

Memorandum of Understanding – Return to School 2020-2021 School Year

WHEREAS the 2020-2021 School Year is beginning in a completely virtual learning environment for all students in grades pre-K through 12 as a result of the COVID-19 pandemic for the first quarter – which is Tuesday, September 8 through Tuesday, October 27 for schools on the traditional calendar and through at least the first intersession which is July 29 through October 23 for year-round school Woodcrest Elementary – of the 2020-21 school year (“the virtual learning period”);

WHEREAS families can choose between two types of virtual instruction: remote learning using CCS curriculum or the CCS Digital Academy (“CCSDA”) using self-paced curriculum;

THEREFORE the Columbus Education Association (“CEA”) and the Columbus City School District Board of Education (“BOARD”) agree as follows:

1. Members of the CEA Bargaining Unit will continue to perform job duties to provide learning opportunities for students, consistent with the CEA-CCS 2019-2022 Master Agreement (“AGREEMENT”) between CEA and the BOARD and this memorandum during the virtual learning period.
2. Beginning August 24, 2020, during the virtual learning period noted above and any extension thereto mutually agreed upon by the parties, employees of the BOARD covered by the AGREEMENT will:
 - a. Perform work consistent with the employee’s job assignment and outlined in the Instructional Roles & Responsibilities for Academic Services Staff document incorporated as Attachment A.
 - 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. Should the Superintendent, in her sole discretion, require some or all CEA bargaining unit members to report to work during the virtual learning period, the Superintendent or her designee will provide written notice to CEA and the bargaining unit members affected at least ten (10) business days prior to the requirement to report to a worksite. The BOARD and CEA agree that any necessary modifications to the AGREEMENT, this Memorandum, or its

attachments resulting from such a requirement shall be subject to negotiations between the parties consistent with Ohio Revised Code Chapter 4117.

e. For CEA bargaining unit members regularly assigned to the CCSDA or CCS worksites who have not been directed to return to a CCS worksite but who would prefer to work onsite, workspace shall be available within the District at designated worksites. Such workspace shall be available within the District to be utilized at the sole discretion of the bargaining unit member so long as the bargaining unit member is able to complete job expectations remotely. The BOARD agrees to engage in discussions on an individual basis with members who experience home internet connectivity issues if that member has a concern about returning to a CCS worksite in order to find a workable solution.

f. At any workspace to which a CEA bargaining unit member reports within the District, 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. To provide a safe workplace, the BOARD shall:

- i. Ensure that designated workspaces are provided for each CEA bargaining unit member and are at least 6 feet or more of distance from any other workspace. The BOARD's intention is to provide classroom space to CEA bargaining unit members, and the Board will provide environments that are conducive to effective instruction and that comply with Ohio Department of Health and Columbus Public Health orders consistent with law.
- ii. Require all employees wear facemasks in common areas 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.
- iii. Regularly disinfect workspaces consistent with Centers for Disease Control (CDC) COVID-19 guidelines.
- iv. Provide hand sanitizer and other appropriate cleaning supplies at each workspace.
- v. Provide access to staff-only restrooms equipped with running water, soap, and paper towels.
- vi. Provide training to CEA bargaining unit members on CCS safety & compliance procedures.

- vii. Common areas will have designated limited occupancy consistent with Ohio Department of Health and Columbus Public Health orders consistent with law.
- viii. Require all employees to sign in when entering the worksite.
- ix. Work in cooperation with Columbus Public Health when an employee tests positive for COVID-19 at a worksite so that Columbus Public Health may send out proper notification to employees who have potentially been exposed.

g. CEA bargaining unit members assigned to non-CCS and NPSS worksites will complete job duties consistent with Attachment "A" per supervisor direction. CEA and the BOARD agree to continue ongoing dialogue regarding individual non-CSS and NPSS worksites. The BOARD agrees to communicate to non-CCS and NPSS locations its expectation that such locations will comply with all Department of Health orders. CEA reserves the right to utilize all available legal measures to ensure BOARD employee safety.

