

## Granville Exempted Village Schools Remote Opening Plan

### *How student instructional needs will be determined and documented?*

The instructional needs of students will be determined and documented through a variety of formal and informal assessments. NWEA MAP, Benchmark, DIBELS NEXT, and other assessments will be administered to students in the areas of Math and Reading K – 6, Reading only in grades 7 – 8, and for many of our special education students. These diagnostic assessments will provide teachers with specific data for current student mastery levels and next steps required for instruction and gap-filling at each grade level and/or subject area. Informal assessments, most specifically teacher observations and classroom-level data, are a critical aspect of gauging instructional needs and using curriculum resources to meet student individual needs on a daily basis.

### *Method for determining competency, granting credit, and promoting students to higher grade levels?*

Teachers will informally and formally assess students in each subject or in each class to determine student level of mastery. Students will be assigned grade level content with remediation and enrichment opportunities for those students who have gaps or are showing mastery prior to instruction. In the K – 3 building, this will be reported using our standards-based grading system. ProgressBook and report cards will be used to inform students and parents of progress in grades 4 – 12.

### *The school's attendance requirements and how the school will document participation in learning opportunities?*

Remote learners will be required to “check-in” daily or by period, in-person, on Zoom or other videoconferencing tools for attendance purposes. In grades K – 6, online learners will have their own class with a GEVSD teacher guiding instruction in all subject area. In grades 7 – 12, online learners will remote into their class each period. Asynchronous work will be documented for completion in ProgressBook and through the use of Schoology as a vehicle to disseminate and track student completion. In the event all students are remote, daily attendance will be taken using the same procedures as stated above.



*How will student progress be monitored?*

Teachers will use curriculum tools to instruct students in their subject and grade level content areas. Student work and assessments related to that instruction will be evaluated by teachers in a standards-based (K – 3) or traditional (4 – 12) grading system. In addition, teacher level observations that occur daily in classrooms and online along with formal assessments such as MAP, DIBELS NEXT and others will be used to progress monitor students.

*How will equitable access to quality instruction be ensured?*

All students will be taught by GEVSD teacher regardless of their choice of online or in-person learning. Should a shift to remote learning occur, that will still be the case. All 504 and IEP students will be assigned a case manager as normal, and they will have their accommodations and/or modifications implemented by their classroom teachers and/or intervention specialists. All students in grades 1 – 12 will have Chromebooks, and the district is providing hot spots to families with internet needs or inconsistency. 1:1 Chromebooks have been in place for several years in grades 7 – 12, and most of the grades 2 – 6 students had Chromebooks last spring during the closure. Staff and administration will monitor student progress and work with families to intervene early if any student is falling behind. Flexibility for assignments, assessment types, technical difficulties, etc. will be a norm that our staff has embraced within a structure we will provide to students and families using schedules and Schoology.

*Professional Development offered to teachers?*

Over the summer, staff was offered, at District expense, the opportunity to take online courses from ASCD and the Licking County ESC related to teaching in an online and remote environment. The start of school was delayed an entire week to allow for more professional development offered by the district around tools and techniques to use in remote learning environments, building relationships with online learners, and other pertinent professional development areas. Future professional development will center on those topics plus program specific PD for online programs that have been purchased to support online learning.

