COLUMBUS
CITY SCHOOLS

AMENDED CALAMITY DAY MAKE-UP PLAN

The following represents the amended plan for Columbus City Schools to make up hours for the 2019-2020 school year pursuant to Section 15 of Am. Sub. H.B. 197 of the 133rd General Assembly:

Number of Days: Columbus City Schools will allow the makeup of hours through online lessons for any time school was closed due to the Director of Health's order under section 3701.13 of the Revised Code "In Re: Order the Closure of All K-12 Schools in the State of Ohio" issued on March 14, 2020, or any local board of health order, and any extension of any order.

Lesson Plans: The District has adopted an e-learning plan to cover instruction during the period referenced above (Attachment A), which is hereby incorporated as a part of this Plan.

Posting the Lessons: The District shall post the lessons online.

Completion Deadline: Deadlines for completion shall be determined by the individual instructor.

Grading: The District has adopted guidance for providing grades for elementary and secondary students. Please see Attachments B and C for this guidance, which is hereby incorporated as a part of this Plan.

Jennifer Adair
President
Board of Education

John Coneglio
President
Columbus Education Association

Talisa Dixon
Superintendent
Columbus City Schools

Attachment A

Academic Services – Virtual Instruction
Projected Start Date - March 30, 2020

Content Area	Primary Online Platform	Supplemental Platforms and Resources
Early Childhood Program		
Early Learning Experiences	Waterford; Developing supplemental lessons shared by teachers and offered virtually	ABC Mouse; Storyline online; PBS kids; Scholastic Online; printable packet from the COVID-19 tab of the website
Elementary K-5		
English Language Arts/ Social Studies	iReady; supplemental lessons shared by teachers developed with iReady Toolbox; district created modules for teachers to implement as supplemental lessons	Achieve 3000 Reading online grades K-9 and packets grades 3-12; Studies Weekly k-6; Newsela Grades K-12; Edulastic
Math	iReady; supplemental lessons shared by teachers developed with iReady Toolbox using the district-wide	ALEKS grades 3-12; Connect Ed Math k to 12; Khan Academy
Science	Study Island 3-5; supplemental lessons based on teacher district planning guides	Mystery Science grades k-5
Unified Arts	Developing lessons shared by teachers and offered virtually	Creating and identifying additional supplemental resources that will be pushed out using the district communication channels and district webpage under the COVID-19 page
Middle School Grades 6-8		
English Language Arts	iReady; supplemental lessons shared by teachers developed with iReady Toolbox; supplemental lessons shared at https://www.ccsoh.us/English6-12	Achieve 3000 Reading online grades K-9 and packets grades 3-12; CommonLit; Literature MinQs; TeachingBooks; NewsELA
Math	iReady; supplemental lessons shared by teachers developed with iReady Toolbox	ALEKS grades 3-12; Connect Ed Math Grade K to 12; Khan Academy
Social Studies	Edmentum Coursework; supplemental lessons based on teacher district planning guides that are organized by grade and content area to support the coursework in Edmentum	Achieve articles; Study Island; Newsela Grades k-12; CommonLit; Edulastic
Science	Edmentum Coursework; supplemental lessons based on teacher district planning guides that are organized by grade and content area to support the coursework in Edmentum	Achieve articles; Study Island; Khan Academy; please see secondary science resources companion document by subject area
Unified Arts	Edmentum Coursework; supplemental lessons based on teacher district planning guides	Developing lessons shared by teachers and offered virtually

High School Grades 9-12		
English Language Arts	Edmentum Coursework; supplemental lessons based on teacher district planning guides that are organized by grade and content area to support the coursework in Edmentum; supplemental lessons shared at https://www.ccsoh.us/English6-12	Achieve 3000 Reading online grades K-9 and packets grades 3-12; CommonLit; Literature MinQs; TeachingBooks; NewsELA; SpringBoard Digita
Math	Edmentum Coursework; supplemental lessons based on teacher district planning guides that are organized by grade and content area to support the coursework in Edmentum	ALEKS grades 3-12; Connect Ed Math Grade K to 12; Khan Academy
Social Studies	Edmentum Coursework; supplemental lessons based on teacher district planning guides that are organized by grade and content area to support the coursework in Edmentum	Achieve articles; Study Island; Khan Academy; Newsela Grades k-12; CommonLit; Edulastic; Ken Burns in the Classroom; iCivics; World Book Student; EverFi; Points of Reference Center
Science	Edmentum Coursework; supplemental lessons based on teacher district planning guides that are organized by grade and content area to support the coursework in Edmentum	Achieve articles; Study Island; Khan Academy; please see secondary science resources companion document by subject area
Unified Arts	Edmentum Coursework; supplemental lessons based on teacher district planning guides	Developing lessons shared by teachers and offered virtually
Senior Seminar	Regular meetings held by teams of social and emotional practitioners, including the social workers and school counseling teams assigned to buildings. The meetings will focus on offering students support in virtual settings and to assure they remain on track for graduation.	Social and emotional learning resources on the district's COVID-19 page
AP	Courses in Edmentum supplemented by teacher lessons	Khan Academy; College Board lessons on You Tube
Career and Technical Education	Edmentum Coursework; supplemental lessons based on teacher district planning guides; Work Keys preparation course also available through Edmentum	Developing lessons shared by teachers and offered virtually; Ohio Means Jobs resources; EverFi
Dual Enrollment / CCP	Students continue courses on the college virtual platform; supplemented by virtual lessons developed by teachers or using the Edmentum platform	Virtual online support groups for students; continued monitoring and adjusting for students as needed; all resources described in core area could be used for additional instructional opportunites
English Language Learners		
Core Instruction	Use of all core resources; team is creating opportunities to support students with supplemental instruction in all grades;	Use of all supplemental resources and use of ST Math