h. 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.

i. The BOARD agrees to provide professional development to CEA bargaining unit members on online learning electronic platforms. 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.

j. 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...).

k. The BOARD agrees that CEA bargaining unit members shall be provided technical support for District provided hardware and software platforms they are directed to use. To the extent possible, this technical support will be provided remotely. When in-person technical support is required, the support will be provided at Board approved sites consistent with safety protocols noted in subparagraph "f" above.

l. 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.

m. 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. The parties agree to work collaboratively to address any such matters in an expedient fashion giving due consideration to the needs of the CEA bargaining unit member, the district, and the situation at hand.

3. In regard to the CCSDA, the parties agree as follows:

a. CCSDA will be operational for the 2020-2021 school year.

b. CCSDA certificated non-administrative positions shall be staffed solely with CEA bargaining unit members. Staffing will be completed as follows:

i. Supplemental contracts in the areas of Elementary Grades K-5, Unified Arts K-12, Intervention Specialists K-12, Special Education Coordinators, and Middle and High School English, Math, Science and Social Studies consistent with the provisions of Article 402 of the AGREEMENT except as explicitly modified herein.

ii. Full time positions filled in accordance with the following:

A. All bargaining unit members assigned to VCAP and Options for Success will be temporarily reassigned to CCSDA for the 2020-21 school year. Any assignment for the 2021-2022 school year shall be made consistent with Article 211 of the AGREEMENT.

B. All bargaining unit members who have been assigned as social emotional learning practitioners for the 2020-2021 school

year per the Memorandum of Understanding entered into between the parties on p. 151 of the AGREEMENT ("MOU") will be temporarily reassigned to positions in CCSDA for the 2020-2021 school year and will return to their positions as social emotional learning practitioners consistent with the MOU for the 2021-2022 school year.

C. All Latchkey teachers may be assigned to CCSDA during the virtual learning period.

c. CCSDA supplementals shall be posted no later than August 21, 2020.

d. CCSDA supplementals shall be paid an hourly rate per Article 903 of the Agreement.

e. CCSDA supplementals are for one year, but it may be necessary to release employee(s) from supplemental(s) based on enrollment in CCSDA at the conclusion of the first semester of the 2020-2021 school year. The BOARD agrees that in the event it becomes necessary to release employees from CCSDA supplementals, the BOARD shall first solicit volunteers within the certification/licensure band. Should voluntary releases be insufficient to meet the need based upon enrollment, CEA bargaining unit members holding CCSDA supplementals shall be released beginning with the least senior CEA bargaining unit member within the certification/licensure band.

f. CCSDA supplementals will automatically expire at the end of the 2020-2021 school year with no further action of the Board required.

4. The parties agree that the MOU referenced in paragraph 3(b) above is amended as follows:

a. The positions as identified in paragraph 1 of the MOU will be assigned to the CCSDA per paragraph 3(b) above.

b. Any positions identified in paragraph 2 of that MOU will not be filled until the 2021-2022 school year.

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

6. Paragraph 3 of this Memorandum of Understanding will remain in effect for the 2020-2021 school year. All other provisions of this Memorandum of Understanding expire at the end of the remote instruction period noted in paragraph 1, unless extended by mutual agreement.

For CEA:



John Coniglio, President

8/21/20

Date

For the BOARD:



Dr. Talisa L. Dixon, Superintendent/CEO

8/21/20

Date

Columbus City Schools Continuous Learning Plan

ATTACHMENT A

Part 1

INSTRUCTIONAL ROLES & RESPONSIBILITIES FOR ACADEMIC SERVICES STAFF

Remote Learning Model	
Definitions	<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 student-directed learning which does not include real-time interaction.</p>
Coaches, Teacher Leaders and TOSAs	<ol style="list-style-type: none"> 1. In a virtual setting, provide support and feedback to teachers on using district-adopted resources to assure continuous standards-aligned learning. 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. 3. In a virtual setting, provide additional professional development based on instructional trends. 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. 5. In a virtual setting, use look-for documents from the Essential Instructional Pillars documents to observe and respond to instructional trends. 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. 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 the implementing responsive professional development. 8. In a virtual setting, assist teachers in developing scaffolds and supports for struggling students. 9. In a virtual setting, assist teachers with communicating to parents to assure student success. 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. 11. In a virtual setting, provide teachers support with using the learning progressions and information from assessment data. 12. SPED Coordinators to support IEP and ETR due dates and compliance, provide support for data collection and service delivery. 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 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).

