



Sandusky
CITY SCHOOLS

.....
Dr. Eugene T. W. Sanders
CEO & Superintendent

Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Dr. Vilicia Cade
Chief Academic Officer



From the Desk of the Chief Academic Officer

During these times of uncertainty and so many unknowns, I would like to take this opportunity to thank the Instructional Leadership Team and the Principals for their efforts in providing input on the development of this plan. **Please know that without your leadership, this plan would not be possible.**

I want to acknowledge all of Sandusky City Schools' teachers for their continued dedication to ensure that all our students and families' "holistic" needs are met in the spirit of excellence.

I must single out the Sandusky Education Association President Ms. Renee Neyman — *your championship of excellence, scholarship, and compassion is unmatched!*

As we embark on Phase II of our plan, in solidarity we will learn together in this imperfect scenario never yielding to mediocracy or inequity because we are Blue Streak Strong!

Thanks to each person who gave his or her voice, suggestions, recommendations and feedback!

Sincerely,

Vilicia Cade, Ed.D
Chief Academic Officer

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Action Plan

Section I



Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

On March 12, 2020, Governor Mike DeWine made an unprecedented announcement ordering all of Ohio's public, community and private K-12 school buildings to be closed to students for a three-week period—beginning at 12:01 AM on March 17 and ending at 11:59 PM on April 3, 2020 — due to the ongoing Coronavirus health crisis. The school closure mandated was extended until May 1st. In response to this health crisis, Sandusky City Schools launched a multi-pronged holistic action plan that will have three phases that focus on advancing learning for students and adults.

- **Emergency Enrichment Learning (Phase I - March 17 – April 3)** - * *Spring break April 6 – April 10.*
- **Home-Based Blended-Learning (Phase II - Mid-April - May 1)** - **Sandusky City Schools are prepared to continue Phase II of the Academic and Instructional Improvement Action Plan pending Governor DeWine's further recommendation. Sandusky City Schools will be prepared to launch a "Home-Based Blended-Learning" plan to aid learning for students and adults. (May 1, 2020 is a projected date.)*
- **School-Based Extended Year Learning (Phase III- June 1 – August 1)** -* *Sandusky City Schools will remain flexible pending the Coronavirus status and available funding while we plan for a face-to face summer learning program for students.*

Many citizens have expressed concern about how the mandated school closure will affect minimum instructional hours required by state law. According to the Ohio Department of Education's guidance — *"Since the desire is for schools to make a good faith effort to provide educational services within available capabilities during this period, there should be limited impact on minimum instructional hours' requirements. The Governor and the Ohio Department of Education are committed to working with the Ohio Legislature to seek necessary flexibility to minimize any additional financial burden for schools. More details will be forthcoming"* Ohio Department of Education Coronavirus Question and Answers.

According to the Ohio Department of Education, *"the most important consideration at this time should be the health and safety of students and of the community. To this end, no state testing will take place during the closure period. The Ohio Department of Education will take the necessary steps to adjust the state's testing schedule (both in terms of administration and reporting) to accommodate the three-week closure. The intention is to be as flexible as possible. The Ohio Department of Education will be asking the U.S. Department of Education for the maximum flexibility in accommodating the current circumstances."* Most 11th grade students in Ohio have completed the state-sponsored SAT or ACT. The Department of Education is committed to working with vendors to identify additional testing opportunities for those who need to take the test. Additional information regarding assessment timelines and the return of results will be shared with Local Educational Agencies (School Districts) when available.



Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Although Governor DeWine and the Ohio Department of Education are **granting flexibility to Local Educational Agencies**, Sandusky City Schools will enact a **“Three - Phase Learning Action Plan”** to ensure enrichment and extended learning opportunities remain in the forefront of our efforts to safeguard the academic fitness of every student. The **Home-Based Blended-Learning** plan will require schools, working together with local health departments to collaborate with families and key community partners to ensure that our most important priority is in slowing the spread of the Coronavirus (COVID-19) while we work in tandem to meet the “holistic needs” of students and families. In unison, the primary goal will be protecting vulnerable students, parents, staff, and community members to help ensure students have safe and healthy learning environments during this time of uncertainty.

