

**MEMORANDUM OF UNDERSTANDING**  
**October 28, 2020**

**Memorandum of Understanding – 2020-2021 School Year**

This Memorandum of Understanding (“MOU”) is entered into on this 28th day of October 2020, by and between the Columbus Education Association (“CEA”) and the Columbus City School District Board of Education (“BOARD”).

From the date of the execution of this agreement through the end of the 2020-2021 school year, the parties agree as follows:

1. Members of the CEA bargaining unit will continue to provide learning opportunities for students, consistent with the CEA-CCS 2019-2022 Master Agreement (“AGREEMENT”), except as specifically amended herein, and consistent with this Memorandum of Understanding (“MOU”).

2. The parties agree and understand that the District may move between remote and blended learning for the remainder of the 2020-2021 school year on a districtwide, building, program, equity based and/or classroom level, and will continue to provide learning through the Digital Academy. Any time the District transitions from remote learning to blended learning, the District will provide seven (7) calendar days’ notice to the impacted CEA bargaining unit members. The Parties agree that satisfactory notice has been provided for a transition to blended learning on November 2, 2020 for CTE students and November 9, 2020 for community work internship students.

a. For the duration of the 2020-2021 school year, bi-weekly meetings will be held for the purpose of discussing and reviewing public health data for the district, student and staff attendance data and student progress monitoring related to movement between learning models. The Deputy Superintendent will facilitate the meetings for the District to include representatives from Human Resources, Academic Services, Health Services, and Transformation and Leadership. The BOARD shall request the presence of a representative from Columbus Public Health. The CEA President will designate up to four (4) additional CEA members to attend. CEA members designated to attend these meetings shall be released from their duties with coverage provided for the duration of the bi-weekly meeting. Reports and minutes from these meetings shall be provided to the Superintendent.

b. When in the remote learning, blended learning and Digital Academy learning models, employees of the BOARD covered by the AGREEMENT will perform work consistent with the employee’s job assignment and outlined in the Instructional Roles & Responsibilities for Academic Services Staff documents

incorporated as Attachment A. All job categories not listed in Attachment A will follow the AGREEMENT and their current job description.

c. CEA bargaining unit members shall make a good faith effort to protect student information and data, including reasonable security measures such as using password protection and physically securing the device. Bargaining unit members acting in good faith to protect student information and data will be held harmless by the BOARD for any data breach.

d. The BOARD shall provide to CEA bargaining unit members all technology hardware and software necessary to complete assignments and directives. Requests for BOARD technology shall be made to the CEA bargaining unit member's immediate supervisor.

e. CEA members will receive professional development prior to being directed to use a newly introduced electronic platform. A CEA bargaining unit employee who needs specific training on any technology hardware or software they are directed to use should contact their supervisor.

f. No CEA bargaining unit member shall be directed to communicate electronically with students and/or families by any method other than a BOARD-owned communications platform (i.e. District Email, Google Classroom, etc...).

g. The BOARD agrees that CEA bargaining unit members shall be offered technical support for District provided hardware and software platforms they are directed to use prior to being required to use such platforms.

h. The BOARD agrees that no CEA bargaining unit member shall be directed to perform job duties which contradict orders issued by federal, state and local governments and agencies in response to the COVID-19 crisis.

i. Bargaining unit members who provide services in-home shall deliver services during the 2020-2021 school year consistent with Board Policy 2412.

3. The Superintendent or her designee will provide written notice to CEA at least seven (7) calendar days prior to students returning in-person five days per week. The BOARD and CEA agree that any necessary modifications to the AGREEMENT, this MOU, or its attachments resulting from such a requirement shall be subject to negotiations between the parties consistent with Ohio Revised Code Chapter 4117.

4. The parties agree that while students may be in different learning models from time to time during the remainder of the 2020-2021 school year:

a. All CEA bargaining unit members will be expected to report to their worksites consistent with the AGREEMENT, unless specifically modified by this

MOU and its attachments or as determined by the Superintendent consistent with Board Policy 3130.

b. CEA bargaining unit members assigned to non-CCS, community-based sites, home sites and NPSS will complete job duties consistent with Attachment "A" per supervisor direction. CEA and the BOARD agree to continue ongoing dialogue regarding individual non-CCS, community-based sites, home sites and NPSS worksites and the protective equipment and measures in place to protect the health and safety of CEA bargaining unit members at these locations. When a change is made from remote learning to in-person learning of students, the Superintendent or her designee will provide written notice to impacted employees at least seven (7) calendar days prior to the change.

c. Regardless of learning model, employees may be directed to work onsite with students for temporary educational experiences, assessments, evaluations and other activities. The Superintendent or her designee will provide written notice to the impacted employees at least seven (7) calendar days prior to the work with students unless a shorter time period is necessary to meet state assessment requirements.

d. When students are onsite, CEA bargaining unit members will disinfect student desks, chairs and any other equipment in their designated classroom or workspace between student transitions, such as between class periods at the secondary level and between student use at the elementary level. All CEA bargaining unit members will be supplied with gloves and disinfectant wipes and/or sprays approved by the Environmental Protection Agency (EPA) to kill COVID-19. These supplies shall be of sufficient quantity to complete directed disinfecting tasks, and CEA bargaining unit members shall be provided sufficient time to complete directed disinfecting tasks within the contractual workday. This cleaning expectation does not apply when custodial services will be able to clean before the next student use as a part of their daily routine (e.g., cleaning of communal spaces, restrooms and playground equipment, spot and common touchpoint cleaning throughout the day, overnight cleaning). CEA bargaining unit members shall receive training from appropriate personnel or as assigned in Public School Works, regarding the proper use, storage, and safety considerations of such disinfectant prior to being required to use district provided cleaning materials. Such disinfecting shall not cause a reduction in the number of custodial staff assigned to each work location. Electrostatic disinfectant spraying shall not occur while a workspace is occupied by students or staff. This paragraph shall remain in effect until the expiration of this Memorandum, or until the United States Centers for Disease Control (CDC) no longer recommends regular disinfecting of classrooms related to the COVID-19 pandemic, whichever comes first.

5. To provide a safe environment to all CEA bargaining unit members, the BOARD shall ensure that safety protocols are in place which comply with all orders issued by federal, state, and local governments and agencies in response to the COVID-19 crisis consistent with law. As a part of these safety protocols, the BOARD shall:

- a. Require all employees and students to wear face coverings consistent with Ohio Department of Health and Columbus Public Health orders. A cloth mask will be provided to each employee if requested. Employees will be responsible for laundering masks. Disposable masks will be made available to students, staff, and any other individuals who do not come to school with one. Protective equipment shall be provided to CEA bargaining unit members consistent with the guidelines incorporated as Attachment B. These guidelines are subject to revision due to updated guidance/recommendations from federal, state and local health authorities. The District will give the CEA President notice of any revisions and shall meet to discuss such changes within two (2) business days after such a change. All bargaining unit members shall be offered training on the safe use of protective equipment, including donning and doffing.
- b. Regularly disinfect learning areas and workspaces consistent with Centers for Disease Control (CDC) COVID-19 guidelines.
- c. Provide hand sanitizer and other appropriate cleaning supplies in labeled containers for cleaning throughout the school day. The Material Safety Data Sheet (MSDS) for all provided cleaning supplies shall be made available to staff. All safe usage guidelines including those regarding proper ventilation, skin contact, and inhalation procedures shall be included in training offered to all CEA Bargaining unit members, from appropriate personnel or as assigned in Public School Works and shall be followed.
- d. Provide access to staff-only restrooms equipped with running water, soap, and paper towels.
- e. Provide ongoing training to CEA bargaining unit members on CCS safety & compliance procedures.
- f. Work in cooperation with Columbus Public Health when an employee or students tests positive for COVID-19 at a CCS site so that Columbus Public Health (CPH) may send out proper notification to those who have potentially been exposed.
- g. Ensure employee and student work areas are spaced apart based upon CDC, Ohio Department of Health (ODH) and/or CPH social distancing guidance. When that distance cannot be regularly maintained, the space shall not be occupied by more than one (1) individual. When such space must be used on an occasional basis for activities other than the delivery of instructional/related

services (e.g., diapering, toileting, feeding tubes), protective equipment will be provided consistent with subparagraph 5(a) above. There shall be no classroom reassignment of students during a teacher absence that would cause the number of students present in a classroom or workspace to exceed the available space based upon CDC, ODH and/or CPH social distancing guidance.

h. Upon the prior approval of the Director of Health Services, School Nurses or other CEA bargaining unit members will be offered supplemental hours for the purpose of COVID-19 related responsibilities pursuant to Article 903 of the AGREEMENT.

i. Any CEA bargaining unit member who is directed to supervise a separation room will be provided protective equipment consistent with subparagraph 5(a) above and prior training by a school nurse. Volunteers shall be solicited for monitoring separation rooms prior to a bargaining unit member being assigned. CEA bargaining unit members, other than nurses for the purpose of providing direct care, will not be directed to enter a separation room except in emergency situations. Any CEA bargaining unit member monitoring a separation room shall be provided a means of direct communication with an administrator for emergencies. A bargaining unit member's time monitoring a separation room shall be counted as duty time. The parties understand that if and when a nurse is supervising a separation room, the nurse will not provide services to other students.

j. No CEA bargaining unit member shall be directed to perform duties during their duty-free lunch or other unassigned time consistent with this memorandum and the AGREEMENT.

k. Due to the unique health and safety issues that may arise during the term of this Memorandum of Understanding the parties agree to modify the timelines identified in Section 206.05 of the AGREEMENT as follows:

i. An employee or Association representative shall file in writing a health and safety complaint with the immediate supervisor or principal within two (2) work days of the occurrence of the alleged violation.

ii. If the immediate supervisor or principal does not respond in writing to the alleged violation to the satisfaction of the employee/Association within three (3) work days, the employee or the Association may appeal the complaint to the Director of Buildings and Grounds for employees assigned to CCS worksites and to the Director of HR Administration for employees assigned to non-CCS worksites by filing a written appeal with the director within three (3) work days of the immediate supervisor/principal's response or due date to respond. The director or designee shall respond in writing to the complaint within three (3) work days of submission of the appeal. If the corrective action is identified in

the response, then the response shall include a planned date of project completion.

iii. After receiving the response from the director or designee, a bargaining unit member who is dissatisfied with the disposition of the Health and Safety complaint may file a complaint with the Ohio Bureau of Workers Compensation Public Employees Risk Reduction Program (PERRP) using Form SH-6.

6. The parties agree to the following when CEA bargaining unit members are delivering blended learning instruction:

a. Bargaining unit members may work remotely on the one day per week when students are learning remotely, as well as any days of student non-attendance, so long as the bargaining unit member is able to complete job expectations remotely.

b. Full-time bargaining unit members, including preschool/pre-kindergarten, in elementary schools shall have planning/preparation time averaging approximately thirty (30) minutes per day when students are present for in-person learning. Such planning preparation time shall be considered to be a portion of the unassigned time during the teacher's regular work day. Planning time on the one day per week when students are learning remotely shall be consistent with Attachment A. This is an amendment of Section 302.02 of the AGREEMENT for this limited purpose and duration only.

