

**MEMORANDUM OF UNDERSTANDING**  
**August 24, 2021**  
**Memorandum of Understanding – 2021-2022 School Year (MOU #2)**

This Memorandum of Understanding (“MOU”) is entered into on this 24th day of August 2021, 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 last teacher workday of the 2021-2022 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”), the Memorandum entitled “Memorandum of Understanding – BlendED 2021-2022” dated June 2, 2021, and the Memorandum entitled “Memorandum of Understanding - 2021-2022 School Year” dated June 2, 2021, 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 in-person learning for the remainder of the 2021-2022 school year on a districtwide, building, program, equity based and/or classroom level, and will also continue to provide learning through the BlendED program. Any time the District transitions between remote learning and in-person learning, the District will provide notice to the impacted CEA bargaining unit members as soon as practical. This provision shall apply when the Superintendent designates that buildings without functioning air conditioning are closed due to excessive heat. This provision will not apply to designated calamity days. Notice of a heat day designation will be made to CEA bargaining unit members not later than 2:30 p.m. of the contract day prior.

a. While providing remote learning, 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.

b. 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.

c. 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.

d. 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.

e. 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...).

f. 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.

g. 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.

h. Bargaining unit members who normally provide services in-home shall deliver services consistent with Board Policy 2412.

3. The parties agree that while students may be in different learning models from time to time during the 2021-2022 school year:

a. All CEA bargaining unit members will be expected to report to their worksites consistent with the AGREEMENT, unless 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 or unless designated to work off-site remotely by this memorandum.

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 between remote learning and in-person learning of students, the Superintendent or her designee will provide written notice to impacted employees as soon as practical prior to the change.

c. 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. 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 upon request.

4. 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, upon request.

b. Routinely 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 upon request, 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 orders.

h. 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 when a nurse is supervising a separation room, the nurse will not provide services to other students.

i. 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.

j. If a CEA bargaining unit member is subject to a federal, state, or local quarantine order or advised by a health care provider to quarantine 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, or required to self-isolate 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. Bargaining unit members who elect to work remotely during a period of isolation or quarantine shall not be charged accumulated sick leave. If students normally assigned to a bargaining unit member continue to receive in-person instruction during the period of a bargaining unit member's isolation or quarantine, the bargaining unit member in isolation or quarantine may be temporarily assigned to other CCS students within their area of licensure/certification who are isolated or quarantined for the duration of the bargaining unit member's isolation or quarantine. Bargaining unit members who elect not to work remotely shall be charged sick leave.

k. If a CEA bargaining unit member is subject to a federal, state, or local quarantine order or advised by a health care provider to quarantine 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 sick or other applicable leave, and the District will consider and approve such requests in accordance with District needs. If the District approves the request, then the provisions of Subparagraph 5(j) will apply.

l. Provide the Association with regular updates at monthly COVID-19 Data Review Committee meetings on efforts to improve ventilation and airflow at CCS worksites, including air scrubbers in areas without mechanical ventilation, MERV filters, and industrial fans.

m. 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.

n. 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.

5. Schools may develop a program for breakfast and/or lunch in the classroom for those students in elementary grade bands (PreK-6). Schools may develop a program for breakfast in the classroom for those students in middle school grade bands (6-8). Implementation of plans for a breakfast and/or lunch in the classroom program shall require the approval of 2/3 of CEA bargaining unit members by means of a secret ballot vote conducted by the CEA Senior Faculty Representative. Approved plans shall be forwarded to the CEA President and Superintendent's designee. Such programs shall ensure that CEA bargaining unit members continue to receive a thirty (30) minute duty free lunch, and planning/preparation time/conference period as provided for in the AGREEMENT. The responsibilities of CEA bargaining unit members related to such programs shall be limited only to supervision of students. Distribution and clean-up of breakfast and/or lunches shall not be the responsibility of CEA bargaining unit members.

