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**BACK TOGETHER**

In Geneva 304



# Second Semester Learning Options

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Preliminary Planning and Collaboration

Where Did we Begin?



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## Online-Only Learning



The district has developed a limited online-only learning option designed for families with significant reservations about their children returning to any in-person learning this fall. This document provides information regarding limited curricular offerings as a long-term alternative to participation in in-person learning.



## Commitment

Families who select online-only learning must commit to remaining in their remote instruction through at least December 2020. Due to staffing and capacity issues, in-person options may be limited when and if an in-person return is considered.

## Re-evaluation

As the situation evolves, the district will closely monitor the most up-to-date information and develop options for January 2021 and beyond. At that time, the district will reserve the right to limit options for those who have elected to opt out of in-person learning.

**\*Plans are subject to change. As the situation continues to evolve, Geneva 304 will keep you informed.**

# Online-Only Learning: Context By Level



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## Elementary

- ≈300 Students
- 16 Sections
- 2-3 Sections per building

## Middle

- ≈130 Students
- Shared responsibility across teams and buildings
- Collapsing & creativity

## High

- ≈150 Students
- Approx. 150 unique course requests
- Collapsing and creativity

## Context – To build the current model we:

- GHS – collapsed sections, created dedicated OOL sections for some courses, reduced course offerings, relaxed external credit limits, increased ‘preps’ and created some ‘overloads’;
- MS – reconstructed the schedule, included office hours, reduce elective offerings, increased ‘preps’, assigned all core teachers an OOL section;
- EL – collapsed sections across the district, split up some teams, created dedicated OOL classes, increased some in-person section sizes, enrolled students in sections that may not be associated with their home school.

# Critical Questions



- How is the current model structured?
- What are the implications for any potential learning model changes?
- What hopes might families have regarding learning models beyond January of 2021?

