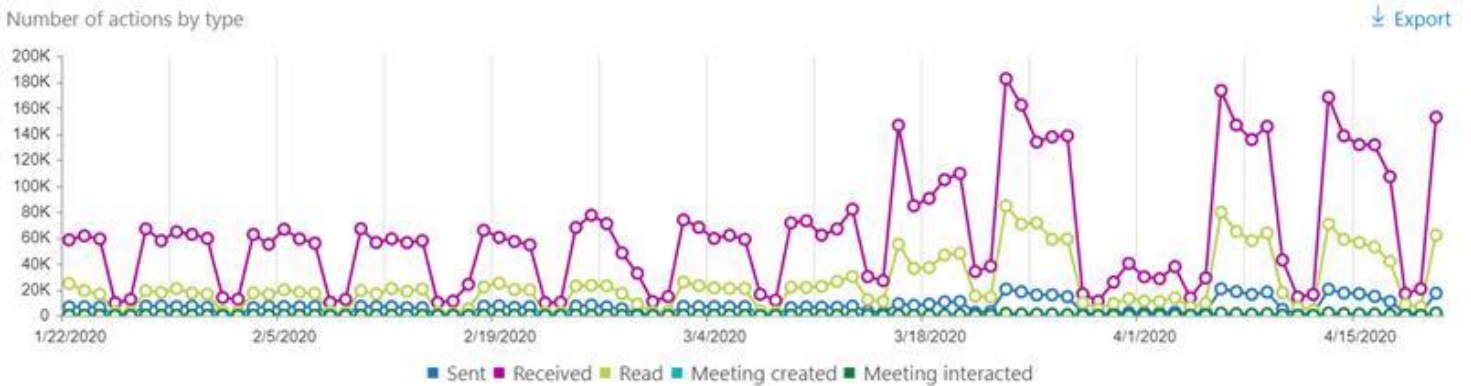


Figure E:



Connection and Interaction

During the closure teachers have worked hard to provide a variety of different approaches to interpersonal interaction and ‘in person’ learning. As noted, this emergency virtual environment denies teachers and students of the most crucial component of learning, in person and personal relationships. While those extensive interpersonal connections cannot be replaced in this environment our teachers are adapting and innovating and taking a variety of approaches to engaging virtually with students. Figure E highlights one great example of this innovation. As you can see, prior to the emergency closure there were few, if any, Microsoft Teams meetings involving our students. Approximately a month later that number continues to increase every week and as of last week the number averaged over 800 virtual meeting per day. It is also important to note that our teachers are using a wide variety of additional tools and approaches to communicating with students via video. Teachers are using tools like YouTube, Stream, FlipGrid, and SeeSaw to send and receive video messages to and from students. While we do

