

GEMS World Academy Chicago 2020 Plan

Updated 8/15/2020



See Pages
5-9, 12-13,
and 16 for
Revisions



PRESCHOOL-GRADE 12

GEMS

World Academy
CHICAGO



312.809.8910 | 350 East South Water Street, Chicago, IL 60601



Table of Contents

| | |
|---|----|
| Letter from the Head of School | 3 |
| 2020-21 School Year Scenarios | 4 |
| Health & Safety Protocols | 5 |
| Programmatic Changes | 9 |
| Changes to the After Care Program | 10 |
| In-Person Learning | 11 |
| Remote Learning | 14 |
| Hybrid Learning | 15 |
| FAQ | 16 |
| Hallmarks of a GEMS Education | 17 |
| Tech Platform: Devices and Software | 21 |
| A Snapshot of Remote Learning at GEMS World Academy Chicago | 23 |



Tom Cangiano, Head of School

Letter from the Head of School

With the steady improvement in the COVID-19 situation in Chicago and the release of Return to School Guidelines by the Illinois Department of Public Health on June 23, GEMS World Academy Chicago is planning to open for in-person learning for the 2020-21 school year as scheduled on Wednesday, September 2.

The health and safety of our community is our first priority. We have listened to the experiences of educators from around the world who have already re-opened schools. Their candid insights and data have been invaluable. We have also

been receiving updates and guidelines from local, state, and national officials, and our re-opening plan will adhere to their requirements and recommendations.

The following document outlines the basic contours of our learning plan for the 2020-21 school year. We intend to provide a more detailed plan by July 15 and a final plan by August 15. Operational and Health and Safety administrative teams will be working throughout the summer on all aspects of the re-opening. While we fully expect that we will be starting the academic year

with in-person learning on as normal a schedule as possible, we must consider various scenarios in the event that the COVID-19 situation in our school or in the Chicago area changes.

Creativity, innovation, flexibility and adaptability are hallmarks of GEMS faculty and students. While no one can predict exactly what will happen with the virus in the fall and winter, we will ensure that the learning experience of all GEMS students is in line with our expectations of intellectual growth and academic progress.

A background image of a young man with glasses sitting at a desk in a library, looking at a laptop. The image is overlaid with a semi-transparent blue circle and a green circle. The text is white and yellow on a dark blue background.

2020-21 School Year Scenarios

1

In-Person Learning

We are planning to open the 2020/21 school year with in-person learning. We will follow social-distancing guidelines and will require the wearing of face masks for all students and staff in accordance with official recommendations. Room capacities will be reduced to ensure social distancing. We are also providing a remote learning option for students who are unable to be physically present in school.

2

Remote Learning

If local and state officials require us to close our campus, we will move to our Remote Learning Model. We will be prepared to make this transition in 24 hours.

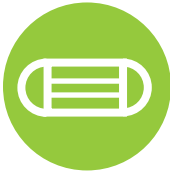
3

Hybrid Learning

If more severe capacity limits are mandated at some point, we may need to move to a Hybrid Model. The Hybrid Model will be comprised of a combination of In-Person Learning and Remote Learning.

Health & Safety Protocols

In-Person & Hybrid



Masks/Face Shields: As per Governor Pritzker's school reopening guidelines, all students and staff must wear a face mask when they are in school buildings. Students may also be required to wear face masks when they are outside school buildings if they are unable to maintain social distancing. Though students are required to wear masks, face shields will also be provided by the school, as another protective measure for students in grades PS-K.

Face masks will be provided by parents/guardians for their children. Students must have a minimum of four spare masks in a bag marked with their full name. Students will be asked to bring masks home at the end of the week for laundering. Teachers will remind students throughout the day of the importance of wearing a face mask/shield and parents are encouraged to begin to have conversations with children about use of masks and practice building their stamina for wearing them. As per updated guidelines, bandanas, knit masks, and neck gaiters are NOT an acceptable mask option.