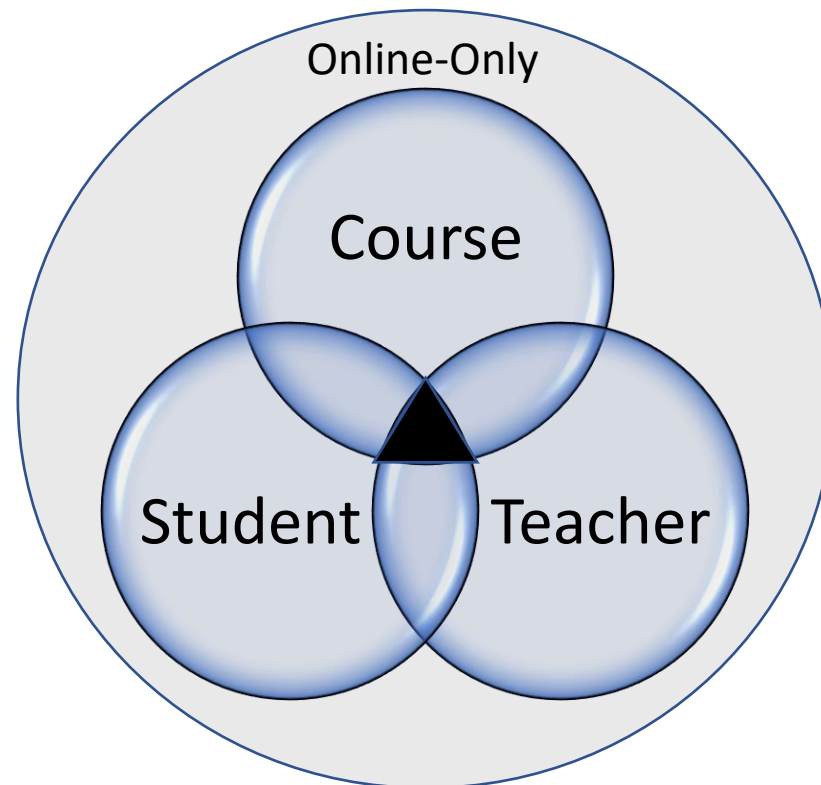
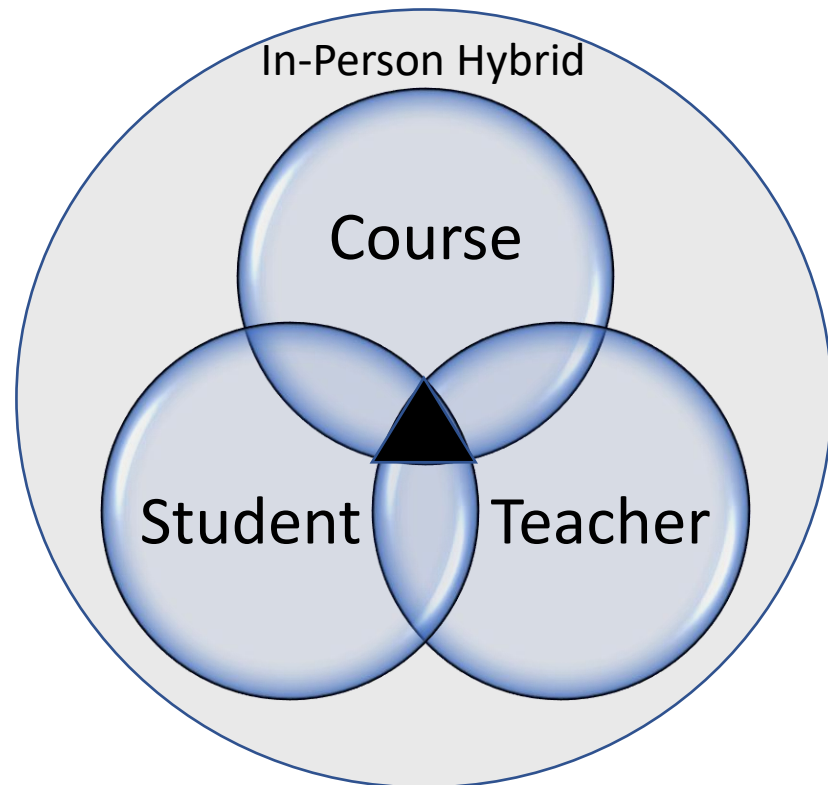
How is the current  
model structured?