7. The parties agree that the provisions of the Americans with Disabilities Act (ADA) and the Families First Coronavirus Response Act (FFCRA) will be followed with respect to paid leave entitlements in the applicable circumstances.

a. With respect to COVID-19 quarantine or self-isolation, the parties agree:

i. If a CEA bargaining unit member is subject to a federal, state, or local quarantine or isolation order or advised by a health care provider to quarantine or self-isolate due to exposure or possible exposure to COVID-19 while the member was acting within the scope of the member's employment for the Board and the member does not have symptoms of COVID-19 that prevent the member from completing the member's duties, the member may elect to work remotely during the period of quarantine or isolation, or may elect to exercise the member's leave rights under the FFCRA.

ii. If a CEA bargaining unit member is subject to a federal, state, or local quarantine or isolation order or advised by a health care provider to quarantine or self-isolate due to exposure or possible exposure to COVID-19 not related to the member's employment with the Board, the member may request to complete the member's duties remotely instead

of taking FFCRA or other applicable leave, and the District will consider and approve such requests in accordance with District needs.

b. If a CEA bargaining unit member is eligible for FFCRA leave, not directly supporting students on-site and can still complete their job duties remotely, they may request to work remotely.

c. If a CEA bargaining unit member elects to exercise FFCRA rights, they may elect to utilize a fractional amount of their accrued sick leave to receive full pay.

d. For the duration of this memorandum, CEA bargaining unit members may utilize the Catastrophic Illness/Injury Sick Leave Donation Procedure (Article 701.07 of the AGREEMENT) for complications from a COVID-19 related illness of the employee or immediate family.

e. The parties recognize that additional situations may arise, and that at all times CEA bargaining unit members retain their rights under the FMLA, FFCRA, and Ohio law. Further, the parties agree to work collaboratively to address these matters and the impact on employee leave balances in an expedient fashion given due consideration to the needs of the CEA bargaining unit member, the district, and the situation at hand.

8. The BOARD and CEA agree that this memorandum is not precedent-setting, and that except as explicitly modified by this MOU during the terms of the MOU, all provisions of the AGREEMENT remain in full force and effect.

9. This Memorandum of Understanding expires at the end of the 2020-2021 school year.

For CEA:



\_\_\_\_\_  
John Coneglio, President

10/29/2020

Date

For the BOARD:



\_\_\_\_\_  
Dr. Talisa Dixon, Superintendent

10/29/2020

Date

# Columbus City Schools Continuous Learning Plan

## ATTACHMENT A

### Part 1

## INSTRUCTIONAL ROLES & RESPONSIBILITIES FOR ACADEMIC SERVICES STAFF

<b>Blended (Hybrid) Learning Model</b>	
<b>Definitions</b>	<p>Bargaining unit members who work in multiple buildings will report as directed by their supervisors.</p> <p>Brick Days = Onsite Learning for Students, Click Days = Remote Learning Days for Students. Click days will include both asynchronous and limited synchronous learning and support.</p> <p>Synchronous learning is inclusive of live instruction and group or individual student work as long as the teacher is available for real-time interaction.</p> <p>Asynchronous learning is content aligned, grade level appropriate and planned and organized by the teacher, to allow for student-directed learning which does not include real-time interaction.</p> <p>The typical weekly schedule of student in-person learning during a five-day student week is Mondays, Tuesdays (Cohort A), Thursdays and Fridays (Cohort B), and remote learning on Wednesdays. The schedule may change during weeks that contain one or more days of student non-attendance (e.g., Election Day, professional development days, weather related closures) in accordance with the Content Area Teacher language regarding Remote Only Days below.</p>
<b>All CEA Classifications</b>	<ol style="list-style-type: none"> <li>1. Employees must continue to comply with all requirements related to reporting leave use and leaves of absence.</li> <li>2. Employees must continue to comply with all Board policies, including, but not limited to policies related to staff dress and grooming, acceptable use of technology, reporting accidents, mileage reimbursement, and outside activities.</li> <li>3. Communicate with parents regularly to assure student success and document contacts and attempted contact in the PLP log of Infinite Campus. Respond to student and parent emails and phone calls.</li> <li>4. A teacher of record shall take attendance for all in-person (physical) days. Completion of work cannot be substituted for in-person attendance. If a student is not in attendance and is expected to be present, they must be marked absent (per ODE guidance).</li> <li>5. For Remote Only Days where the teacher is meeting with the students, the teacher shall indicate a student's participation/attendance on the daily attendance roster based upon their presence in that aforementioned meeting. Students who are marked as participated will not be marked absent during the nightly attendance process.</li> <li>6. During Remote Only Days when the teacher is not meeting with students, the teacher shall mark participation/attendance based upon the following criteria, but is not limited to, daily logins to learning management systems/student information systems/digital curricular resources; daily interactions with the teacher to acknowledge attendance via messages, emails, telephone calls (when they have access to district provided phones), video chats, or other formats that enable teachers to engage with students; or assignment completion for which teachers should gauge each</li> </ol>



	<p>student's attendance based upon what they determine is the amount of time the assignment would take for a typical student (per ODE guidance).</p> <ol style="list-style-type: none"> <li>7. Students and parents/guardians can check-in during days or sections of days in which they are remote.</li> <li>8. A teacher of record is responsible for confirming/updating the participation/attendance record of each student according to the above criteria. All participation/attendance records for a particular quarter must be updated prior to the conclusion of the respective quarter. A teacher of record shall update the participation/attendance within the respective quarter due to a student meeting or not meeting the participation/attendance standard. Teachers who utilize this procedure in good faith to accurately report student attendance/participation will be held harmless by the administration if there is an error in their reporting.</li> </ol> <p>For example: a student is assigned work on Day 20 with a due date of Day 30. The student completes and submits work on Day 32. The teacher will mark the student as participating for each day that is associated with the completion of that work/project. Please note, the student turning the work in after the due date does not negatively affect participation/attendance but may affect the student's grade earned on that work/project per teacher discretion and classroom rubric.</p>
<p><b>Coaches, Teacher Leaders and TOSAs</b></p>	<ol style="list-style-type: none"> <li>1. Provide support and feedback to teachers on using district-adopted resources to assure continuous standards-aligned learning.</li> <li>2. Provide additional professional development based on instructional trends.</li> <li>3. Observe individual teacher lessons to provide coaching with non-evaluative actionable feedback on the use of instructional strategies to assure mastery of grade level standards. Feedback should be provided in writing. Be available to meet and discuss with teachers upon mutual agreement.</li> <li>4. Use the common instructional framework to observe and respond to instructional trends.</li> <li>5. Support teachers in providing extended learning opportunities in the form of project based learning, investigations, projections and similar deeper level thinking activities from the Quarters at a Glance document.</li> <li>6. Observe lessons to identify areas of strength and support needed for the implementation of curricular resources, common instructional framework and revised content framework.</li> <li>7. Monitor student outcomes and communicate trends from data to the building principal as well as offer support with and suggestions for the implementing responsive professional development.</li> <li>8. Assist teachers in developing lessons which include scaffolds and supports for struggling students and those that need enrichment.</li> <li>9. Assist teachers with communicating to parents to assure student success.</li> <li>10. Assist teachers with developing and implementing targeted, small group instruction to address gaps in learning.</li> <li>11. Provide teachers support with using the learning progressions and information from assessment data.</li> <li>12. Support teachers in using unobtrusive, formative assessment during the lesson and assuring these are aligned to the exemplars and learning progressions outlined in the curriculum resources documents (Quarters at a Glance and Year at a Glance).</li> <li>13. SPED Coordinators to support IEP and ETR due dates and compliance, provide support for data collection and service delivery.</li> <li>14. SPED Coordinators- In accordance with federal and state laws and regulations, will support the review of each IEP, parent/guardian contact and completion of PR01.</li> </ol> <p>TOSAs – provide support in their assigned content areas in a blended model remote and/or in-person as requested or by appointment.</p>
<p><b>Content Area Teachers</b></p>	<ol style="list-style-type: none"> <li>1. Use district-adopted resources for all instruction in the face-to-face setting and in the remote setting with a combination of print and digital resources to offer learning experiences.</li> <li>2. Provide synchronous instruction in the face-to-face setting to cohort students on assigned days.</li> </ol>

**Including CTE,  
Health and Early  
Childhood  
Teachers,  
College Credit  
Plus (CCP)/Dual  
Enrollment  
Instructors**

3. K-5 and Grade 6 in ES: School day schedules will consist of brick and click days. The Brick Days will be the length of the contractual school day with 165 minute ELA Block, 90 minute Math Block, 60 minute SS/Science Block and inclusive of 30 minutes of recess and a 30 minute duty-free lunch period per the Master Agreement. Click Days will comprise 200 minutes of asynchronous learning, except for Remote Only Days which will be 220 minutes, inclusive of a 20 minute synchronous Morning virtual meeting with all student Cohorts at the beginning of the student day as well as 60 minutes of proactive, teacher-directed synchronous student support. During asynchronous learning students may watch teacher recorded videos, complete projects, engage with digital platforms, etc. Teachers will provide recorded instruction to support cohesiveness between Cohort A & Cohort B. The Remote Only Day 20 minute morning meeting will provide an opportunity to recap for Cohort A and front load for Cohort B.

Remote Only Days: Synchronous Support & Asynchronous communication - email to students and parents, teacher planning, teacher based teams, MTSS meetings.

- a) Teachers will be provided a minimum of 280 planning/preparation minutes per Remote Only Day that may include recording lessons, grading, resource preparation, etc. Such planning/preparation time shall be considered to be a portion of the unassigned time during the teacher's contractual work day. An adjustment to the 280 minute Remote Only Day Planning time of up to 60 minutes may need to be made when there is no other option for required meetings such as MTSS, IEPs, MFEs, TBTs, or staff meetings.
  - b) Teachers will hold a 20 minute morning meeting, and 60 minutes of synchronous student support that may include small group conferences, content and assignment support, etc. on Remote Only Days depending on what is necessary for instruction based upon the teacher's professional judgement. The 20 minute morning meeting is not a part of the 60 minute synchronous student support.
  - c) Up to 60 minutes of the teacher's contractual workday on the Remote Only Day may be designated for MTSS, and Special Education meetings, teacher based team meetings, and/or administrator designated meetings.
  - d) On any week in which there are at least three (3) full days of student attendance, one full day will be designated as the Remote Learning Day regardless of the day of the week. On the Remote Learning Day in which there are only three (3) full days of student attendance, the 60 minutes of synchronous student support identified in subparagraph (b) above will be 120 minutes and there will not be 60 minutes of meetings as identified in subparagraph (c) above.
4. (6-12) secondary schedules will be assigned for each course, inclusive of a duty-free lunch and conference period per the Master Agreement. Two days per week students will be at school for Brick/Face to Face instruction in cohorts and there will be two cohorts. On the Remote Only Day and their two "click" instruction days, students will be assigned a minimum of 120 minutes of asynchronous content aligned, grade level appropriate instruction per class period for the three weekly asynchronous days. Special identified student populations (AP, IB, CCP, Career Center) may fall outside of these asynchronous minute requirements if teachers, in their professional judgment, choose to provide live instruction at their sole discretion to students who are remote or if the teachers must provide live instruction to certain students who are remote if deemed an appropriate accommodation as the result of a 504 or IEP team meeting, due process or mediation case. Teachers who provide live instruction to students who are remote will be provided with appropriate technology.

If any disciplinary situation arises in connection with delivery of live instruction including any alleged violation of FERPA or BOARD policy, the Administration will hold the bargaining unit

member(s) harmless so long as the bargaining unit member(s) acted in good faith with the best interest of students in mind in a manner consistent with the bargaining unit member(s) job description and within the scope of employment and responsibilities. Additionally, should a CEA bargaining unit member, acting in good faith as described above, need to defend their action in front of a licensing agency in the state of Ohio, including but not limited to the Ohio Department of Education, then upon the employee's request, the District shall provide a letter of support for the bargaining unit member. The bargaining unit member as well as a CEA designee shall review the letter prior to it being provided to the department/agency.