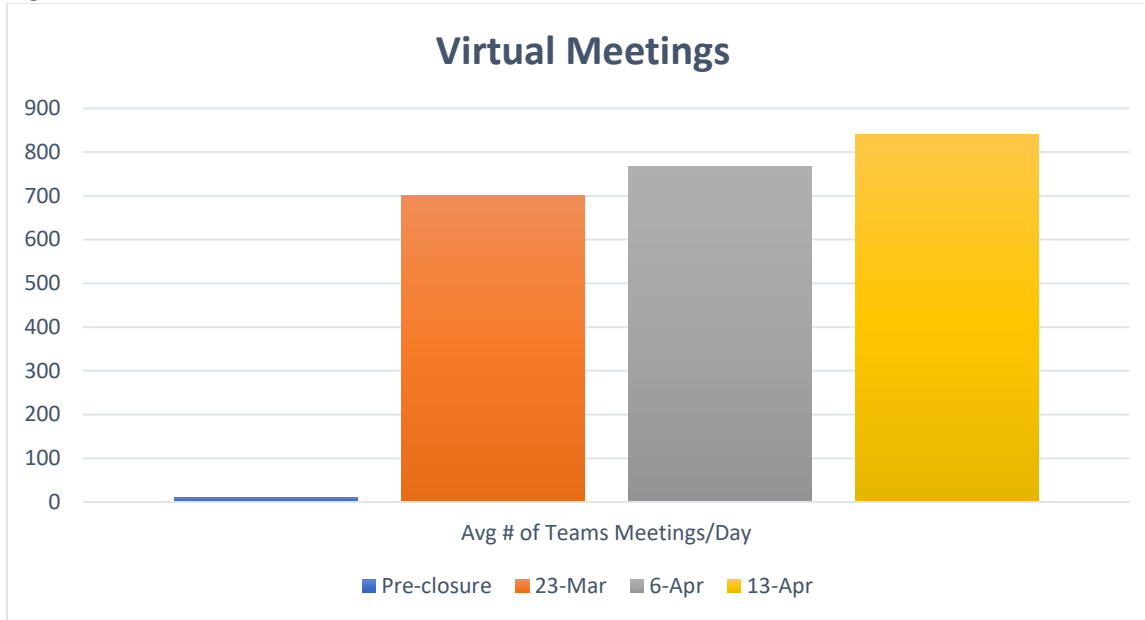
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not have any access to analytics at the district level over these other tools, we know that they are all being used and that usage has increased dramatically since the closure began.

Figure E:



Engagement

Our faculty is also working hard to encourage and foster student engagement with our remote learning activities. We know that there are many barriers to student engagement as each student and family experiences this unprecedented situation differently. To that end our teachers and administrators are taking a thoughtful and compassionate approach as they engage with families regarding each individual student and her/his level of engagement. Below you will find data that reflects our most current figures regarding student engagement. It is important to note that there is no clear or simple metric that can help us easily determine *engaged* vs. *unengaged*. To that end we are using our most valuable resource, the knowledge and experiences of our teachers, to help us gauge and evaluate the level of student engagement.

In Figure F below you will find our most recent data regarding engagement levels by grade at the elementary level. Figure G provides the same information at the middle school level and Figure H the same from the high school. We have also provided you with two additional pieces of information. Figure I highlights some of the most common engagement intervention strategies that our staff uses to connect with students, while Figure J highlights some of the most common types of disengagement observed by our teachers.

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Figure F:

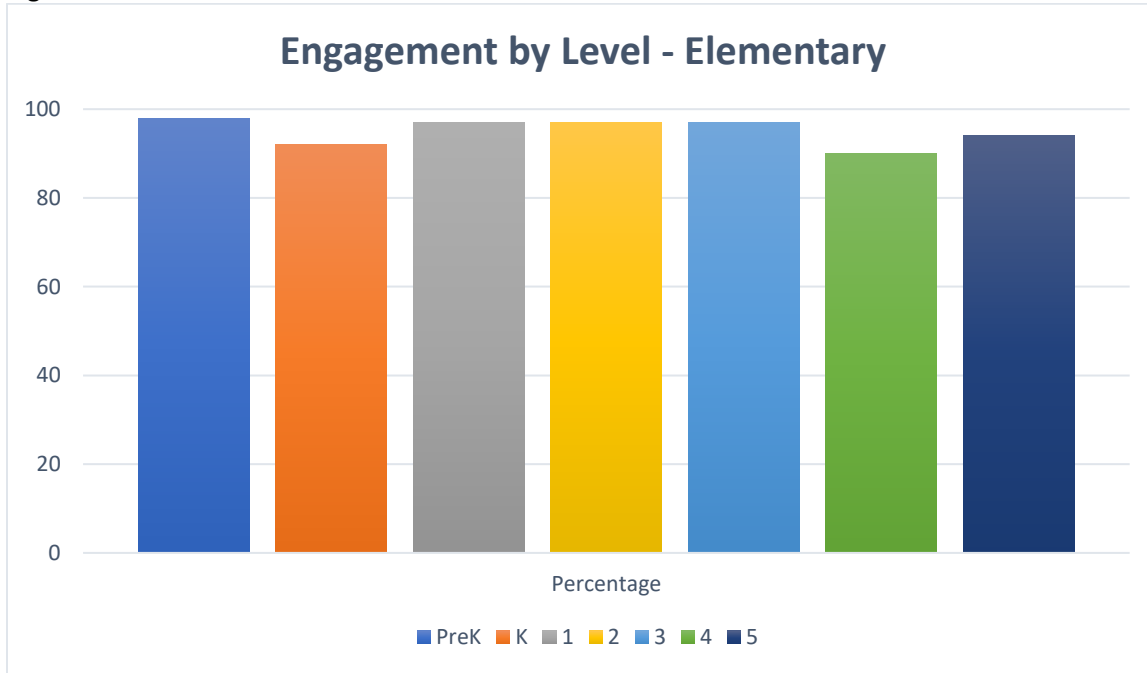
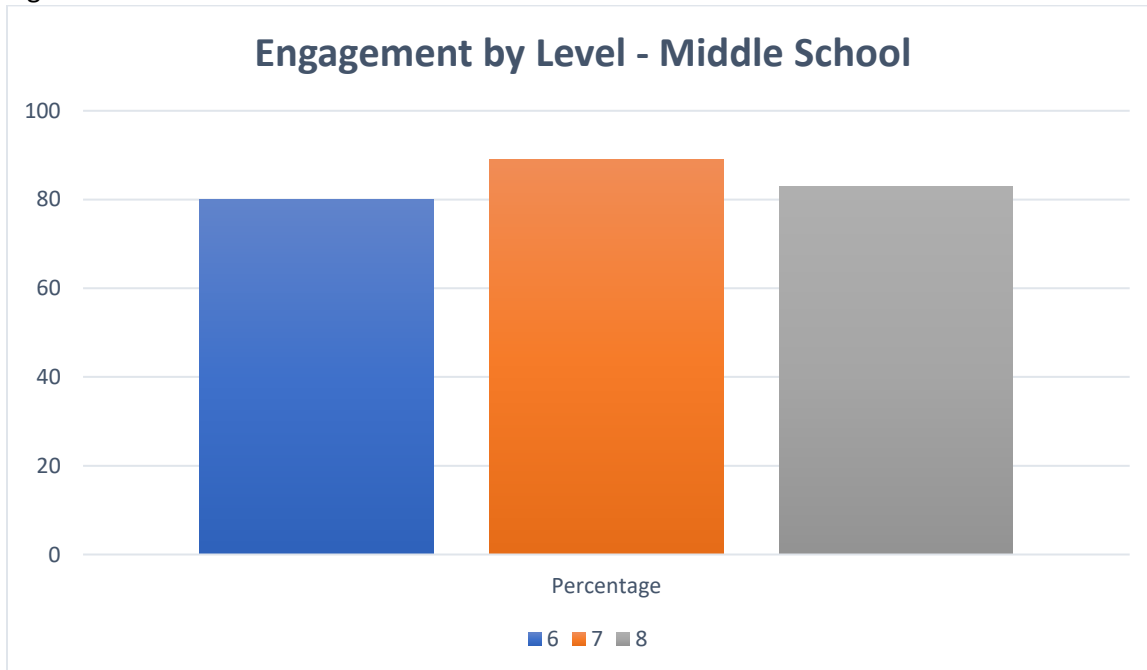


Figure G:



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Figure H:

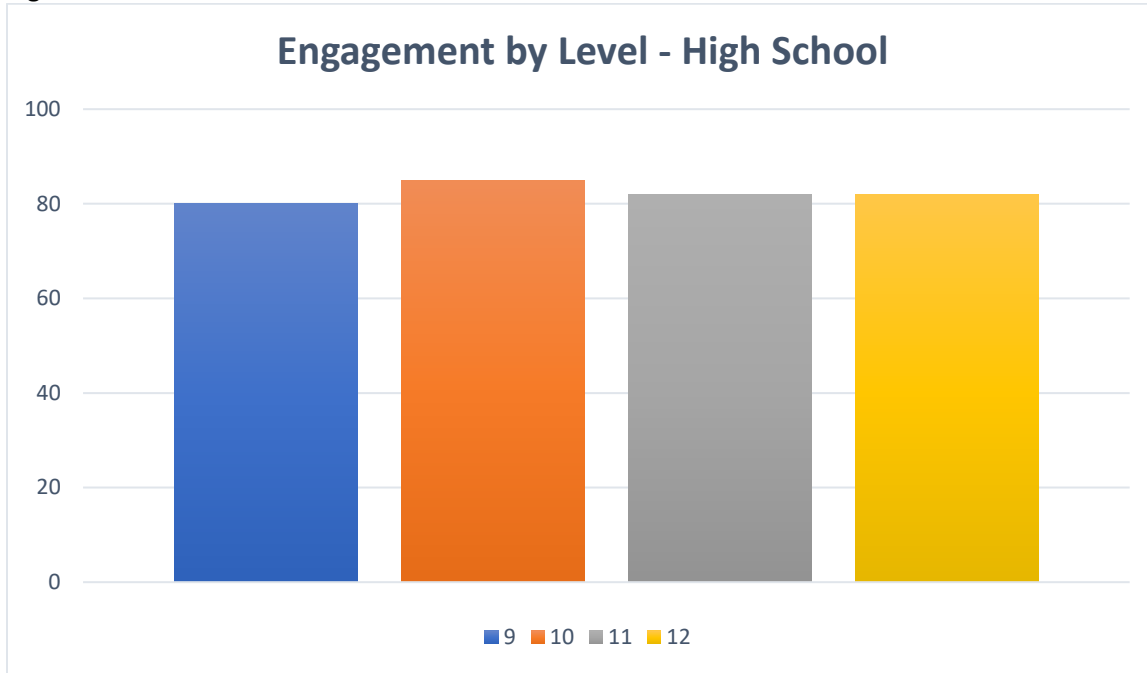


Figure I:

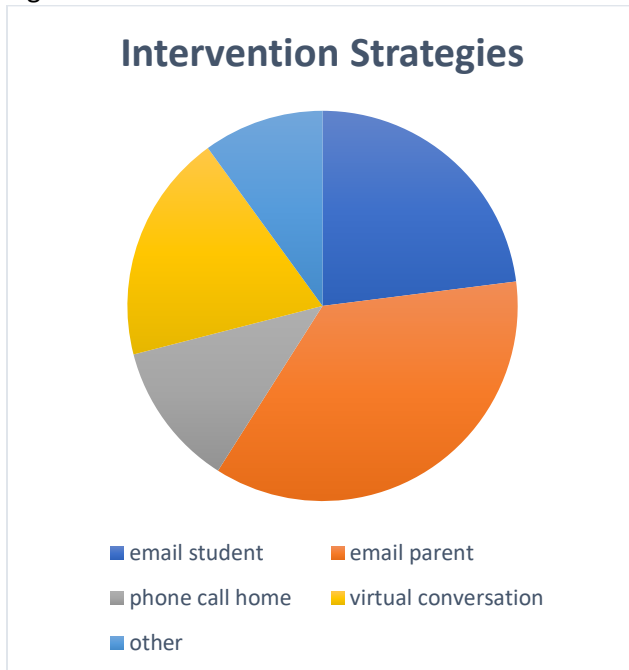
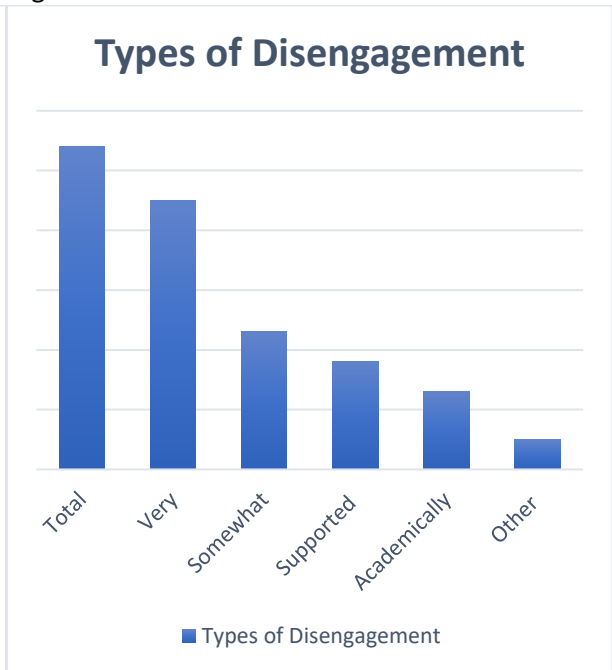