6. CEA bargaining unit members assigned to the Options for Success Program will be reassigned to provide remote homebound instruction for the duration of 2021-2022 School Year for students who are isolated, quarantined, or receiving homebound instruction at the direction of a CCS hearing officer. Such instruction will be consistent with the provisions of the Memorandum entitled "Memorandum of Understanding – BlendED 2021-2022".

7. The BOARD and CEA agree that this memorandum is not precedent-setting, and that except as explicitly modified by this MOU, the Memorandum entitled "Memorandum of Understanding – BlendED 2021-2022", or the Memorandum entitled "Memorandum of Understanding - 2021-2022 School Year" dated June 2, 2021, during the terms of these MOUs, all provisions of the AGREEMENT remain in full force and effect.

8. This Memorandum of Understanding expires on the last teacher workday of the 2021-2022 school year.

For CEA:



John Coneglio, President

8/24/2021  
Date

For the BOARD:



Dr. Talisa Dixon, Superintendent

8/24/2021  
Date

# Columbus City Schools Continuous Learning Plan

## ATTACHMENT A

### 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. Teachers shall mark student attendance/participation daily as appropriate in the student information system. For synchronous time where the teacher is providing live instruction or is available for real-time interaction, the teacher shall indicate a student's attendance/participation on the daily attendance/participation roster based upon their presence in live instruction or completion of assigned tasks. Students who are marked as participated will not be marked absent during the nightly attendance process. During asynchronous time, the teacher shall mark attendance/participation based upon the following criteria, but is not limited to, daily logins and task completion in the learning management system/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 student's attendance/participation 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 attendance/participation record of each student according to the above criteria. All attendance/participation records for a particular quarter must be updated within 20 days or the end of the quarter whichever is the lesser. A teacher of record shall update the attendance/participation within the respective quarter due to a student meeting or not meeting the attendance/participation. 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 attendance/participation but may affect the student's grade earned on that work/project per teacher discretion and classroom rubric.</p>

<p style="text-align: center;"><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. 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 style="text-align: center;"><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> <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> </ol>

	<ol style="list-style-type: none"> <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 Music, and Physical Education, APE)</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>



<p><b>Intervention Specialists</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. Provide content experiences as described in the content teachers row of this document.</li> </ol> <p>Additional responsibilities:</p> <ol style="list-style-type: none"> <li>3. Assure timely completion of the IEP and related documents associated with assuring compliance with local, state and federal regulations.</li> <li>4. Provide instruction anchored to the IEP goal.</li> <li>5. Collaborate with regular education teachers.</li> <li>6. Provide targeted instruction to provide intervention to students during asynchronous and synchronous learning experiences.</li> <li>7. Assure the completion of progress monitoring as described in the IEP.</li> <li>8. Identify and provide scaffolding, supplemental learning aids or supports as needed for students to be successful in the learning setting.</li> <li>9. 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>10. 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>
<p><b>EL Teachers</b></p>	<p>Provide content experiences as described in the content teachers row of this document.</p> <p>Additional responsibilities:</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>
<p><b>Latchkey Teachers</b></p>	<ol style="list-style-type: none"> <li>1. Perform assigned duties for the number of hours needed assigned by an appropriate administrator.</li> </ol>
<p><b>Behavioral Staff including Social Workers &amp; PBIS Coordinators</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. 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> </ol>

	<ol style="list-style-type: none"> <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 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 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 style="text-align: center;"><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 style="text-align: center;"><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> <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> </ol>

	<ol style="list-style-type: none"> <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 specialized education plans.</li> <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,</li> </ol>

	<p>hygiene practices, growth and development and various health/wellness topics.</p> <ol style="list-style-type: none"> <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> <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> </ol>

	<ol style="list-style-type: none"> <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>

## ATTACHMENT B

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

<b>Staff Activity</b>	<b>Person/Student Being Served *</b>	<b>Protective Equipment Recommendations for staff</b>	<b>Examples of Task/Job descriptions</b>
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.