Teachers may choose to use face shields when they are engaged in whole group instruction and are able to socially distance.



Classroom Setup Modifications: We have measured and adjusted the layout of all learning spaces in the school (classrooms and specialist areas) to ensure the recommended 6 feet of distance between students. We have achieved this by lowering the normal capacity of students in any single classroom at any time.

Furniture will be rearranged to accommodate physical distancing requirements and clear, custom-made dividers will be utilized on each table to ensure safe communication and collaboration. No more than two students will be permitted at one table.

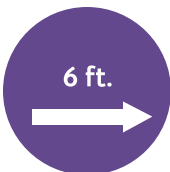
Teachers will be able to teach from behind a portable six foot plexiglass unit, which can easily be moved throughout the classroom as needed.



Restricted Access to Building: Only faculty, staff, and students will have access to the building. Non-GEMS learning specialists and support personnel will not be permitted in the building.

Parents will not be permitted in the building. Meetings and conferences with parents will be held virtually via Zoom or another conferencing platform.

GEMS students will use Radisson Hotel classrooms located on the second floor only, with access limited to our students and teachers. GEMS students and faculty will have exclusive use of this entire area.



Signage for Social Distancing and Traffic Flow in Building: We will be creating traffic lanes in hallways and on stairs and limiting the number of students in restrooms and elevators. Wall and floor signage and markers will be placed throughout the building, in the garage area, and in the Radisson Hotel as needed.

Health & Safety Protocols

In-Person & Hybrid



Classroom Capacity Limits: All PK and JK classrooms will be limited to 10 students; the capacities of all other classrooms are determined by size of classroom and social distancing requirements. Most of our classrooms will have a capacity of 14; a few of our larger classrooms will have a capacity of 16.

Offices and end rooms may be utilized to support small group instruction. Their capacities range from 5-8 students. We will not know if we need to repurpose these spaces until we get closer to opening.

At the Radisson Hotel, room configuration is flexible and will have room capacities ranging from 10 to 20 students.

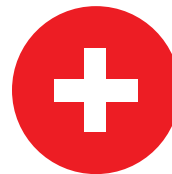


Modification of School Programs and Events: We will modify schedules and events like assemblies, physical education, and recess to ensure proper social distancing. We will utilize the library, cafeteria, and other spaces to create additional classroom space in an effort to reduce the number of students in classrooms.

In order to reduce the risk of cross-contamination and to limit the mixing of students from different classes, we are modifying the way we are scheduling art, music, STEAM, and world languages. World language is impacted the most by these changes. Students in K through 5 will be taught their language in their classrooms. The world language teacher will not be in the classroom with the students. World Language lessons will happen via Zoom with the use of headphones. Language instruction will occur four times

per week. In grades PS3 and JK, grade levels for which language learning must be in person, we are adapting an exploratory model in which students will take each of the three languages for a trimester or a period of 12 weeks. Language instruction will also occur four times per week, and all students in the class will study the same language each trimester. This is the best way to continue to provide language instruction to our youngest learners without having to mix students.

High School students will return to the main GEMS building for lab and art classes at 4 o'clock, after the PK3 through Grade 8 populations have been dismissed and those rooms cleaned and disinfected. Also, to limit contact, we will not use the Lake Shore East fitness club for physical education classes. Instead, the middle and upper school students will fulfill requirements for health education through our health studies curriculum.



Health Office Expansion: We are adding another full-time nurse and creating a COVID-19 symptoms area. This area will allow us to segregate symptomatic students until they are picked up by parents/guardians. Parents/guardians should have a plan in place to pick up symptomatic children from school within an hour of being contacted by our Health Office



Health Office and Sick Student Protocols: Sick and well visits to the health office will be kept separate and in separate areas of the building. Any student presenting with a temperature greater than ≥ 100.4 will be sent home from school. Any student exhibiting one or more COVID-19 symptoms will be isolated and evaluated to determine if it is a new symptom or part of an existing condition (such as allergies or migraines). If the symptoms are consistent with COVID-19, the student will be referred to his/her/their clinician for determination of COVID-19 testing. The student may return to school once symptom free and fever free for 72 hours without use of fever reducing medication, or with proof of negative test results if testing was performed.