- a) **Brick Days: Face to face instruction (Cohort "A" and Cohort "B") with the teacher's contractually assigned teaching schedule, contractual duty, and conference period.**
  - b) **Remote Only Days: Asynchronous communication - email to students and parents, teacher planning, teacher based teams, MTSS meetings.**
  - c) **Teachers will be provided a minimum of 240 unassigned planning minutes per Remote Only Day (inclusive of the conference period time that would typically occur on Remote Only Days) that may include recording lessons, grading, resource preparation, etc.**
  - d) **Teachers will hold synchronous student support sessions for a total of 90 minutes that at the discretion of the teacher may include small group conferences, synchronous content and assignment support, etc. on Remote Only Days.**
  - e) **Up to 90 minutes of the teacher's contractual workday on Remote Only Day may be designated for MTSS, Special Education meetings, House Bill 410 related duties/meetings, teacher-based team meetings, and/or administrator designated meetings.**
5. **Develop & implement cohesive lessons that will offer continuity and equitable learning experiences across cohorts.**
  6. **Use the district curriculum resources (i.e., Year at a Glance and Quarters at a Glance) to plan and implement instruction to assure adequate content coverage.**
  7. **Offer students activities and supplemental instructional activities using print and digital resources during remote learning time that prepare students prior to face-to-face learning or extend their learning after face-to-face instruction.**
  8. **Plan and implement standards-aligned lessons using district-adopted resources to assure continuous standards-aligned learning.**
  9. **Develop lessons that offer students opportunities to master basic concepts and lead to deeper level learning on the content.**
  10. **Monitor student outcomes from data and plan responsive instruction to assure students master grade level content.**
  11. **Plan and implement targeted, small group instruction to address gaps in learning.**
  12. **Incorporate scaffolds and supports for struggling students as well as any modifications, adaptations or supplemental aids from the IEP for applicable students.**
  13. **Provide extended learning opportunities in the form of project based learning, investigations, projections and deeper level thinking activities. Examples can be found in the District Curriculum Guidance Documents.**
  14. **Use the learning progressions and exemplars from the Quarters at a Glance documents to plan instruction in consideration of the information from the assessment data, particularly those from the prior year, the current screener and the unobtrusive, formative assessments being used in the classroom.**
  15. **Use unobtrusive, formative assessment during the daily lesson and assure these are aligned to the examples and learning progressions outlined in the curriculum resources documents (Quarters at a Glance and Year at a Glance).**
  16. **Communicate the learning goals for the face-to-face lessons with students at the start of the lesson.**
  17. **For secondary courses, communicate with students by creating a syllabus of learning objectives, required course content and participation guidance that will be counted in the grading for the course.**

	<ol style="list-style-type: none"> <li>18. Use technology and platforms identified by the district to assist in the transition from the face-to-face setting to the remote setting.</li> <li>19. K-3 teachers will continue to implement and monitor RIMPs.</li> <li>20. In Pre-K classrooms, collect and file enrollment and additional forms in adherence to Step Up to Quality requirements.</li> </ol>
<p style="text-align: center;"><b>Specialist Teachers (Visual Arts, Performing Arts, Vocal and Instrumental Music, and Physical Education)</b></p>	<p>Provide content experiences as described in the content teachers row of this document.</p> <p><b>Additional Responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Exceptions may be to use remote time to offer specific learning experiences as the basis for learning dependent on the Brick Day schedule.</li> <li>2. Provide content lessons as scheduled in the face-to-face or remote setting using virtual learning tools.</li> <li>3. Elementary Unified Arts (K-5) will continue to be delivered remotely each day per week in a combination of synchronous and asynchronous learning. Unified Arts Teachers will deliver a minimum of 30 minutes of synchronous instruction and no more than 15 minutes of asynchronous instruction. Unified arts teachers will deliver instruction from the building (teamed principals will work together, in consultation with the teachers, to identify the homebase for the UA teacher to deliver instruction - where possible the UA Teacher's evaluative site will act as the homebase). During this remote instruction time the UA schedule does not have to hold to the 45 minute and 25 classes per week. (It may not exceed the 45 minutes or the 25 classes per week).</li> <li>4. Secondary Unified Arts will be delivered face to face; however, students with special education services in Cohort E (students attending remotely during blended learning) will receive unified arts instruction synchronously on Full Remote Days and asynchronously with their general education peers.</li> <li>5. Secondary Unified Arts (6-12) will be delivered on Student Brick Days: Face to face instruction with the teacher's contractually assigned teaching schedule, contractual duty, and preparation time.</li> <li>6. Secondary Unified Arts teachers (6-12) will deliver instruction from their assigned building. However, in the case of string specialists and UA teachers with multiple buildings, teamed principals will work together, in consultation with the teachers, to identify the homebase - where possible the UA Teacher's evaluative site will act as the homebase. Principals will provide a location within the buildings for string specialists and teachers with multiple buildings to deliver instruction.</li> <li>7. Provide for student rehearsal following district health and safety protocols.</li> <li>8. Schedule performances for online streaming, without live audiences following district health and safety protocols. Where possible, performances should be limited to smaller ensembles.</li> </ol>
<p style="text-align: center;"><b>Intervention Specialists</b></p>	<ol style="list-style-type: none"> <li>1. Use district-provided resources for all instruction in the face-to-face setting and in the remote setting with a combination of print and digital resources to offer learning experiences.</li> <li>2. Provide synchronous instruction in the face-to-face setting to cohort students on assigned days.</li> <li>3. Use the district curriculum resources (i.e., Year at a Glance and Quarters at a Glance) to plan and implement instruction to assure adequate content coverage.</li> <li>4. Offer students activities and supplemental instructional activities using print and digital resources during remote learning time that prepare students prior to face-to-face learning or extend their learning after face-to-face instruction.</li> <li>5. Plan and implement standards-aligned lessons using district-adopted resources to assure continuous standards-aligned learning.</li> <li>6. Develop lessons that offer students opportunities to master basic concepts and lead to deeper level learning on the content.</li> <li>7. Use unobtrusive, formative assessments to monitor and adjust instruction.</li> <li>8. Provide extended learning opportunities in the form of project based learning, investigations, projections and similar deeper level thinking activities from the Quarters at a Glance document.</li> </ol>

	<ol style="list-style-type: none"> <li>9. Monitor student outcomes from data and plan responsive instruction to assure students master grade level content.</li> <li>10. Communicate the learning goals for the face-to-face lessons with students at the start of the lesson.</li> <li>11. For secondary courses, communicate with students by creating a syllabus of learning objectives, required course content and participation guidance that will be counted in the grading for the course.</li> <li>12. Use technology and platforms identified by the district to assist with the seamless transition from the face-to-face setting to the remote setting.</li> <li>13. Develop &amp; implement cohesive lessons that will offer continuity and equitable learning experiences across cohorts.</li> <li>14. Assure timely completion of the IEP and related documents associated with assuring compliance with local, state and federal regulations.</li> <li>15. Provide instruction anchored to the IEP goal.</li> <li>16. Collaborate with regular education teachers.</li> <li>17. Provide scaffolding in the remote setting (Click Days).</li> <li>18. Offer synchronous learning experiences for students in the face-to-face setting.</li> <li>19. Offer synchronous learning experiences for students in the remote setting.</li> <li>20. Offer synchronous and asynchronous learning experiences and activities that are proactive (based on possible areas of challenge) and reactive (based on areas where students demonstrated misunderstanding) across the two settings.</li> <li>21. Assure the completion of progress monitoring as described in the IEP.</li> <li>22. Intervention Specialists who are serving students in Cohort E shall provide the following: <ul style="list-style-type: none"> <li>• Opportunity for the students attending remotely to participate in morning meeting virtually.</li> <li>• Synchronous learning experiences each day to students attending remotely so they may access specially designed curriculum for which the intervention specialist is responsible. The number and length of synchronous sessions will be dependent on the student’s IEP and the extent to which the student can participate.</li> </ul> </li> </ol> <p><b>Remote Only Days</b></p> <ol style="list-style-type: none"> <li>a) One of the two IEP days provided by Section 305.04 shall be scheduled on Remote Only Days.</li> <li>b) Participate in TBT</li> <li>c) Collaborate with general education teachers and grade level teams</li> <li>d) Plan</li> <li>e) Write Progress Notes and IEPs</li> <li>f) Conduct IEP meetings</li> <li>g) Grading</li> <li>h) Communicate with caregivers</li> <li>i) Facilitate remote synchronous student support consistent with Content Area Teachers identified above.</li> </ol>
<b>EL Teachers</b>	<p>Provide content experiences as described in the content teachers row of this document.</p> <p><b>Additional responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Provide support for students' core content learning.</li> <li>2. Collaborate with regular education teachers and offer co-teaching when possible.</li> <li>3. Assure students have scaffolded support using district-adopted resources both print and digital.</li> <li>4. Offer synchronous and asynchronous learning experiences and activities that are proactive (based on possible areas of challenge) and reactive (based on areas where students demonstrated misunderstanding).</li> <li>5. Provide specific instruction for developing language objectives and extending content vocabulary to</li> </ol>

	<p>students in asynchronous and synchronous learning experiences on the face-to-face day and/or remote learning days.</p> <ol style="list-style-type: none"> <li>Use district adopted materials both print and digital to support language acquisition.</li> </ol>
<b>Latchkey Teachers</b>	<p>Return to Latchkey Program when the Latchkey Program is reinstated. Latchkey teachers will be assigned to CCSDA at the discretion of the Superintendent during periods of remote learning and/or when latchkey teachers are unable to perform duties in person.</p>
<b>Climate and Culture Coordinator</b>	<ol style="list-style-type: none"> <li>Provide day to day support to PEAK IA's with program implementation.</li> <li>Prepare for and facilitate monthly PEAK IA institute.</li> <li>Triage concerns with principals and PEAK IA's.</li> <li>Consultation with building and district staff.</li> <li>Assist with SEL panorama implementation and support. Support SEL learning lessons on Click Days.</li> <li>Review building and district data for trends related to climate and culture.</li> <li>Provide data information to administration for review and strategy considerations.</li> <li>Participate in building and district meetings related to climate and culture.</li> <li>Provide and receive professional development related to climate, culture and tiered supports.</li> <li>Coordinate and facilitate district wide relationship week.</li> <li>Work in collaboration with other department supports.</li> <li>Develop ongoing strategies related to climate and culture to support district social and emotional safety initiatives.</li> </ol>
<b>Social Workers</b>	<ol style="list-style-type: none"> <li>Connect with students and families that may not be participating online for asynchronous learning and synchronous learning or attending in person.</li> <li>Meet with community partners to develop linkages to support students and families.</li> <li>Collaborate with external providers to develop building programs.</li> <li>Assist with the facilitation of Signs of Suicide program at designated buildings.</li> <li>Attend professional developments related to SEL, RP, Trauma, supervisor, ethics, and other topics related to social work.</li> <li>Consult/ team meeting with support staff and other staff related to student needs and barriers.</li> <li>Participate and support PBIS teams and building/ district initiatives.</li> <li>Assist and support with building coordination / meetings (PBIS, IAT, 504, SEL).</li> <li>Connect with students and families.</li> <li>Identify barriers and work to engage students with the learning environment.</li> <li>Provide classroom and small groups SEL Lessons to address students' social and emotional learning needs.</li> <li>Assist with identifying solutions to situations that disrupt learning in the face-to-face and/or the remote learning environment.</li> <li>Provide opportunities for two-way communication for students and families.</li> <li>Provide social and emotional learning lessons Click Days (Remote Learning).</li> <li>Assist with addressing behavior concerns and communicate with families to work to resolve situations.</li> <li>Provide 1:1 check in's and sessions with students.</li> <li>Provide small group check-ins with students.</li> <li>Complete documentation in a timely manner, including social work tab and feedback form.</li> <li>Provide non-clerical support as needed related to attendance and assist with proactive (possible attendance issues, social factors, or related possible barriers for some students) responses and reactive (after non-attendance or disruption to successful participation) responses.</li> </ol>
<b>PBIS Coordinator</b>	<ol style="list-style-type: none"> <li>Meet with building PBIS teams in assigned regions.</li> <li>Participate in principal meetings related to PBIS, SEL, Trauma and RP topics.</li> <li>Provide support and consultation with the OIP process and implementation.</li> <li>Develop recordings on PBIS related topics.</li> <li>Support buildings with activities related to tiered supports.</li> </ol>