	TOSAs – provide support in their assigned content areas based on central office staffing expectations.
<p>Content Area Teachers Including CTE, Health and Early Childhood Teachers, College Credit Plus (CCP)/Dual Enrollment Instructors</p>	<ol style="list-style-type: none"> 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. 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. 3. Offer asynchronous learning opportunities that students complete at their own pace to supplement and augment learning that occurs during the synchronous experiences. 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. 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. 6. Develop lessons that offer students opportunities to master basic concepts and lead to deeper level learning on the content. 7. Use unobtrusive, formative assessments to monitor and adjust instruction. 8. Monitor student outcomes from data and plan responsive instruction to assure students master grade level content. 9. Incorporate scaffolds and supports for struggling students as well as any modifications, adaptations or supplemental aids from the IEP for applicable students. 10. Plan and implement targeted, small group instruction to address gaps in learning during synchronous learning opportunities. 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. 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). 13. Use a district approved platform to offer synchronous remote learning. 14. Communicate with students the learning goals for each lesson and post information in the district approved platform in the announcements. 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. 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. 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

	<p>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.</p> <ol style="list-style-type: none"> 18. Collaborate with related services personnel to schedule intervention/support sessions 19. 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. 20. Teachers are expected to review attendance on an ongoing basis. If the teacher observes a trend of non-participation or non-attendance the teacher contacts the student/parent or guardian to determine what factors may be preventing the student from participating. This shall be recorded in the Personal Learning Plan/Contact Log (PLP) daily as to whether they were successful or unsuccessful in their attempt to contact the student/parent or guardian. Student and/or parents log in the student's attendance on a daily basis within their student or parent portal. Teachers will receive training about how attendance is taken and logged for synchronous and asynchronous learning. 21. Teachers shall review student participation/attendance records via Infinite Campus Instruction and document any participation/attendance discrepancies in the PLP log. The teacher will email the principal when a discrepancy is documented. (The attendance secretary will continue to process any excused absences per Board policy.) 22. 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.
<p style="text-align: center;">Specialist Teachers (Visual Arts, Performing Arts, Vocal and Instrumental Music, and Physical Education, APE)</p>	<ol style="list-style-type: none"> 1. Provide content experiences as described in the content teachers row of this document. 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.
<p style="text-align: center;">Intervention Specialists</p>	<ol style="list-style-type: none"> 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. 2. Provide content experiences as described in the content teachers row of this document. 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) <p>Additional responsibilities:</p> <ol style="list-style-type: none"> 4. Assure timely completion of the IEP and related documents associated with assuring compliance with local, state and federal regulations. 5. Provide instruction anchored to the IEP goal. 6. Collaborate with regular education teachers. 7. Provide targeted instruction to provide intervention to students during asynchronous and synchronous learning experiences. 8. Assure the completion of progress monitoring as described in the IEP.

	<ol style="list-style-type: none"> 9. Identify and provide scaffolding, supplemental learning aids or supports as needed for students to be successful in the learning setting. 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). 11. 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. 12. Communicate with parents to assure student success. 13. 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)
EL Teachers	<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"> 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. 2. In a virtual setting, provide support for students' core content learning. 3. In a virtual setting, collaborate with regular education teachers and offer co-teaching when possible. 4. In a virtual setting, assure students have scaffolded support using district-adopted resources both print from curriculum materials and digital. 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). 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. 7. Use district adopted materials both print from curriculum materials and digital to support language acquisition.
Latchkey Teachers	<ol style="list-style-type: none"> 1. Perform assigned duties for the number of hours needed assigned by an appropriate administrator.
Behavioral Staff including Social Workers & PBIS Coordinators	<ol style="list-style-type: none"> 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. 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. 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. 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. 5. In a virtual setting using technology tools, provide social and emotional learning support. 6. Complete documentation in a timely manner. 7. Work collaboratively with buildings based teams to identify and address student need. 8. Provide supportive services to staff related to PBIS, Trauma, RP, and SEL. 9. Support staff and/or students related to concerns or situations that may impact students physical, social or emotional wellbeing. 10. Support staff with developing and implementing PBIS framework supports. 11. Support staff in incorporating SEL competencies into core instruction and school culture.

