Flexible Learning 2.0

PICKERINGTON SCHOOLS' PLAN TO BRING STUDENTS BACK TO SCHOOL

VERSION 1.0 - RELEASED JULY 16TH, 2020

Pickerington
SCHOOLS

EDUCATING FOR TOMORROW

WHAT WILL INSTRUCTION LOOK LIKE

SAFETY PRECAUTIONS

EXPECTATIONS FOR STUDENTS STAFF PARENTS

FLEXIBLE LEARNING PLAN 2.0

The coronavirus remains with us, and Ohio will likely not return to normalcy until there is a vaccine or a cure. A return to school will look very different. Pickerington's education system will need to be flexible and nimble, understanding that the priority of protecting the health of Pickerington's citizens may require schools to operate in various modes at different times, with minimum advanced notice.

Returning to school will look different than it did before March 16, 2020. To best protect the health of Pickerington's students and citizens, and to abide by recommendations from the Ohio Department of Health, Ohio Department of Education and executive orders from the Governor schools will need to change many practices. However, we remain committed to the vision laid out in Pickerington's strategic plan, Educating For Tomorrow. The Pickerington School's Plan for Progress is supportive of three core principles - Academic Excellence, Efficient Operations, and Modern Facilities. The fundamentals components of the Plan for Progress should continue to guide Pickerington's educators and leaders in our recovery efforts.

Purpose of this Plan

This Flexible Learning 2.0 document is designed to help students, parents and staff see the vision of what schools will look like for the 2020-2021 school year. The Flexible Learning 2.0 plan also gives greater detail for what instruction will look like, what safety precautions the district is taking and what are the expectations for students, staff and parents.

On July 13, 2020 the Pickerington Board of Education approved the framework of the Flexible Learning 2.0 Plan. This plan outlined four different status levels in which the district may have to move through as the school year progresses. The PLSD Administration and Leadership Team will evaluate the status level of the district every five weeks and provide an update to the community. The factors that administration and the leadership team will look at include the following: guidance from the Ohio Department of Health, mandates from the State, health of PLSD students, health of PLSD staff, virus outbreaks, the Ohio Public Health Advisory System, and comfort level of the community.

COVID-19 Status Level Green	FULLY BACK TO SCHOOL • All students expected to attend school • Enhanced health safety and cleaning
COVID-19 Status Level Yellow	HYBRID MODEL • Two days in school and three days virtually
COVID-19 Status Level Orange	SPECIFIC BUILDINGS CLOSED & MOVED TO VIRTUAL LEARNING • Virtual learning in closed buildings only • Could be an immediate change, if necessitated by the Health Department
COVID-19 Status Level Red	100% VIRTUAL LEARNING • All students stay home • Virtual learning for all students

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All Students Back at School

This document covers the planning, expectations and learning plans for the Pickerington Schools Status Level Green - Fully Back to School model.

COVID-19 Status Level Green	FULLY BACK TO SCHOOL • All students expected to attend school • Enhanced health safety and cleaning

 PLSD will follow mandates/requirements required by the Governor, Ohio Department of Health, and Ohio Department of Education. **These mandates/requirements may affect any/all proposed courses of action.**

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Guiding Principles

- Provide in-person instruction for all students as much as possible
- Provide a fully online option for K-12 students
- Prepare to shift between delivery models at any time due to COVID-19.
- Create rational procedures for use of facilities, transportation, child nutrition, student activities.
- We will continue to follow guidance by ODH, ODE, OHSAA, Local Health Department

P/ Parent/Guardian Expectations

- Conduct a student wellness check including temperature prior to sending a student to school. Students with a temperature over 100°F should stay home.
  - Need to be excluded until fever free without the use of medications (Tylenol, Advil) for 72 hours.
- Provide a face mask or face covering for students, parents and guardians
  - PLSD requires that all students (PK-12) wear face masks/covering while at school.
  - PLSD requires that all students (PK-12) wear face masks/covering while on the bus.
  - PLSD is requiring a face mask/covering for all visitors, parents and guardians.
  - Take some time before school starts and practice with your students wearing a mask.
- Provide your students with a water bottle (non-glass) as water fountains will not be available for use.
- Limit your visits to school as much as possible. If you do have to visit the school, conduct a personal health screening prior to coming to a school building and do not come if you have a fever higher than 100°F or showing other symptoms.
  - It is preferred if you can call the building and see if your question can be answered through the phone or by using a virtual platform like Google Meet.
- Follow the posted guidelines and read all signage whenever entering the building.
- Ensure that your student's contact information and medical information is updated through the online forms process within the Infinite Campus Parent Portal
- Ensure that emergency contacts have been designated and pre-arranged methods of getting a student home from school should they become ill or exhibit symptoms.
- Parents/Guardians will not be permitted to join their student(s) for lunch.
- Support the district in reminding your child to follow physical distancing recommendations
- Read all communication from the District, Building Principal, and Teachers.

P/ Student Expectations

Health and Safety
- Conduct a wellness check including temperature prior to reporting for school.
  - Students with a temperature over 100°F must stay home.
- Bring and wear a face mask or face covering
  - PLSD requires that all students (PK-12) wear face masks/covering while at school.
  - PLSD requires that all students (PK-12) wear face masks/covering while on the bus.
  - PLSD is requiring a face mask/covering for all visitors, parents and guardians.
  - Take some time before school starts and practice wearing a mask.
- Students will need to bring a water bottle as water fountains will not be available for use.
- Students will be asked to follow social distancing recommendations throughout most of the day.
- If students feel ill or are showing symptoms they will be asked to go to the quarantine area for further evaluation.
  - Teachers/Staff need to notify the clinic before sending the student.
- Students will be asked to wash their hands and use hand sanitizer numerous times throughout the day.
- Follow the posted guidelines and read all signage whenever entering the building and throughout the building.

Entering and Exiting the Building
- Students will be required to stay outside of the building until the designated time to report to 1st period/homeroom.
    - Students are recommended to wait in their vehicles or on the bus until the designated time.
    - No congregating at the entrances or in common areas.
    - Depending on the building there may be separate entrances for different grade levels.
- There will be a staggered release at the end of the school day.

Hallways and Transitions
- Bell schedules and transition times will be altered; students need to follow the new schedules.
- Hallways will be designated as one way; students will need to follow these new paths.
- Students will be asked to limit the use of lockers or cubbies.
    - Locker access may be limited throughout the day.
- Students are asked not to congregate in bathrooms.

Classrooms
- Students will be asked to follow physical distancing recommendations throughout most of the day.
- Students will be required to all face the same direction in classrooms when sitting at their desks.
- Students are asked not to share supplies with other students.
    - If certain supplies/equipment must be shared, then it will be cleaned in between student uses.
- Students may be asked to help clean off desks between class changes.

Lunch/Cafeteria
- There will be a limited number of students allowed at each table in the cafeterias, students will need to sit in designated areas. (additional new areas will be utilized in high schools)
- Lunch periods will be modified, allowing for additional lunch periods, reducing the number of students in the cafeteria at one time.
- Students will use new touchless scanners for food purchases, which have replaced all pin pads.
    - More grab and go items will be available at some buildings, with limited choices
    - No self-service through the lines everything will be prepackaged.

Bus expectations
- PLSD requires that all students (PK-12) wear face masks/covering while on the bus.
- There will be a maximum of two students allowed per seat
- Bus drivers will assign student seats in conjunction with students' assigned stop, that will allow for loading from back to front, and unloading from front to back.

P/ Teachers and Paraprofessionals Expectations

Health and Safety
- All staff are required to wear a face mask/face-covering when...
  - in front of students
  - working one on one with a student
  - working in close proximity with a small group of students
  - circulating around the room
  - walking through the hallways
  - meeting in groups of staff members
- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- Teachers will be asked to follow physical distancing recommendations throughout most of the day.
- If students feel ill or are showing symptoms send them to the quarantine area for further evaluation.
  - Teachers/Staff need to notify the clinic before sending the student.
- If teachers feel ill or are showing symptoms they will be asked to go to the quarantine area for further evaluation.
- Teachers will be asked to wash their hands and use hand sanitizer numerous times throughout the day.
- Follow the posted guidelines and read all signage whenever entering the building and throughout the building.
- Provide reminders to students about proper health and safety measures.
- Have provided hand sanitizer available to all students.
- Use the provided cleaning supplies when using common pieces of equipment, like copiers and printers.

Hallways and Transitions
- Supervise hallways and common areas to ensure students are reporting immediately to class and are not congregating in the hallways or common areas.
- Supervise student traffic in hallways to insure one-way flow
- Supervise the building plan for student use of lockers or cubbies to minimize the congestion in those areas.
- Follow the staggered dismissal for students at the end of the day.

Classrooms
- Ensure that the classroom set up of desks/tables allows for all students to face in the same direction and desks/tables are separated as much as physically possible.
- Avoid, when possible, placing students into physical groups where they have to come in close contact. Use technology resources in place.
- Remove all cloth covered flexible furniture that is not wipeable.
- Eliminate shared classroom materials, as much as possible
  - If certain supplies/equipment must be shared, then it will be cleaned in between student uses.
- Keep the classroom door open to maximize airflow and reduce the number of touches to the door handle.
- Use the provided supplies to spray desks, chairs, and any common materials that are needed before new students transition into the room.
- If supervising in the cafeteria, insure that students are sitting in designated areas.

Teaching and Learning
- Utilize the recommendations from the Department of Teaching and Learning about what should be taught while students are in the building and while students are online.
- Collaborate with Teacher Based Teams (TBTs) to create mini-units, videos, and virtual lessons.
  - TbTs will be building level and district wide.

- Utilize the Grade Band Instructional Models through Teacher Based Teams
  - Elementary School Instructional Model
  - Middle School/Junior High School Instructional Model
  - High School Instructional Model
- Set clear expectations and review with students for in-class and virtual work.
- Create and share a syllabus with students and parents.
- Be available to students and families via phone (3CX on phones or Chrome app), text (through Talking Points), email, Google Meet, Google Classroom or Seesaw for a similar amount of time as they would if schools were operating normally.
  - Electronic communication platforms will be used in accordance with District guidelines.
- Collaborate with colleagues (Teachers, Instructional Coaches, Counselors, Social Workers, Psychologists, Librarians, etc) to address needs that arise along the way.
- Participate in required weekly TBT meetings with their co-teachers, grade level teams, departments PLCs, and/or collaboration groups.
  - The exact days/times will be determined at the building level by Teachers and Principals.
- Communicate with principals, students and parents in a timely manner.
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Connect families with educational resources that support English Language Learners (including necessary language supports) and students with IEPs/504s.
- Utilize the strategies and resources from the "Becoming A More Impactful Blended Learning Teacher" by Catlin Tucker (see shared resource folder - staff only).

Grading Practices
- Working with TBTs, teachers should identify what will be graded, based on what criteria (rubric, etc.,) that informs the teacher if the student is meeting the intent of the standard. It is best to determine what is graded is the same for all students in the class or the course. Feedback should be given along the way on formative assessments and teacher check-ins as much as possible.

Meetings with Staff and/or Parents
- When possible, communicate with parents through the use of Infinite Campus Messenger, Talking Points, or Google Meet.
- When meeting face to face, provide appropriate social distance between all meeting attendees, if possible.

