GEMS
Graham Elementary and Middle School

District Name:	Graham Elementary and Middle School
District Address:	140 E. 16th Ave., Columbus, OH 43201
District Contact:	James Kutnow
District IRN:	011972

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...Not later than July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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."*

How will instruction take place? (check all that apply)

❏x   Teacher-student interaction through online learning platforms

❏x   Online lessons for student to work on at home

❏x   Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth

Determining Instructional Needs	How will **instructional needs** be **determined**?
	❏ Instructional Sequencing
	❏ Aligned Instruction to Learning Standards
	❏ Gap Analysis for ELA, Math, Science, and Social Studies
	❏ Created a plan for IEP and students with disabilities
	❏ Created a plan for students identified as gifted served with a Written Education Plan (WEP)

Address Determining Instructional Needs Here:

Using resources provided in ODE's Gap Analysis Toolkit and referring to the Critical Areas of Focus, teachers and leaders will perform gap analyses in ELA and Math to address the "Covid-19 slide" and to determine student competence, as well as to guide teacher lesson planning.
- Students will be assessed through the NWEA MAP assessments (Reading, Math, Science) in September, January, and May.

GEMS will offer a Remote Learning model in which instruction happens in both synchronous and asynchronous virtual learning sessions. Some students may be invited to come into the building during scheduled times to receive individualized and small group support, to address specific needs within our school population.

This plan takes into consideration the following:
- The mission, vision, and core values of GEMS
- The needs of our students based on their performance in remote learning environments in the spring of 2020
- Student, family, and staff survey results which indicate a wide array of concerns and desires for both in-person and virtual learning opportunities
- Extensive research into remote learning
- Safety guidance from the CDC and Ohio Department of Health
- Needs of students with IEP's and 504's, English Language Learners, and students with prior medical conditions

Documenting Instructional Needs	How will **instructional needs** be **documented**?
	❏ Clear instructional plans have been created
	❏ Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:

There will be multiple tiers of support for instructional needs of students. Each student will take diagnostic assessments at the beginning of the school year in order to determine their levels in math and reading. After diagnostic data is analyzed, students will fall into one of the following levels of support:

Tier 1:

- Students in Tier 1 will receive specific supports in a whole-class setting, including the use of: multiple modality instruction, discussion protocols, graphic organizers, visual cues, etc.

Tier 2 and Tier 3:

- Students in Tier 2 will receive specific supports in a whole-class setting (listed above) as well as specific, target support in small groups, when applicable.

Students with special needs:

- Students who already have an IEP or 504 plan will have a case manager. This case manager will create an individual distance learning plan for each student, which outlines their IEP goals and how they will work with the student in a virtual setting on each goal. In many cases, more than one person will work with the student toward their IEP goals. The responsibility of each person will be outlined in the distance learning plan.

Attach any Additional Documentation or Notes (if necessary):

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to **determine competency** for remote learning? ❏ Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

- Beginning of the year virtual assessments will be developed and utilized in order to assess student levels in reading and math. We will also utilize diagnostic assessments on our various virtual learning programs, including Lexia, MathSeeds, and Mathletics.
- Throughout the school year, students will be required to submit assignments on a weekly basis for grading. These assignments will assess student progress towards the state standards. Students will receive feedback on these assignments on a weekly basis from their teachers.
- Throughout the school year, students will also participate in cumulative assessments which assess their mastery of each standard for reading and math.

Granting Credit	What method(s) will be used for **granting credit** for remote learning? ❏ Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:
- Students will earn credit for meeting expectations of standards and content within the guidelines of our standards based grading policies as shared in our student and family handbook.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning?
	❏ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:
- We will follow current requirements for matriculation as set forth in our current policy.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? ❏ Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:
- GEMS will document student attendance by following the recommendations provided by ODE.
- Attendance will be updated in PowerSchool.
- Attendance will be tracked and converted to hourly increments for reporting on a weekly basis, in accordance with expectations set forth by ODE
- GEMS will utilize multiple approaches to track attendance that account for the differences between *in-school activities*, *teacher-led remote learning* and *self-directed remote learning*
- Attendance will be determined by the following points of evidence:
  - Engagement with remote learning (synchronous)
  - Completion and submission of assignments
  - Weekly log-in and engagement with content in the LMS (Schoology)
  - Weekly interactions and engagement with staff
- 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—will be recorded.
- 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.
- While The Graham School acknowledges that EMIS may require that attendance hours be assigned to specific calendar days, we will track and report attendance on a weekly basis in order to give