<p>Behavior Specialists</p>	<ol style="list-style-type: none"> 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. 2. Support families and staff with students with a Behavior Intervention Plan 3. Provide office hours to support intervention specialists, assistants, general education teachers, administrator, and building based teams needing specific strategies and techniques 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. 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 6. Assist with identifying solutions to situations that disrupt learning 7. Complete documentation of interventions (e.g., functional behavioral assessments and behavior intervention plans). 8. Work collaboratively with building based teams to identify and address student needs
<p>School Counselors</p>	<ol style="list-style-type: none"> 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. 2. Implement lessons that enrich and differentiate core content that is described in the school counseling plan or provides students with necessary information. 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. 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. 5. 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. 6. In a virtual setting using technology tools, plan and implement social/emotional, academic and college /career lessons from the district counseling plan. 7. Plan and implement remote counseling lessons from the district counseling plan. 8. Deliver remotely Naviance lessons as applicable for specific groups of students according to the district counseling plan.
<p>Transition Coordinators Job Training coaches VOSEs Project SEARCH</p>	<ol style="list-style-type: none"> 1. Maintain compliance and completion of Section 5 of the IEP 2. Complete assessments for Section 5 of the IEP 3. Share data as needed with psychologist and teacher 4. Support student in activities that prepare them for a job, post-secondary education, independent living 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 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 7. Maintain contact with teachers, including those in CTE to ensure accommodations are being met 8. Connect students with agencies such as FCBDD and OOD services through district approved platform. 9. Guide families through the application process for such agencies as FCBDD and OOD services via district approved platform. 10. Review and practice transition goals on the student's IEP via district approved platform. 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 12. Electronically distribute important flyers, transition fairs, job opportunities, job fairs, information on disability support, etc. to parent, students and teachers

	<ol style="list-style-type: none"> 13. Support students in understanding and following a job schedule 14. Assist students in setting up an email if they don't already have one, and setting up an account on Ohio Means Jobs 15. Assist students in completing activities based on their PINS on Ohio Means Jobs 16. Review and discuss trade school programs and/or apprenticeships, if student has an interest 17. Review and discuss Job Corps as an option for some students 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. 19. Communicate with TCs and home school teams regarding any changes needed or required to schedules or on-line classroom needs. 20. Attend student IEP meetings and provide feedback to the school IEP team regarding student progress. 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. 22. Attend all Project SEARCH IEP and staffing meetings and serve as District Representative. 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.
<p>Psychologists & Related Services Professionals</p>	<ol style="list-style-type: none"> 1. In a virtual setting, provide related services to students as assigned providing both synchronous and asynchronous services. 2. Complete all required documentation and assure compliance with local, state, and federal regulations. 3. In a virtual setting, monitor and respond to participation concerns. 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. 5. Maintain documentation for progress monitoring identified in the IEP. 6. Conduct evaluations and specific assessments (initial evaluations and reevaluations) with some assessment and progress monitoring occurring on the remote learning days. 7. Use the appropriate district adopted platforms for working with students and families in the remote learning setting. 8. 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)
<p>School Nurses</p>	<ol style="list-style-type: none"> 1. In preparation for return to work with Principal and Custodian, identify location to separate ill children/staff 2. Review and support education regarding cleaning measures 3. Consult with Principal regarding adaptation of fire drills/lock down procedures 4. Prepare and implement presentations for staff and families on transmission/prevention measures, review of self-assessment, preparing robocall/communications 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 6. Develop emergency action plans for students with life threatening conditions to be ready for distribution upon student return 7. Assure immunization compliance, refer as needed, collaboration with NCH/CPH/Private HCP to obtain vaccine records 8. Collaboration with MTSS/504 coordinator to gather and report medical considerations to inform specialized education plans 9. Consulting remotely with staff and families on health issues and pandemic challenges 10. Consult remotely with families and students with chronic conditions in preparation for return to school 11. Follow up remotely with ill students and refer as needed 12. Consult remotely with staff and recommend medical follow up if needed 13. Connect families with community resources as needed, including referral for COVID-19 testing