P/ Custodian Expectations

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Post appropriate health and safety signage around the building (handwashing, symptoms of COVID19, etc)
- Make sure all classrooms are provided with all supplies needed daily, including disinfectant spray, hand sanitizer, and paper towels.
- Check and refill hand sanitizer in common areas.
- Disinfect common areas based on a schedule provided by the school administration. This includes but is not limited to door handles, handrails, toilets, stalls, and sinks.
- Ensure that designated doors are unlocked at arrival and dismissal.
- Ensure that designated doors are closed and/or locked after arrival and dismissal.
- Work with school nurses to determine an appropriate cleaning schedule for clinic areas.
- Disinfect all tables and seats in the cafeteria during class or group transitions.

P/ Clinic/Nurse Expectations

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Work with building administrators to determine a secondary location for a quarantine room.
- Ensure that the workspace is kept clean and sanitized.
- Quarantine students who are showing symptoms to the quarantine room away from other students already in the clinic. Students in the quarantine in the room will wear a mask, unless otherwise indicated. Clinic staff will wear appropriate PPE.
- Ensure doors to the clinic are open to minimize the use of door handles and to ensure maximum airflow to the area.
- Provide classroom teachers with information and basic first aid supplies like bandaids and gloves to minimize the use of the clinic.
- Decrease the amount of time students are in the clinic.
- Request staff call/notify before sending students to the clinic.
- Improve airflow in the clinic (Air Purifiers).
- Consider staggering scheduled daily visits or calling students to the clinic for scheduled visits to limit the number of students in the clinic at one time.

P/ Administration Expectations

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Ensure that classroom setups are appropriate.
- Ensure that classrooms and common areas are being disinfected.
- Ensure that supplies are readily available for custodians and teaching staff.
- Ensure that proper signage is installed in hallways, classrooms, bathrooms, and common areas.
- Provide reminders to students and staff about proper health and safety precautions.
- Develop and implement a staggered bell or transition schedule.
- Develop and implement a locker/cubbies use schedule to minimize congregations/congestions.
- Implement staggered entrance into the morning for bus riders, parent drop off and those students that drive.
- Implement staggered dismissal times to maximize student safety.
- Ensure there is adequate supervision in bus lots, parking lots, and common areas of the building.
- Eliminate parent and community volunteers to ensure the safety and health of students and staff.
- Provide parents with different options for meetings including phone and video conferencing options.
- Create an quarantine area that is separate from the clinic, or have a space for students that exhibit symptoms from those well-students that need medication.
- Provide supervision in hallways and bathrooms during transition times.
- Determine if your building has unique situations that need to be resolved.
- Determine how to conduct required safety drills (fire, tornado, safety) in a manner that allows for health & safety of the students/staff.
- Work with the Department of Teaching and Learning and Instructional Technology to deliver a consistent message across all buildings.
- Support the Grade Band Instructional Models through Teacher Based Teams

P/ Classified Staff Expectations

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Provide reminders to students about proper health and safety measures.
- Have provided hand sanitizer available to all students.
- Keep the classroom door open to maximize airflow and reduce the number of touches to the door handle.
- Use the provided supplies to spray desks, chairs, and any common materials as needed
- Monitor hallways and common areas to ensure students are reporting immediately to class and are not congregating in the hallways or common areas.
- Monitor student traffic in hallways to insure one-way flow.
- Monitor the building plan for the use of lockers or cubbies to minimize the congestion in those areas.
- Follow the staggered dismissal for students at the end of the day.
- Use provided cleaning supplies when using common pieces of equipment, like copiers and printers.
- If monitoring in the cafeteria, insure that students are sitting in designated areas.
  - Work with custodian staff to determine the process for cleaning tables and benches/chairs in the cafeteria.
- If students feel ill or are showing symptoms send them to the clinic for further evaluation.
  - Teachers/Staff need to notify the clinic before sending the student.
- Monitor students entering the buildings in the morning and exiting the building in the afternoon.

School Counselor Expectations

- Conduct a wellness check including temperature prior to reporting for work
  - Staff with a temperature over 100°F must stay home
- Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available
- Recognize and mitigate the limitation of virtual school counselor confidentiality, which may include unintended viewers or recipients
- Inform both the student and parent/guardian of the benefits and limitations of virtual counseling
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship
- Educate students about appropriate conduct in the online setting and using digital literacy as a tool to have an impact on students
- Encourage students and families to use appropriate online resources to enhance academic, career, and social/emotional development
- Develop and share goals for the school counseling program
- Collect information and analyze data related to student success
- Implement action plans to support students' academic, career, and social/emotional development
- Provide school counseling services to individuals and groups of students using electronic and virtual formats
- Provide programming to meet student needs at the individual, group, and school-wide levels
- Advocate to address inequities in achievement, attendance, discipline, opportunity, and resources
- Make referrals to school and community resources
- Consult with teachers, staff, and administrators to support student success
- Collaborate with families, teachers, staff, administrators, and education stakeholders for student achievement
- Provide support to families, teachers, staff, and administrators
- Share school counseling program results with the school community
- Complete case manager requirements for 504 caseload

Pickerington Schools Hybrid Model

This document covers the planning, expectations and learning plans for the Pickerington Schools Status Level Yellow - Hybrid model.

COVID-19 Status Level Yellow

HYBRID MODEL
- Two days in school and three days virtually

⚠️ **Disclaimer** PLSD will follow mandates/requirements required by the Governor, Ohio Department of Health, and Ohio Department of Education. **These mandates/requirements may affect any/all proposed courses of action.**

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Disclaimer - PLSD will follow mandates/requirements required by the Governor, Ohio Department of Health, and Ohio Department of Education and these mandates/requirements may affect any/all proposed courses of action.

Pickerington Schools values face-to-face instruction with all of our students. PLSD also values the safety and well-being of our students, staff and community. To appropriately balance these two values, PLSD will be enacting a Hybrid Model of learning for the start of the 2020-21 school year. This model will allow for students to receive face-to-face instruction two days a week and virtual instruction three days a week. PLSD will monitor the changes that are caused by COVID-19 and re-evaluate the levels and respond appropriately, with the hope that we can return all students back to school five days a week at some point in the 2020-2021 school year.

Guiding Principles

- Provide in-person instruction for all students as much as possible
- Provide a fully online option for K-12 students
- Prepare to shift between delivery models at any time due to COVID-19.
- Create rational procedures for use of facilities, transportation, child nutrition, and student activities
- We will continue to follow guidance by ODH, ODE, OHSAA, and health departments
- All students and families will have access to quality educational materials that align to State standards and the supports and equipment needed to successfully access those materials
- Students will have access to meaningful/high-quality educational materials
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Simplicity is best during this time — simplicity of the framework, of communication structures, and of expectations
- Support the whole child — their mental health, nutritional needs, and safety needs
- Parents and other caregivers need access to clear information and ample resources
- Teachers may need support, encouragement, and compassion to ensure their success and resilience
- Teachers need to work collaboratively in their Teacher Based Teams in a shared delivery model

Overview of Pickerington Schools - Hybrid Model

- Students will have instruction five days a week
- Students would be divided into two different cohorts A and B by households
- Students in Cohort A
  - Attend school face-to-face on Mondays and Tuesdays
  - Attend school virtually on Wednesdays, Thursdays, and Fridays

MODEL	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In School	In School	Virtual	Virtual	Virtual
Cohort B	Virtual	Virtual	Virtual	In School	In School

- Students in Cohort B
  - Attend school virtually on Mondays, Tuesdays and Wednesdays
  - Attend school face-to-face on Thursdays and Fridays
- On Wednesdays staff would:
  - AM Hours would be for…
    - Teacher Based Team meetings
    - Professional learning opportunities
    - Planning purposes
    - Giving student feedback on virtual instructional tasks
    - Creating instructional videos
  - PM Hours would be for…
    - Virtual instruction
    - Virtual office hours
    - Targeted virtual meetings with students on Google Meet
- Students that are involved in athletics, band, or clubs/organizations that need to have practice or meetings may return to school for those practices after school on virtual learning days.
- Some students with intensive and complex special educational needs may attend school four days a week (Monday, Tuesday, Thursday, Friday), a team meeting will be held to determine their placement.
- Face mask or face covering policy
  - PLSD requires that all students (PK-12) wear face masks/covering while at school.
  - PLSD requires that all students (PK-12) wear face masks/covering while on the bus.
  - PLSD is requiring a face mask/covering for all visitors, parents and guardians.

- ○ All staff are required to wear a face mask/face-covering when...
    - ■ in front of students
    - ■ working one on one with a student
    - ■ working in close proximity with a small group of students
    - ■ circulating around the room
    - ■ walking through the hallways
    - ■ meeting in groups of staff members

Educator Commitments

As Educators are implementing this Flexible Learning Plan, they will....

- Complete all required tasks, providing in class instruction utilizing Google Classroom/Seesaw allowing for work to continue in both the face to face and virtual setting, checking on students' emotional wellbeing, and offering feedback on student learning.
- Clear expectations will be set and explained for in-class and virtual work.
- Teachers will create and share a syllabus with students and parents.
- Be available to students and families via phone (3CX on phones or Chrome app), text (through Talking Points), email, Google Meet, Google Classroom or Seesaw for a similar amount of time as they would if schools were operating normally. Electronic communication platforms will be used in accordance with District guidelines.
- Collaborate with colleagues (Teachers, Instructional Coaches, Counselors, Social Workers, Psychologists, Librarians, etc) to address needs that arise along the way. Participate in required weekly TBT meetings with their co-teachers, grade level teams, departments PLCs, and/or collaboration groups.
- Communicate with principals, students and parents in a timely manner.
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Connect families with educational resources that support English Language Learners (including necessary language supports) and students with IEPs/504s.

What Would Instruction Look Like:

Learning and Instruction During Face to Face Days:

- Teachers will be working in Teacher Based Teams and with the Department of Teaching and Learning to determine what are the unique learning activities that need to be done when students are in the school building.
    - Examples - Lab work in science classes, introduction to technology tools, diagnostic and summative assessment, teacher-led instruction, intervention and/or enrichment with the teacher.
- We need to value the time we have in front of students and make sure we are using that time to the best of our abilities.

Learning and Instruction During Virtual Days:

- Teachers will be working in Teacher Based Teams and with the Department of Teaching and Learning to determine what are the activities/lessons that can be done in an asynchronous virtual environment.
    - Asynchronous learning happens on each individual student's own schedule. While the teacher will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, the student has the ability to access and complete these assignments within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards.
    - Examples - video recording of the teacher doing a mini-lesson, explaining a strategy, giving a mini lecture, modeling a strategy, collaboration and group work with other students, self-assessment, self-paced learning, utilizing technology programs like iReady, ALEKS Math, BrainPop, ST Math, NewsELA, etc
        - Recommendation - recorded videos should be no longer then 8 minutes to keep student engagement. Also the district has licenses for technology programs like EdPuzzle and Peardeck that will add interactivity into videos and lessons.
        - It is also recommended that teacher based teams work together and share videos for the same grade level/content areas among those teacher based teams to help share the needed work load out among all of the teachers in that teacher based team.
- Students will have the opportunity to interact virtually with teachers during Wednesday afternoons. Students will have more limited immediate access to teachers on the other virtual days as they will be teaching the other cohort during their face to face days.

Wednesdays For Teachers:

- AM Hours would be for…
    - Teacher Based Team meetings
    - Professional learning opportunities
    - Planning purposes
    - Giving student feedback on virtual instructional tasks
    - Creating instructional videos
- PM Hours would be for…
    - Virtual instruction
    - Virtual office hours
    - Targeted virtual meetings with students on Google Meet

Wednesdays for Students:

- Students will have digital assignments to work on as part of their virtual learning days.
- Students will have limited access to teachers during the AM hours as teachers will be in meetings, professional learning or planning for the week.
- Students will have access to teachers during the PM hours and teachers can pull small groups or individual students for office hours, check-ins or virtual instruction.