On March 17, 2020, Sandusky City Schools' Leadership Team under the direction of Dr. Eugene T. W. Sanders, Chief Executive Officer and Superintendent, executed a crisis intervention plan to address the “*holistic needs*” of students, while prioritizing the health and safety of all stakeholders. Within two days, staff members were required to plan for the social-emotional, nutritional, and academic needs of 3,400 students attending Preschool through 12th grade. Sandusky City Schools is a mid-size urban district that serves students and families that qualify for a district-wide “*free breakfast and free lunch*” programming. This is obtainable because of the income and social-economic status of students and families attending Sandusky City Schools.

Under the supervision of Dr. Stephen Sturgill, Chief of Staff and Transformation Officer, key members of the leadership team convened to develop a comprehensive plan that fostered quintessential partnerships to address the nutritional needs of students and to prioritize the sanitation of all facilities during the mandatory school closure. Key partnerships led to the development of the “*Three Week School Closure Feeding Program*”. Eleven feeding sites were identified to ensure accessibility across Sandusky neighborhoods. Additionally, adults have the option to visit Victory Kitchen and OHgo stressed that they would continue to provide regularly scheduled food pantries. The Salvation Army has also expanded their services. Sandusky Transit launched a program providing free services during the three weeks.

Under the supervision of Dr. Vilicia Cade, Chief Academic Officer, key instructional leaders convened including principals, instructional coaches and teacher leaders to brainstorm academic enrichment options for students during the three-week mandatory school closure. To address the uncertainty of the impact of the Coronavirus (COVID-19) and the on-going possibility of long-term closure, the Office of Chief Academic Officer created a Three-Phase Learning Action Plan taking a proactive approach to safeguard academic fitness of students while planning steps to avoid academic slide.



Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

The first of the Three-Phase Learning Action Plan - **Phase I - Emergency Enrichment Learning**. Elementary students were offered a three-week paper-pencil packet of activities and Grades 7 through 12 were offered learning opportunities primarily utilizing online educational enhancement options. It should be noted that the Middle School is utilizing Exact Path and practice assessments along with other resources posted on the resource page to support learning in all core content areas, and grades 9 through 12 is offering a customized Google-based instructional platform that is grade and teacher specific. This platform designed to support the possibility of long-term closure, was created and customized by Mr. Eric Talbot, High School Principal, in collaboration with high school staff members.

The Emergency Enrichment Learning Action Plan was designed to be a launching point to afford members of the instructional leadership team with an opportunity to create a comprehensive long-term plan for home-based blended-learning. The Coronavirus Three-Phase Learning Action Plan - **Phase II - Home-Based Blended-Learning** — stems from data collected over the three-week closure to deepen understanding of the “*digital ecosystem*” of students. During this time the Instructional Leadership Team under the direction of Dr. Vilicia Cade, Chief Academic Officer had virtual meetings with vendors and worked closely with the fiscal team and technology department to verify the district’s capacity and resources available to equitably meet the academic needs of students in a home-based blended-learning environment. It includes an on-going and arduous process of vetting products and vendors that offer high quality products and services that can effectively and efficiently leverage a long term home-based blended-learning plan of action.

Sandusky City Schools' Coronavirus (COVID-19) Home-Based Blended-Learning - Phase II

Sandusky City Schools has plans to execute a Home-Based Blended-Learning Plan that will provide options for students which will enhance learning and address academic slide while schools are closed. Educators and parents will play a pivotal role in utilizing digital resources and technology-driven supports to scaffold learning for students. Options will vary depending on circumstances, cell phone service and/or internet service. Technology tools will be identified for use. However, an integral part of learning opportunities will be supported through paper-based options.