	<ol style="list-style-type: none"> <li>6. Consult with Area Superintendents.</li> <li>7. Provide professional development and consultation to staff, including certificated and classified.</li> <li>8. Professional development and consultation with PBIS representative from state support team 11.</li> <li>9. Review building data, identify trends and provide feedback to buildings to build strategies addressing data.</li> <li>10. Serve as representatives to local and state committees and work groups.</li> <li>11. Collaboration with other district TOSA's and departments to create alignment with district priorities.</li> </ol>
<p style="text-align: center;"><b>Behavior Specialists</b></p>	<ol style="list-style-type: none"> <li>1. Develop and provide professional development and support to teachers in the areas of behavior management, classroom management and de-escalation techniques - to be completed via district approved platforms.</li> <li>2. Support families and staff with students with a Behavior Intervention Plan.</li> <li>3. Provide office hours to support intervention specialists, assistants, general education teachers, administrator, and building based teams needing specific strategies and techniques.</li> <li>4. Communicate with parents regularly to assure student success and document contacts and attempted contact in the PLP log of Infinite Campus. Respond to student and parent emails and phone calls.</li> <li>5. Conduct continuous direct informal inquiry to staff through district approved platforms and provide indirect information and support through pre-recorded PD and newsletter topics.</li> <li>6. Assist with identifying solutions to situations that disrupt learning.</li> <li>7. Complete documentation of interventions (e.g., functional behavioral assessments and behavior intervention plans).</li> <li>8. Work collaboratively with building based teams to identify and address student needs.</li> </ol>
<p style="text-align: center;"><b>School Counselors</b></p>	<ol style="list-style-type: none"> <li>1. Connect with students and families that may not be attending the face-to-face sessions or participating online.</li> <li>2. Provide non-clerical support as needed related to attendance and assist with proactive (possible attendance issues, social factors, or related possible barriers for some students) responses and reactive (after non-attendance or disruption to successful participation) responses. Provide supportive services to students to assure successful participation and to address students' social and emotional learning needs.</li> <li>3. Assist with identifying solutions to situations that disrupt learning in the face-to-face setting and/or the remote learning setting.</li> <li>4. Provide opportunities for two-way communication for students and families.</li> <li>5. Assist with the monitoring of student groups as needed on face-to-face days.</li> <li>6. Plan and implement remote counseling lessons from the district counseling plan.</li> <li>7. Deliver remotely Naviance lessons as applicable for specific groups of students according to the district counseling plan.</li> </ol> <p><b>Remote Only Days</b></p> <ol style="list-style-type: none"> <li>a) School counselors may utilize this day as a "click day"- a time to run classroom lessons and small groups virtually, etc.</li> <li>b) Leverage "click" days (days when students are not physically in the building) to implement small group or classroom lessons virtually.</li> <li>c) Track student progress and provide interventions using school based communication vehicles and online platforms (these may change and become available over time).</li> <li>d) Monitor and document available student progress and provide reports as requested to the administration. Utilize online platforms when available.</li> <li>e) Provide consultation to students, families, administrators and teachers through allowed electronic platforms.</li> <li>f) Communicate with and assist students/families in academic and/or pathway preparation for matriculation/ transition to the next grade.</li> <li>g) Check staff email.</li> <li>h) Update all families weekly on online resources, learning and social-emotional resources.</li> <li>i) Provide suggestions for interventions and conduct small group activities as needed.</li> <li>j) Connect families with organizations to meet student needs.</li> </ol>

	<ul style="list-style-type: none"> <li>k) Collaborate with community based organizations to support families.</li> <li>l) Provide and participate in professional development. Provide information and resources for social and emotional learning experiences.</li> <li>m) Assist students with developing college, job and military applications/forms as needed as well as preparing and sending needed school documents.</li> <li>n) Work on classroom and group lesson plans using the ASCA template lesson plan model.</li> <li>o) Review comprehensive counseling plan in order to analyze program effectiveness and future planning.</li> <li>p) Planning/preparation time will be consistent with Content Area teachers identified above.</li> </ul>
<p style="text-align: center;"><b>Transition Coordinators Job Training coaches VOSEs Project SEARCH</b></p>	<p><b>JOB TRAINING COORDINATORS:</b> Contact employers, students, parents and agencies by phone, email or district provided platforms.</p> <p>Transition Coordinators may:</p> <ol style="list-style-type: none"> <li>1. Connect students with agencies such as FCBDD and OOD services through district provided platforms or email.</li> <li>2. Guide families through the application process for such agencies as FCBDD and OOD services via email, phone call or district provided platforms.</li> <li>3. Hold planning meetings with such agencies as FCBDD and OOD services via district provided platforms or email.</li> <li>4. Guide families through the application process for such agencies as FCBDD and OOD services via email, phone call or district provided platforms.</li> <li>5. Guide students through job search and applications through email, phone call or district provided platforms.</li> <li>6. Guide families through the application process for such agencies as FCBDD and OOD services via email, phone call or district provided platforms for students interested in obtaining part-time employment.</li> <li>7. Research and provide information on colleges of interest/colleges that have programs that meet student's interest via email.</li> <li>8. Connect students with I Know I Can services to provide support through the college application process.</li> <li>9. Connect students with the Office of Disabilities of colleges that they have been accepted, and provide electronic copies of documentation.</li> <li>10. Provide students and families with information that fits the interest of students by email. (Such as Driver's Permit Study material, contact and location for local BMV offices, ACT preparation material, registration to vote, etc.).</li> <li>11. Provide contact and location information for local military recruitment offices for students that have interest in joining the military after graduation.</li> <li>12. Provide information on career center programs that align with the interest of the student.</li> <li>13. Provide information on internship hour opportunities within the community or through activities that the district offers.</li> <li>14. Conduct interviews and surveys with students, parents to determine student preferences, interests, strengths, needs.</li> <li>15. Use modified material or create modified material for students with Multiple Disabilities to respond effectively to transition questions and surveys.</li> <li>16. Practice interviewing skills with students.</li> <li>17. Conduct record reviews for writing transition plans.</li> <li>18. Write transition plans based on student's PINS.</li> <li>19. Participate in district-offered professional development to utilize with students, parents, families, and fellow staff.</li> <li>20. Attend IEP and ETR meetings.</li> <li>21. Attend TBT and staff meetings.</li> <li>22. Respond to parent/student questions via phone, email, and/or Google classroom.</li> <li>23. Work with OOD counselor regarding issues that arise with any summer programming.</li> </ol>



	<ol style="list-style-type: none"> <li>24. Work with vendors through OOD to coordinate meeting and working with students.</li> <li>25. Stay in regular contact with career center staff regarding student progress and any concerns.</li> <li>26. Set up intake meetings and planning meetings with OOD.</li> <li>27. Assist male students 18 and up in registering for Selective Services.</li> <li>28. Confer with students' academic counselors regarding student schedules, requirements, placements, etc.</li> <li>29. Refer students to social worker for follow ups with attendance, counseling, etc.</li> <li>30. Confer with the school psychologist and IEP team regarding student information, intervention strategies, behavioral concerns, most appropriate placements, etc.</li> <li>31. Put in ACT accommodations for juniors with an IEP.</li> <li>32. Support and confer with teachers who have students on an IEP in the classroom.</li> <li>33. Review and discuss programs like Project Search, CDHS Community-Based Volunteer Program, Pre-ETS with students and families.</li> <li>34. Review and practice financial literacy, social interactions, job-readiness skills, eye contact, soft skills, cell phone etiquette, appropriate behavior, etc. with students via phone or district provided platforms or email.</li> <li>35. Guide families through the application process for such agencies as FCBDD and OOD services via email, phone call or district provided platforms.</li> <li>36. Discuss and refer students to Columbus State Community College programs which are geared for persons with disabilities.</li> <li>37. Send out important flyers, transition fairs, job opportunities, job fairs, information on disability support, etc. to parent, students and teachers.</li> <li>38. Assist students in understanding and following a job schedule.</li> <li>39. Update and maintain a google doc with meeting notes from OOD, FCBDD for students.</li> <li>40. Assist students in setting up an email if they don't already have one, and setting up an account on Ohio Means Jobs.</li> <li>41. Assist students in completing activities based on their PINS on Ohio Means Jobs.</li> <li>42. Review and discuss trade school programs and/or apprenticeships, if student has an interest</li> <li>43. Review and discuss Job Corps as an option for some students.</li> <li>44. Connect families with community resources, such as food pantries, P-EBT benefits, medicaid, employment resources and mental health counseling.</li> </ol>
<p><b>Psychologists &amp; Related Services Professionals</b></p>	<ol style="list-style-type: none"> <li>1. Provide related services to students as assigned during scheduled times in the face-to-face settings and during remote days providing both synchronous and asynchronous services.</li> <li>2. Complete all required documentation and assure compliance with local, state, and federal regulations.</li> <li>3. Monitor and respond to attendance and participation concerns.</li> <li>4. Provide communication with families.</li> <li>5. Maintain documentation for progress monitoring identified in the IEP.</li> <li>6. Conduct evaluations and specific assessments in the face-to-face setting with some assessment and progress monitoring occurring on the remote learning days.</li> <li>7. Use the appropriate district adopted platforms for working with students and families in the remote learning setting.</li> <li>8. Provide in-person service and/or evaluations to students during their in-person day and by appointment at the professional discretion of the bargaining unit member.</li> <li>9. Provide remote synchronous service and/or evaluations to students.</li> </ol>
<p><b>School Nurses</b></p>	<ol style="list-style-type: none"> <li>1. Consult as subject matter expert in public health and communicable disease prevention.</li> <li>2. Prepare and implement presentations for staff and families on transmission/prevention measures, review of self-assessment, provide consultation for administrators regarding health and safety topics to be communicated in robocall/communications.</li> <li>3. Meeting with parents, health care providers and building administrators to help determine if students with chronic or acute health conditions can be safely served at school during COVID.</li> <li>4. Develop and distribute emergency action plans for students with life threatening conditions.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Medication administration training for staff, including social distancing measures.</li> <li>6. Collaboration with MTSS/504 coordinator to gather and report medical considerations to inform specialized education plans.</li> <li>7. Education to staff, students and families on COVID-19, symptoms, hand washing, social distancing, proper mask application, care and cleaning.</li> <li>8. Education: Heimlich/CPR/AED, promoting wellness and social/emotional health.</li> <li>9. Consultation with staff and families on health issues and pandemic challenges.</li> <li>10. Disease surveillance-assessing for and tracking cases, in collaboration with Columbus Public Health.</li> <li>11. Monitor COVID-19 symptoms, contacts, exposures and positive cases for patterns and hot spots in accordance with Columbus Public Health and district health and safety protocols during the contractual workday.</li> <li>12. Report and collaborate with CPH and CCS Administration to address significant patterns and hot spots</li> <li>13. Follow up with ill students and refer as needed.</li> <li>14. Consult with staff and recommend medical follow up if needed.</li> <li>15. Assure immunization compliance, refer as needed, collaboration with NCH/CPH/Private HCP to obtain vaccine records.</li> <li>16. State mandated screening for vision/hearing/height/weight/dental for designated grades (PK,1,3,5,7,9,11) and new to district in accordance with district health and safety protocols.</li> <li>17. Assist with procurement of assistive devices and equipment such as glasses/ hearing aids/ etc. appointments and follow up with families.</li> <li>18. Connect families with community resources as needed, including referral for COVID-19 testing.</li> <li>19. Consult with content area teachers on proactive (possible attendance issues, social factors, or related possible health barriers for some students) responses and reactive (after non-attendance or disruption to successful participation) responses.</li> <li>20. Provide supportive services to students to address students' health needs including social and emotional learning needs.</li> <li>21. Assist with identifying solutions to health or health care situations that disrupt learning in the face-to-face setting and/or the remote learning setting.</li> <li>22. Provide opportunities for communication for students and families.</li> <li>23. Provide health and safety education for push in on remote days if requested by the content area teacher.</li> </ol>
<b>Gifted</b>	<ol style="list-style-type: none"> <li>1. Includes the responsibilities of the content teacher as it relates to providing services for students identified as gifted and talented particularly if the teacher is the teacher of record for delivering core instruction.</li> <li>2. Create lessons, record and implement lessons that enrich core content that is described in the Year at a Glance and the Quarters at a Glance.</li> <li>3. Monitor and support student success in the face-to-face or remote setting.</li> <li>4. Create, record and implement lessons that support the delivery and success of AP and IB content. See Content Area Teacher Number 4 for further details.</li> <li>5. Offer intervention opportunities for students in advanced courses including those taking dual enrollment classes.</li> <li>6. Complete state-required professional development as required for teachers of gifted and talented students.</li> <li>7. Complete all required paperwork and communicate with families.</li> </ol>
<b>Librarians</b>	<p>Middle school librarians will report to one location on Cohort A's Click Days and their other location on Cohort B's Click Days unless their principals approve a different schedule. They will support their elementary schools on the Remote Only Days.</p> <ol style="list-style-type: none"> <li>1. Design a welcoming and accessible library on a district approved platform available to each assigned school to promote face to face &amp; remote library opportunities.</li> <li>2. Work with classroom teachers to develop collaborative learning opportunities on both Brick &amp; Click Days (in person and remote).</li> <li>3. Curate digital resources in multiple formats to target diverse student needs.</li> <li>4. Provide online &amp; face to face opportunities for students to use library resources for research,</li> </ol>