Are all courses still being offered in the Hybrid Model:

- Yes all courses will still be offered, including the full course offerings at the high school.
- There may be some modifications to curriculum as some courses may be impacted by the hybrid model.
- All AP courses will still be offered.
- All CCP courses will still be offered in a hybrid model and some will continue to have an online option as listed in the high school course catalogs.

Are Gifted Services still being offered in the Hybrid Model:

- Yes gifted services will still be offered in the hybrid model through both the face to face class times and the virtual learning days.
- Gateway services will still be offered in the hybrid model.

Are Special Education services/accommodations still offered in the Hybrid Model:

- Yes services and accommodations will be provided in the Hybrid Model.
- Services will be delivered while the student is at school or virtually if needed and planned with the parents.

How are English Language Learner services still be offered in the Hybrid Model:

- Yes services and accommodations will be provided in the Hybrid model
- Services will be delivered while the student is at school or virtually if needed and planned with the parents.

What does the kindergarten schedule look like:

- Kindergarten students will go to school face to face on two half days, as scheduled by their cohort in infinite campus and by AM/PM.
- Once the students are identified for the KLIP program, those students will attend school on two full days as scheduled by their cohort in infinite campus.
- The remaining days of the week will be virtual learning days.

How will teachers track attendance:

- Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g. requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by email, text, or phone)
- Teachers will also be responsible for assigning and documenting students completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.
- Traditional attendance will be taken during face to face learning days
- Technology resources that can be used to determine if a student is participating in learning opportunities.
  - Google Classroom/Seesaw login and assignment submission

- ○ Using Classlink login data - principals and technology department have access
- ○ Using Lightspeed - Relay (filtering system) login data - technology department can provide this data as needed on an individual student basis.

P/ Instructional Models

Elementary Instructional Model

- Elementary Device Distribution
  - ○ Devices for students in grades 1-4 will be distributed on August 17, 18 or 19 through a curb-side pickup. (More information to come soon)
  - ○ Students that do not pick up their device during the curb-side pickup will get their device from their homeroom teacher the first day of school.
- TBTs will post a "Welcome Video" that will give students an overview of the expectations for the hybrid model, including how to navigate SeeSaw and to explain the online and on-site classroom routines.
- Teachers will post all assignments through SeeSaw. Develop with TBT.
- Teachers will post weekly expectations and schedule of classwork through SeeSaw Announcements. Develop with TBT.
- TBTs will create an online syllabus and make it accessible in SeeSaw.
- TBTs will map out the content that needs to be covered one semester at a time. The content being covered during the semester will be broken down into standards-aligned mini-units.
- TBTs will work together to create instructional components, including online and offline activities, that are aligned to current content and standards.
- Teachers should consider that online activities need to be self-directed, as teacher availability is limited through the four days of face-to-face instruction.
- Assignments will cover Math, ELA, Science, Social Studies, and Electives.
- Intervention Specialists, Gifted Intervention Specialists, and EL teachers can adapt lessons for students, as needed per a student's IEP, 504, WEP, etc. They can also support students on face-to-face days as appropriate.
- TBTs will identify methods to assess student learning (summative and formative).
- Teachers, TBTs, and Counselors will ensure that an SEL (Social Emotional Learning) component is embedded in each week's assignments. Face-to-face time should also be used to support students SEL.
- Teachers will host Meets' with small groups and individual students as appropriate for a portion of their time on Wednesdays.
- Digital and non-digital options will be available.
  - ○ All students will have a PLSD One-to-One Device
  - ○ If students need WIFI, please see the PLSD Every-1 Connected Program
- Also please see requirements under Keeping Students & Families Informed.

Middle School/Junior High School Instructional Model

- Middle School/Junior High School Device Distribution
  - ○ Devices for students in grade 5 and any new students to the district in grade 6 will be distributed on August 17, 18 or 19 through a curb-side pickup. (More information to come soon)

- - Students that do not pick up their device during the curb-side pickup will get their device from their homeroom teacher the first day of school.
  - Students in grades 7 and 8 that are new to the district will be distributed on August 17, 18 or 19 through a curb-side pickup. (More information to come soon)
- Teachers will post all assignments through Google Classroom.
- Middle School and Junior High School Teams will work together to create instructional material that is aligned to current content and standards from traditional classes.
- These assignments will cover Math, ELA, Science, Social Studies, and Electives. Intervention Specialists and EL teachers can adapt lessons for students, as needed per a student's IEP.
- RTI teachers should assign i-Ready to Tier 3 students- encouraging 45 minutes per week with a 70% passage rate average. Please monitor i-Ready weekly lessons data and encourage/intervene, as necessary.
- Teachers will use a lesson plan template selected by T&L on which they will share instruction and assignments with students and parents.
  - Teachers will share weekly lesson plans on Google Classroom on or before Mondays at 8:40 am
- Most assignments will be due one week from their assigned date.
- Digital and non-digital options will be available.
  - All students will have a PLSD One-to-One Device
  - If students need WIFI, please see the PLSD Every-1 Connected Program
- Students will be able to work at their own pace and be able to "chunk" material so that work can be done easier when adult support is available, if needed.
- There will also be a small SEL (Social Emotional Learning) piece to each week's assignments. Face-to-face time should also be used to support students SEL.
- Teachers will create an online syllabus and make it accessible in Google Classroom.
- Teachers will map out the content that needs to be covered one semester at a time. The content being covered during the semester will be broken down into standards aligned mini-units.
- TBTs will work together to create instructional components, including online and offline activities, that are aligned to current content and standards.
- Teachers should consider that online activities need to be self-directed, as teacher availability is limited through the four days of face-to-face instruction.
- Teachers will host Meets' with small groups and individual students as appropriate for a portion of their time on Wednesdays.
- Teachers will determine a method for both summative and formative assessment.
- Teachers, with the assistance of instructional coaches, will determine a curriculum map for the course that includes learning objectives, performance tasks, instruction/modeling, and rubrics.
- Teachers will create a "Welcome Video" that will give students an overview of the expectations for the hybrid model, including how to navigate Google Classroom and to explain the online and on-site classroom routines.
- Also please see requirements under Keeping Students & Families Informed.

High School Instructional Model

- High School Device Distribution
  - Ninth grade students will be using a PLSD-owned Chromebook during the first week of school, they will be required to return their old PLSD-owned Chromebook and power cord before a new Chromebook is issued.
  - Any new 10th, 11th, and 12th grade students will be distributed on August 17, 18 or 19 through a curb-side pickup. (More information to come soon)
- Teachers will post all assignments through Google Classroom.
- TBTs will create an online syllabus and post it in Google Classroom.
- TBTs will identify essential learning and an assessment plan emphasizing evidence-based reading, writing, speaking and listening. Assessments and learning tasks should only support evidence of learning. TBTs have the flexibility to provide multiple ways to collect evidence of learning.
- TBTs will map essential learning one semester at a time. The content will be broken down into standards aligned units.
- TBTs will work together to create instructional components, including online and offline activities, that are aligned to current content and standards.
- Teachers should consider that online activities need to be self-directed, as teacher availability is limited through the four days of face-to-face instruction.
- Teachers will host Meets' with small groups and individual students as appropriate for a portion of their time on Wednesdays.
- Teachers will create a "Welcome Video" that will give students an overview of the expectations for the hybrid model, including how to navigate Google Classroom and to explain the online and on-site classroom routines.
- TBTs will determine formative assessments.
- Revised curriculum maps will include learning objectives, learning tasks, formative and summative assessments, instructional practices and rubrics.
- Teachers will release instructional material for the week so that it is available to students at the start of the instructional day on Monday.
- Optional enrichment opportunities will be available and could include Ohio State's Tests Prep, AP Test Prep, Naviance ACT prep, project-based learning, choice boards, and independent reading and research.
- Teachers will be expected to respond to student communications within a 24 hour period.
- Instructional Coaches will create examples and models of this work.
- Digital and non-digital options will be available.
  - All students will have a PLSD One-to-One Device
  - If students need WIFI, please see the PLSD Every-1 Connected Program
- Also please see requirements under Keeping Students & Families Informed.

Essential Instructional Recommendation

- Planning for online and on-site learning that respects the needs of all students and staff.
- Implementing a culturally responsive instructional model that attends to the diversity of our community to ensure that all students have access to equitable educational opportunities.
- Meticulously documenting the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs), Section 504 Plans and EL plans.
- Structuring active student engagement with learning in accordance with the age-appropriate outcomes.

- Selecting content for a hybrid learning model that is aligned to standards, relevant, and appropriate for each student.
- Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them.

Essential Grading Recommendations

- The emphasis for schoolwork assigned, reviewed, and completed is on learning, not on compliance.
- Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- Determine what is the purpose of the work and what should be graded; consider mastery of essential learning standards. Not everything requires grading.
- Provide clear expectations for grading criteria of learning standards.
- Look for opportunities to use more performance-based projects and tasks (assessed by rubrics).
- Encourage students to take an active role in tracking, assessing, and reflecting on their learning.
- In conjunction with grading, ensure you have a system for providing students with ongoing feedback, which facilitates learning.
- All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work, as appropriate.

P/ **Parent/Guardian Expectations**

When students are attending school face-to-face:

- Conduct a student wellness check including temperature prior to sending a student to school. Students with a temperature over 100°F should stay home.
    - Need to be excluded until fever free without the use of medications (Tylenol, Advil) for 72 hours.
- Provide a face mask or face covering for students, parents and guardians
    - PLSD requires that all students (PK-12) wear face masks/covering while at school.
    - PLSD requires that all students (PK-12) wear face masks/covering while on the bus.
    - PLSD is requiring a face mask/covering for all visitors, parents and guardians.
    - Take some time before school starts and practice with your students wearing a mask.
- Provide your students with a water bottle (non-glass) as water fountains will not be available for use.
- Limit your visits to school as much as possible. If you do have to visit the school, conduct a personal health screening prior to coming to a school building and do not come if you have a fever higher than 100°F or showing other symptoms.
    - It is preferred if you can call the building and see if your question can be answered through the phone or by using a virtual platform like Google Meet.
- Follow the posted guidelines and read all signage whenever entering the building.
- Ensure that your student's contact information and medical information is updated through the online forms process within the Infinite Campus Parent Portal
- Ensure that emergency contacts have been designated and pre-arranged methods of getting a student home from school should they become ill or exhibit symptoms.
- Parents/Guardians will not be permitted to join their student(s) for lunch.
- Support the district in reminding your child to follow physical distancing recommendations
- Read all communication from the District, Building Principal, and Teachers.

When students are attending school virtually:

- Utilize the PLSD Website and Parent University for support with technology, curriculum or social emotion resources.
- Monitor student progress on coursework.
- Develop and follow a "school schedule" to keep routines in place for students while working at home.
- Communicate questions and concerns to PLSD staff immediately.
- Read (and respond when necessary) the communication from the District, building principal and classroom teachers.
- Make WIFI available to students or apply for a hotspot through the PLSD Every-1 Connected Program.

P/ Student Expectations

When attending school face-to-face:

Health and Safety
- Conduct a wellness check including temperature prior to reporting for school.
    - Students with a temperature over 100°F must stay home.
- Bring and wear a face mask or face covering
    - PLSD requires that all students (PK-12) wear face masks/covering while at school.
    - PLSD requires that all students (PK-12) wear face masks/covering while on the bus.
    - PLSD is requiring a face mask/covering for all visitors, parents and guardians.
    - Take some time before school starts and practice wearing a mask.
- Students will need to bring a water bottle as water fountains will not be available for use.
- Students will be asked to follow social distancing recommendations throughout most of the day.
- If students feel ill or are showing symptoms they will be asked to go to the quarantine area for further evaluation.
    - Teachers/Staff need to notify the clinic before sending the student.
- Students will be asked to wash their hands and use hand sanitizer numerous times throughout the day.
- Follow the posted guidelines and read all signage whenever entering the building and throughout the building.