Four primary approaches that are pivotal to the Coronavirus Home-Based Blended-Learning:

- Parent Friendly Paper-Based Curriculum Materials
- Online Curriculum Materials and E-Learning Platforms that offer flexibility in an evolving digital ecosystem that can support virtual learning through either hand-held devices (*cell phones*) or computers (*laptops or tablets*)
- Virtual Educator-Led Academic support networks for student learning and staff professional learning (*Zoom, Facebook Live, YouTube and Telephone accessibility*)
- Digital Resources that help scaffold student and adult learning



Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Sandusky City Schools' Coronavirus (COVID-19) Home-Based Blended-Learning - Phase II

Parent Friendly Paper-Based Curriculum Materials	Online Curriculum Materials & E-Learning Platforms	Virtual Educator-Led Academic Support Networks	Digital Resources that Scaffold Learning
<ol style="list-style-type: none"> 1. Focus on building students' foundational skills and extending learning. 2. Provides opportunities for strengthening critical thinking, math, writing, social studies, and science skills. Graphic organizers will be a key feature to aid learning. 3. Grade appropriate high-quality curriculum tools from vetted vendors. 	<ol style="list-style-type: none"> 1. Focus on technology-driven curriculum materials to build foundational skills while strengthening critical thinking, math, writing, social studies and science skills. 2. Grade appropriate features that individualize instruction. 3. Virtual and Augmented Reality opportunities to enhance experiences and engagement. 	<ol style="list-style-type: none"> 1. Create a weekly meeting schedule at designated times by grade level to deliver virtual teaching on selected assignments. <ol style="list-style-type: none"> a. Using tools such as: Zoom, Google Hangout Meet, Facebook, YouTube, Screencastify, Edpuzzle 2. Create a calendar of Academic support offerings weekly at designated times by grade level and content to aid in home-based learning. Students and parents can connect with teachers for help with completing assignments. <ol style="list-style-type: none"> a. Using tools such as: Zoom, Google Hangout Meet, Facebook, YouTube, Screencastify, Edpuzzle 3. Create a schedule of phone office hours daily and forward work numbers to staff cell phones. 	<ol style="list-style-type: none"> 1. Focus on identifying Khan Academy and other digital-based learning tools that aid in teaching core content and critical thinking skills. 2. Provide a list of digital resources to address science, arts and virtual field trips to increase engagement outside of the core academic subjects. 3. Identify key online games that enhance learning that can be used with cell phones or other related electronic devices.

To date, the Instructional Leadership Team has identified the following resources to support Phase II - **Home-Based Blended-Learning** listed in the chart below. The recommended vendors and products will adjust as input from stakeholders informs our plan of action.



Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Recommended Vendors, Products and Descriptive of Support Networks

Parent Friendly Paper-Based Curriculum Materials	Online Curriculum Materials & E-Learning Platforms	Virtual Educator-Led Academic Support Networks	Digital Resources that Scaffold Learning
<p><i>*All home-based and paper-based curriculum materials will be consumables that families will keep. No materials will return to the school environment to reduce the spread of the Coronavirus (COVID-19).</i></p> <p>Vetted Materials for Home-Based Learning</p> <ul style="list-style-type: none"> • Studies Weekly • Scholastic Reading Packets (novels with graphic organizer and critical thinking assignments) • Teacher Created Materials - Kids Learn! Workbooks 	<p><i>*Most home-based online curriculum materials and e-Learning Platforms are accessible via cell phones.</i></p> <p>Vetted Online Materials & e-Learning Platforms</p> <ul style="list-style-type: none"> • W.O.R.D. Scholastic Early Learning • Phonix Program • F.I.R.S.T. Scholastic Early Learning Literacy Program • EXACT Path (K-12) • Edmentum Courseware (9-12) • Odysseyware (SDA) • Accelerated Reader • Google Classroom • Defined STEM Pilot (Ontario Only) • Prodigy • Moby Max • Raz-Kids (Osborne) • Quizlet • Discovery Education (7-12 Only) • Gizmos (MS & HS science) • BrainPop • Khan Academy • Lumos Learning Pilot (Mills & MS) • INFOhio • Starfall 	<p><i>*Most home-based online curriculum materials and e-Learning Platforms are accessible via cell phones.</i></p> <p>Vetted Virtual Educator-Led Academic Support Networks</p> <ul style="list-style-type: none"> • Weekly Zoom Meetings with teachers offering parents the opportunities to call in to get help with selected lessons identified from the paper-based materials. Designed to be 60-minute session including 45 minutes of direct instruction and 15 minutes of questions and answers • Daily Facebook Live grade-band specific presence. <ul style="list-style-type: none"> ◦ This is designed to ensure that instructional staff are accessible and visible to respond to parent and student academic inquiries. Facebook Live is a familiar and viable tool that ensures parents with only cell phone-based technology can interact virtually with teachers and administrators. • YouTube Videos will be created to offer virtual guidance on specific topics that support academic achievement while adjusting to a home-based blended-learning environment. 	<p><i>*Most home-based online curriculum materials and e-Learning Platforms are accessible via cell phones.</i></p> <p>Vetted Digital Resources</p> <ul style="list-style-type: none"> • Khan Academy • YouTube



Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

The Office of the Chief Academic Officer will provide families with guidance on how to set up home-based blended-learning to maximize student learning. YouTube and Facebook Live are virtual opportunities to allow parents to ask questions and seek clarification. The ranges of household challenges will be given consideration in the recommendations. There will be recommended Literacy and STEM learning activities. All recommendations will be designed around the anticipated new facilities for Preschool and Kindergarten, 1st – 2nd Grade, 3rd – 6th Grades, 7th – 8th Grades and 9th – 12th Grades.

Each family will be provided guidance on how to set up their learning space at home. The recommended amount of minutes for Reading, Writing, Math, Social Studies, Science and Non-Core subjects will be provided. A sample daily schedule will be provided by grade-band. Adjustable times will be pivotal to accommodate working parents and tools will be “parent-friendly”.

Preschool - Kindergarten	1st - 2nd Grade	3rd - 6th Grade	7th & 8th Grade	9th - 12th Grade
<ul style="list-style-type: none"> • 60 minutes of Reading daily • 30 minutes of Writing daily • 60 minutes of Math daily • 30 minutes of Social Studies/ Science • 30 minutes using W.O.R.D. for language acquisition and word recognition • 30 minutes using F.I.R.S.T. for phonics and phonemic awareness 	<ul style="list-style-type: none"> • 60 minutes of Reading daily • 30 minutes of Writing daily • 60 minutes of Math daily • 30 minutes of Social Studies/ Science • 30 minutes using W.O.R.D. for language acquisition and word recognition • 30 minutes using F.I.R.S.T. for phonics and phonemic awareness 	<ul style="list-style-type: none"> • 60 minutes of Reading daily • 30 minutes of Writing daily • 60 minutes of Math daily • 30 minutes of Social Studies • 60 minutes of STEM activities 	<ul style="list-style-type: none"> • 60 minutes of Reading daily • 30 minutes of Writing daily • 60 minutes of Math daily • 30 minutes of Social Studies • 60 minutes of STEM activities 	<p>Access High School Hub to complete daily assignments in Google Classroom (Grade and Content Specific Assignments *60 minutes of reading daily)</p> <p>SHS Block TIME for “LIVE” lessons</p> <p>Art: 8:30 am - 9:00 am Math: 9:15 am - 9:45 am Social Studies: 10 am - 10:30 am Science: 10:45 am - 11:15 am English: 11:30 am - 12:00 pm Lunch: 12:00 pm - 1:00 pm Music: 1:00 am - 1:30pm Foreign Language: 1:45 pm - 2:15 pm Health/PE: 2:30 pm - 3:00 pm Career Tech: 3:15 pm - 3:45 pm Intervention Blocks: 4:00 pm - 4:30 pm</p>