	<ol style="list-style-type: none"> 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 15. Education: Heimlich/CPR/AED, promoting wellness and social/emotional health 16. Disease surveillance-assessing for and tracking cases, collaboration with public health to support staff and for students when they return 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. 18. Assist with procurement of assistive devices and equipment such as glasses/ hearing aids/ etc. appointments and follow up with families. 19. Connect with students and families that may not be participating online to ascertain possible health barriers. 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. 21. Provide supportive services to students to assure successful participation and to address students' health needs including social and emotional learning needs. 22. Assist with identifying solutions to health or health care situations that disrupt learning. 23. Provide health and safety education.
<p style="text-align: center;">Gifted</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"> 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. 2. Monitor and support student success. 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. 4. Offer intervention opportunities for students in advanced courses including those taking dual enrollment classes. 5. Complete state – required professional development as required for teachers of gifted and talented students. 6. Complete all state-mandated paperwork and communicate with families, including, but not limited to, WEPS and Gifted Progress Reports.
<p style="text-align: center;">Librarians</p>	<ol style="list-style-type: none"> 1. Design a welcoming and accessible library on district approved platform available to each assigned school. 2. Curate digital resources in multiple formats to target diverse student needs. 3. Provide online opportunities for students to use library resources for research, individual exploration, independent reading, and personal inquiry. 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. 5. Update online book displays in Destiny Collections or using other online curation tools on an ongoing basis. 6. Share strategies with teachers for integrating inquiry, information literacy and technology skills into online school curriculum. 7. Structure library/media assignments for deeper thinking and research with virtual office hours, email, and online response tools

	<ol style="list-style-type: none"> 8. Work collaboratively with classroom teachers whenever possible using a district approved platform. 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>) 10. Participate in virtual school, department, and grade-level curriculum development. 11. Support teachers with digital resources related to specific units upon request. 12. Assess student and teacher needs and interests as needed. 13. Manage Destiny platform or Google Form seeking requests from teachers and students. 14. Assess connections between online classroom needs and the library's ebook collection and other free ebook collections. 15. Create collection development lists for possible funding opportunities. 16. Stay up-to-date on the latest technologies and electronic resources for teaching and learning from home. 17. Integrate the library into remote learning at their school. 18. Communicate to students and faculty the ethical and safe use of technology from home. 19. Develop a scheduling policy and virtual office hours that facilitates open and flexible access to the librarian during the scheduled school day. 20. Advocate for the use of the virtual school and public library. 21. Promote independent reading for all students as part of the school's program and e-resources to support it. 22. Attend Department of Library Services online programs, meetings and virtual conferences within the work day 23. Coordinate professional learning opportunities for classroom teachers on databases, library resources, and technology tools in order to build a professional learning community.
<p style="text-align: center;">Non-Public Assignments Teachers, Tutors, Therapists, Nurses</p>	<ol style="list-style-type: none"> 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.
<p style="text-align: center;">All CEA Classifications</p>	<ol style="list-style-type: none"> 1. Employees must continue to comply with all requirements related to reporting leave use and leaves of absence. 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. 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.