students flexibility for the completion of asynchronous assignments.
- Attendance will be reviewed weekly. When students are flagged for lack of participation in remote learning (i.e. lack of attendance), we will follow the steps established by our Attendance Intervention Team (AIT) in accordance with HB410.
- These steps, as outlined in the TGFS Attendance policy, are :
  - Within 7 days of the triggering absence, GEMS admin will select members and make 3 meaningful attempts to secure the participation of the student's parent or guardian or appointed designee on the AIT
  - Within 10 days of the triggering absence, the student will be assigned to the selected AIT
  - Within 14 days after the assignment to the team, the AIT will develop the student's attendance intervention plan and send a copy of the attendance intervention plan to the parent or legal guardian
  - If the student does not make progress on the plan within 61 days or continues to be excessively absent, TGS will file a complaint in the juvenile court
  - GEMS will abide by the "72 hour rule" set forth in Ohio Revised Code §3314.03(A)(6)(b) *"for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student."*

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? ❏ Created a plan for documenting student participation in remote learning ❏ Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

All GEMS staff will be assigned a Communication Crews for the purpose of student & family engagement - using every single teacher, admin, and staff member would create a ratio of 1:8 at most.
- Weekly check-ins will be scheduled and documented regarding student engagement with the work/assignments
- Logistics for delivering or picking up resources (computers/tablets, books, school supplies) will be shared as needed throughout the time of remote learning.
- A communication plan will be set up by each staff member with each family to track all communication
- A process for addressing and attempting to attend to various facets of needs with help from admin and outside resources will be provided (Academic, technology, in-home, social interactions)
- Academic check-in and report plan will be available to Communication Crew leaders for families including information regarding student time on apps with progress tracker for apps and engagement with class work and assignments

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? ❏ Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

- Grades will be recorded into PowerSchool gradebook weekly
- Feedback will be given on assignments in Schoology for student and family observation weekly
- Formative assessments/checks for understanding will be built into each lesson
- Summative assessments will be provided to monitor progress
- Students will regularly meet and interact with teachers for synchronous and asynchronous learning formats
- Student will be provided self-assessments and reflection opportunities
- Progress reports will be communicated to families for ongoing knowledge of their student's development.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? ❏ Parent/Student surveys have been reviewed ❏ Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

GEMS will ensure equitable access to quality instruction for all students by the following means:
- We will provide a Chromebook to each student in grades 3-8 and a tablet for each student in grades K-2 including hot spots for families who do not have adequate internet access at home.
- We will offer hard copies of instruction for students who request them
- We will work closely with our Director of Special Education and ESL Coordinator to ensure equitable access to learning.
- The building will be open daily for strategic small group and individual instruction.

- Teachers will hold virtual office hours during which students may receive individualized and/or small group instruction and support
- GEMS staff will follow a comprehensive communication plan with an assigned small cohort of families to ensure constant interaction and support.
- Frequent admin communication with students and families via
  - Constant Contact
  - Robocalls and email blasts
  - Social Media (Facebook, Instagram, Twitter)
  - Website
  - Hard copies mailed home to families

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	[Professional Learning Needs](#)
Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? ❑ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:
- In partnership with EL Education, PD has been scheduled for new and returning staff:
  - [Starting Strong: Intro to the K-2 and 3-5 Reading Foundations Skills Block](#) for new elementary teachers at GEMS
  - [Classrooms In Practice: An E-Introduction To EL Education](#) for all new staff
  - [Crew: Supporting Student Belonging, Purpose, And Agency](#) for select new staff
  - Staff will participate in select remote learning PD opportunities offered by EL Education throughout the 2020-2021 school year
  - EL 101: *The Why and The How*, will be facilitated by our EL Education consultant partner
- In partnership with the University of Chicago's TREP (Trauma Responsive Educational Practices) program:
  - Weekly asynchronous professional development covering topics related to supporting student learning in a remote setting
- Full staff PD in August will take place with Safe & Civil Schools for a full implementation of CHAMPS (PBS)
- GEMS administration and instructional coaches will provide in-house professional development to staff on Schoology, Mathletic & Mathseeds, Lexia, Learnzillion Illustrative Mathematics, PowerSchool, Hero, Remind, and various other platforms that we will be integrating in order to support and enhance the digital learning experience for students and staff.

- GEMS administration and instructional coaches will provide professional development in August to address how to structure hybrid learning, how to structure all distance, and how to support the SEL needs of students
- Weekly staff Crew will meet to support SEL efforts in our work with students and their families while facilitating a virtual school format.

Attach any Additional Documentation or Notes (if necessary):