# Model Transition Considerations - High

≈ 150 Students

≈ 20 Internal Courses

≈ 20 External Courses

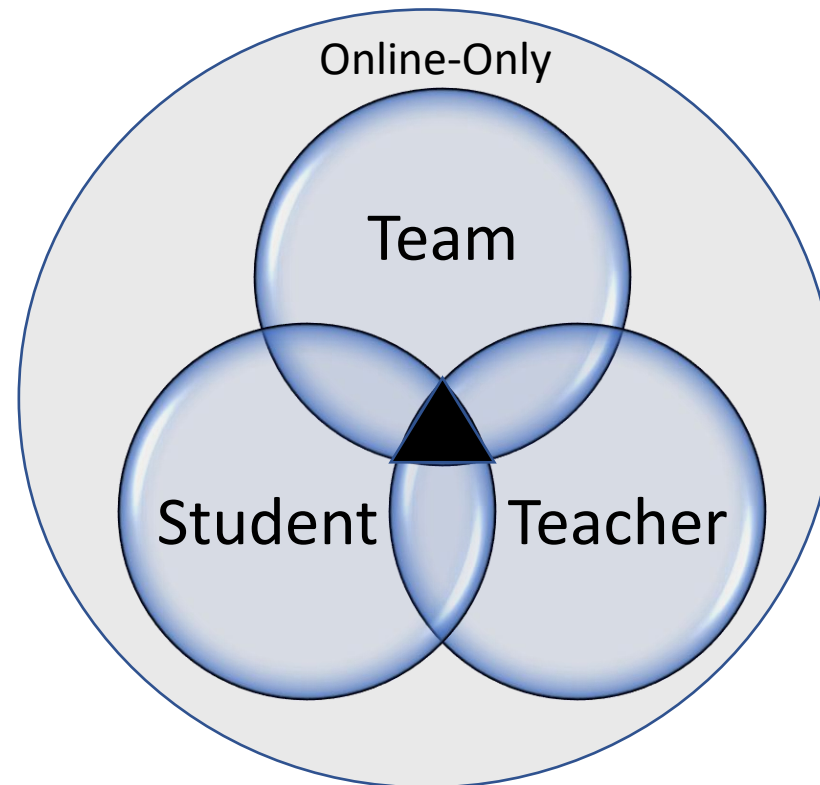
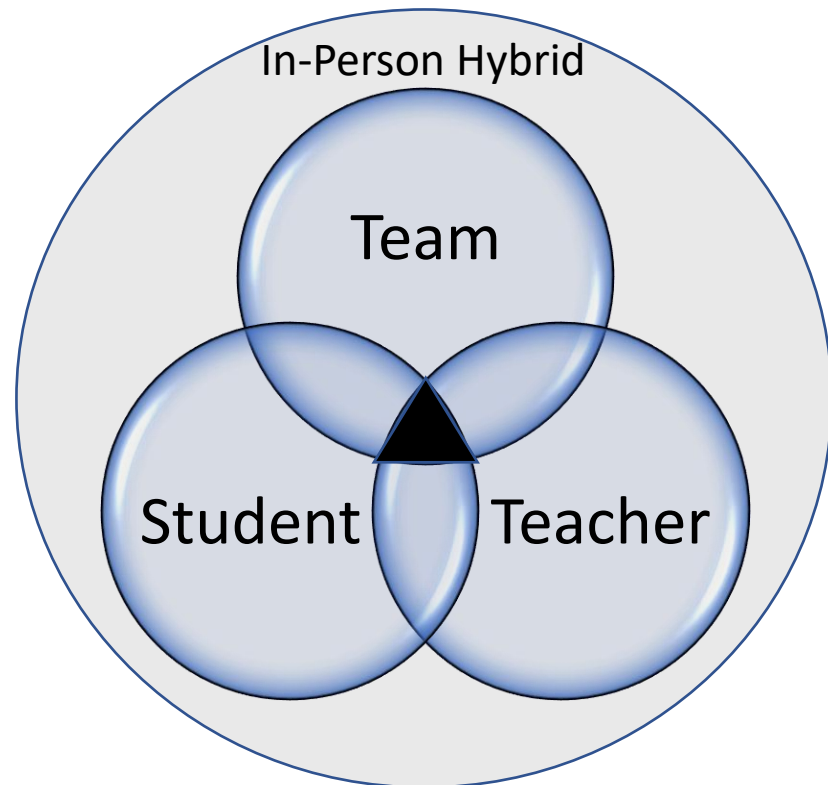