*A. If a student is symptomatic and the clinician does not recommend testing, the student/staff may return to school with a clinician provided note stating it is safe to return without COVID-19 testing, **OR** the student may return to school once fever free for 72 hours without use of fever reducing medication **AND** an additional 10 days after the symptoms first appeared.*

*B. If a student's clinician recommends testing and the test is **negative**, the student may return after three days of improved and manageable symptoms plus absence of fever without use of fever reducing medication.*

*C. If a student's clinician recommends testing and the test is **positive**, the result must be reported to the GEMS health office so that other families may be promptly informed and contact tracing may begin. Student confidentiality will be maintained, however, the names of close contacts with the positive individual must be reported to the state.*

If a positive case of COVID-19 is identified in the classroom:

- Families of children in the classroom will be notified
- The classroom will transition to remote learning for 14 days
- Any sibling(s) of student will transition to remote learning for 14 days
- The infected student must stay home for at least 10 days after the day of being tested and be fever free with improved and manageable symptoms.
- Contact tracing will take place as best possible to determine additional close contacts who will also need to stay home for 14 days
- School building will close for 24-48 hours for deep cleaning



Self Quarantine Protocols: Any student/staff traveling outside of the U.S. or to **a hotspot within the U.S.** must self-quarantine for 14 days and transition to remote learning. Additionally, any student/staff in contact with someone diagnosed with COVID-19 within 14 days must self-quarantine and transition to remote learning for 14 days.



Reporting and Contact Tracing: Parents will be asked to communicate all COVID-19 symptom related student absences to the school nurse. The school nurse will communicate any positive COVID-19 test result to the department of public health, as set forth in the IDPH guidelines.

All COVID-19 policies and protocols are subject to change in accordance with CDC, IDPH, ISBE, and AAP guidelines. GEMS may elect to observe more conservative guidelines.



Cleaning and Sanitization Protocols: We have worked with both our custodial services provider and the management team at the Radisson Hotel to dramatically increase our cleaning and sanitizing efforts. The daily cleaning and sanitizing routine is rigorous and extensive, and high touch areas (elevator buttons, door handles, banisters, etc.) will be sprayed with disinfectant and wiped regularly throughout the day. Bathrooms will be cleaned every two hours during the day.



Air Filtration and Ventilation: Our main building has a state-of-the-art air filtration and ventilation system. We purchased new carbon filters this past spring for our HVAC system, which are the highest rated filters available. Although we are unable to open windows in our building, we are adjusting the dampers to allow for a dramatic increase of fresh air to our circulation. The Radisson Hotel has a similar system, and we are awaiting specifications from their building engineer.

Health & Safety Protocols

In-Person & Hybrid



Personal Hygiene Protocols: During the COVID19 pandemic our faculty has had ongoing discussions about the importance of hand washing and physical distancing. We will explicitly teach and continue to discuss good personal hygiene with our students. This will continue through daily reminders by teachers and ongoing supervision of students. There will be posters promoting good personal hygiene in classrooms and common areas across our campus. We will create social stories and have pre-recorded videos demonstrating proper hygiene for students at various developmental stages. These videos will be available and shared prior to our return to school in September.

Posters or markers on the floors will remind students of:

1. Proper hand washing techniques
2. Proper physical distancing
3. Proper use of face mask or shield
4. Safe removal of face mask when eating
5. When it is necessary to wear disposable gloves, i.e. looking through library books, playing shared instruments.

Anytime students enter or leave a classroom or learning space they will be required to wash or sanitize their hands.