	<p>individual exploration, independent reading, and personal inquiry.</p> <ol style="list-style-type: none"> <li>5. Promote webinars, video conferencing, and video tools to promote a lifelong love of literacy and that provides connections to topics such as health, college and careers, authors and books, etc.</li> <li>6. Update online book displays in Destiny Collections or using other online curation tools on an ongoing basis.</li> <li>7. Share strategies with teachers for integrating inquiry, information literacy and technology skills into face to face and remote learning.</li> <li>8. Structure library/media assignments for deeper thinking and research with in person &amp; remote learning opportunities.</li> <li>9. Work collaboratively with classroom teachers whenever possible during Brick (in person &amp; remote learning) &amp; Click Days using a district approved platform.</li> <li>10. Develop and implement reading initiatives with videos, eBooks, virtual assignments, and collaborative peer tools to motivate and engage each student in independent reading. (<i>Assemble targeted resources lists for various age groups and needs</i>)</li> <li>11. Participate in virtual &amp; in person, school, department, and grade-level curriculum development.</li> <li>12. Support teachers with digital resources related to specific units upon request.</li> <li>13. Assess student and teacher needs and interests as needed.</li> <li>14. Manage Destiny platform or Google Form seeking requests from teachers and students.</li> <li>15. Assess connections between online classroom needs and the library's ebook collection and other free ebook collections.</li> <li>16. Create collection development lists for possible funding opportunities.</li> <li>17. Stay up-to-date on the latest technologies and electronic resources for teaching and learning from home.</li> <li>18. Integrate the library into remote learning at their school to support the Hybrid Learning Model.</li> <li>19. Communicate to students and faculty the ethical and safe use of technology from home.</li> <li>20. Develop a scheduling policy and virtual office hours that facilitates open and flexible access to the librarian during the scheduled Brick &amp; Click school day.</li> <li>21. Advocate for the use of the virtual school and public library.</li> <li>22. Promote independent reading for all students as part of the school's program and e-resources to support it.</li> <li>23. Attend Department of Library Services online programs, meetings and virtual conferences within the work day.</li> <li>24. Coordinate professional learning opportunities for classroom teachers on databases, library resources, and technology tools in order to build a professional learning community.</li> </ol>
<p><b>Non-Public Assignments Teachers, Tutors, Therapists, Nurses</b></p>	<ol style="list-style-type: none"> <li>1. Per supervisor directive, employees will provide service delivery consistent with the educational model and manner adopted by the NPSS to which employee is assigned.</li> </ol>
<p><b>APE Teachers</b></p>	<ol style="list-style-type: none"> <li>1. Identifying strengths and weaknesses of APE students served in the program.</li> <li>2. Preparing, implementing and evaluating an annual Individual educational plan for each student based on individually assessed needs and in accordance with goals and objectives according to district procedures.</li> <li>3. Using appropriate assessment instruments pertinent to areas of instruction.</li> <li>4. Planning, implementing and evaluating projects and programs designed to serve students in the program as assigned.</li> <li>5. Preparing lesson plans for each student's IEP goals.</li> <li>6. Providing appropriate schedules for exceptional students involving school personnel as required.</li> <li>7. Providing specialized instructional techniques through individual or group sessions designed to meet the educational needs of students.</li> <li>8. Participating in the in-school staffing as part of the MTSS process and screening process as appropriate.</li> </ol>

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|  | <ul style="list-style-type: none"><li>9. Participating on evaluation teams for students as appropriate.</li><li>10. Planning and implementing a program to assemble, adjust and maintain equipment used in the program.</li></ul> |
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# Columbus City Schools Continuous Learning Plan

## ATTACHMENT A

### Part 2

## INSTRUCTIONAL ROLES & RESPONSIBILITIES FOR ACADEMIC SERVICES STAFF

	<b>Remote Learning Model</b>
<b>Definitions</b>	<p>Synchronous learning is inclusive of live instruction and group or individual student work so long as the teacher is available for real-time interaction.</p> <p>Asynchronous learning is content aligned, grade level appropriate and planned and organized by the teacher, to allow for student-directed learning which does not include real-time interaction.</p>
<b>All CEA Classifications</b>	<ol style="list-style-type: none"> <li>1. Employees must continue to comply with all requirements related to reporting leave use and leaves of absence.</li> <li>2. Employees must continue to comply with all Board policies, including, but not limited to policies related to staff dress and grooming, acceptable use of technology, reporting accidents, mileage reimbursement, and outside activities.</li> <li>3. Employees will be responsible for maintenance, repair and operation of their home office (e.g., home phone, mobile phone, internet access, desks, chairs, lights). Office supplies will be made available at CCS sites.</li> <li>4. Communicate with parents regularly to assure student success and document contacts and attempted contact in the PLP log of Infinite Campus. Respond to student and parent emails and phone calls.</li> <li>5. Mark student attendance/participation as appropriate. Student and parents/guardians can check-in during remote learning days. For synchronous time where the teacher is meeting with the students virtually, the teacher shall indicate a student's participation/attendance on the daily attendance roster based upon their presence in that aforementioned meeting. Students who are marked as participated will not be marked absent during the nightly attendance process. During asynchronous time when the teacher is not meeting with students, the teacher shall mark participation/attendance based upon the following criteria, but is not limited to, daily logins to learning management systems/student information systems/digital curricular resources; daily interactions with the teacher to acknowledge attendance via messages, emails, telephone calls (when have access to district provided phones), video chats, or other formats that enable teachers to engage with students; or assignment completion for which teachers should gauge each student's attendance based upon what they determine is the amount of time the assignment would take for a typical student (per ODE guidance). A teacher of record is responsible for confirming/updating the participation/attendance record of each student according to the above criteria. All participation/attendance records for a particular quarter must be updated prior to the conclusion of the respective quarter. A teacher of record shall update the participation/attendance within the respective quarter due to a student meeting or not meeting the participation/attendance standard. Teachers who utilize this procedure in good faith to accurately report student attendance/participation will be held harmless by the administration if there is an error in their reporting.</li> </ol> <p>For example: a student is assigned work on Day 20 with a due date of Day 30. The student completes and submits the work on Day 32. The teacher will mark the student as participating for each day that is associated with the completion of that work/project. Please note, the student turning the work in after the due date does not negatively affect participation/attendance but may affect the student's</p>

