



6 Point Restart Plan as outlined by HB 164

The Graham School: IRN 133421
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Deans: Amy Vickroy, Sarai Correa, RJ Larry
Superintendent: Greg Brown
Executive Deans: James Kutnow & Ed Ingman

Sponsor: Educational Service Center of Central Ohio
Community School Coordinators: Robb Gonda & Sophia Speelman

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(1) INSTRUCTIONAL NEEDS SUMMARY

It is the intention of The Graham School to offer a flexible Enhanced Remote Learning model, where instruction and application happens in both synchronous and asynchronous virtual learning sessions via Schoology. Students may have the opportunity to make appointments to come into the building during scheduled times to receive individualized and small group support, to work on projects, and to participate in other focused learning activities that may be better suited for in-person meetings, ensuring that we meet the needs of all students.

This plan takes into consideration the following:

- The mission, vision, and core values of The Graham School
- ELA and Mathematics gap analysis as determined by available data
- 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
- Social distance and safety guidance from the CDC, Ohio Department of Health, Franklin County Public Health Department
- Needs of students with IEP's and 504's, English Language Learners, and students with prior medical conditions
- Availability of student transportation

(2) GRADING & EARNING CREDIT

The Graham School will determine student competency, grant credit, and matriculate students by the following means:

- 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
- Every attempt will be made to test all students with NWEA MAP testing in the early fall in order to establish baseline knowledge
- Students will earn credit for demonstrating mastery of standards and content
- We will follow current requirements for matriculation as set forth in the TGS policy

(3) ATTENDANCE

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The Graham School will document student attendance and reinforce student accountability by the following means: We will follow attendance guidelines issued by ODE. We will document each students' attendance using PowerSchool and ensure that all students and families have access to this information.

TRACKING ATTENDANCE

- Attendance will be tracked and converted to hourly increments for reporting on a weekly basis, in accordance with expectations set forth by the Ohio Department of Education
- TGS 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:
 - Teacher-led remote learning (synchronous) will account for the same number of hours as it would with in-person learning- e.g. 2 hours of participation in a web-based classroom will equal 2 hours of attendance
 - Completion and submission of assignments whereby teachers will determine a value for each assignment that will correlate with a number of hours to be counted for attendance purposes
 - Weekly log-in and engagement with content in the LMS (Schoology)
 - Weekly interactions and engagement with teachers

TRACKING ABSENCES

- 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 based on past practice.
- 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 in accordance with HB410.
- These steps, as outlined in the TGFS Attendance policy, are :

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encounter the world, engage the mind

- Within 7 days of the triggering absence, TGS 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 attendance intervention team
- Within 14 days after the assignment to the team, the AIT will develop the students 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
- TGS 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."*

(4) STUDENT PROGRESS MONITORING

Progress will be monitored and shared through the following means:

- Grades recorded in PowerSchool weekly
- Feedback given on assignments in Schoology at least twice a week
- Formative assessments/checks for understanding built into each lesson to guide teachers on next steps
- Summative assessments according to the STA (Standards, Targets, Assessments) document created for that class by the teacher
- Students will have the opportunity to meet with teachers virtually or in person each week
- Student self-assessments and reflections
- Digital and hard copy progress reports sent to families monthly

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(5) EQUITABLE ACCESS TO QUALITY INSTRUCTION

The Graham School will ensure equitable access to quality instruction for all students by the following means:

- We will provide a Chromebook to each student who needs one
- We will offer hard copies for students who prefer or need hard copies
- We will work closely with our Director of Special Education and ELL Coordinator to ensure equitable access to learning
- The building will be open daily for students who wish to make appointments for small group and/or individual instruction and support
- Teachers will hold virtual office hours during which students may receive individualized and/or small group instruction 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

(6) PROFESSIONAL DEVELOPMENT

In support of our proposal of an Enhanced Remote Learning model for the 2020-2021 school year, The Graham School will be offering the following professional development opportunities for our staff. These opportunities will be aligned with our 2020-2021 Work Plan as indicated, in order to ensure that we stay on track and focused on supporting the mission, vision, and values of The Graham School.

Inquiry Questions:

Mastery of Knowledge and Skills:

- How can we choose and/or create sustainable, replicable, high quality content that challenges and grows all students?
- How can we use structures and systems for data collection and analysis to amplify impact in gap closing as students enter TGS?

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Character:

- How can we equitably support students in greater self-management, both academically and emotionally, in ways that increase learning?

High-Quality Work:

- How can we design rigorous tasks that promote increased complexity, craftsmanship and authenticity in students' work?

Faculty Learning Targets:

Mastery of Knowledge and Skills:

- FLT 1.1: I can deliberately and thoughtfully collect and analyze meaningful, accurate, and timely formative and summative assessment data in order to evaluate, adjust, and differentiate instruction to support all student sub groups.. (CP 30)
- FLT 1.2: I can provide challenging and active learning tasks and, when necessary, provide scaffolds and resources that enable student ownership rather than making the learning task easier.

Character:

- FLT 2.1: I can design lessons that provide opportunities for practice and self-assessment of Habits of Learning in Crew and academic lessons.
- FLT 2.2: I can equitably use norm or habits language to positively reinforce or redirect behavior.

High-Quality Work:

- FLT 3.1: I can design quality, rigorous tasks that support students to show increasing levels of complexity, craftsmanship and authenticity.

Staff Professional Development Opportunities:

- In partnership with EL Education, the ILT (Instructional Leadership Team) will engage in the following professional development and bring back to staff:
 - “Using Data and Addressing Unfinished Instruction and Learning” virtual institute
 - “Deeper Instruction at a Distance” virtual institute
- In partnership with EL Education, all staff will participate in the following:
 - an extension of the virtual student engagement PD that we did with our staff in May 2020.
 - “What Matters Most EL Education 2020” virtual institute with a focus on equity and distance learning



- Staff will participate in Remote Learning PD opportunities offered by ESCCO
- 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
 - Bi-weekly coaching meetings with a learning cohort and TREP coach
- We begin our 2nd year of participation in the Educational Service Center of Central Ohio's PBIS District Team Training Series which will yield PD opportunities to support staff and students with PBIS initiatives.
- We will offer in-house professional development to staff on Schoology, PowerSchool, Edulastic, Naviance, NewELA, Quizlet, Remind, and various other platforms that we will be integrating in order to support and enhance the digital learning experience for students and staff.
- Jeanne Weinberg, Director of Culture for The Graham Family of Schools will support Crew leaders with resources and professional development in the realm of SEL to ensure maximum support of our students during this difficult time.
- In order to better support our students and staff, several members of The Graham School staff are engaging in an Anti-Racist Educator group.
- Administrators and staff will participate in COVID-19 training, as we continue work with our TGFS COVID-19 Taskforce.

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