Teacher Activities and Supports - Samples of a Week's View

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Professional Learning Day</p> <p>Silent Sustained Reading Day</p> <p>Teacher Virtual Preview of Topics for the Week 10:00 am – 11:00 am</p>	<p>Individual Professional Learning 7:30 am – 9:00 am</p> <p>Grade-Band or Grade Level Professional Learning Time 11:00 am – 12:00 pm</p> <p>Virtual Teacher Lessons</p> <p>Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Individual Lesson Prep 7:30 am – 9:00 am</p> <p>Grade-Band or Grade Level Common Planning Time 11:00 am – 12:30 pm</p> <p>Virtual Teacher Lessons</p> <p>Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Individual Professional Learning 7:30 am – 9:00 am</p> <p>Grade-Band or Grade Level Professional Learning Time 11:00 am – 12:00 pm</p> <p>Virtual Teacher Lessons</p> <p>Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Professional Reflective Practice</p> <p>Virtual Field Trips and Virtual Teacher led- Activities</p> <p>Special Teachers 10: 00 am – 11:00 am</p> <p>Virtual SEL Check-In Afternoon Session 1:00 pm – 2:00 pm</p> <p>Teacher Virtual Review of Topics for the Week 2:00 pm – 3:00 pm</p>
<p>Virtual Professional Development Technical Assistance</p> <p>Teacher & Paraprofessional Self-Pace Google Training Teacher & Paraprofessional Self-Pace Science of Reading School Based Meetings Reach out to (individual) Students & Families</p>		<p>Virtual Collaborative Time</p> <p>Sub-Committee Teacher Meeting Cross Department Work Sessions Teachers develop videos and tools to support students Sub-Committee Work/DFT /Grade TBTs</p>		<p>Fostering Partnerships</p> <p>Paraprofessional , Teachers, Administrators and Community Partnership Collaboration Time</p>
<p>Student and Family Communication Tools</p> <p>Phone calls, mailings, YouTube Videos, Facebook, Twitter, and Instagram</p>		<p>Potential Tools</p> <p>Google Docs, Share Drive, Zoom Meetings, FaceTime, Conference Calls, etc.</p>		<p>Potential Tools</p> <p>Phone calls, Zoom Meetings</p>



Sample of Student Activities & Supports - Weekly Overview

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING	ELA	MATH	SOCIAL STUDIES/SCIENCE	SPECIALS/ARTS
<p>Silent Sustained Reading Day</p> <p>Teacher Virtual Preview of Topics for the Week 10:00 am – 11:00 am</p>	<p>Virtual Teacher Lessons</p> <p>Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Virtual Teacher Lessons</p> <p>Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Virtual Teacher Lessons</p> <p>Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Virtual Field Trips and Virtual Teacher led- Activities</p> <p>Special Teachers 10: 00 am – 11:00 am</p> <p>Virtual SEL Check-In Afternoon Session 1:00 pm – 2:00 pm</p> <p>Teacher Virtual Review of Topics for the Week 2:00 pm – 3:00 pm</p>
<p>Unplug for Academic Fitness Hour (6:00 PM – 7:00 PM) – Daily Universal Study Hour across our District/City of Sandusky — We will be asking families to implement a 1-hour study hour to prevent academic slide and foster academic fitness. Students should be encouraged to read. We request that all social media and games that are not academic related be “unplugged” for this sacred hour. We will ask for solidarity with our faith- based community, public library, community-based organizations and government offices.</p>				
Selected Administrators Read A Book Virtually	Selected Teachers Read A Book Virtually	Selected Paraprofessional Read A Book Virtually	Selected SCS non-Instructional Staff Read A Book Virtually	Selected Community Partners are featured on SCS social media reading a Book Virtually