Entering and Exiting the Building
- Students will be required to stay outside of the building until the designated time to report to 1st period/homeroom.
    - Students are recommended to wait in their vehicles or on the bus until the designated time.
    - No congregating at the entrances or in common areas.
    - Depending on the building there may be separate entrances for different grade levels.
- There will be a staggered release at the end of the school day.

Hallways and Transitions
- Bell schedules and transition times will be altered; students need to follow the new schedules.
- Hallways will be designated as one way; students will need to follow these new paths.
- Students will be asked to limit the use of lockers or cubbies.
    - Locker access may be limited throughout the day.
- Students are asked not to congregate in bathrooms.

Classrooms
- Students will be asked to follow physical distancing recommendations throughout most of the day.
- Students will be required to all face the same direction in classrooms when sitting at their desks.
- Students are asked not to share supplies with other students.
    - If certain supplies/equipment must be shared, then it will be cleaned in between student uses.
- Students may be asked to help clean off desks between class changes.

Lunch/Cafeteria
- There will be a limited number of students allowed at each table in the cafeterias, students will need to sit in designated areas. (additional new areas will be utilized in high schools)
- Lunch periods will be modified, allowing for additional lunch periods, reducing the number of students in the cafeteria at one time.
- Students will use new touchless scanners for food purchases, which have replaced all pin pads.
    - More grab and go items will be available at some buildings, with limited choices
    - No self-service through the lines everything will be prepackaged.

Bus expectations
- PLSD requires that all students (PK-12) wear face masks/covering while on the bus.
- There will be a maximum of two students allowed per seat
- Bus drivers will assign student seats in conjunction with students' assigned stop, that will allow for loading from back to front, and unloading from front to back.

When attending school virtually:

- Grades PK-4 will utilize Seesaw and complete and submit assignments.
- Grades 5-12 will utilize Google Classroom and complete and submit assignments.
- Check Seesaw or Google Classroom numerous times during the day.
- Check PLSD email.
- Develop and follow a "school schedule" to keep routines in place for students while working at home.
- Communicate questions and concerns to PLSD staff immediately.
- Attend assigned check-ins with teachers.
- Adhere to positive digital citizenship routines and follow the PLSD acceptable use policy while online/using PLSD devices.
- Follow proper safety precautions to keep your device in good working order.

P/ Teachers and Paraprofessionals Expectations

When teaching face-to-face:

Health and Safety
- All staff are required to wear a face mask/face-covering when...
    - in front of students
    - working one on one with a student
    - working in close proximity with a small group of students
    - circulating around the room
    - walking through the hallways
    - meeting in groups of staff members
- Conduct a wellness check including temperature prior to reporting for work.
    - Staff with a temperature over 100°F must stay home.
- Teachers will be asked to follow physical distancing recommendations throughout most of the day.
- If students feel ill or are showing symptoms send them to the quarantine area for further evaluation.
    - Teachers/Staff need to notify the clinic before sending the student.
- If teachers feel ill or are showing symptoms they will be asked to go to the quarantine area for further evaluation.
- Teachers will be asked to wash their hands and use hand sanitizer numerous times throughout the day.
- Follow the posted guidelines and read all signage whenever entering the building and throughout the building.
- Provide reminders to students about proper health and safety measures.
- Have provided hand sanitizer available to all students.
- Use the provided cleaning supplies when using common pieces of equipment, like copiers and printers.

Hallways and Transitions
- Supervise hallways and common areas to ensure students are reporting immediately to class and are not congregating in the hallways or common areas.
- Supervise student traffic in hallways to insure one-way flow
- Supervise the building plan for student use of lockers or cubbies to minimize the congestion in those areas.
- Follow the staggered dismissal for students at the end of the day.

Classrooms
- Ensure that the classroom set up of desks/tables allows for all students to face in the same direction and desks/tables are separated as much as physically possible.
- Avoid, when possible, placing students into physical groups where they have to come in close contact. Use technology resources in place.
- Remove all cloth covered flexible furniture that is not wipeable.
- Eliminate shared classroom materials, as much as possible
    - If certain supplies/equipment must be shared, then it will be cleaned in between student uses.
- Keep the classroom door open to maximize airflow and reduce the number of touches to the door handle.
- Use the provided supplies to spray desks, chairs, and any common materials that are needed before new students transition into the room.
- If supervising in the cafeteria, insure that students are sitting in designated areas.

Teaching and Learning
- Utilize the recommendations from the Department of Teaching and Learning about what should be taught while students are in the building and while students are online.
- Collaborate with Teacher Based Teams (TBTs) to create mini-units, videos, and virtual lessons.
  - TbTs will be building level and district wide.
- Utilize the Grade Band Instructional Models through Teacher Based Teams
  - Elementary School Instructional Model
  - Middle School/Junior High School Instructional Model
  - High School Instructional Model
- Set clear expectations and review with students for in-class and virtual work.
- Create and share a syllabus with students and parents.
- Be available to students and families via phone (3CX on phones or Chrome app), text (through Talking Points), email, Google Meet, Google Classroom or Seesaw for a similar amount of time as they would if schools were operating normally.
  - Electronic communication platforms will be used in accordance with District guidelines.
- Collaborate with colleagues (Teachers, Instructional Coaches, Counselors, Social Workers, Psychologists, Librarians, etc) to address needs that arise along the way.
- Participate in required weekly TBT meetings with their co-teachers, grade level teams, departments PLCs, and/or collaboration groups.
  - The exact days/times will be determined at the building level by Teachers and Principals.
- Communicate with principals, students and parents in a timely manner.
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Connect families with educational resources that support English Language Learners (including necessary language supports) and students with IEPs/504s.
- Utilize the strategies and resources from the "Becoming A More Impactful Blended Learning Teacher" by Catlin Tucker (see shared resource folder - staff only).

Grading Practices
- Working with TBTs, teachers should identify what will be graded, based on what criteria (rubric, etc.,) that informs the teacher if the student is meeting the intent of the standard. It is best to determine what is graded is the same for all students in the class or the course. Feedback should be given along the way on formative assessments and teacher check-ins as much as possible.

Meetings with Staff and/or Parents
- When possible, communicate with parents through the use of Infinite Campus Messenger, Talking Points, or Google Meet.
- When meeting face to face, provide appropriate social distance between all meeting attendees, if possible.

When teaching virtually:

- Utilize the recommendations from the Department of Teaching and Learning about what should be taught while students are in the building and while students are online.
- Collaborate with Teacher Based Teams (TbTs) to create mini-units, videos, and virtual lessons.
- Set clear expectations and review with students for in-class and virtual work.
- Create and share a syllabus with students and parents.
- Be available to students and families via phone (3CX on phones or Chrome app), text (through Talking Points), email, Google Meet, Google Classroom or Seesaw for a similar amount of time as they would if schools were operating normally.
  - Electronic communication platforms will be used in accordance with District guidelines.

- Collaborate with colleagues (Teachers, Instructional Coaches, Counselors, Social Workers, Psychologists, Librarians, etc) to address needs that arise along the way.
- Participate in required weekly BLT meetings with their co-teachers, grade level teams, departments PLCs, and/or collaboration groups.
  - The exact days/times will be determined at the building level by Teachers and Principals.
- Communicate with principals, students and parents in a timely manner.
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Connect families with educational resources that support English Language Learners (including necessary language supports) and students with IEPs/504s.

P/ School Counselor Expectations

- Conduct a wellness check including temperature prior to reporting for work
  - Staff with a temperature over 100°F must stay home
- Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available
- Recognize and mitigate the limitation of virtual school counselor confidentiality, which may include unintended viewers or recipients
- Inform both the student and parent/guardian of the benefits and limitations of virtual counseling
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship
- Educate students about appropriate conduct in the online setting and using digital literacy as a tool to have an impact on students
- Encourage students and families to use appropriate online resources to enhance academic, career, and social/emotional development
- Develop and share goals for the school counseling program
- Collect information and analyze data related to student success
- Implement action plans to support students' academic, career, and social/emotional development
- Provide school counseling services to individuals and groups of students using electronic and virtual formats
- Provide programming to meet student needs at the individual, group, and school-wide levels
- Advocate to address inequities in achievement, attendance, discipline, opportunity, and resources
- Make referrals to school and community resources
- Consult with teachers, staff, and administrators to support student success
- Collaborate with families, teachers, staff, administrators, and education stakeholders for student achievement
- Provide support to families, teachers, staff, and administrators
- Share school counseling program results with the school community
- Complete case manager requirements for 504 caseload

P/ Administration Expectations

When students are at school face-to-face:

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Ensure that classroom setups are appropriate.
- Ensure that classrooms and common areas are being disinfected.
- Ensure that supplies are readily available for custodians and teaching staff.
- Ensure that proper signage is installed in hallways, classrooms, bathrooms, and common areas.
- Provide reminders to students and staff about proper health and safety precautions.
- Develop and implement a staggered bell or transition schedule.
- Develop and implement a locker/cubbies use schedule to minimize congregations/congestions.
- Implement staggered entrance into the morning for bus riders, parent drop off and those students that drive.
- Implement staggered dismissal times to maximize student safety.
- Ensure there is adequate supervision in bus lots, parking lots, and common areas of the building.
- Eliminate parent and community volunteers to ensure the safety and health of students and staff.
- Provide parents with different options for meetings including phone and video conferencing options.
- Create an quarantine area that is separate from the clinic, or have a space for students that exhibit symptoms from those well-students that need medication.
- Provide supervision in hallways and bathrooms during transition times.
- Determine if your building has unique situations that need to be resolved.
- Determine how to conduct required safety drills (fire, tornado, safety) in a manner that allows for health & safety of the students/staff.
- Work with the Department of Teaching and Learning and Instructional Technology to deliver a consistent message across all buildings.
- Support the Grade Band Instructional Models through Teacher Based Teams

When students are at school virtually:

- Ensure that all students have a device at home.
- Ensure that all students have access to WIFI - if not direct them to the PLSD Every-1 Connected Program.
- Monitor and assist teachers in the delivery of content for students.
- Monitor the use of digital programs through dashboards and Classlink login data.
- Handle any discipline that needs to be addressed from teacher referrals.
- Have consistent staff meetings or individual meetings through Google Meet, keeping your staff informed.
- Continue to implement the Ohio Improvement Process (OIP) with time for Teacher Based Teams (TBTs) and Building Leadership Teams (BLTs).
- Work with the Department of Teaching and Learning and Instructional Technology to deliver a consistent message across all buildings.

P/ Custodian Expectations

When students are at school face-to-face:

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Post appropriate health and safety signage around the building (handwashing, symptoms of COVID19, etc)
- Make sure all classrooms are provided with all supplies needed daily, including disinfectant spray, hand sanitizer, and paper towels.
- Check and refill hand sanitizer in common areas.
- Disinfect common areas based on a schedule provided by the school administration. This includes but is not limited to door handles, handrails, toilets, stalls, and sinks.
- Ensure that designated doors are unlocked at arrival and dismissal.
- Ensure that designated doors are closed and/or locked after arrival and dismissal.
- Work with school nurses to determine an appropriate cleaning schedule for clinic areas.
- Disinfect all tables and seats in the cafeteria during class or group transitions.