Figure J:



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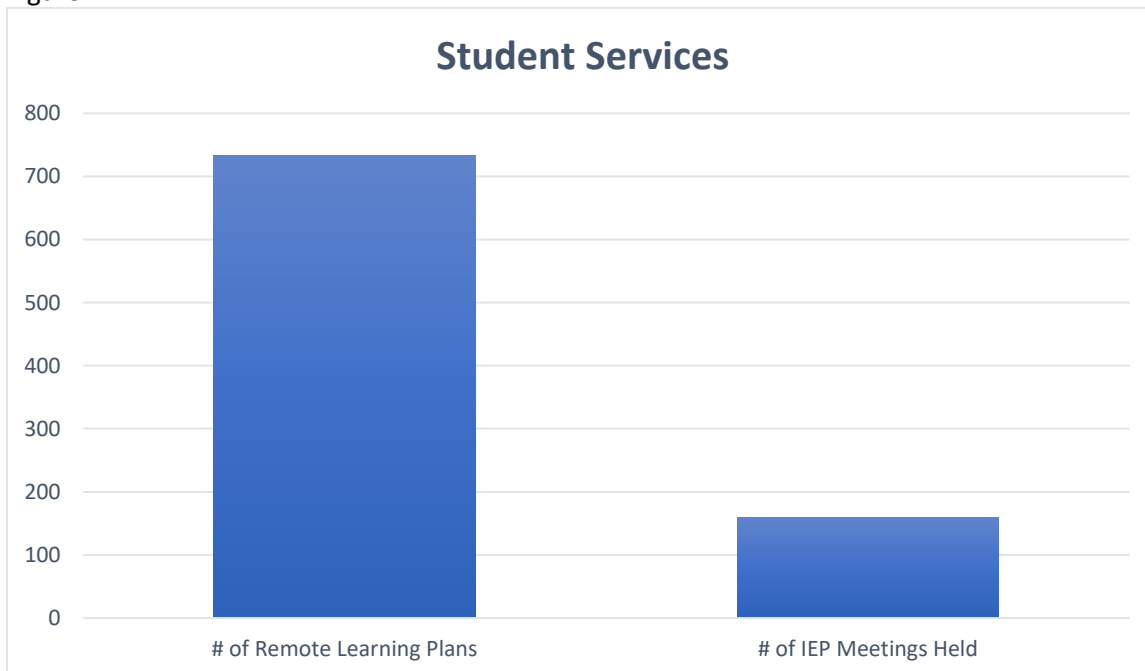
Student Services

The District is obligated to address the unique needs of students eligible for special education through remote learning. The District must continue to afford students with a Free and Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those individuals providing specialized instruction and related services.