	ESL teachers have created modified lessons to share with teachers and students	
Specific Language Instruction	ESL department website has SWRL page with adapted resources for language development by grade levels in content areas; the team has created specific language instruction lessons to be used by teachers to support the development of language proficiency; these lessons will be offered virtually; developing resource bank from the TESOL resources.	NA
Students with Individualized Instructional Plans		
MD classrooms	Adopting platform to support instruction and related services for this population; teachers develop lessons using the new platform and various resources	Use of any of the supplemental resources listed above as appropriate
All Other Special Education Students	Use of all core resources as identified for general education with support from a certified special education teacher and related services personnel	Use of all supplemental resources as described above
Related Services	Use of new platform and similar platforms for tele-therapy; team is working on developing administrative guidelines and plans for consistent implementation for all students receiving related services	NA
Gifted Education		
Core Instruction	Students and teachers will use the same platforms and support students with additional resources created at the district level for teachers to offer differentiated instruction and enrichment.	Use of all supplemental resources as described above
Virtual Credit Acceleration Program		
All instruction	Program will continue as designed with modified assessment plan.	Use of all supplemental resources as described above
Adult Education		
Nursing	Students work in the Ed2Go platform	As identified by staff and currently being developed
Aspire	ESL: Ventures Curriculum Adult Basic Education (GED): Edmentum; Khan Academy; Scoreboost curriculum	As identified by staff and currently being developed

Elementary Grading Recommendation Guidance Document for Third and Fourth Quarters for School Year 2019-2020 to Cabinet Members   4/20/2020

From: Dr. Angela Chapman, Chief of Transformation and Leadership, Dr. Machelle Kline, Chief Accountability Officer and Dr. Tracy Ocasio, Chief Academic Officer and Dr. Erik Roush, Policy & Government Affairs
During these unprecedented times, while we are transitioning to an entirely non-traditional learning pattern for the last quarter of our school year, the traditional grading processes will also change. Ensuring that our students can learn and grow, under these circumstances, is one of our top priorities.

Summary of ODE and CCS Guidance -

See the Ohio Department of Education guidance ODE document
"Our commitment is to provide reasonable flexibility in the interest of doing what is right for students and to be sure our students are not penalized for conditions beyond their control."

State Report Card guidance is given: "The intention is not for schools to be punished. "
Student grading procedures are not addressed in the ODE COVID-19 document, however, the same statement "to provide reasonable flexibility" will apply to our local work, too.

HB 197 suspended District and Building Report Cards.   CCS Student Report Card entry for Quarter 3 will be reopened pending approval of this document and will remain open until May 1, 2020 at 3:00 p.m. This will allow any student the opportunity to improve his/her grades for third quarter due to the sudden closure of school buildings. Our fourth quarter report cards will follow our current grade entry window.

Third Grade Reading Guarantee Retention Provision: Newly enacted Ohio law temporarily removes the requirement that a student meet the promotion threshold for the 2019-2020 school year to advance to fourth grade. Specifically, no school district that is required to administer assessments shall retain a student in the third grade following the 2019-2020 school year based solely on the student's academic performance in reading. However, if the student's principal and reading teacher agree the student's reading skills demonstrate the student is reading below grade level and is not academically prepared to be promoted to fourth grade, the student may be retained.

Our teachers will work with their principals to determine if a third grade student shall be retained. They have various tools from i-Ready to NWEA/MAP that will give them guidance.