On Wednesdays when all students are learning virtual:

- Conduct a deep clean of the building
- Check and refill hand sanitizer in common areas.
- Make sure all classrooms are provided with all supplies needed daily, including disinfectant spray, hand sanitizer, and paper towels.

P/ Nurse Expectations

When students are attending school face-to-face:

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Work with building administrators to determine a secondary location for a quarantine room.
- Ensure that the workspace is kept clean and sanitized.
- Quarantine students who are showing symptoms to the quarantine room away from other students already in the clinic. Students in the quarantine in the room will wear a mask, unless otherwise indicated. Clinic staff will wear appropriate PPE.

- Ensure doors to the clinic are open to minimize the use of door handles and to ensure maximum airflow to the area.
- Provide classroom teachers with information and basic first aid supplies like bandaids and gloves to minimize the use of the clinic.
- Decrease the amount of time students are in the clinic.
- Request staff call/notify before sending students to the clinic.
- Improve airflow in the clinic (Air Purifiers).
- Consider staggering scheduled daily visits or calling students to the clinic for scheduled visits to limit the number of students in the clinic at one time.

P/ Classified Staff Expectations

When students are attending school face-to-face:

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Provide reminders to students about proper health and safety measures.
- Have provided hand sanitizer available to all students.
- Keep the classroom door open to maximize airflow and reduce the number of touches to the door handle.
- Use the provided supplies to spray desks, chairs, and any common materials as needed
- Monitor hallways and common areas to ensure students are reporting immediately to class and are not congregating in the hallways or common areas.
- Monitor student traffic in hallways to insure one-way flow.
- Monitor the building plan for the use of lockers or cubbies to minimize the congestion in those areas.
- Follow the staggered dismissal for students at the end of the day.
- Use provided cleaning supplies when using common pieces of equipment, like copiers and printers.
- If monitoring in the cafeteria, insure that students are sitting in designated areas.
  - Work with custodian staff to determine the process for cleaning tables and benches/chairs in the cafeteria.
- If students feel ill or are showing symptoms send them to the clinic for further evaluation.
  - Teachers/Staff need to notify the clinic before sending the student.
- Monitor students entering the buildings in the morning and exiting the building in the afternoon.

P/ Technology Department Expectations

- Conduct a wellness check including temperature prior to reporting for work.
  - Staff with a temperature over 100°F must stay home.
- All staff are required to wear a face mask/face-covering when...
  - working one on one with a student
  - working in close proximity with a small group of students
  - when circulating around the room
  - when walking through the hallways
  - when meeting in groups of staff members
- Will provide each student a device (K-2 = iPads, 3-12 = Chromebooks)
- Provide hotspots to students and staff through the PLSD Every-1 Connected Program
- Provide staff members and students (through their teacher) technical and instructional support through the PLSD Technology Help Desk ticket system.
- Work with the media center staff to handle damaged devices.
- Provide ongoing professional learning on the different technology/digital content programs that are supported by the District.
- Create and update the technology portion of the PLSD Parent University.
- Create email lists for grade level Teacher Based Teams

P/ Special Education Expectations

In addition the teacher and paraprofessional expectations listed above:
- Students services as indicated on their IEP should take priority and be scheduled while the students are at school
- Some IEPs may need to be amended if the IEP indicates a daily time that is not able to be met face to face, other options may include providing virtual and face to face services.
- Accommodations will be delivered in a variety of ways, technology will be used more at the elementary levels than in the past since they will all have a device.
- Each student's individual needs need to be considered and the team should make adjustments to the IEP when necessary.

FLEXIBLE LEARNING PLAN 2.0

100% Virtual Learning for All Students or Individual Buildings

This document covers the planning, expectations and learning plans for the Pickerington Schools Status Levels Orange and Red - Fully 100% virtual learning model.

COVID-19 Status Level Orange	**SPECIFIC BUILDINGS CLOSED & MOVED TO VIRTUAL LEARNING** ● Virtual learning in closed buildings only ● Could be an immediate change, if necessitated by the Health Department
COVID-19 Status Level Red	**100% VIRTUAL LEARNING** ● All students stay home ● Virtual learning for all students

Disclaimer PLSD will follow mandates/requirements required by the Governor, Ohio Department of Health, and Ohio Department of Education. **These mandates/requirements may affect any/all proposed courses of action.**

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The safety and well-being of our students and staff is always a top priority for us at Pickerington Schools. Safe school plans are in place at each of our schools in case there is an emergency or critical incident that impacts the operations of our buildings. This includes a plan to leverage technology to continue the educational process for students if there was a need to close a building or the District for an extended period of time.

This Flexible Learning Plan 2.0 for our schools reviews adaptations to teaching practices that might be necessary to support our students' well-being and academic learning over a time period we can not physically be in our classrooms.

Guiding Principles

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Students will have access to meaningful/high-quality educational materials that align to State standards.
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Simplicity is best during this time—simplicity of the framework, of communication structures, and of expectations.
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Parents and other caregivers need access to clear information and ample resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.

Educator Commitments

As Educators are implementing this Virtual Learning Plan, they will....

- Complete all required tasks, including taking "attendance," providing instruction via Google Classroom/Seesaw and through instructional videos and/or Office Hours on Google Meet, checking on students' emotional wellbeing, and offering feedback on student learning.
- Be available to students and families via phone (3CX on phones or Chrome app), text (through Talking Points), email, Google Meet, Google Classroom or Seesaw for a similar amount of time as they would if schools were operating normally.
  - Electronic communication platforms will be used in accordance with District guidelines.
- Collaborate with colleagues (Teachers, Instructional Coaches, Counselors, Social Workers, Psychologists, Librarians, etc) to address needs that arise along the way.
- Participate in required weekly BLT meetings with their co-teachers, grade level teams, departments PLCs, and/or collaboration groups.
  - The exact days/times will be determined at the building level by Teachers and Principals.
- Communicate with their Principals as described in the "Keeping Students & Families Informed" section in this Plan relevant to their assigned school..
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Connect families with educational resources that support English Language Learners (including necessary language supports) and students with IEPs/504s.

Student & Family Commitments

As students and families are implementing this Flexible Learning Plan, we need your help…

- Having students establish and follow regular daily routines to the greatest extent possible.
- Ensuring students get enough sleep.
- Designating a specific space to work on remote learning activities.
- Setting sensible time limits for students' technology use.
- Reviewing communication from the District and buildings as frequently as possible, but at least weekly.
- Completing assigned activities to the greatest extent possible.
- Discussing remote learning experiences and needs and communicating these with our staff.

P/ Instructional Plans

District-Wide Expectations

- All students will be loaned a device which they can take home
  - K-2 = iPads
  - 3-12 = Chromebooks
- Grades PK-4 will utilize Seesaw as the main delivery platform
- Grades 5-12 will utilize Google Classroom as the main delivery platform
- All grades will have access to Classlink to access digital content programs
- All teachers will be required to hold daily office and regular check-ins with students or groups of students
  - Daily office hours - open time for all students to get support
  - Regular Check-Ins
    - Every student will be scheduled to attend a check-in with teacher(s) on a regular basis depending on grade level. Check-ins can be on an individual basis or in small groups of students.
    - Additional targeted check-ins for students that need additional support.
    - Specific office hour times will be created by each building.
      - Schedule will be shared with the building principal, assistant principal(s) and counselor(s).
- Virtual Instruction will be held through
  - Synchronous live instruction or through Google Meet
    - Recommended using differentiated groupings of students for targeted live instruction.
  - Asynchronous learning through pre-recorded instructional videos that teach the lesson/standard/instructional outcome.
    - Videos can then be posted to Google Drive, YouTube and linked into Seesaw or Google Classroom
    - It is recommended that teachers work in their grade level/content area TbTs to create virtual lessons and videos.
- All staff members will be required to respond to all emails within a 24-hour period that falls within normal school days.
- Staff members will have access to the following communication tools:
  - Infinite Campus Messenger - Email and Text
  - Talking Points - Text and translation
  - 3CX Telephone System using the app
- Students and Staff have access to the PLSD Every-1 Connected Program with 200 hotspots.
- Additionally, see Keeping Families and Students Informed Section

Elementary Schools Instructional Plan

- Elementary Device Distribution (will be allowed to take home once the fall iReady Diagnostic test has been completed)
  - Week of August 24th - 3rd and 4th Grade students will be issued Chromebooks and can take them home
  - Week of August 31st - 1st and 2nd Grade students will be issued iPads and can take them home
  - Kindergarten student device distribution is still being determined.
  - *NOTE: Might be modified due to schedule and when we gain more information from ODE/ODH*
- TBTs will post a "Welcome Video" that will give students an overview of how to navigate SeeSaw and to explain the online classroom routine and expectations.

- Teachers will post all assignments through SeeSaw. Develop with TBT.
- Teachers will post weekly expectations and schedule of classwork through SeeSaw Announcements. Develop with TBT.
- TBTs will create an online syllabus and make it accessible in SeeSaw.
- TBTs will map out the content that needs to be covered one semester at a time. The content being covered during the semester will be broken down into standards-aligned mini-units.
- TBTs will work together to create instructional components that are aligned to current content and standards.
- Assignments will cover Math, ELA, Science, Social Studies, and Electives.
- Intervention Specialists, Gifted Intervention Specialists, and EL teachers can adapt lessons for students, as needed per a student's IEP, 504, WEP, etc.
- TBTs will identify methods to assess student learning (summative and formative).
- Teachers, TBTs, and Counselors will ensure that an SEL (Social Emotional Learning) component is embedded in each week's assignments.
- Teachers will host Meets' with the whole class, small group, and individual students.
- Digital and non-digital options will be available.
  - All students will have a PLSD One-to-One Device
  - If students need WIFI, please see the PLSD Every-1 Connected Program
- Also please see requirements under Keeping Students & Families Informed.

Middle School/Junior High School Instructional Plan

- Middle School/Junior High School Device Distribution
  - Fifth grade students will be using a PLSD-owned Chromebook during the first week of school
  - Any new 6th, 7th and 8th grade students will also be issued a PLSD-owned Chromebook during the first week of school
  - NOTE: There will be NO parent distribution night like we have done in the past.
- Teachers will post all assignments through Google Classroom.
- Middle School and Junior High School Teams will work together to create instructional material that is aligned to current content and standards from traditional classes.
- These assignments will cover Math, ELA, Science, Social Studies, and Electives. Intervention Specialists and ELL teachers can adapt lessons for students, as needed per a student's IEP.
- RTI teachers should assign i-Ready to Tier 3 students- encouraging 45 minutes per week with a 70% passage rate average. Please monitor i-Ready weekly lessons data and encourage/intervene, as necessary.
- Each team will create a Weekly Lessons Checklist (templates located below) that provides all of the lessons for the week
  - One teacher on the team should make a copy of the template and share it with each teacher on the team
  - Each teacher will add lessons for the week
  - Each teacher will post the template in his/her Google Classroom (VIEW ONLY)
  - MS Weekly Team Lessons Template
  - JH Weekly Team Lessons Template
- Students will have the option of what assignment to work on during which day.
- Most assignments will be due one week from their assigned date.
- Digital and non-digital options will be available.
  - All students will have a PLSD One-to-One Device
  - If students need WIFI, please see the PLSD Every-1 Connected Program
- Students will be able to work at their own pace and be able to "chunk" material so that work can be done easier when adult support is available, if needed.
- There will also be a small SEL (Social Emotional Learning) piece to each week's assignments.
- All teachers will still be available every day to answer questions, they will be continually planning lessons, creating resources, and grading every day

- Teachers will create an online syllabus and make it accessible in Google Classroom.
- Teachers will map out the content that needs to be covered one semester at a time. The content being covered during the semester will be broken down into standards aligned mini-units.
- Teachers will create a "Welcome Video" that will give students an overview of how to navigate the Google Classroom and to explain the classroom routine and expectations.
- Teachers will determine a method for both summative and formative assessment.
- Teachers with the assistance of instructional coaches will determine a curriculum map for the course that include learning objectives, performance tasks, instruction/modeling, and rubrics.
- Also please see requirements under Keeping Students & Families Informed.