Students will be explicitly taught about physical distancing via strategies such as marked spaces on the floor, use of tables for learning and/or use of carpet squares, cots, hula hoops or other means of marking a learning space. During center times and designated recess times, students will be reminded to stay an arm's length away from one another; however, we anticipate that they may get closer to one another when playing. To mitigate concerns for health and safety we will ensure hand washing before and after recess and center-based activities.



Health Check Stations for Building Entry: All students, staff, and faculty will pass through a one of three health checkpoints before getting access to the building. These will be located in the garage area, Hallway #2 (located on S. Water Street), and the 5th floor main entrance. We will also have a health check station at the Radisson Hotel in order for students and staff to gain access to that building. This will include a temperature check as well as a COVID-19 symptoms check. These symptoms include the following: a temperature greater than 100.4; cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea. Parents must accompany their children until the health check has been performed. Students exhibiting any of the listed Covid-19 symptoms will not be able to enter the building.



Contactless Lunch: HandCut Foods is working with us and their other client schools to develop effective contactless snack and lunch protocols. For high school students, the catering staff at the Radisson is preparing individual serving lunches that will be delivered to grade level classrooms.

Note: health and safety protocols are informed by the latest guidelines and recommendations from health & education experts and are subject to further development.

Programmatic Changes

In-Person & Hybrid



Drop Off and Pick Up: Staggered Schedule and Procedures:

Drop Off Schedule

In order to facilitate health checks for the entire school populations and to allow for a normal school day schedule, we must stagger start times somewhat and also utilize three different entrances.

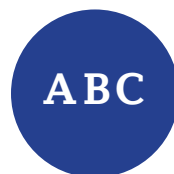
The staggered drop-off times are as follows:

- 8:00 AM** PK3-K (garage/street)
Grades 4 and 5 (5th floor entrance)
- 8:30 AM** Grades 1-3 (garage/street)
Grades 6-8 (5th floor entrance)
- 9:20 AM** Grades 9-12 at Radisson Hotel

Siblings may arrive together at the earlier start time and will be able to proceed to their classroom.

Pick Up Schedule

- 2:45 PM** PK3 and JK
- 3:00 PM** K
- 3:15 PM** Grade 1 (1st floor lobby)
Grades 4 and 5 (5th floor)
- 3:30 PM** Grade 2 (1st floor lobby)
Grades 6-8 (5th floor)
- 3:45 PM** Grade 3 (1st floor lobby)
- 5:00 PM** Grades 9-12 (5th floor of GEMS campus)



Early Childhood Education – Special Considerations:

Children will not be required to wear a mask when napping and eating. They will be required to wash hands before and after naps, lunch and snacks and must put masks back on when they wake or finish eating.

Cot sheets, pillows and blankets will be folded and placed in a bedding bag with each child's name on it. The bedding will be sent home each Friday and is expected to be laundered and returned by Monday. Teachers will wear gloves when folding and storing bedding.



Physical Distancing Outside: Students will be required to wear masks on the playground; however, if they are walking outdoors and able to maintain a six-foot separation, they may remove masks during that time.

Changes to the After Care Program

In order to safeguard the health of our students, families and staff the after school program will function differently for the coming school year. We will not be offering enrichment classes in order to reduce the number of staff and other children the students come into contact with throughout the day. Instead, the students will be able to participate in an extended day program. This will generally consist of a snack, a guided activity and center time for the lower school. Center time will allow our lower school students the opportunity to connect with friends in their grade level, complete homework or free play. The upper school students will have access to supervised study hall. These changes will also help us to remain in compliance with city guidelines.