Weekly Overview - Sample Parent Communications and Supports

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Administrator & Teacher Accessibility</p> <p>Virtual Office Hours 9:00 am – 3:00 pm Principals and Administrators Office Hours</p> <p>Principal Telephone Calls</p> <p>Video Recorded and/or Live Lesson Plans & Preview Topic of the Week</p>	<p>Administrator & Teacher Accessibility</p> <p>Virtual Office Hours 9:00 am – 3:00 pm Principals and Administrators Office Hours</p> <p>Principal and Teacher Telephone Calls</p> <p>Virtual Lessons ELA Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Administrator & Teacher Accessibility</p> <p>Virtual Office Hours 9:00 am – 3:00 pm Principals and Administrators Office Hours</p> <p>Principal and Teacher Telephone Calls</p> <p>Virtual Lessons Math Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Administrator & Teacher Accessibility</p> <p>Virtual Office Hours 9:00 am – 3:00 pm Principals and Administrators Office Hours</p> <p>Principal and Teacher Telephone Calls</p> <p>Virtual Lessons Science or /Social Studies Morning Session 9: 00 am – 10:00 am</p> <p>Afternoon Session 2:00 pm – 3:00 pm</p>	<p>Access to Virtual Resources and Virtual Field Trips</p> <p>Specials & Arts Performing & Visual Arts Resources & Virtual Lessons Physical Education</p> <p>Social Emotional Learning Tools</p> <p>Afternoon Session 1:00 pm – 2:00 pm</p> <p>Teacher Virtual Review of Topics for the Week 2:00 pm – 3:00 pm</p>

Unplug for Academic Fitness Hour (6:00 PM – 7:00 PM) – Daily Universal Study Hour across our District/City of Sandusky — Find Stories being Read for Children on Social Media, YouTube Recordings, Zoom Meeting, Google Hang out Sessions, Etc..

We will be asking families to implement **a 1-hour study hour to prevent academic slide and foster academic fitness.** Students should be encouraged to read. We request that all social media and games that are not academic related be “unplugged” for this sacred hour. We will ask for solidarity with our faith-based community, public library, community-based organizations and government offices.

High School Students 9th – 12th Grade Students will Access High School Portal

- We will Launch COVID-19 Pathways to Graduation Plan
- Develop Personal Graduation Plans (On-Track vs Off-Track)



Sandusky City Schools' Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Sandusky City Schools' Coronavirus (COVID-19) School-Based Extended Year Learning Plan - Phase III

Sandusky City Schools has plans to execute a School-Based Extended-Year Learning in Phase III that will provide face-to-face teacher-led direct instruction in core academic subjects. The instructional program will be implemented to provide students with the opportunity to access grade level and appropriate instruction with the benefits of a teacher. Students will continue to have opportunities to deepen their understanding of technology-driven instruction. Key technology tools used in Phase II will continue to be used in Phase III.

School-Based Extended Year Learning will be designed during phase II with educators. The program will be determined by teacher availability and funding availability. The programs could offer three separate sessions or one long session for selected students. Key decisions regarding programming is contingent on school closure timelines and updates relative to the safety and health of students and staff.

Key Factors Regarding Phase III School-Based Extended Year Learning:

1. Participate in "School-Based Extended Year Learning" lesson plans will be designed by educators during Phase II.
2. Student will participate in goal setting and understand a growth mindset (Begin to build Student Efficacy and Agency) — student voice and choice.
3. Funding and staff availability will have implications for programming.
4. Blended – Learning options will continue, leading with face-to-face instruction as the primary instructional pedagogy approach.
5. Parents and students will continue to access information on technology driven tools along with face-to-face interactions.
6. Unplug for Academic Fitness will continue.

*Programmatic needs will be determined based on evolving information from the Ohio Department of Education.



**Sandusky City Schools'
Coronavirus COVID-19 Project
Management Plan
Section II**



Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Sandusky City Schools is implementing a Three-Phase plan to prevent “academic slide” and safeguard our efforts to ensure the “academic fitness” of our students. The goal of our collective efforts is to continue to provide learning opportunities for all as we prepare to scale 21st century learning options for both students and staff.