	<p>grade earned on that work/project per teacher discretion and classroom rubric.</p>
<p><b>Coaches, Teacher Leaders and TOSAs</b></p>	<ol style="list-style-type: none"> <li>1. In a virtual setting, provide support and feedback to teachers on using district-adopted resources to assure continuous standards-aligned learning.</li> <li>2. Create lessons and implement lessons that enrich and differentiate core content that is described in the Year at a Glance and the Quarters at a Glance as necessary or assigned. Record the direct instruction portion of lessons (inclusive of relevant discussion and questions/answers) during the Zoom lesson and place in Google Classroom for students and parents to review. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>3. In a virtual setting, provide additional professional development based on instructional trends.</li> <li>4. In a virtual setting, observe individual teacher lessons to provide coaching with non-evaluative actionable feedback on the use of instructional strategies to assure mastery of grade level standards. Feedback should be provided in writing. Be available to meet and discuss with teachers upon mutual agreement.</li> <li>5. In a virtual setting, use look-for documents from the Essential Instructional Pillars documents to observe and respond to instructional trends.</li> <li>6. In a virtual setting, support teachers in providing extended learning opportunities in the form of project based learning, investigations, projections and similar deeper level thinking activities from the Quarters at a Glance document.</li> <li>7. In a virtual setting, monitor student outcomes and communicate trends from data to the building principal as well as offer support with and suggestions for implementing responsive professional development.</li> <li>8. In a virtual setting, assist teachers in developing scaffolds and supports for struggling students.</li> <li>9. In a virtual setting, assist teachers with communicating to parents to assure student success.</li> <li>10. In a virtual setting, assist teachers with developing and implementing targeted, small group instruction to address gaps in learning. Feedback should be provided in writing. Be available to meet and discuss with teachers upon mutual agreement.</li> <li>11. In a virtual setting, provide teachers support with using the learning progressions and information from assessment data.</li> <li>12. SPED Coordinators to support IEP and ETR due dates and compliance, provide support for data collection and service delivery.</li> <li>13. SPED Coordinators- At the start of the school year and with each instructional setting change, support the review of each IEP, parent/guardian contact and completion of PR01.</li> <li>14. In a virtual setting, support teachers in using unobtrusive, formative assessment during the lesson and assuring these are aligned to the exemplars and learning progressions outlined in the curriculum resources documents (Quarters at a Glance and Year at a Glance).</li> </ol> <p>TOSAs – provide support in their assigned content areas based on central office staffing expectations.</p>
<p><b>Content Area Teachers Including CTE, Health and Early Childhood Teachers, College Credit Plus (CCP)/Dual Enrollment Instructors</b></p>	<ol style="list-style-type: none"> <li>1. Create lessons and implement lessons that enrich and differentiate core content that is described in the Year at a Glance and the Quarters at a Glance. Record the direct instruction portion of lessons (inclusive of relevant discussion and questions/answers) during the Zoom lesson and place in Google Classroom for students and parents to review. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>2. K-5 and Grade 6 in ES: School day schedules will be assigned inclusive of unified arts, recess and a duty-free lunch period per the Master Agreement, and students will be assigned 240 – 260 minutes of synchronous and a minimum of 100 minutes of asynchronous learning each day. Communicate with students, parents and building administrators, teacher’s class schedule that incorporates synchronous and asynchronous learning experiences; (6-12) secondary schedules will be assigned for each course, inclusive of a duty-free lunch period per the Master Agreement and four days per week students will be assigned 40 minutes of synchronous instruction per class period and one day per week students will be assigned a minimum of 220 minutes of asynchronous learning. The teacher will identify specific class time that assures direct instruction and time for virtual learning as well as any time for flexible group instruction.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Offer asynchronous learning opportunities that students complete at their own pace to supplement and augment learning that occurs during the synchronous experiences.</li> <li>4. Use district adopted platforms for all instruction in the remote setting with a combination of print from curriculum materials as possible and digital resources to offer learning experiences.</li> <li>5. Offer students activities and supplemental instructional activities using print from curriculum materials when possible and digital resources during remote learning time that prepare students to deepen their knowledge of content with extended learning experiences in the form of project - based learning, experimentation, investigation, and projections as outlined in the Quarters at a Glance documents.</li> <li>6. Develop lessons that offer students opportunities to master basic concepts and lead to deeper level learning on the content.</li> <li>7. Use unobtrusive, formative assessments to monitor and adjust instruction.</li> <li>8. Monitor student outcomes from data and plan responsive instruction to assure students master grade level content.</li> <li>9. Incorporate scaffolds and supports for struggling students as well as any modifications, adaptations or supplemental aids from the IEP for applicable students.</li> <li>10. Plan and implement targeted, small group instruction to address gaps in learning during synchronous learning opportunities.</li> <li>11. Use the learning progressions and exemplars from the Quarters at a Glance documents to plan instruction in consideration of the information from the assessment data, particularly those from the prior year, the current screener and the unobtrusive, formative assessments being used in the classroom.</li> <li>12. Use unobtrusive, formative assessment during the daily lesson and assure these are aligned to the exemplars and learning progressions outlined in the curriculum resources documents (Quarters at a Glance and Year at a Glance).</li> <li>13. Use a district approved platform to offer synchronous remote learning.</li> <li>14. Communicate with students the learning goals for each lesson and post information in the district approved platform in the announcements.</li> <li>15. For secondary courses, communicate with students by creating a syllabus of learning objectives, required course content and participation guidance that will be counted in the grading for the course.</li> <li>16. For College Credit Plus (CCP)/dual enrollment courses, communicate with students using the university platform(s) to deliver the required learning objectives required course content and participation requirements that will be included in grading for the course per university guidelines.</li> <li>17. For CCP/dual enrollment Ohio Administrative Code section 3333-1-65.4 requires that teachers providing instruction in college level courses in the secondary school shall follow the same course syllabus and learning outcomes, use the same textbook and materials and assessment as the college course delivered on the campus. The expectation remains the same for all courses delivered by instructors for a college course regardless of the changes affecting the course delivery. High school teachers and college faculty/staff should work together to overcome any logistical or access issues.</li> <li>18. Collaborate with related services personnel to schedule intervention/support sessions.</li> <li>19. Teachers will continue to utilize the Infinite Campus Electronic Behavior Referral System when necessary to report behavior infractions to their respective administrative teams. This is applicable to all educational delivery platforms and programs.</li> </ol>
<p style="text-align: center;"><b>Specialist Teachers (Visual Arts, Performing Arts, Vocal and Instrumental</b></p>	<ol style="list-style-type: none"> <li>1. Provide content experiences as described in the content teachers row of this document.</li> <li>2. Create lessons and implement lessons that enrich and differentiate core content that is described in the Year at a Glance and the Quarters at a Glance. Record the direct instruction portion of the lesson (inclusive of relevant discussion and questions/answers) during the Zoom lesson and place in Google Classroom for students and parents to review. With prior approval of a supervisor/principal, a teacher, in his or her professional judgement, may choose not to record and/or post a lesson.</li> </ol>

<b>Music, and Physical Education, APE)</b>	
<b>Intervention Specialists</b>	<ol style="list-style-type: none"> <li>1. Create lessons and implement lessons that enrich and differentiate core content that is described in the Year at a Glance and the Quarters at a Glance. Record the direct instruction portion of the lesson (inclusive of relevant discussion and questions/answers) during the Zoom lesson and place in Google Classroom for students and parents to review. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>2. Provide content experiences as described in the content teachers row of this document.</li> <li>3. Team Lead- support the completion of the Continuity of Learning Plan and document in PR-01 contact with family (critical for IEP delivery in any setting).</li> </ol> <p><b>Additional responsibilities:</b></p> <ol style="list-style-type: none"> <li>4. Assure timely completion of the IEP and related documents associated with assuring compliance with local, state and federal regulations.</li> <li>5. Provide instruction anchored to the IEP goal.</li> <li>6. Collaborate with regular education teachers.</li> <li>7. Provide targeted instruction to provide intervention to students during asynchronous and synchronous learning experiences.</li> <li>8. Assure the completion of progress monitoring as described in the IEP.</li> <li>9. Identify and provide scaffolding, supplemental learning aids or supports as needed for students to be successful in the learning setting.</li> <li>10. Offer synchronous and asynchronous learning experiences and activities that are proactive (based on possible areas of challenge) and reactive (based on areas where students demonstrated misunderstanding).</li> <li>11. IEP Team Lead will begin the academic school year (and at each instructional setting change) by familiarizing themselves with each IEP (PD and time provided for completion).</li> </ol>
<b>EL Teachers</b>	<p>Provide content experiences as described in the content teachers row of this document.</p> <p><b>Additional responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Create lessons and implement lessons that enrich and differentiate core content that is described in the Year at a Glance and the Quarters at a Glance. Record the direct instruction portion of the lesson (inclusive of relevant discussion and questions/answers) during the Zoom lesson and place in Google Classroom for students and parents to review. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>2. In a virtual setting, provide support for students' core content learning.</li> <li>3. In a virtual setting, collaborate with regular education teachers and offer co-teaching when possible.</li> <li>4. In a virtual setting, assure students have scaffolded support using district-adopted resources both print from curriculum materials and digital.</li> <li>5. In a virtual setting, offer synchronous and asynchronous learning experiences and activities that are proactive (based on possible areas of challenge) and reactive (based on areas where students demonstrated misunderstanding).</li> <li>6. In a virtual setting, provide specific instruction for developing language objectives and extending content vocabulary to students in asynchronous and synchronous learning experiences on the face-to-face day and/or remote learning days.</li> <li>7. Use district adopted materials both print from curriculum materials and digital to support language acquisition.</li> </ol>
<b>Latchkey Teachers</b>	<ol style="list-style-type: none"> <li>1. Perform assigned duties for the number of hours needed assigned by an appropriate administrator.</li> </ol>
<b>Behavioral Staff</b>	<ol style="list-style-type: none"> <li>1. In a virtual setting using technology tools, connect with students and families that may not be</li> </ol>



<p><b>including Social Workers &amp; PBIS Coordinators</b></p>	<p>participating online for asynchronous learning and synchronous learning.</p> <ol style="list-style-type: none"> <li>2. In a virtual setting using technology tools, provide supportive services to students to assure successful participation and to address students' social and emotional learning needs.</li> <li>3. In a virtual setting using technology tools, assist with identifying solutions to situations that disrupt learning or create barriers to learning in the remote learning setting.</li> <li>4. In a virtual setting using technology tools, provide social and emotional learning support.</li> <li>5. Complete documentation in a timely manner.</li> <li>6. Work collaboratively with buildings based teams to identify and address student need.</li> <li>7. Provide supportive services to staff related to PBIS, Trauma, RP, and SEL.</li> <li>8. Support staff and/or students related to concerns or situations that may impact students' physical, social or emotional wellbeing.</li> <li>9. Support staff with developing and implementing PBIS framework supports.</li> <li>10. Support staff in incorporating SEL competencies into core instruction and school culture.</li> </ol>
<p><b>Behavior Specialists</b></p>	<ol style="list-style-type: none"> <li>1. Develop and provide professional development and support to teachers in the areas of behavior management, classroom management and de-escalation techniques- to be completed via district approved platform.</li> <li>2. Support families and staff with students with a Behavior Intervention Plan.</li> <li>3. Provide office hours to support intervention specialists, assistants, general education teachers, administrator, and building based teams needing specific strategies and techniques.</li> <li>4. Conduct continuous direct informal inquiry to staff through district approved platforms and provide indirect information and support through pre-recorded PD and newsletter topics.</li> <li>5. Assist with identifying solutions to situations that disrupt learning.</li> <li>6. Complete documentation of interventions (e.g., functional behavioral assessments and behavior intervention plans).</li> <li>7. Work collaboratively with building based teams to identify and address student needs.</li> </ol>
<p><b>School Counselors</b></p>	<ol style="list-style-type: none"> <li>1. In a virtual setting using technology tools, connect with students and families that may not be participating online for asynchronous learning and synchronous learning.</li> <li>2. Implement lessons that enrich and differentiate core content that is described in the school counseling plan or provides students with necessary information.</li> <li>3. In a virtual setting using technology tools, provide supportive services to students to assure successful participation and to address students' social/emotional, academic and college/career access needs.</li> <li>4. In a virtual setting using technology tools, assist with identifying solutions to situations that disrupt learning or create barriers to learning in the remote learning setting.</li> <li>5. In a virtual setting using technology tools, plan and implement social/emotional, academic and college /career lessons from the district counseling plan.</li> <li>6. Plan and implement remote counseling lessons from the district counseling plan.</li> <li>7. Deliver remotely Naviance lessons as applicable for specific groups of students according to the district counseling plan.</li> </ol>
<p><b>Transition Coordinators Job Training coaches VOSEs Project SEARCH</b></p>	<ol style="list-style-type: none"> <li>1. Maintain compliance and completion of Section 5 of the IEP.</li> <li>2. Complete assessments for Section 5 of the IEP.</li> <li>3. Share data as needed with psychologist and teacher.</li> <li>4. Support student in activities that prepare them for a job, post-secondary education, independent living.</li> <li>5. Contact students and Transition Coordinators from out-of-district schools, keeping an open line of communication to be sure they are able to access CTE assignments and their instructors.</li> <li>6. Contact and communicate with students in CTE programs to answer questions, connect with CTE instructors, and provide support (e.g. videoconference meetings to talk them through technical difficulties, enabling flash players, reading tests and assignments, explaining material, etc.) in order to continue to provide support for IEP goals.</li> <li>7. Maintain contact with teachers, including those in CTE to ensure accommodations are being met.</li> </ol>