The changes will apply to the first semester and will be updated following winter break according to the CDC and WHO recommendations. As our school develops its reopening plan for the 2020-21 school year, the aftercare program will also become more detailed. Here are some of the ideas applicable to the revised program:

- Face protection will need to be worn at all times during after care
- Students will have a consistent after school teacher
- Students will remain in the classrooms for the majority of the after school time with scheduled playground time (weather permitting) 10th floor as well as the Lakeshore East Park
- Enrichment classes with outside vendors will resume when it is safe to do so
- Based on enrollment students may combine within their grade level but will not mix with different grade levels
- Parents will have to sign up in advance with limited spots available to keep classroom ratios consistent with the school day
- Drop in days will need to be scheduled and approved in advance so maintain classroom ratios





1

In-Person Learning

Our In-Person Learning Model will closely resemble the typical school day before COVID-19. Although we may incorporate a staggered start to ensure smooth entry to the school through health assessment checkpoints, we do expect little change in the school day schedule. In addition to social distancing requirements, we plan to limit the in-school mobility of our students. Students will remain in the same classroom for much of the day with different teachers coming to them (e.g., music, art, STEM, design, etc.). All high school students will likely spend the entire core day at the Radisson Hotel, which will help to prevent contamination and virus spread. A modified after care program for grades PK through 5 will be available. After school activities for grades 6-12 will be permitted when they can be done safely. These will likely occur on the main campus.

Special Note

For individual students who may not be able to attend school because of individual or family health vulnerabilities, we have enhanced the **Remote Learning Option**. Please see a new insert on the following page for details.

If a particular class cohort is required to quarantine, that class will move to a Remote Learning Model for two weeks.



Lower School

Although we expect to have 75% of our students present for in-person learning on September 2, we understand that some Lower School families, due to illness, immunocompromised family members or other specific safety concerns may choose to have their children learning remotely. While we know that the best remote learning program cannot be the same as the in-person learning experience, we understand that each family has unique circumstances and needs to make the decision that is best for them. Whether learning on campus or remotely, we fully intend to sustain our commitment to the hallmarks of a GEMS Education: inquiry, global citizenship, applied learning opportunities and student agency. Additionally our grade level learning outcomes will continue to align with our articulated progression of learning standards.

CEMS successfully managed remote learning this past spring, but having the summer has allowed us to reflect on how we can make the remote experience even better. In September the remote learning experience will be an enhanced version of what we had in the spring with an increase of synchronous learning time. Due to the nature of inquiry-based learning, a substantial amount of student work is project based and therefore must be completed independently. Faculty who are teaching the remote learning section will provide parents with a weekly Zoom calendar. Direct instruction, on average, will be between 2 and 3 hours of synchronous learning daily. This is not inclusive of Art or Music which will be scheduled via Zoom once a week. PE will occur independently via video online. World Language instruction will occur four times a week for remote learners as well as in-person learners. Remote learners will Zoom into the classes with their in-person grade level peers.

student. This will leave students enough time to complete work independently at home, some of which may also require them to be online. The goal is to limit total screen time in a day to four hours.

This model for remote learning requires a reallocation of staff so we are requesting a commitment to remote learning for the fall term, September 2, 2020-December 18, 2020. Because of this reallocation of staff, we have fewer seats available at any given time for in-person learning. (This changes, of course, as soon as the remote learning teacher moves back to in-person learning.) Should you wish to have your child rejoin in-person learning before the end of the term, we will do our best to accommodate your request, but we cannot guarantee that there will be a physical space available at that time.

Parents will need to agree to facilitate remote learning from home and to monitor both student progress and behavior. It will, unfortunately, not be feasible to include at home learners in recess or lunch.



Upper School

Remote Learning is somewhat easier to facilitate with middle and high school students. With this in mind and also given the nature of the middle and high school class schedule, the Remote Learning Option model will be a synchronous one, with students attending each class via Zoom.

We are assigning a grade level coordinator who will check in with remote learners daily and can help with any potential modifications to class activities or homework assignments. We do expect to maintain the required level of rigor and engagement for both in-person and remote learners. During opening days next week, teachers will make sure that the work planned is appropriate for both students in class and for those learning from home. We will welcome feedback from the families whose students are learning remotely to be sure we are meeting their needs.