High School Instructional Plan

- High School Device Distribution
    - Ninth grade students will be using a PLSD-owned Chromebook during the first week of school, they will be required to return their old PLSD-owned Chromebook and power cord before a new Chromebook is issued.
    - Any new 10th, 11th, and 12th grade students will also be issued a PLSD-owned Chromebook during the first week of school
    - NOTE: There will be NO parent distribution night like we have done in the past.
- Teachers will post all assignments through Google Classroom.
- TBTs will create an online syllabus and post it in Google Classroom.
- TBTs will identify essential learning and an assessment plan emphasizing evidence-based reading, writing, speaking and listening. Assessments and learning tasks should only support evidence of learning. TBTs have the flexibility to provide multiple ways to collect evidence of learning.
- TBTs will map essential learning one semester at a time. The content will be broken down into standards aligned units.
- Teachers will create a "Welcome Video" that will give students an overview of how to navigate the Google Classroom and to explain the classroom routine and expectations.
- TBTs will determine formative assessments.
- Revised curriculum maps will include learning objectives, learning tasks, formative and summative assessments, instructional practices and rubrics.
- Teachers will release instructional material for the week so that it is available to students at the start of the instructional day on Monday.
- Optional enrichment opportunities will be available and could include Ohio State's Tests Prep, AP Test Prep, Naviance ACT prep, project-based learning, choice boards, and independent reading and research.
- All teachers will still be available every day to answer questions, they will be continually collaborating with TBTs to plan lessons, create resources, provide feedback, and grade every day
- Teachers will be expected to respond to student communications within a 24 hour period.
- Instructional Coaches will create examples and models of this work.
- Digital and non-digital options will be available.
    - All students will have a PLSD One-to-One Device
    - If students need WIFI, please see the PLSD Every-1 Connected Program
- Also please see requirements under Keeping Students & Families Informed.

Essential Instructional Recommendation

- Planning for remote learning that respects the needs of all students and staff.
- Implementing remote learning that attends to the diversity of our community to ensure that all students have access to equitable educational opportunities.
- Meticulously documenting the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs), Section 504 Plans and EL plans.
- Structuring active student engagement with learning in accordance with the age-appropriate outcomes.

- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them.

Essential Grading Recommendations

- The emphasis for schoolwork assigned, reviewed, and completed is on learning, not on compliance.
- Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- Determine what is the purpose of the work and what should be graded; consider mastery of essential learning standards. Not everything requires grading.
- Provide clear expectations for grading criteria of learning standards.
- Look for opportunities to use more performance-based projects and tasks (assessed by rubrics).
- Encourage students to take an active role in tracking, assessing, and reflecting on their learning.
- In conjunction with grading, ensure you have a system for providing students with ongoing feedback, which facilitates learning.
- All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work, as appropriate.

How will teachers track attendance:

- Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g. requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by email, text, or phone)
- Teachers will also be responsible for assigning and documenting students completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.
- Traditional attendance will be taken during face to face learning days
- Technology resources that can be used to determine if a student is participating in learning opportunities.
    - Google Classroom/Seesaw login and assignment submission
    - Using Classlink login data - principals and technology department have access
    - Using Lightspeed - Relay (filtering system) login data - technology department can provide this data as needed on an individual student basis.

Expectations of 100% Virtual Learning with All Students

P/ Parent/Guardian Expectations

- Utilize the PLSD Parent University for support with technology, curriculum or social emotion resources.
- Monitor student progress on coursework
- Develop and follow a "school schedule" to keep routines in place for students while working at home.
- Communicate questions and concerns to PLSD staff immediately
- Read (and respond when necessary) the communication from the District, building principal and classroom teachers.
- Make WIFI available to students or apply for a hotspot through the PLSD Every-1 Connected Program

P/ Student Expectations

- Grades PK-4 will utilize Seesaw and complete and submit assignments
- Grades 5-12 will utilize Google Classroom and complete and submit assignments
- Check Seesaw or Google Classroom numerous times during the day.
- Check PLSD email
- Develop and follow a "school schedule" to keep routines in place for students while working at home.
- Communicate questions and concerns to PLSD staff immediately
- Attend assigned check-ins with teachers
- Adhere to positive digital citizenship routines and follow the PLSD acceptable use policy while online/using PLSD devices
- Follow proper safety precautions to keep your device in good working order.

P/ Teacher Expectations

- All students will be loaned a device which they can take home
  - K-2 = iPads
  - 3-12 = Chromebooks
- Grades PK-4 will utilize Seesaw as the main delivery platform
- Grades 5-12 will utilize Google Classroom as the main delivery platform
- All grades will have access to Classlink to access digital content programs
- All teachers will be required to hold daily office and regular check-ins with students or groups of students
  - Daily office hours - open time for all students to get support
  - Regular Check-Ins
    - Every student will be scheduled to attend a check-in with teacher(s) on a regular basis depending on grade level. Check-ins can be on an individual basis or in small groups of students.
    - Additional targeted check-ins for students that need additional support.
    - Specific office hour times will be created by each building.
      - Schedule will be shared with the building principal, assistant principal(s) and counselor(s).

- Virtual Instruction will be held through
  - Synchronous live instruction or through Google Meet
    - Recommended using differentiated groupings of students for targeted live instruction.
  - Asynchronous learning through pre-recorded instructional videos that teach the lesson/standard/instructional outcome.
    - Videos can then be posted to Google Drive, YouTube and linked into Seesaw or Google Classroom
    - It is recommended that teachers work in their grade level/content area TbTs to create virtual lessons and videos.
- All staff members will be required to respond to all emails within a 24-hour period that falls within normal school days.
- Staff members will have access to the following communication tools:
  - Infinite Campus Messenger - Email and Text
  - Talking Points - Text and translation
  - 3CX Telephone System using the app
- Grading - through TBTs, teachers should identify what will be graded, based on what criteria (rubric, etc.,) that informs the teacher if the student is meeting the intent of the standard. It is best to determine what is graded is the same for all students in the class or the course. Feedback should be given along the way on formative assessments and teacher check-ins as much as possible.
- Attending required meetings virtually, including district, building or teacher-based meetings.
- Students and Staff have access to the PLSD Every-1 Connected Program with 200 hotspots.
- See Instructional Plans per grade band for more details
- Additionally, see Keeping Families and Students Informed Section

P/ Media Center Specialists Expectations

- The District is still working on these expectations

P/ K-6 Related Arts Teachers Expectations

- The District is still working on these expectations

P/ School Counselor Expectations

- Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available
- Recognize and mitigate the limitation of virtual school counselor confidentiality, which may include unintended viewers or recipients
- Inform both the student and parent/guardian of the benefits and limitations of virtual counseling
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship

- Educate students about appropriate conduct in the online setting and using digital literacy as a tool to have an impact on students
- Encourage students and families to use appropriate online resources to enhance academic, career, and social/emotional development.
- Develop and share goals for the school counseling program
- Collect information and analyze data related to student success
- Implement action plans to support students' academic, career, and social/emotional development
- Provide school counseling services to individuals and groups of students using electronic and virtual formats
- Provide programming to meet student needs at the individual, group, and school-wide levels
- Advocate to address inequities in achievement, attendance, discipline, opportunity, and resources
- Make referrals to school and community resources
- Consult with teachers, staff, and administrators to support student success
- Collaborate with families, teachers, staff, administrators, and education stakeholders for student achievement
- Provide support to families, teachers, staff, and administrators
- Share school counseling program results with the school community

P/ Administrator Expectations

- Ensure that all students have a device at home.
- Ensure that all students have access to WIFI - if not direct them to the PLSD Every-1 Connected Program.
- Monitor and assist teachers in the delivery of content for students.
- Monitor the use of digital programs through dashboards and Classlink login data.
- Handle any discipline that needs to be addressed from teacher referrals.
- Have consistent staff meetings or individual meetings through Google Meet, keeping your staff informed.
- Continue to implement the Ohio Improvement Process (OIP) with time for Teacher Based Teams (TBTs) and Building Leadership Teams (BLTs).
- Work with the Department of Teaching and Learning and Instructional Technology to deliver a consistent message across all buildings.
- Additionally, see Keeping Families and Students Informed Section

P/ Paraprofessional Expectations

- Coordinate with teachers to support virtual learning
- Coordinate with teachers to support accommodations
- Complete assigned professional learning

P/ Media Center Aides Expectations

- The District is still working on these expectations

P/	**Technology Department Expectations**

- Will provide each student a device (K-2 = iPads, 3-12 = Chromebooks)
- Provide hotspots to students and staff through the PLSD Every-1 Connected Program
- Provide staff members and students (through their teacher) technical and instructional support through the PLSD Technology Help Desk ticket system.
- Provide face to face technical support on a weekly basis for students and staff with damaged devices.
- Provide ongoing professional learning on the different technology/digital content programs that are supported by the District.
- Create and update the technology portion of the PLSD Parent University.

Keeping Students & Families Informed

Any changes to the plan or district wide updates will come from the Superintendent's Office and the Communication Department

Every Monday, teachers (or teams) will share weekly learning plans/syllabus with students and families. This needs to be shared via Seesaw (PK-4) or Google Classroom (5-12). Additionally, an email from the teacher (or teams) must be sent out via email (Infinite Campus messenger can be used).

Every Friday by 12:00 p.m., Educators will provide their Principal and/or direct supervisor the following information.

- An update on their instruction during the week, including any links, Google Docs, or other resources of particular note.
- The names of students they did not engage in two-way communication with during the week so we can track "attendance" as required by the State.
- Information about students/families who might need support from administration, counselors or other resources outside the building (food distribution, access to social emotional supports, etc.) that could not be solved during the week.
- Important notes for the upcoming week.
- Any questions or needs they have.
- Principals will use this information to craft building level weekly messages to families, which will be sent out every Friday afternoon and will preview the week ahead.
  - This is an opportunity to inform parents/guardians and to build community with families.

Pickerington Schools Virtual Learning Academy

Disclaimer PLSD will follow mandates/requirements required by the Governor, Ohio Department of Health, and Ohio Department of Education. **These mandates/requirements may affect any/all proposed courses of action.**

The safety and well-being of our students and staff is always a top priority for us at Pickerington Schools. Safe school plans are in place at each of our schools in case there is an emergency or critical incident that impacts the operations of our buildings. This includes a plan to leverage technology to continue the educational process for students in the newly created Pickerington School Virtual Learning Academy..

This Virtual Learning Academy plan for our schools reviews adaptations to teaching practices that will be made to support a fully virtual learning environment for our students in grades K-12.

Guiding Principles

- All students and families will have access to high quality, research-based educational materials and to the supports needed to successfully access those materials.
- Students will have access to meaningful/high-quality educational materials that align to State standards.
- Students and teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Simplicity is best during this time—simplicity of the framework, of communication structures, and of expectations.
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Parents and other caregivers need access to clear information and ample resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.
- Virtual Learning Academy will be taught by Pickerington School teachers.

Educator Commitments

As Educators are implementing this Virtual Learning Academy, they will....