Additionally, the District is bound to comply with timeline requirements in federal and state law that apply to calendar or business days. For example, if the District receives a request for an IEP meeting from a parent, we must decide whether or not to convene a meeting and provide written notice to the parent within ten calendar days. There has been no federal guidance providing any flexibility on the requirement of timelines associated with the Individuals with Disabilities Education Act (IDEA). This includes but is not limited to: Student Records Requests, Meeting Notifications, Consent to Evaluations/Services, Response to Request for Evaluations, Homebound Services, etc.

As such, our Student Services faculty members have continued serving their students while they have also been hard at work developing individualized remote learning plans and maintaining their rigorous meeting and evaluation schedule for all of our students with Individualized Education Plans (IEPs). Figure K highlights the tremendous amount of time our faculty members have devoted to serving our students with special needs.

Figure K:



Self-directed, Life-long Learning

During the closure our teachers have been working hard to learn and apply new instructional approaches at a rapid rate. We have shared a lot of information with the Board this year about the work

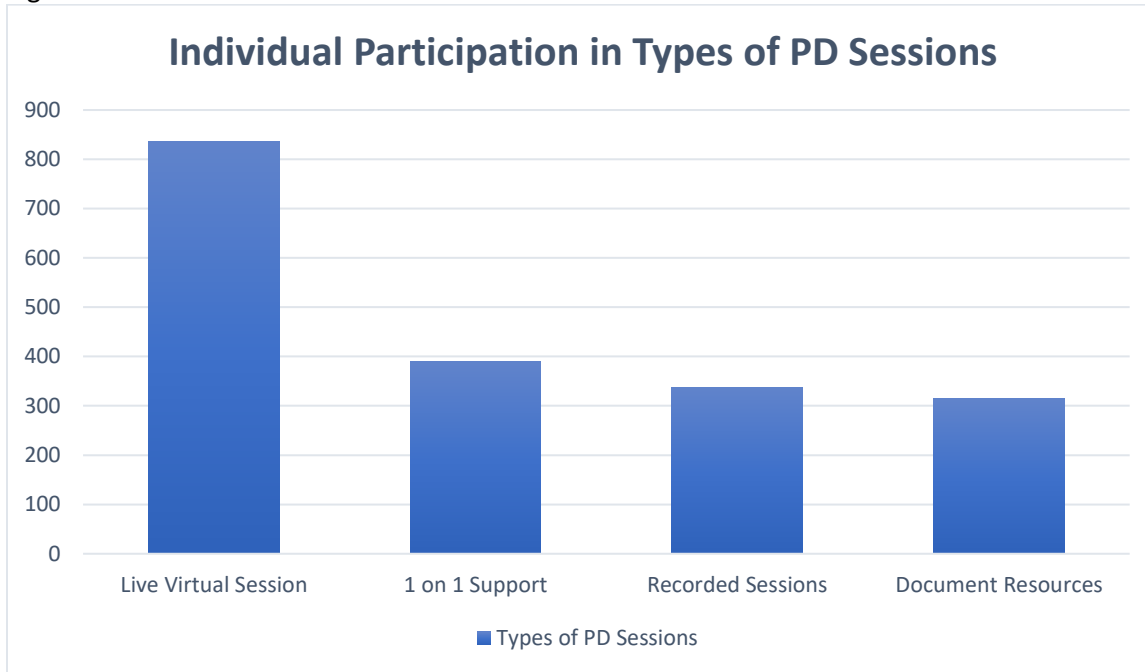
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of our team of instructional coaches and they have really stepped up and done some amazing work to help our teachers learn and apply these new skills as life-long learners. Figure L highlights some data regarding faculty participation in the PD opportunities provided by both our team of instructional coaches and other professional colleagues.

Figure L:



Conclusion

We hope this information provides a glimpse of the tremendous amount of work that our faculty and students are engaging in during this emergency closure. We will continue to reflect upon and gather this information while also seeking additional information regarding the types of remote learning practices that are occurring in Geneva 304.