To avoid screen fatigue in remote learners, however, we are finalizing plans to make some parts of

the schedule optional. While we value the arts, safety protocols have led us to offer orchestra as a remote option for everyone and a choice for remote students. We are not offering chorus but will include Mr. Roebuck's Middle School music class in the schedule, also optional. Design and art will be offered for fewer sessions over a semester each; however, they will be designed for both in-person and remote learners. Along with full-length advisory sessions once a week, these classes may be adjusted or removed from remote learners' schedules, depending on individual student needs and family preferences.

Remote Learning Privacy Statement

In order to protect the privacy of our students on campus, parents of at home learners will need to sign a confidentiality agreement. Parents at home may set up the Zoom sessions for their students but may not remain in the room or participate in them.



Remote Learning

what by grade level: Upper
ates some level of real time,
ed instructional segments as well
nal interactions with teachers or



3

Hybrid Learning

Hybrid Learning, or a mixture of In Person Learning and Remote Learning, will occur if local and/or state officials impose stricter building capacity limitations. In this scenario, students will likely rotate between In Person and Remote Learning each day. We have enough room in our building to allow for adequate social distancing with all students present, so the Hybrid Learning Model would only take place if the overall allowable building capacity were dramatically reduced.



FAQ

Will the children be required to wear masks?

According to Governor Pritzker's guidelines, all students and staff will be required to wear face coverings at all times when they are in school buildings, even when there is adequate social distancing.

I am worried that my child is vulnerable or that a family member is. Should I send them back to school?

Children and young people who are considered extremely clinically vulnerable and shielding should continue to shield and should not be expected to attend.

Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.

Children and young people who live in a household with someone who is extremely clinically vulnerable and shielding should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions. As we will not be able to socially distance children within their class group, it would be advisable for these children to remain at home.

Children and young people who live with someone who is clinically vulnerable (but not

extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend. DFE May 2020

My child is feeling anxious about coming back to school, how can I prepare him/her?

You will need to prepare your child by talking about what school was like and what it will be like now. It will be different. We will help you to prepare for this by putting pictures on our website to show what you and your child can expect, when things are ready.

Sharing social stories can be really helpful for young children and help to express the situation in a clear factual way.

It will be important to encourage your child to talk about their experiences in 'lockdown' and that this period is now ending.

Will we allow visitors and volunteers into school?

We will not allow access to the academic floors of our building for visitors. We will also be restricting access to the inside of the building by parents during drop-off and pick-up times.

Will students and faculty be required to test before school starts

Students, faculty, and staff will not be required to be tested before school starts.

What happens if there is a confirmed case of coronavirus in school?

We plan to follow the guidelines of the CDC and the Illinois Department of Public Health. Currently

the recommendation is that the building must be completely cleaned and decontaminated, which may take 24-48 hours, before classes can resume. Also, the cohort of students in the class where there has been a positive case will have to quarantine for 14 days and will be in our Remote Learning mode during that time.

Will the school take my child's temperature every day?

Yes. All faculty, staff, and students will have a temperature check and symptoms check before they will be permitted to enter the building. We plan to have three check points: in the garage, at the secondary street entrance, and at the 5th floor entrance.

Will students and/or faculty and staff be required to be tested before they return to school?

After receiving guidance from IDPH on our reopening plan, GEMS will not require all students, faculty, and staff to receive COVID-19 testing before school starts.

Additional Questions?

We will update this document as our FAQs continue to grow.



312 809 8910
admissions@gemschicago.org

A photograph of a man with a beard, wearing a dark suit and tie, crouching in a field of tulips. He is gesturing with his hands as he speaks to two children. The child on the left is a young boy with glasses, wearing a white shirt. The child on the right is a young girl with glasses, also wearing a white shirt. The background is a soft-focus field of tulips and trees. The image has a blue and green color overlay with geometric shapes.

