

**Columbus City Schools Continuous Learning Plan
ATTACHMENT A**

**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 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>
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. 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. 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. <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;">Coaches, Teacher Leaders and TOSAs</p>	<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 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. 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). <p>TOSAs – provide support in their assigned content areas based on central office staffing expectations.</p>
<p style="text-align: center;">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.

	<ol style="list-style-type: none"> 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 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. 18. Collaborate with related services personnel to schedule intervention/support sessions. 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.
<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>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. <p>Additional responsibilities:</p> <ol style="list-style-type: none"> 3. Assure timely completion of the IEP and related documents associated with assuring compliance with local, state and federal regulations. 4. Provide instruction anchored to the IEP goal. 5. Collaborate with regular education teachers. 6. Provide targeted instruction to provide intervention to students during asynchronous and synchronous learning experiences. 7. Assure the completion of progress monitoring as described in the IEP. 8. Identify and provide scaffolding, supplemental learning aids or supports as needed for students to be successful in the learning setting. 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). 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).
<p>EL Teachers</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"> 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.
<p>Latchkey Teachers</p>	<ol style="list-style-type: none"> 1. Perform assigned duties for the number of hours needed assigned by an appropriate administrator.
<p>Behavioral Staff including Social Workers & PBIS Coordinators</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. 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. In a virtual setting using technology tools, provide social and emotional learning support. 5. Complete documentation in a timely manner.

	<ol style="list-style-type: none"> 6. Work collaboratively with buildings based teams to identify and address student need. 7. Provide supportive services to staff related to PBIS, Trauma, RP, and SEL. 8. Support staff and/or students related to concerns or situations that may impact students' physical, social or emotional wellbeing. 9. Support staff with developing and implementing PBIS framework supports. 10. Support staff in incorporating SEL competencies into core instruction and school culture.
<p style="text-align: center;">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. Conduct continuous direct informal inquiry to staff through district approved platforms and provide indirect information and support through pre-recorded PD and newsletter topics. 5. Assist with identifying solutions to situations that disrupt learning. 6. Complete documentation of interventions (e.g., functional behavioral assessments and behavior intervention plans). 7. Work collaboratively with building based teams to identify and address student needs.
<p style="text-align: center;">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. In a virtual setting using technology tools, plan and implement social/emotional, academic and college /career lessons from the district counseling plan. 6. Plan and implement remote counseling lessons from the district counseling plan. 7. Deliver remotely Naviance lessons as applicable for specific groups of students according to the district counseling plan.
<p style="text-align: center;">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.

	<ol style="list-style-type: none"> 12. Electronically distribute important flyers, transition fairs, job opportunities, job fairs, information on disability support, etc. to parent, students and teachers. 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. Maintain documentation for progress monitoring identified in the IEP. 5. Conduct evaluations and specific assessments (initial evaluations and reevaluations) with some assessment and progress monitoring occurring on the remote learning days. 6. Use the appropriate district adopted platforms for working with students and families in the remote learning setting. 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).
<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. 14. In collaboration with teachers, remote teaching for students and families on topics of COVID-19,

	<p>hygiene practices, growth and development and various health/wellness topics.</p> <ol style="list-style-type: none"> 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>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>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. 8. Work collaboratively with classroom teachers whenever possible using a district approved platform.

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