Columbus City School Procedures for Grading:

Infinite Campus (IC) is the district grade book. Elementary teachers (including PreK) will enter grades for elementary students per the grade entry window calendar using Pass (P) meaning the student is completing work and learning or an Incomplete (I) meaning there is limited or no evidence of work completed or the student could not be reached for Fourth Grading Period.
If a grade of "I" Incomplete is earned, a student will have the opportunity to complete that work for a grade change until September 15, 2020. If no work is received, the grade will remain.
- All standards that are not assessed during the Fourth Grading Period shall be marked with an "N" for Not Assessed during this quarter.
    - Students who were making appropriate progress before our buildings were closed should not be disadvantaged by this new way of teaching and learning.
    - Students who were at risk at the close of the third grading period will be able to benefit from this personalized process.
    - General Education teachers and Intervention Specialists (IS) should collaborate on student work and grades. Teachers should consider revisiting whether the IS should be the person assigning the grade for students with IEPs due to the need for more accommodations in an online learning environment.
    - Teachers will continue to incorporate a focus on individualized educational plan goals for students receiving special education services.
    - Assignments will be due at least one week or more after the lessons were assigned--allowing ample time for students to complete the assignments. Due dates should have flexibility, and accommodations made for students who may need extra time to submit or are unable to access the internet.

- Maintain a healthy work/life balance. Keep lines of communication open between all departments and consult your administration if you are having any difficulty in this new frontier of learning.

Attachment C

HS/MS Grading Recommendation Guidance Document for Third Quarter, Fourth Quarter and Final Grades for School Year 2019-2020 to Cabinet Members 4/20/2020

From: Dr. Angela Chapman, Chief of Transformation and Leadership, Dr. Machelle Kline, Chief Accountability Officer and Dr. Tracy Ocasio, Chief Academic Officer and Dr. Erik Roush, Policy and Government Affairs

During these unprecedented times, while we are transitioning to an entirely non-traditional learning pattern for the last quarter of our school year, the traditional grading processes will also change. Ensuring that the Cohorts of 2020, 2019 and 2018 are on track to graduate is one of our top priorities.

Summary of ODE and CCS Guidance -

Graduation Guidance is question # 28 on the ODE document

"Our commitment is to provide reasonable flexibility in the interest of doing what is right for students and to be sure our students are not penalized for conditions beyond their control."

State Report Card guidance is given: "The intention is not for schools to be punished. "
Student grading procedures are not addressed in the ODE COVID-19 document, however, the same statement "to provide reasonable flexibility" will apply to our local work, too.

HB 197 suspended District and Building Report Cards. **CCS** Student Report Card entry for Third Quarter will be reopened pending approval of this document and will remain open until May 1, 2020 at 3:00 p.m. This will allow any student the opportunity to improve his/her grades for Third Quarter due to the sudden closure of school buildings.

Third Quarter Adjustment of Grade Options – This opportunity is applicable to all students. Teachers using their professional discretion have the flexibility to determine how to offer students this opportunity. The suggestions below are included as options, but are not limited to:

-Extending the deadline for work already assigned.
-Assigning additional work for students.
-Using the Online Academy curriculum.

Our Fourth Quarter grades will follow our current grade entry window (closing on May 28, 2020) but will be indicated as Pass (P) meaning the student is completing work and learning or an Incomplete (I) meaning there is limited or no evidence of work completed or the student could not be reached for Fourth Grading Period. There will be no final exams. Final grades will be determined by an equal distribution of First Quarter, Second Quarter and Third Quarter percentages. If a grade of Incomplete "I" is earned for Fourth Quarter, a student will have the opportunity to complete that work for a grade change until September 15, 2020. If no work is received, the grade will remain.

Columbus City School Procedures for Grading:

- Infinite Campus (IC) is the district grade book. Middle and high school teachers will report progress using IC at least weekly for all students and subject areas taught.
- There will not be any final exams for high school courses for the 2019-2020 school year.
- Final Grades will be calculated by equal distribution of the first three quarter percentages.
- State minimum requirements will be used for Cohort 2018, 2019 and 2020 due to this pandemic. The 120-hour internship, technology course and extra content elective would be waived for this graduation only.
- Final Mark Reporting in an online teaching and online learning environment will be linked to specific criteria and with attempts to be generous as we learn and work through this experience together.
  - Students who were making appropriate progress before our buildings were closed should not be disadvantaged by this new way of teaching and learning.
  - Students who were at risk at the close of the third grading period will be able to benefit from this personalized process.

- General Education teachers and Intervention Specialists (IS) should collaborate on student work and grades. Teachers should consider revisiting whether the IS should be the person assigning the grade for students with IEPs due to the need for more accommodations in an online learning environment.
- Teachers will continue to incorporate a focus on individualized educational plan goals for students receiving special education services.
- High school students who are not on track will focus on credit recovery through Edmentum in order to maintain a trajectory toward graduation.
- Assignments will be due at least one week or more after the lessons were assigned-- allowing ample time for students to complete the assignments. Due dates should have flexibility, and accommodations should be made for students who may need extra time to submit or are unable to access the internet.
- Maintain a healthy work/life balance. Keep lines of communication open between all departments and consult your administration if you are having any difficulty in this new frontier of learning.