Hallmarks of a GEMS Education

Our values of growing by learning, pursuing excellence, global citizenship, and leading through innovation were a key reason that our community made a fairly seamless transition to remote learning in the 2019-20 school year, and what drove our desire to constantly refine our practice to ensure the best outcomes for our students.

These values frame our commitment to ensuring that the hallmarks of a GEMS education are upheld, regardless of whether we adopt an in-person or remote learning scenario this fall.

Lower School

| TEACHING & LEARNING - GEMS LS | IN PERSON LEARNING | REMOTE LEARNING |
|---|--|---|
| Whole Child Approach | <ul style="list-style-type: none"> • Focus on social, emotional, behavioral, physical, creative and cognitive well-being • Art, music, social skills, physical education and performances • Explicit articulation and incorporation of the IB Learner Profile attributes into code of conduct and curriculum | <ul style="list-style-type: none"> • Focus on social, emotional, behavioral, physical, creative and cognitive well-being • Virtual performances, art exhibits, social skills classes and physical education. • Explicit articulation and incorporation of the IB Learner Profile attributes into code of conduct and curriculum |
| Global Citizenship | <ul style="list-style-type: none"> • Daily World Language instruction • Embedded opportunities to develop awareness of the world and one's impact | <ul style="list-style-type: none"> • Regular World Language instruction • Embedded opportunities to develop awareness of the world and one's impact |
| Innovation | <ul style="list-style-type: none"> • Dedicated weekly STEAM • Coding • Online learning platforms, libraries and apps • Opportunities to design and create | <ul style="list-style-type: none"> • Dedicated weekly STEAM • Coding • Online learning platforms, libraries and apps • Opportunities to design and create |
| Applied Learning | <ul style="list-style-type: none"> • Student generated inquiries • Field Studies on and off campus • Reflection and extension | <ul style="list-style-type: none"> • Student generated inquiries • Virtual Field Studies • Reflection and extension |
| Academic Rigor | <ul style="list-style-type: none"> • Integrated content through International Baccalaureate units of inquiry • Conceptual understanding and critical thinking taught and assessed across disciplines • Instruction differentiated to meet student needs via push in and pull out sessions with Learning Specialists | <ul style="list-style-type: none"> • Integrated content through International Baccalaureate units of inquiry • Conceptual understanding and critical thinking taught and assessed across disciplines • Instruction differentiated to meet student needs via on line learning sessions with Learning Specialists |
| Student Agency | <ul style="list-style-type: none"> • Student voice in learning • Student choice in learning • Student ownership of learning • Individual or Collaborative Project based learning | <ul style="list-style-type: none"> • Student voice in learning • Student choice in learning • Student ownership of learning • Individual or Collaborative Project based learning through apps such as Flipgrid or Google slides |
| Articulated Learning Progression | <ul style="list-style-type: none"> • Readers and writers workshops -whole group and individual conferences • Math instruction - whole group and small group • Science, practices, concepts and content integrated into units • Social Studies content and Chicago Curriculum integrated into units | <ul style="list-style-type: none"> • Readers and writers workshop -combined synchronous lessons and video taped lessons, small group conferences • Math instruction - combined synchronous and video taped lessons • Science, practices, concepts and content integrated into units • Social Studies content and Chicago Curriculum integrated into units |