	<ol style="list-style-type: none"> <li>8. Connect students with agencies such as FCBDD and OOD services through district approved platform.</li> <li>9. Guide families through the application process for such agencies as FCBDD and OOD services via district approved platform.</li> <li>10. Review and practice transition goals on the student's IEP via district approved platform.</li> <li>11. Virtually meet with students to review and discuss schedules, grades, behavior, attendance and how they can practice self-advocacy skills to make progress in these areas.</li> <li>12. Electronically distribute important flyers, transition fairs, job opportunities, job fairs, information on disability support, etc. to parent, students and teachers.</li> <li>13. Support students in understanding and following a job schedule.</li> <li>14. Assist students in setting up an email if they don't already have one, and setting up an account on Ohio Means Jobs.</li> <li>15. Assist students in completing activities based on their PINS on Ohio Means Jobs.</li> <li>16. Review and discuss trade school programs and/or apprenticeships, if student has an interest</li> <li>17. Review and discuss Job Corps as an option for some students.</li> <li>18. Provide continuous contact and support to students and families to ensure on-line/virtual transitional needs are met in all off-site programs, as well as within CCS via district approved platform.</li> <li>19. Communicate with TCs and home school teams regarding any changes needed or required to schedules or on-line classroom needs.</li> <li>20. Attend student IEP meetings and provide feedback to the school IEP team regarding student progress.</li> <li>21. Communicate and work with each student's transition coordinator, home school administration and special-education coordinator to provide updates, progress and identify potential concerns.</li> <li>22. Attend all Project SEARCH IEP and staffing meetings and serve as District Representative.</li> <li>23. Assist with all transportation set-up and troubleshooting needs should students be approved to attend community programming - part or full-time during the 2020-21 SY.</li> </ol>
<p><b>Psychologists &amp; Related Services Professionals</b></p>	<ol style="list-style-type: none"> <li>1. In a virtual setting, provide related services to students as assigned providing both synchronous and asynchronous services.</li> <li>2. Complete all required documentation and assure compliance with local, state, and federal regulations.</li> <li>3. In a virtual setting, monitor and respond to participation concerns.</li> <li>4. Maintain documentation for progress monitoring identified in the IEP.</li> <li>5. Conduct evaluations and specific assessments (initial evaluations and reevaluations) with some assessment and progress monitoring occurring on the remote learning days.</li> <li>6. Use the appropriate district adopted platforms for working with students and families in the remote learning setting.</li> <li>7. Speech therapist team leads - support the completion of the Continuity of Learning Plan and document in PR-01 contact with family (critical for IEP delivery in any setting).</li> </ol>
<p><b>School Nurses</b></p>	<ol style="list-style-type: none"> <li>1. In preparation for return to work with Principal and Custodian, identify location to separate ill children/staff.</li> <li>2. Review and support education regarding cleaning measures.</li> <li>3. Consult with Principal regarding adaptation of fire drills/lock down procedures.</li> <li>4. Prepare and implement presentations for staff and families on transmission/prevention measures, review of self-assessment, preparing robocall/communications.</li> <li>5. Identify and implement health plans and requirements for return to work in order to allow students to come to school and stay in school without interruption of attendance.</li> <li>6. Develop emergency action plans for students with life threatening conditions to be ready for distribution upon student return.</li> <li>7. Assure immunization compliance, refer as needed, collaboration with NCH/CPH/Private HCP to obtain vaccine records.</li> <li>8. Collaboration with MTSS/504 coordinator to gather and report medical considerations to inform</li> </ol>

	<p>specialized education plans.</p> <ol style="list-style-type: none"> <li>9. Consulting remotely with staff and families on health issues and pandemic challenges.</li> <li>10. Consult remotely with families and students with chronic conditions in preparation for return to school.</li> <li>11. Follow up remotely with ill students and refer as needed.</li> <li>12. Consult remotely with staff and recommend medical follow up if needed.</li> <li>13. Connect families with community resources as needed, including referral for COVID-19 testing.</li> <li>14. In collaboration with teachers, remote teaching for students and families on topics of COVID-19, hygiene practices, growth and development and various health/wellness topics.</li> <li>15. Education: Heimlich/CPR/AED, promoting wellness and social/emotional health.</li> <li>16. Disease surveillance-assessing for and tracking cases, collaboration with public health to support staff and for students when they return.</li> <li>17. State mandated screening for vision/hearing/height/weight/dental for designated grades. (PK,1,3,5,7,9,11) and new to district consistent with Ohio Department of Education and Ohio Department of Health protocol.</li> <li>18. Assist with procurement of assistive devices and equipment such as glasses/ hearing aids/ etc. appointments and follow up with families.</li> <li>19. Connect with students and families that may not be participating online to ascertain possible health barriers.</li> <li>20. Assist with proactive (possible attendance issues, social factors, or related possible health barriers for some students) responses and reactive (after non-attendance or disruption to successful participation) responses.</li> <li>21. Provide supportive services to students to assure successful participation and to address students' health needs including social and emotional learning needs.</li> <li>22. Assist with identifying solutions to health or health care situations that disrupt learning.</li> <li>23. Provide health and safety education.</li> </ol>
<p><b>Gifted</b></p>	<p>Includes the responsibilities of the content teacher as it relates to providing services for students identified as gifted and talented.</p> <ol style="list-style-type: none"> <li>1. Create lessons and implement lessons that enrich and differentiate core content that is described in the Year at a Glance and the Quarters at a Glance. If service is a supplemental enrichment course and not core instruction, create lessons as described in the gifted unit planning grids. Record the direct instruction portion of the lesson (inclusive of relevant discussion and questions/answers) during the Zoom lesson and place in Google Classroom for students and parents to review. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>2. Monitor and support student success.</li> <li>3. Create and implement lessons that support the delivery and success of AP and IB content. Record the direct instruction portion of the lesson (inclusive of relevant discussion and questions/answers) during the Zoom lesson and place in Google Classroom for students and parents to review. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>4. Offer intervention opportunities for students in advanced courses including those taking dual enrollment classes.</li> <li>5. Complete state-required professional development as required for teachers of gifted and talented students.</li> <li>6. Complete all state-mandated paperwork and communicate with families, including, but not limited to, WEPS and Gifted Progress Reports.</li> </ol>
<p><b>Librarians</b></p>	<ol style="list-style-type: none"> <li>1. Design a welcoming and accessible library on district approved platform available to each assigned school.</li> <li>2. Curate digital resources in multiple formats to target diverse student needs.</li> <li>3. Provide online opportunities for students to use library resources for research, individual exploration, independent reading, and personal inquiry.</li> <li>4. Promote webinars, video conferencing, and video tools to promote a lifelong love of literacy and that provides connections to topics such as health, college and careers, authors and books, etc.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Update online book displays in Destiny Collections or using other online curation tools on an ongoing basis.</li> <li>6. Share strategies with teachers for integrating inquiry, information literacy and technology skills into online school curriculum.</li> <li>7. Structure library/media assignments for deeper thinking and research with virtual office hours, email, and online response tools.</li> <li>8. Work collaboratively with classroom teachers whenever possible using a district approved platform.</li> <li>9. Develop and implement reading initiatives with videos, eBooks, virtual assignments, and collaborative peer tools to motivate and engage each student in independent reading. (<i>Assemble targeted resources lists for various age groups and needs</i>)</li> <li>10. Participate in virtual school, department, and grade-level curriculum development.</li> <li>11. Support teachers with digital resources related to specific units upon request.</li> <li>12. Assess student and teacher needs and interests as needed.</li> <li>13. Manage Destiny platform or Google Form seeking requests from teachers and students.</li> <li>14. Assess connections between online classroom needs and the library's ebook collection and other free ebook collections.</li> <li>15. Create collection development lists for possible funding opportunities.</li> <li>16. Stay up-to-date on the latest technologies and electronic resources for teaching and learning from home.</li> <li>17. Integrate the library into remote learning at their school.</li> <li>18. Communicate to students and faculty the ethical and safe use of technology from home.</li> <li>19. Develop a scheduling policy and virtual office hours that facilitates open and flexible access to the librarian during the scheduled school day.</li> <li>20. Advocate for the use of the virtual school and public library.</li> <li>21. Promote independent reading for all students as part of the school's program and e-resources to support it.</li> <li>22. Attend Department of Library Services online programs, meetings and virtual conferences within the work day.</li> <li>23. Coordinate professional learning opportunities for classroom teachers on databases, library resources, and technology tools in order to build a professional learning community.</li> </ol>
<p><b>Non-Public Assignments Teachers, Tutors, Therapists, Nurses</b></p>	<ol style="list-style-type: none"> <li>1. Per supervisor directive, employee will provide service delivery consistent with the educational model and manner adopted by the NPSS to which employee is assigned.</li> </ol>

# Columbus City Schools Continuous Learning Plan

## ATTACHMENT A

### Part 3

## INSTRUCTIONAL ROLES & RESPONSIBILITIES FOR ACADEMIC SERVICES STAFF

	<b>Digital Academy</b>
<p style="text-align: center;"><b>SPED Coordinators</b></p> <p style="text-align: center;"><b>Supplemental Position</b></p>	<ol style="list-style-type: none"> <li>1. Perform job duties consistent with job description based on current assignment.</li> <li>2. Support IEP and ETR due dates and compliance, provide support for data collection and service delivery.</li> <li>3. Support the review of each IEP, parent/guardian contact and completion of PR01.</li> <li>4. Maintain caseload support for established building assignments. If a student with an IEP is enrolled in Digital Academy, support the timely completion of the IEP and support to classroom teacher by monitoring the IEP/ETR Due report for assigned building (dual enrollment will support).</li> </ol>
<p style="text-align: center;"><b>Elementary Grades K-5, Unified Arts K-12, Intervention Specialists K-12, and Middle and High School English, Math, Science and Social Studies Teachers</b></p> <p style="text-align: center;"><b>Supplemental Position</b></p> <p>Teachers assigned to CCSDA in this manner will be on a supplemental contract to hours outside of the contractual workday with students assigned in the following ratios:                      K-5: 1:40                      6-12: 1:80                      up to 20 hours per week for K-5 and up to 15 hours per week for 6-12</p>	<ol style="list-style-type: none"> <li>1. As teacher of record for assigned students, provide supplemental asynchronous instruction to students where the foundation for the learning is a self-paced platform. Create and implement supplemental asynchronous lessons that enrich and differentiate core content that is presented in the district approved platform. Record the direct instruction portion of lessons (inclusive of relevant discussion and questions/answers, if applicable) during the Zoom lesson and place in Google Classroom for students and parents to review. For any CEA bargaining unit member who serves as teacher of record, the expectation is that the member post a minimum of 90 minutes of weekly recorded content at the K-6 grade level and 60 minutes of weekly recorded content per preparation at the 7-12 grade level. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>2. Mark student attendance/participation as appropriate. Students and parents/guardians can check-in daily. The teacher shall mark participation/attendance based upon the following criteria, but is not limited to, daily logins to learning management systems/student information systems/digital curricular resources; daily interactions with the teacher to acknowledge attendance via messages, emails, telephone calls (when have access to district provided phones), video chats, or other formats that enable teachers to engage with students; or assignment completion for which teachers should gauge each student’s attendance based upon what they determine is the amount of time the assignment would take for a typical student (per ODE guidance). Make attendance report to student’s home school as required by HB 410. Teachers who utilize this procedure in good faith to accurately report student attendance/participation will be held harmless by the administration if there is an error in their reporting.</li> <li>3. Post office hours that incorporate the option for some synchronous learning reteaching opportunities for individual students or small groups of students.</li> <li>4. Communicate with parents regularly to assure student success and document contact and attempted contact in the PLP log of Infinite Campus. Respond to student and parent emails.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Teachers will continue to utilize the Infinite Campus Electronic Behavior Referral System when necessary to report behavior infractions to their respective administrative teams. This is applicable to all educational delivery platforms and programs.</li> <li>6. Enter grades into Infinite Campus as required by the online platform.</li> <li>7. Provide participation guidance that will be counted in the grading for the course.</li> </ol>
<p><b>Intervention Specialists</b></p> <p><b>Supplemental Position</b> Intervention Specialist will maintain their current case load and perform these duties on a supplemental contract for assigned students in CCSDA up to 20 hours per week.</p>	<ol style="list-style-type: none"> <li>1. Perform job duties consistent with job description based on current assignment.</li> <li>2. Create and implement supplemental asynchronous lessons that enrich and differentiate core content that is presented in the district approved platform. Record the direct instruction portion of lessons (inclusive of relevant discussion and questions/answers, if applicable) during the Zoom lesson and place in Google Classroom for students and parents to review. For any CEA bargaining unit member who serves as teacher of record, the expectation is that the member post a minimum of 90 minutes of weekly recorded content at the K-6 grade level and 60 minutes of weekly recorded content per preparation at the 7-12 grade level. With prior approval of a supervisor/principal, a teacher, in his or her professional judgment, may choose not to record and/or post a lesson.</li> <li>3. Offer lessons that will enrich and differentiates core content that is presented in the district approved platform that addresses SDI as listed in IEP.</li> <li>4. Provide content experiences as described in the content teachers row of this document.</li> <li>5. Team lead-support the completion of the Continuity of Learning Plan/PR01 (critical for IEP delivery in any setting).</li> </ol> <p><b>Additional responsibilities:</b></p> <ol style="list-style-type: none"> <li>6. Assure timely completion of the IEP and related documents associated with assuring compliance with local, state and federal regulations.</li> <li>7. Provide supplemental instruction to support self-paced instruction anchored to the IEP goal.</li> <li>8. Collaborate with regular education teachers.</li> <li>9. Provide targeted instruction to provide intervention to students during asynchronous and synchronous learning experiences.</li> <li>10. Assure the completion of progress monitoring as described in the IEP.</li> <li>11. Identify and provide scaffolding, supplemental learning aids or supports as needed for students to be successful in the learning setting.</li> <li>12. Communicate with parents regularly to assure student success and document contact and attempted contact in the PLP log of Infinite Campus. Respond to student and parent emails and phone calls.</li> <li>13. IEP Team Lead will begin the academic school year (and at each instructional setting change) by reviewing each IEP, meeting with parent/guardian to discuss service delivery and sending corresponding PR01. (PD and time provided for completion)</li> <li>14. Mark student attendance/participation as appropriate. Students and parents/guardians can check-in daily. The teacher shall mark participation/attendance based upon the following criteria, but is not limited to, daily logins to learning management systems/student information systems/digital curricular resources; daily interactions with the teacher to acknowledge attendance via messages, emails, telephone calls (when have access to district provided phones), video chats, or other formats that enable teachers to engage with students; or assignment completion for which teachers should gauge each student's attendance based upon what they determine is the amount of time the assignment would take for a typical student (per ODE guidance). Make attendance report to student's home school as required by HB 410. Teachers who utilize this procedure in good faith to accurately report student attendance/participation will be held harmless by the administration if there is an error in their reporting.</li> </ol>
<p><b>ESOL Teachers</b></p>	<ol style="list-style-type: none"> <li>1. Perform job duties consistent with job description based on current assignment.</li> </ol>