Columbus City Schools Continuous Learning Plan

ATTACHMENT A

Part 2

INSTRUCTIONAL ROLES & RESPONSIBILITIES FOR ACADEMIC SERVICES STAFF

	Digital Academy
<p style="text-align: center;">SPED Coordinators</p> <p style="text-align: center;">Supplemental Position</p>	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment. 2. Support IEP and ETR due dates and compliance, provide support for data collection and service delivery. 3. Support the review of each IEP, parent/guardian contact and completion of PR01. 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)
<p style="text-align: center;">Elementary Grades K-5, Unified Arts K-12, Intervention Specialists K-12, and Middle and High School English, Math, Science and Social Studies Teachers</p> <p style="text-align: center;">Supplemental Position</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</p>	<ol style="list-style-type: none"> 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 differentiates 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. 2. Post office hours that incorporate the option for some synchronous learning reteaching opportunities for individual students or small groups of students. 3. 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. 4. 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. 5. Enter grades into Infinite Campus as required by the online platform. 6. Provide participation guidance that will be counted in the grading for the course.
<p style="text-align: center;">Intervention Specialists</p> <p style="text-align: center;">Supplemental Position</p> <p>Intervention Specialist will maintain their current case load and perform these duties</p>	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment. 2. Create and implement supplemental asynchronous lessons that enrich and differentiates 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

<p>on a supplemental contract for assigned students in CCSDA.</p>	<p>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.</p> <ol style="list-style-type: none"> 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. 4. Provide content experiences as described in the content teachers row of this document. 5. Team Lead- support the completion of the Continuity of Learning Plan/PR01 (critical for IEP delivery in any setting) <p>Additional responsibilities:</p> <ol style="list-style-type: none"> 6. Assure timely completion of the IEP and related documents associated with assuring compliance with local, state and federal regulations. 7. Provide supplemental instruction to support self-paced instruction anchored to the IEP goal. 8. Collaborate with regular education teachers. 9. Provide targeted instruction to provide intervention to students during asynchronous and synchronous learning experiences. 10. Assure the completion of progress monitoring as described in the IEP. 11. Identify and provide scaffolding, supplemental learning aids or supports as needed for students to be successful in the learning setting. 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. 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)
<p>ESOL Teachers</p>	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment.
<p>Latchkey, Options for Success, VCAP, and other Teachers assigned to CCSDA</p> <p>With the exception of Latchkey, 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"> 1. Teachers shall review student participation/attendance records via Infinite Campus Instruction and reconcile any participation/attendance discrepancies. For example, if a teacher is aware the student participated in learning and completed the appropriate work but did not indicate participation by checking in on the student/parent portal, the teacher may modify the participation record in IC instruction to indicate the student was an active participant in the educational process. 2. Review attendance daily. If the teacher observes a trend of non-participation or non-attendance the teacher contacts the student/parent or guardian to determine what factors may be preventing the student from participating. This shall be recorded in the Personal Learning Plan/Contact Log (PLP) daily as to whether they were successful or unsuccessful in their attempt to contact the student/parent or guardian. Make attendance report to student's home school as required by HB 410. 3. 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. 4. 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. 5. 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.

PBIS Staff and Social Workers	<ol style="list-style-type: none"> 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.
Behavior Specialists	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment.
School Counselors	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment.
Transition Coordinators Job Training coaches VOSEs	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment.
Psychologists & Related Services Professionals	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment.
School Nurses	<ol style="list-style-type: none"> 1. Collaborate with MTSS/504 coordinator to gather and report medical considerations to inform specialized education plans 2. Consult remotely with staff and families on health issues including pandemic challenges 3. Assure immunization compliance, refer as needed, collaboration with NCH/CPH/Private HCP to obtain vaccine records 4. Connect families with community resources as needed, including referral for COVID-19 testing 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 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
Gifted	<ol style="list-style-type: none"> 1. Perform job duties consistent with job description based on current assignment.
Librarians	NA
Non-Public Assignments Teachers, Tutors, Therapists, Nurses,	NA
All CEA Classifications	<ol style="list-style-type: none"> 1. Employees must continue to comply with all requirements related to reporting leave use and leaves of absence. 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. 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.