Middle and Upper School

| TEACHING & LEARNING - GEMS MS & US | IN PERSON LEARNING | REMOTE LEARNING |
|---|--|---|
| Critical Thinking | <ul style="list-style-type: none"> • Socratic Seminars • Emphasis on developing strong writing and speaking skills through essay-writing, creative writing, and oral presentations • Media literacy and research skills | <ul style="list-style-type: none"> • Socratic Seminars • Emphasis on developing strong writing and speaking skills through essay-writing, creative writing, and oral presentations • Research with a focus on media literacy |
| Social Skills | <ul style="list-style-type: none"> • Collaborative projects • Proactive communication with teachers • Positive conflict resolution, facilitated or led by adults • Explicit articulation and incorporation of the IB Learner Profile attributes into all agreements and codes of conduct | <ul style="list-style-type: none"> • Collaborative projects using new technologies like Padlet • Proactive communication with teachers • Positive conflict resolution, facilitated or led by adults • Explicit articulation and incorporation of the IB Learner Profile attributes into all agreements and codes of conduct |
| Self-Management Skills | <ul style="list-style-type: none"> • Student reflections to self-assess responses to challenges, to set goals, and to track progress • Time management practice through online calendars and physical student planners • Teacher support to organize materials, time, and schedule | <ul style="list-style-type: none"> • Student reflections to self-assess responses to challenges, to set goals, and to track progress • Time management practice through online calendars and physical student planners • Teacher support to manage the weekly schedule released in advance of each week of remote learning |
| Global Citizenship | <ul style="list-style-type: none"> • World language instruction as a core class • Partnerships with students in Spain and France, focusing on UN Global Issues | <ul style="list-style-type: none"> • World language instruction as a core class • Partnerships with students in Spain and France, focusing on UN Global Issues, including individual and local reaction to the global pandemic |
| Creativity, Innovation, and Adaptability | <ul style="list-style-type: none"> • Arts performances and exhibits • Design solutions across the curriculum and not only in technology classes • Arts projects based on personal expression and experience • Environment promoting the necessity and value of making mistakes | <ul style="list-style-type: none"> • Filmed and edited theater performances for broadcast • Curated arts exhibits filmed and broadcast • Arts projects based on personal expression, experience, and off-screen environment • Environment promoting the necessity and value of making mistakes |



Middle and Upper School

(continued)

| TEACHING & LEARNING - GEMS MS & US | IN PERSON LEARNING | REMOTE LEARNING |
|---|--|--|
| Enhancing Student Agency | <ul style="list-style-type: none"> • Student-led service projects • Student leadership opportunities in proposing clubs and activities • Student government activities • Student-led teams • Student surveys to inspire electives, gather input, and gauge effectiveness of new initiatives | <ul style="list-style-type: none"> • Student-led service projects through virtual connections • Student leadership opportunities through proposing clubs and activities • Student government activities to maintain community within the remote learning environment • Student team leaders proposing practice schedules during off-season and when safe and permitted • Student surveys to measure effectiveness of remote learning and identify obstacles or challenges |
| Student Emotional Well-Being | <ul style="list-style-type: none"> • Middle/Upper School counselor to address individual and group concerns • Advisory periods daily with extended periods to address issues and needs | <ul style="list-style-type: none"> • Regular, weekly surveys for parents for feedback about remote learning experiences • Advisory periods daily with extended periods to promote community, combat isolation and challenges of remote learning |
| Differentiated Learning | <ul style="list-style-type: none"> • Learning Specialist support • Accelerated placement in math and world language • Extended, customized learning opportunities | <ul style="list-style-type: none"> • Learning Specialist support • Accelerated placement in math and world language • Extended, customized learning opportunities |
| Field Studies for Applied Learning | <ul style="list-style-type: none"> • Student inquiry led • Off-campus experiences • Engagement with experts | <ul style="list-style-type: none"> • Student inquiry led • Virtual visits • Engagement with experts |
| Chicago Curriculum | <ul style="list-style-type: none"> • Foundation for understanding the challenges, assets, and history of place • Basis for global citizenship by starting with an understanding of the local • Emphasis on local, state, and national events | <ul style="list-style-type: none"> • Foundation for understanding the challenges, assets, and history of place • Basis for global citizenship by starting with an understanding of the local • Emphasis on local, state, national responses to the world pandemic and other current events |



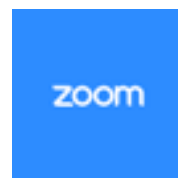
Tech Platform: Devices and Software

Preschool and Lower School



Tech Platform: Devices and Software

Middle School and Upper School



A Snapshot of Remote Learning at GEMS World Academy Chicago