- Complete all required tasks, including taking "attendance," providing instruction via Google Classroom/Seesaw/APEX and through instructional videos and/or Office Hours on Google Meet, checking on students' emotional wellbeing, and offering feedback on student learning.
- Be available to students and families via phone (3CX on phones or Chrome app), text (through Talking Points), email, Google Meet, Google Classroom or Seesaw for a similar amount of time as they would if schools were operating normally.
    - Electronic communication platforms will be used in accordance with District guidelines.
- Collaborate with colleagues (Teachers, Instructional Coaches, Counselors, Social Workers, Psychologists, Librarians, etc) to address needs that arise along the way.
- Participate in required weekly BLT meetings with their co-teachers, grade level teams, departments PLCs, and/or collaboration groups.
    - The exact days/times will be determined at the building level by Teachers and Principals.
- Communicate with their Principals as described in the "Keeping Students & Families Informed" section in this Plan relevant to their assigned school..
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Connect families with educational resources that support English Language Learners (including necessary language supports) and students with IEPs/504s.

Student & Family Commitments

As students and families are implementing this Flexible Learning Plan, we need your help…

- Having students establish and follow regular daily routines to the greatest extent possible.
- Ensuring students get enough sleep.
- Designating a specific space to work on virtual learning academy activities.
- Follow the syllabus and monitor the progress of your child.
- Setting sensible time limits for students' technology use.
- Reviewing communication from the District and buildings as frequently as possible, but at least weekly.
- Completing assigned activities to the greatest extent possible.
- Discussing remote learning experiences and needs and communicating these with our staff.

P/ What Would Instruction Look Like:

K-5 Virtual Learning Academy

- Appoximately 80 min (K-2) and 120 min (3-5) of screen time a day.
- Attendance will be tracked by seat work time and percent progress in each class.
- Teachers will be using an entirely online curriculum directly tied to current on-site curriculum; activities and pacing will vary.
- Teachers are certified PLSD teachers but may not be specifically credentialed in the grade level / subjects taught.
- Classes will be available through SeeSaw.
- Students have flexibility in their schedule to complete learning tasks within the day.
- Students will experience synchronous small group learning sessions and check-ins through Google Meet.
- Asynchronous learning (video recordings) will include mini-lesson delivery, opportunities for independent practice and demonstrations of mastery.
- Teachers will provide ongoing feedback synchronously and through digital platforms.
- A variety of assessment methods will be utilized. Grading procedures are consistent with a traditional grading system.
- Students will be responsible for district-wide assessments.
- Teachers will hold office hours for students to ask questions and receive additional support.
- Teachers will require activities to complete offline. Consideration should be given to needed additional materials.
- The learning environment may impact service options available through an IEP or 504 as well as services for EL and gifted students, among others.
- All students will have the same learning experience / courses. Courses will not be identified as honors, gifted, etc.
- Specials/elective classes will be tied to state standards but will likely not follow district curriculum pacing and learning activities. This content may also be embedded into the four core courses.
- Families must commit to this plan for a full year.

6-12 Virtual Learning Academy

- Approximately 120 min to 180 min of screen time a day.
- Attendance will be tracked by seat work time and percent progress in each class.
- This will not look like a traditional day. The programming is self-paced; however, students must maintain appropriate progress in each course. Teachers will provide intervention or enrichment as needed.
- Teachers will be using the APEX Learning curriculum. Although this curriculum is aligned with standards and closely resembles PLSD on-site courses, it is not exactly the same. Activities and pacing will vary.
- Students will be enrolled in at least five courses to be considered full-time.
- Teachers are certified PLSD teachers but may not be specifically credentialed in the grade level / subjects taught.
- Classes will be available through Google Classroom.
- Students have flexibility in their schedule to complete learning tasks within the day. It is highly recommended to set a consistent schedule for yourself to complete work and maintain appropriate progress in each course.
- Students will experience synchronous small group learning sessions and check-ins through Google Meet.
- Asynchronous learning within the Apex program (video recordings) will include mini-lesson delivery, opportunities for independent practice and demonstrations of mastery.
- Teachers will provide ongoing feedback synchronously and through digital platforms.
- A variety of assessment methods, primarily through the Apex program, will be utilized. Grading procedures

are consistent with a traditional grading system.
- Students will be responsible for district-wide assessments.
- Teachers will hold office hours for students to ask questions and receive additional support.
- There will be activities to complete offline. Consideration should be given to needed additional materials.
- The learning environment may impact service options available through an IEP or 504 as well as services for EL and gifted students, among others.
- All students will have the same learning experience / courses. Courses will not be identified as honors, gifted, etc.
- Like core courses, Apex electives will be tied to state standards but will likely not follow district curriculum pacing and learning activities.
- Accredited and approved by the College Board and NCAA.
- Families must commit to this plan for a full year.

How will teachers track attendance:

- Teachers will be responsible for reporting student attendance in accordance with state requirements and ODE guidelines, whether instruction is provided in person or remotely. The administration, with input from teachers, shall develop guidelines for tracking attendance in a remote learning environment (e.g. requiring student log-in to a synchronous online class or communication between students and teacher at the beginning of each class/class period by email, text, or phone)
- Teachers will also be responsible for assigning and documenting students completion of work in a remote learning environment and/or participation in online classes, and for following up with the student's parent/guardian as appropriate when it appears that a student is not participating in learning opportunities.
- Traditional attendance will be taken during face to face learning days
- Technology resources that can be used to determine if a student is participating in learning opportunities.
  - Google Classroom/Seesaw/APEX login and assignment submission
  - Using Classlink login data - principals and technology department have access
  - Using Lightspeed - Relay (filtering system) login data - technology department can provide this data as needed on an individual student basis.

Gateway Academy

- Unfortunately Gateway Academy services will not be available in the Virtual Learning Academy.

P/ Courses Offered in the Virtual Learning Academy for Grades 6-12

6th Grade Virtual Learning Academy Courses:

- English 6
- Math 6
- Science 6
- Social Studies 6
- *The District is currently exploring specials/electives for 6th grade*
  - *Music, Art, Physical Education, Technology*

7th and 8th Grade Virtual Learning Academy Courses:

- English 7 and 8
- Math 7 and 8
- Science 7 and 8
- Social Studies 7 and 8
- Physical Education
- Art Appreciation
- Also JH students can take the following high school courses if they have met the conditions needed:
  - Algebra
  - Geometry
  - Physical Science (8th grade only)

**NOTE: The District is still exploring options for additional electives for grades 6-8.

High School Level Virtual Learning Academy Courses:					
English	**Math**	**Science**	**Social Studies**	**Foreign Languages***	**Electives**
English 9	Algebra I	Physical Science	World History	Spanish 1	Business, Marketing, and Finance
English 10	Geometry	Biology	US History	Spanish 2	Physical Education
English 11	Algebra II	Chemistry	Principles of Democracy	Spanish 3	Art Appreciation
English 12	Bridge Math	Physics	Economics	French 1	
Creative Writing	Probability and Statistics	Honors Chemistry	Sociology	French 2	
	Precalculus	Honors Biology	Psychology	French 3	
	Geometry Honors				
	Algebra II Honors				
	Precalculus Honors				
If a student has already registered for online CCP courses for 2020-2021, then those remain an option only for those that have already registered.					

* NOTE: Foreign Language courses will be supplemented with a speaking and listening component.

These High School courses MAY be offered, depending on the licensure of teachers selected for the Virtual Learning Academy					
English	**Math**	**Science**	**Social Studies**	**Electives**	**Electives**
AP English Language & Composition	AP Calculus AB	AP Biology	AP American History	Health	Accounting 1
AP English Literature & Composition	AP Statistics	AP Chemistry	AP US Government & Politics	Media Literacy	Accounting 2
		AP Environmental Science	AP Macroeconomics	Financial Literacy	Business Applications
			AP Psychology	Personal Finance	Computer Applications
Foreign Languages*				Music Appreciation	Principles of Health Science
AP Spanish Language & Culture					Information Technology Principles

Virtual Learning Academy Expectations

P/ Parent/Guardian Expectations

- Utilize the PLSD Parent University for support with technology, curriculum or social emotional resources.
- Monitor student progress on coursework.
- Develop and follow a "school schedule" to keep routines in place for students while working at home.
- Communicate questions and concerns to PLSD staff immediately.
- Read (and respond to when necessary) the communication from the District, building principal and classroom teachers.
- Make WIFI available to students or apply for a hotspot through the PLSD Every-1 Connected Program.

P/ Student Expectations

- Grades K-5 will utilize Seesaw and the current curriculum frameworks and complete and submit assignments.
- Grades 6-12 will utilize APEX Learning and Google Classroom and complete and submit assignments.
- Check Seesaw, Google Classroom and/or APEX Learning numerous times during the day.
- Check PLSD email.
- Develop and follow a "school schedule" to keep routines in place for students while working at home.
- Communicate questions and concerns to PLSD staff immediately.
- Attend assigned check-ins with teachers.
- Adhere to positive digital citizenship routines and follow the PLSD acceptable use policy while online/using PLSD devices.
- Follow proper safety precautions to keep your device in good working order.

P/ Teacher Expectations

- All students will be loaned a device which they can take home
  - K-2 = iPads
  - 3-12 = Chromebooks
- Grades K-5 will utilize Seesaw as the main delivery platform.
- Grades 6-12 will utilize Apex Learning and Google Classroom as the main delivery platform.
- All grades will have access to Classlink to access digital content programs.
- All teachers will be required to hold daily office hours and regular check-ins with students or groups of students.
  - Daily office hours - open time for all students to receive support.
  - Regular Check-Ins
    - Every student will be scheduled to attend a check-in with teacher(s) on a regular basis depending on grade level. Check-ins can be on an individual basis or in small groups of students.
    - Additional targeted check-ins for students that need additional support.
    - Specific office hour times will be created once the total enrollment for the Virtual Learning Academy is determined.

- Virtual Instruction will be held through
  - Synchronous live instruction or through Google Meet
    - Recommended using differentiated groupings of students for targeted live instruction.
  - Asynchronous learning through pre-recorded instructional videos that teach the lesson/standard/instructional outcome.
    - For Grades K-5 - Great Minds In Sync will have pre-recorded videos created by Great Mind Fellows that will be used for ELA and Math. District curriculum will be used for Science and Social Studies.
    - For Grades 6-12 APEX Learning will be used as the main curriculum.
    - Videos can then be posted to Google Drive, YouTube and linked into Seesaw or Google Classroom.
    - It is recommended that teachers work in their grade level/content area TBTs to create virtual lessons and videos.
- All staff members will be required to respond to all emails within a 24-hour period that falls within normal school days.
- Staff members will have access to the following communication tools:
  - Infinite Campus Messenger - Email and Text
  - Talking Points - Text and translation
  - 3CX Telephone System using the app
- Grading - through TBTs, teachers should identify what will be graded, based on what criteria (rubric, etc.,) that informs the teacher if the student is meeting the intent of the standard. It is best to determine what is graded is the same for all students in the class or the course. Feedback should be given along the way on formative assessments and teacher check-ins as much as possible.
- Standards-based Reporting will be continued as usual.
- Attending required meetings virtually, including district, building or teacher-based meetings.
- Students and Staff have access to the PLSD Every-1 Connected Program with 200 hotspots.
- Additionally, see Keeping Families and Students Informed Section.
- Professional Learning for Teachers
  - [Catlin Tucker's Becoming a More Impactful Blended Learning Teacher](#) was provided this summer
  - Teachers that did not attend and will be teaching in the Virtual Learning Academy will be expected to go through the self-paced version of the [Catlin Tucker's Becoming a More Impactful Blended Learning Teacher](#)

P/ Administrator Expectations

- Ensure that all students have a device at home.
- Ensure that all students have access to WIFI - if not direct them to the PLSD Every-1 Connected Program.
- Monitor and assist teachers in the delivery of content for students.
- Monitor the use of digital programs through dashboards and Classlink login data.
- Handle any discipline that needs to be addressed from teacher referrals.
- Have consistent staff meetings or individual meetings through Google Meet, keeping your staff informed.
- Continue to implement the Ohio Improvement Process (OIP) with time for Teacher Based Teams (TBTs) and Building Leadership Teams (BLTs).
- Work with the Department of Teaching and Learning and Instructional Technology to deliver a consistent message across all buildings.
- Additionally, see Keeping Families and Students Informed Section.