# Model Transition Considerations - Middle

≈ 130 students

All Team/Core Teachers

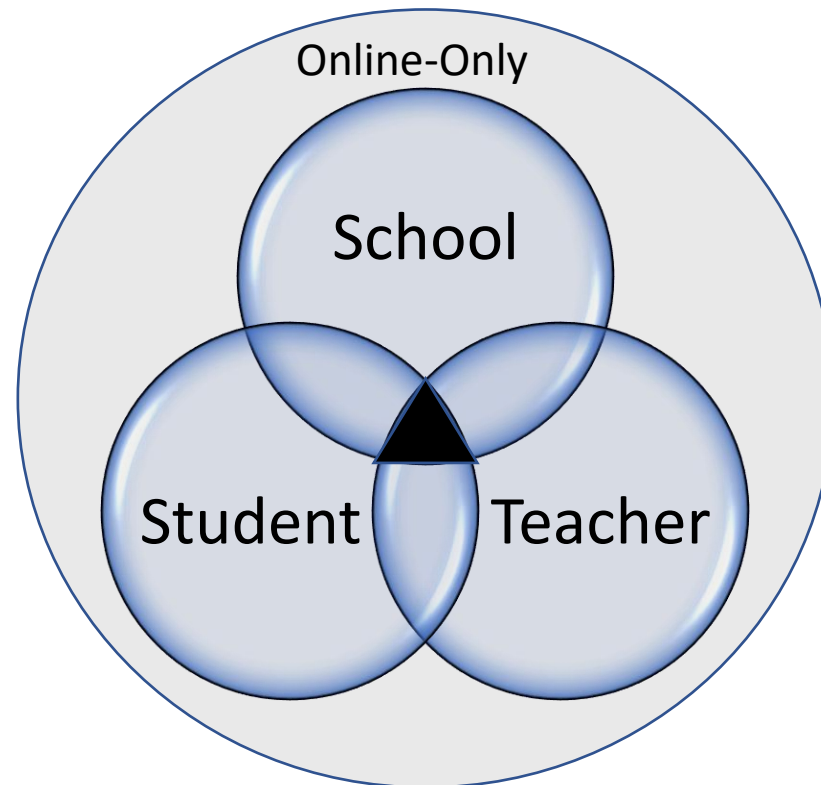
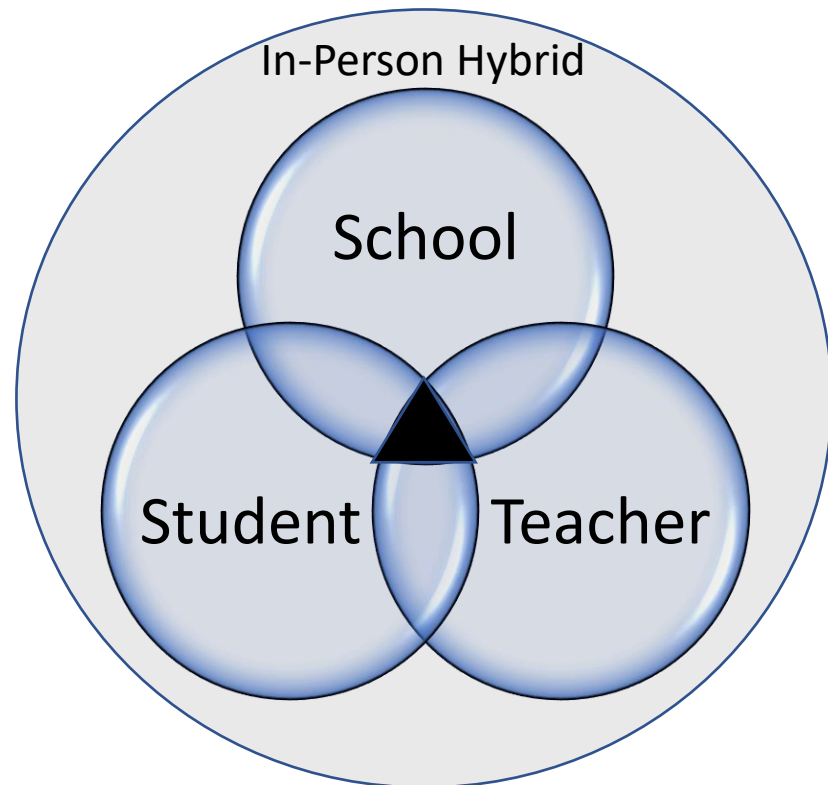