<p>up to 20 hours per week for K-5 and up to 15 hours per week for 6-12</p>	<ol style="list-style-type: none"> <li>2. Mark student attendance/participation as appropriate. Students and parents/guardians can check-in daily. The teacher shall mark participation/attendance based upon the following criteria, but is not limited to, daily logins to learning management systems/student information systems/digital curricular resources; daily interactions with the teacher to acknowledge attendance via messages, emails, telephone calls (when have access to district provided phones), video chats, or other formats that enable teachers to engage with students; or assignment completion for which teachers should gauge each student's attendance based upon what they determine is the amount of time the assignment would take for a typical student (per ODE guidance). Make attendance report to student's home school as required by HB 410. Teachers who utilize this procedure in good faith to accurately report student attendance/participation will be held harmless by the administration if there is an error in their reporting.</li> </ol>
<p><b>Options for Success, VCAP, and other Teachers assigned to CCSDA</b></p> <p>Latchkey teachers will be assigned to CCSDA at the discretion of the Superintendent during periods of remote learning and/or when latchkey teachers are unable to perform duties in person.</p> <p>All other teachers assigned to CCSDA in this manner will be assigned to the CCSDA as their full time assignment for SY20-21</p> <p>All Teachers will return to their previous assignment not later than the conclusion of SY20-21 per the Memorandum of Understanding.</p>	<ol style="list-style-type: none"> <li>1. Mark student attendance/participation as appropriate. Students and parents/guardians can check-in during remote. The teacher shall mark participation/attendance based upon the following criteria, but is not limited to, daily logins to learning management systems/student information systems/digital curricular resources; daily interactions with the teacher to acknowledge attendance via messages, emails, telephone calls (when have access to district provided phones), video chats, or other formats that enable teachers to engage with students; or assignment completion for which teachers should gauge each student's attendance based upon what they determine is the amount of time the assignment would take for a typical student (per ODE guidance). Make attendance report to student's home school as required by HB 410. Teachers who utilize this procedure in good faith to accurately report student attendance/participation will be held harmless by the administration if there is an error in their reporting.</li> <li>2. Provide support to CCSDA students during periods of remote instruction within the contractual work day. Respond to emails and maintain office hours. Assist in content area consistent with licensure. Open tests. Student support caseloads will be equitably distributed amongst the staff and reviewed monthly by Digital Academy administration at the end of each month to make any adjustments needed.</li> <li>3. If any student has not logged into their educational platform for 5 consecutive school days (without a parent excused absence or a doctor's note), the teacher must make note in the PLP log and refer to the school social worker and their administrator. This excludes students who have pre-excused absences.</li> <li>4. All teachers, except Latchkey teachers and Social and Emotional Learning Practitioners, may be assigned to execute duties consistent with the content teacher expectations noted on page 1 of this document as the teacher of record for assigned students with the following ratios: K-5: 1:50; 6-12: 1:100.</li> <li>5. Staff will be offered a supplemental contract that allows up to 15 hours per week to provide student and family direct synchronous support outside the regular school day (e.g., student/family outreach, small SEL groups, etc.).</li> </ol>
<p><b>PBIS Staff and Social Workers</b></p>	<ol style="list-style-type: none"> <li>1. Perform job duties consistent with job description based on current assignment with the exception of in-person home visits for social workers except as may be directed consistent with the Memorandum of Understanding between the BOARD and CEA.</li> </ol>

<b>Behavior Specialists</b>	1. Perform job duties consistent with job description based on current assignment.
<b>School Counselors</b>	1. Perform job duties consistent with job description based on current assignment.
<b>Transition Coordinators Job Training coaches VOSEs</b>	1. Perform job duties consistent with job description based on current assignment.
<b>Psychologists &amp; Related Services Professionals</b>	1. Perform job duties consistent with job description based on current assignment.
<b>School Nurses</b>	<ol style="list-style-type: none"> <li>1. Collaborate with MTSS/504 coordinator to gather and report medical considerations to inform specialized education plans.</li> <li>2. Consult remotely with staff and families on health issues including pandemic challenges.</li> <li>3. Assure immunization compliance, refer as needed, collaboration with NCH/CPH/Private HCP to obtain vaccine records.</li> <li>4. Connect families with community resources as needed, including referral for COVID-19 testing.</li> <li>5. In collaboration with and at the request of teachers, remote teaching for students and families on topics of COVID-19, hygiene practices, growth and development and various health/wellness topics.</li> <li>6. State mandated screening for vision/hearing/height/weight/dental for designated grades (PK,1,3,5,7,9,11) and new to district consistent with ODE and ODH protocol.</li> </ol>
<b>Gifted</b>	1. Perform job duties consistent with job description based on current assignment.
<b>Librarians</b>	NA
<b>Non-Public Assignments Teachers, Tutors, Therapists, Nurses,</b>	NA
<b>All CEA Classifications</b>	<ol style="list-style-type: none"> <li>1. Employees must continue to comply with all requirements related to reporting leave use and leaves of absence.</li> <li>2. Employees must continue to comply with all Board policies, including, but not limited to policies related to staff dress and grooming, acceptable use of technology, reporting accidents, mileage reimbursement, and outside activities.</li> <li>3. Should employees be directed to work remotely, employees will be responsible for maintenance, repair and operation of their home office (e.g., home phone, mobile phone, internet access, desks, chairs, lights). Office supplies will be made available at CCS sites.</li> </ol>



## ATTACHMENT B

### Columbus City Schools Recommended Protective Equipment for COVID-19

Staff Activity	Person/Student Being Served *	Protective Equipment Recommendations for staff	Examples of Task/Job descriptions
No Direct Contact – social distancing in place (6 feet)	Cloth or disposable mask	Cloth Mask (5/employee) Optional: Clear Mask for visual of mouth	General Classroom instruction <i>Teachers, IAs, Secretaries, Administrators</i>
No Direct Contact – closer than six feet for a brief encounter	Cloth or disposable mask	Cloth Mask (5/employee) Optional: Clear Mask for visual of mouth	Handing a pencil to a student Helping a student open a milk container <i>Teachers, IAs, Secretaries, Administrators</i>
Direct, brief contact with no expectation of contact with body fluids.	Cloth or disposable mask	Cloth Mask (5/employee) Optional: Clear Mask for visual of mouth	Helping a student zip up a coat Simple, brief hand over hand re-direction (Disinfect hands immediately after) <i>Any staff member</i>
Any student with an on-file mask exemption* closer than 6 feet	None	Mask: KN95 mask and when a KN95 mask is not available, then a medical or 3-ply disposable. (1/employee/day) Face shield or goggles (1/employee)	<i>Any staff member</i>
Direct contact for less than 15 minutes with expectation of contact with body fluids (e.g. urine, stool, not including aerosol generating procedures)	Cloth or disposable mask	Mask: KN95 mask and when a KN95 mask is not available, then a medical or 3-ply disposable (1/employee/day) Face shield or goggles (1/employee) Gloves**, gowns(2/employee/day) if expect body fluid contact on extremities, or torso	Simple toileting or diaper changing, Face wiping of saliva, Wiping or cleaning of mucus, Starting/ending a continuous tube feeding pump, CPI control for less than 15 minutes <i>Child Care Attendants (CCAs), School Nurses, MD/OI Teachers, IAs</i>
Health care – standard procedures not involving direct contact	Cloth or disposable mask	Cloth Mask (5/employee)	Giving oral medication, observing inhaler use from afar <i>School Nurses, Building Administrators, Designated Medication Administrators</i>

Direct contact or within 6 feet for 15 or more minutes: health care procedures, therapy, or instruction, (not including aerosol generating procedures)	Cloth or disposable mask	Mask: KN95 mask and when a KN95 mask is not available, then a medical or 3-ply disposable (1/employee/day) Face shield or goggles (1/employee) Gloves**, gowns (2/employee/day) if expect body fluid contact on extremities, or torso	Bolus tube feeding, Urinary catheterization, Speech, Physical or Occupational therapy, CPI control requiring direct contact for 15 minutes or more <i>Assessing an injury, School Nurses, PTs, OTs, SLPs, CCAs, designated first aid providers</i>
Health Care – assessment and isolation of ill individuals (those meeting criteria to be isolated and removed from building)	Three ply disposable mask	Fit-tested N95 mask or approved emergency CDC/FDA replacement (120/building for a 30 school day supply) Face shield or goggles (6/building) Gloves**, gowns (120/building for a 30 school day supply) if expect body fluid contact on extremities, or torso	Evaluation or identification of individuals with COVID-19 symptoms <i>School Nurses, Building Administrators, Designated First Aid Responders, Separation Room monitors (if in the separation room with symptomatic students)</i>
Health Care- oral and tracheal suctioning, and aerosol generating procedures- Unable to perform safely in a school setting until further direction from Columbus Public Health	None	N/A	Oral and tracheal suctioning, and aerosol generating procedures- Unable to perform safely in a school setting until further direction from Columbus Public Health.

\*Students with a completed and verified Mask Exemption Form will not be required to wear a mask.

\*\*Gloves should only be worn if needed before the COVID-19 pandemic, they are not required for all tasks.