Keeping Students & Families Informed

Any changes to the plan or district wide updates will come from the Superintendent's Office and the Communication Department

Every Monday, teachers (or teams) will share weekly learning plans/syllabus with students and families. This needs to be shared via Seesaw (PK-4) or Google Classroom (5-12). Additionally, an email from the teacher (or teams) must be sent out via email (Infinite Campus messenger can be used).

Every Friday by 12:00 p.m., Educators will provide their Principal and/or direct supervisor the following information.
- An update on their instruction during the week, including any links, Google Docs, or other resources of particular note.
- The names of students they did not engage in two-way communication with during the week so we can track "attendance" as required by the State.
- Information about students/families who might need support from administration, counselors or other resources outside the building (food distribution, access to social emotional supports, etc.) that could not be solved during the week.
- Important notes for the upcoming week.
- Any questions or needs they have.
- Principals will use this information to craft building level weekly messages to families, which will be sent out every Friday afternoon and will preview the week ahead.
  - This is an opportunity to inform parents/guardians and to build community with families.

Appendices

Appendix A - Educational Content Delivery

Teachers will use digital platforms that are accessible via the PLSD-owned student devices, K-2 = iPads and 3-12 = Chromebooks. Teachers may only use the district purchased and endorsed platforms as listed below or the website and freemium software that has been fully evaluated by Pickerington School Technology Department as listed on the Tradigital Learning Site.

PLSD Approved and Endorsed Digital Resources - Pickerington Schools' Tradigital Learning Guide

Elementary Schools	Middle Schools	Junior High Schools	High Schools
iReady Math	iReady Math	iReady Math	ALEKS
iReady ELA	iReady ELA	iReady ELA	Membean
BookFlix	EdPuzzle	EdPuzzle	Pear Deck
Epic	Google Suite	WeVideo	Khan Academy
SeeSaw	BrainPOP	Springboard - Math/ELA	Google Meet
Time for Kids	Springboard	History Alive	Google Applied Digital Skills
Wonderopolis	WeVideo	Gizmos	Springboard Math
InfoBits	Gizmos	GSuite	Springboard ELA
EdPuzzle	NewsELA	Google Meet	Everfi
Prodigy	Prodigy	Peardeck	Gizmos
Zearn	Flipgrid	FlipGrid	EdPuzzle
BrainPop	Peardeck	Hyperdoc	Flipgrid
Edulastic	ST Math	NewsELA	Hyperdoc
Ohio as America	Google Meet	Project Lead the Way	APEX - PAS
FlipGrid	Gimkit	Google Hangouts	Everfi
Google Meet	Wizer	Gimkit	Project Lead the Way
Gimkit			Science Case Studies

Appendix B - PLSD Every-1 Connected Program

Pickerington Schools is now offering a limited number of free wireless hotspot devices to students who have limited or no internet access at home. Every-1-Connected is a program sponsored by Pickerington Schools. It gives students with the greatest need the opportunity to borrow a free "hotspot" from their school media centers for two-week periods during the school year. Mobile hotspots allow free access to the internet. The devices are helpful when students know they will be working on a big assignment over a weekend or for a few days when Wi-Fi is required for completion. Multiple students can sign on to a single hotspot, so students are asked to coordinate use for group projects.

Both the device and monthly service fees are fully paid by the district and through a grant. The program is intended to help district students access online resources at home to help bridge the digital divide and ensure educational equity.

To ensure peace of mind for parents, these devices use internet content filtering and browsing history is recorded. Only one device may be borrowed per household, but these devices can be signed out repeatedly throughout the year, based on availability.

For students to participate in this program, parents must complete this form. By signing this form, the parent agrees to assume all responsibility for equipment checked out to the student. A replacement fee of $150 will be charged if the device is lost, damaged or not returned. The existing district Technology Protection Plan can cover the cost of any damaged hotspot devices, but damage(s) due to intentional reckless, willful, wanton and/or malicious conduct is not covered.

Steps for Obtaining a Hotspot

1. Complete the application and return it to your child's media center.
2. Applications will be approved by the district Technology staff. Approval will be given to those students who meet financial eligibility guidelines.
   a. Families with multiple students will only be loaned one hotspot as multiple devices can connect to the hotspot.
3. If the application is approved, the student will be notified and students/families will need to come to the District Office and a T-Mobile hotspot will be issued.
4. Students bring the device home and connect to their district-provided iPad or Chromebook.
5. All devices must be returned before the end of the school year.

Who is eligible to participate
This program is open to Pickerington School students who are fully enrolled in one of the 15 district buildings. Priority will be given to students on the free/reduced lunch list and who have little to no household internet access. The district reserves the right to loan devices to any student who shows a need.

Is there a cost?
Borrowing a hotspot is free. There are no fees for the device or the service. If the device is lost, stolen, or damaged, a $150 fee will be charged to parents. The district Technology Protection Plan can cover any possible damages, but it will not cover the cost if the device is lost or stolen and will not cover damage(s) due to intentional reckless, willful, wanton and/or malicious conduct.

Rules of use

- Hotspots are provided and maintained by Pickerington Schools. If problems occur while using the hotspot, contact the school's media center for technical support.
- The borrower is responsible for ensuring the hotspot is not damaged, lost, or stolen. The replacement cost for the hotspot is $150. The school media center specialist/aide should be notified immediately of any damaged, lost, or stolen hotspot.
- Hotspots are provided for educational use. Users must adhere to the rules listed here, as well as those included in the district Acceptable Use Policy and the district Student Handbook.
- Hotspots must be returned to Pickerington Schools at the end of the renewal period, upon the request of district administration, or upon withdrawal from the district.
- Hotspots are for use by students enrolled in Pickerington Schools only and should only be used on school-issued devices.
- Bypassing the internet filter, resetting the hotspot, or reconfiguring the hotspot is strictly prohibited and cause for immediate removal from the district's Every-1-Connected program. This behavior also will be subject to possible school discipline.

Appendix C - HB 164 Required Components

Ohio HB 164 Legislative Summary

HB 164 Required Components

Per Sub. H.B. 164, each public school may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. Each plan shall include the following:
 	
   (1) A description of how student instructional needs will be determined and documented;
 	
   (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
 	
   (3) The school's attendance requirements, including how the school will document participation in learning opportunities;
 	
   (4) A statement describing how student progress will be monitored;
 	
   (5) A description as to how equitable access to quality instruction will be ensured;
 	
   (6) A description of the professional development activities that will be offered to teachers.
 	
This appendix will bookmark the relevant sections of the Pickerington Remote Learning 2.0 Plan, showing how it meets these requirements across all Status Levels as follows:

(1) A description of how student instructional needs will be determined and documented;
Status Level Green:
- Teaching and Learning Expectations   - Teaching and Learning Recommendations Document
Status Level Yellow:
- Overview of Hybrid Model   - Educator Commitments   - What Would Instruction Look Like?   - Teaching and Learning Recommendations Document   - Student Expectations: When Attending School Virtually   - Teacher Expectations: When Teaching Virtually   - Instructional Models: Elementary   - Instructional Models: Middle/Junior High School   - Instructional Models: High School   - Teaching and Learning Expectations

Status Levels Orange and Red:

- Instructional Plans
- Elementary School Instructional Plan
- Middle/Junior High School Instructional Plan
- High School Instructional Plan
- Student Expectations
- Teacher Expectations

Pickerington Virtual Learning Academy:

- K-5 Virtual Learning Academy
- 6-12 Virtual Learning Academy
- Courses Offered in the Virtual Learning Academy for Grades 6-12

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(2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;

Status Level Green:

- Grading Practices

Status Level Yellow:

- Essential Grading Recommendations
- Grading Practices

Status Levels Orange and Red:

- Essential Grading Recommendations
- Instructional Plans
- Elementary Schools Instructional Plan
- Middle School/Junior High School Instructional Plan
- High School Instructional Plan

Pickerington Virtual Learning Academy:

- Variety of Assessments: Grading Procedures Consistent With Traditional Setting
- K-5 Virtual Learning Academy
- 6-12 Virtual Learning Academy
- Courses Offered in the Virtual Learning Academy for Grades 6-12
- Accreditation

(3) The school's attendance requirements, including how the school will document participation in learning opportunities;

Status Level Green:

- All Students Back at School Attending in Traditional Format

Status Level Yellow:

- Tracking Attendance

Status Levels Orange and Red:

- Tracking Attendance

Pickerington Virtual Learning Academy:

- Tracking Attendance

(4) A statement describing how student progress will be monitored;

Status Level Green:

- Teaching and Learning
- Grading Practices
- Meetings Between Staff & Parents

Status Level Yellow:

- Essential Grading Recommendations
- Teaching and Learning
- Teaching and Learning Recommendations Document
- Student Expectations: When Attending School Virtually
- Teacher Expectations: When Teaching Virtually
- Instructional Models: Elementary
- Instructional Models: Middle/Junior High School
- Instructional Models: High School
- Keeping Students & Families Informed

Status Levels Orange and Red:

- Essential Grading Recommendations
- Parent/Guardian Expectations
- Student Expectations
- Teacher Expectations
- School Counselor Expectations
- Keeping Students & Families Informed

Pickerington Virtual Learning Academy:
- Guiding Principles   - Educator Commitments   - Student & Family Commitments   - Keeping Students & Families Informed   - K-5 Virtual Learning Academy   6-12 Virtual Learning Academy   - Courses Offered in the Virtual Learning Academy for Grades 6-12

(5) A description as to how equitable access to quality instruction will be ensured;
Status Level Green:
- Guiding Principles   - Parent/Guardian Expectations   - Student Expectations   - Teaching and Learning
Status Level Yellow:
- Courses Offered in Hybrid Model   - Gifted Services   - Special Education Services/Accommodations   - English Learners   - Kindergarten Schedule
Status Levels Orange and Red:
- Elementary Schools Instructional Plan: Modifications   - Middle/Junior High School Instructional Plan: Modifications   - High School Instructional Plan
Pickerington Virtual Learning Academy:
- English Learners, Gifted, Special Education Students: K-5   - Courses: K-5   - Specials/Electives: K-5   - English Learners, Gifted, Special Education Students: 6-12   - Courses: 6-12   - Specials/Electives: 6-12   - Gateway Academy Not Available

(6) A description of the professional development activities that will be offered to teachers.

Status Level Green:

- [Teaching and Learning](#)
- [Weekly TBT Meetings](#)
- [Becoming a More Impactful Blended Learning Instructor](#)

Status Level Yellow:

- [Wednesday PD Days](#)
- [Becoming a More Impactful Blended Learning Instructor](#)

Status Levels Orange and Red:

- [Educator Commitments](#)
- [Instructional Plans](#)
- [Elementary School Instructional Plan: TBT Work](#)
- [Middle/Junior High School Instructional Plan: TBT Work](#)
- [High School Instructional Plan: TBT Work](#)

Pickerington Virtual Learning Academy:

- [Professional Learning for Teachers](#)