# Model Transition Considerations - Elementary

≈ 300 Students

16 Teachers

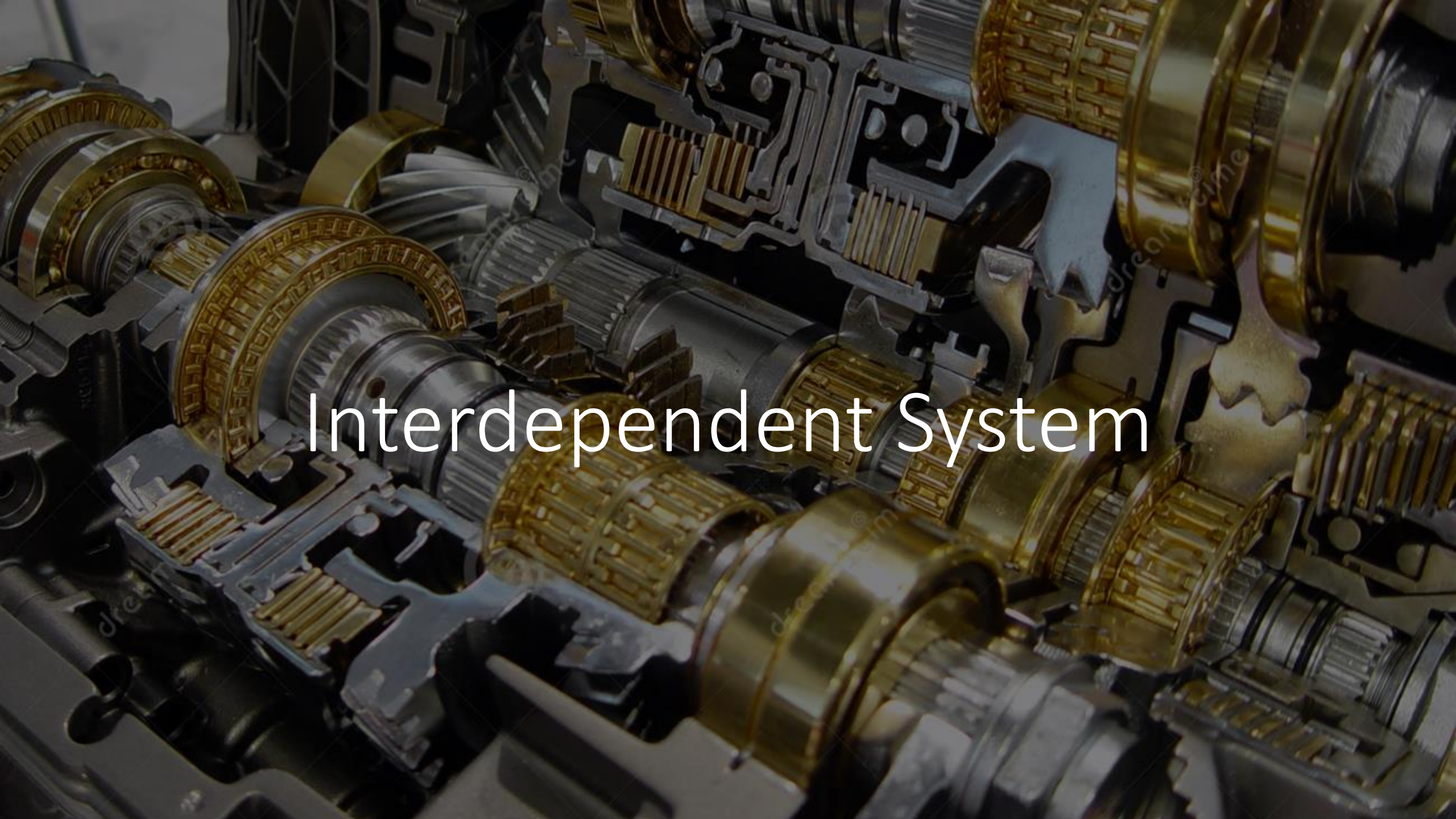
2/3 Sections/Building



What are the implications for any potential learning model changes?

# Important Implications

- Teacher (and Team) Assignment
- Course Assignment and Offerings
- Learning Locations
- Educator insights and staffing parameters
- Impact on all stakeholders
- Family perspectives regarding many conditional variables



Interdependent System

What hopes might families have regarding learning models beyond January of 2021?



# Seeking Information from Parents

- We want to take the preliminary step of gathering insights from parents regarding their children's learning settings for second semester.
  - (NOT making formal selections)
- We will distribute a general survey to families of enrolled students.
- It is important for stakeholders to be aware of the logistical challenges and potential complications to determining second semester options.



# Next Steps

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- Seek insights from families.
- Review and analyze results.
- Return to communicate potential solutions.
- Develop plans for implementation.



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