Three Goals will be pivotal to our efforts in Phase II:

1. Provide learning and educational opportunities for students, families, and staff while we are under the COVID-19 mandatory school closure order.
2. Front-load efforts to increase our internal capacity to “effectively and equitably” support and implement “digital-based learning” for both students and staff.
3. Galvanize our greater community to increase learning outcomes while supporting the positive social-emotional well-being of all stakeholders.

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
1. Develop a comprehensive plan to communicate with key stakeholder groups to ensure transparency and clarity regarding Phase II educational activities. (Students’ Parents, Community & Staff)	Students Students understand how to access “academic weekly playlist” of assignments along with virtual tools for support.	Students	- Access information on the website and on various communication venues.
	Parents/Community Parents understand how to access information to support home-based learning with supports on how to set up an effective learning environment. Parents understand how to contact Teachers/Principals, Student Services/ Social Emotional Supports and Central Office Staff to solicit assistance. All parents and community stakeholders understand the importance of the “Universal Study Hour” and how it connects to academic fitness and future academic success.	Parents/Community	- Learn how to access weekly playlists and virtual lessons to complete assignments. - Request help and supports when needed. - Read novels and participate in the Universal Study Hour. - Establish structures and routines at home that support home-based blended learning. - Read and access virtual information on how to access weekly playlists and virtual lessons to help student complete assignments.



Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
<p>1. Develop a comprehensive plan to communicate with key stakeholder groups to ensure transparency and clarity regarding Phase II educational activities. (Students' Parents, Community & Staff)</p>	<p>Staff (Instructional Leadership Team, Principals & Teachers)</p> <p>Staff understand their role and responsibility for developing virtual lessons and supports for students and parents during Phase II.</p> <p>Staff understand their role and responsibility for creating blended lessons and supports for students and parents during Phase III or bridging efforts for Fall 2020.</p> <p>Staff understand their role in participating in virtual office hours, outreach and being visible on social media to increase the social emotional well-being of students/ parents, peers and themselves.</p>	<p>Staff</p>	<ul style="list-style-type: none"> - Be open to accept your role for implementing action plan. - Learn how to create weekly playlists and virtual lessons to complete assignments. - Request help and supports when needed from peers. - Read novels and participate in Universal Study Hour. - Create virtual information on how to access weekly playlists and virtual lessons to help student complete assignments.
<p>2. Advance effective home-based learning for students, parents and staff.</p>	<p>Students</p> <p>Understand how to navigate SCS student learning management systems to participate in virtual lessons and additional supports as needed.</p> <p>Effectively participate in home-based learning by completing assignments.</p>	<p>Students</p>	<ul style="list-style-type: none"> - Learn how to access weekly playlists and virtual lessons to complete assignments. - Request help and supports when needed. - Read novels and participate in Universal Study Hour.



Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
2. Advance effective home-based learning for students, parents and staff.	<p>Parents/Community</p> <p>Understand how to navigate SCS student learning management systems to enable students to participate in virtual lessons and additional supports as needed.</p> <p>Support reading and encourage student participation in home-based learning activities while implementing a Universal Study Hour.</p>	<p>Parents/Community</p>	<ul style="list-style-type: none"> - Establish structures and routines at home that support home-based blended learning. - Read and access virtual information on how to access weekly playlists and virtual lessons to help student complete assignments. Advocate for student supports when needed. - Encourage reading at home and implement a Universal Study Hour. - Partner with SCS staff to ensure all student needs are addressed effectively.
	<p>Staff (Instructional Leadership Team, Principals & Teachers)</p> <p>Create SCS learning management system to support home-based learning for students.</p> <p>Create virtual lessons, scaffolding supports and enrichment activities in music, art, physical education, SEL etc.</p> <p>Create and implement virtual learning opportunities to support effective “digital-based learning” and “blended-learning” aligned to research-based practices.</p>	<p>Staff</p>	<ul style="list-style-type: none"> - Be open to accept your role for implementing action plan. - Learn how to create weekly playlists and virtual lessons to complete assignments. - Request help and supports when needed from peers. - Read novels and participate in Universal Study Hour. - Create virtual information on how to access weekly playlists and virtual lessons to help student complete assignments.



Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
<p>3. Create and/or deliver weekly virtual academic playlists, weekly grade level lessons and Phase III Topic/Standards-based lessons.</p>	<p>Students & Parents</p> <p><i>Not applicable</i></p>	<p>Students & Parents</p>	<p><i>Not Applicable</i></p>
	<p>Staff (Instructional Leadership Team, Principals & Teachers)</p> <p>Create a vision for how to support student, parent and staff learning during the COVID-19 school closure.</p> <p>Identify funds to support the purchase of instructional materials and professional learning resources for staff.</p> <p>Solicit feedback on academic action plan and finalize plan.</p> <p>Ensure that all professional learning support and instructional materials are ordered.</p> <p>Create a framework to support the effective implementation of the COVID-19 Academic and Instructional Action Plan.</p> <p>Assess professional learning needs and develop a home-based professional learning plan to improve capacity for effective “home-based blended-learning”.</p> <p>Continue to act as a resource and to develop resources for teachers and principals in the development of virtual supports (academic playlist, virtual lessons for Phase II and blended lessons for Phase III).</p>	<p>Instructional Leadership Team</p>	<ul style="list-style-type: none"> - Be open to accept your role for implementing action plan. - Learn how to create weekly playlist and virtual lessons to complete assignments. - Request help and supports when needed from peers. - Read novels and participate in Universal Study Hour. - Create virtual information on how to access weekly playlist and virtual lessons to help student complete assignments.



Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
3. Create and/or deliver weekly virtual academic playlist, weekly grade level lessons and Phase III Topic/Standards-based lessons.	<p>Staff (continued...)</p> <p>Develop and maintain digital ecosystem and learning management system for elementary and middle school students.</p> <p>Participate in advancing city-wide study hour — Unplugged for Academic Fitness.</p> <p>Actively participate on the Technology & Academic Sub-Committee.</p>	<p>Instructional Leadership Team</p>	
	<p>Principals</p> <p>Identify COVID -19 lead teachers by grade and content to serve as group leaders during the planning of virtual lessons and Phase III lessons.</p> <p>Supervise and organize teachers by grade level and content into groups during common planning time blocks to:</p> <ul style="list-style-type: none"> • complete the collaborative team Google sheet (Phase II & III teams) • create weekly academic playlists for virtual lessons • topic/standards-based intervention lessons for Phase III/or Fall 2020. <p>Create a schedule to ensure that all work products are completed by the Friday morning 10 am deadline & delivered to ILT to post/upload into the student learning management system and Coronavirus Hub <i>(for upcoming week)</i>.</p>	<p>Principals</p>	<ul style="list-style-type: none"> - Be open to accept your role for implementing action plan. - Learn how to create weekly playlist and virtual lessons to complete assignments. - Request help and supports when needed from peers. - Read novels and participate in Universal Study Hour. - Create virtual information on how to access weekly playlist and virtual lessons to help student complete assignments.



Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
<p>3. Create and/or deliver virtually weekly academic playlist, weekly grade level lessons and Phase III Topic/Standards-based lessons.</p>	<p>Principals (continued...)</p> <p>Identify and get resources from ILT to aid in the creation of weekly playlists, virtual lessons, etc.</p> <p>Assess the ongoing capacity of teachers by identifying supports needed to increase capacity to effectively support “home-based blended learning”.</p> <p>Communicate to school-based stakeholders ‘how to’ access home-based learning virtual supports</p> <ul style="list-style-type: none">• virtual office hours• school meal program• distribution of paper-based materials• weekly playlists• virtual lessons• importance of participating in the Universal Study Hour. <p>Identify different teachers and community members to read books and participate in Universal Study Hours.</p> <p>Increase social media visibility of the supports SCS is providing to reach the holistic needs of students and families.</p> <p>Participate in virtual professional learning opportunities and the Academic & Technology Committee.</p> <p>Communication expectations for teachers’ participation.</p>	<p>Principals</p>	



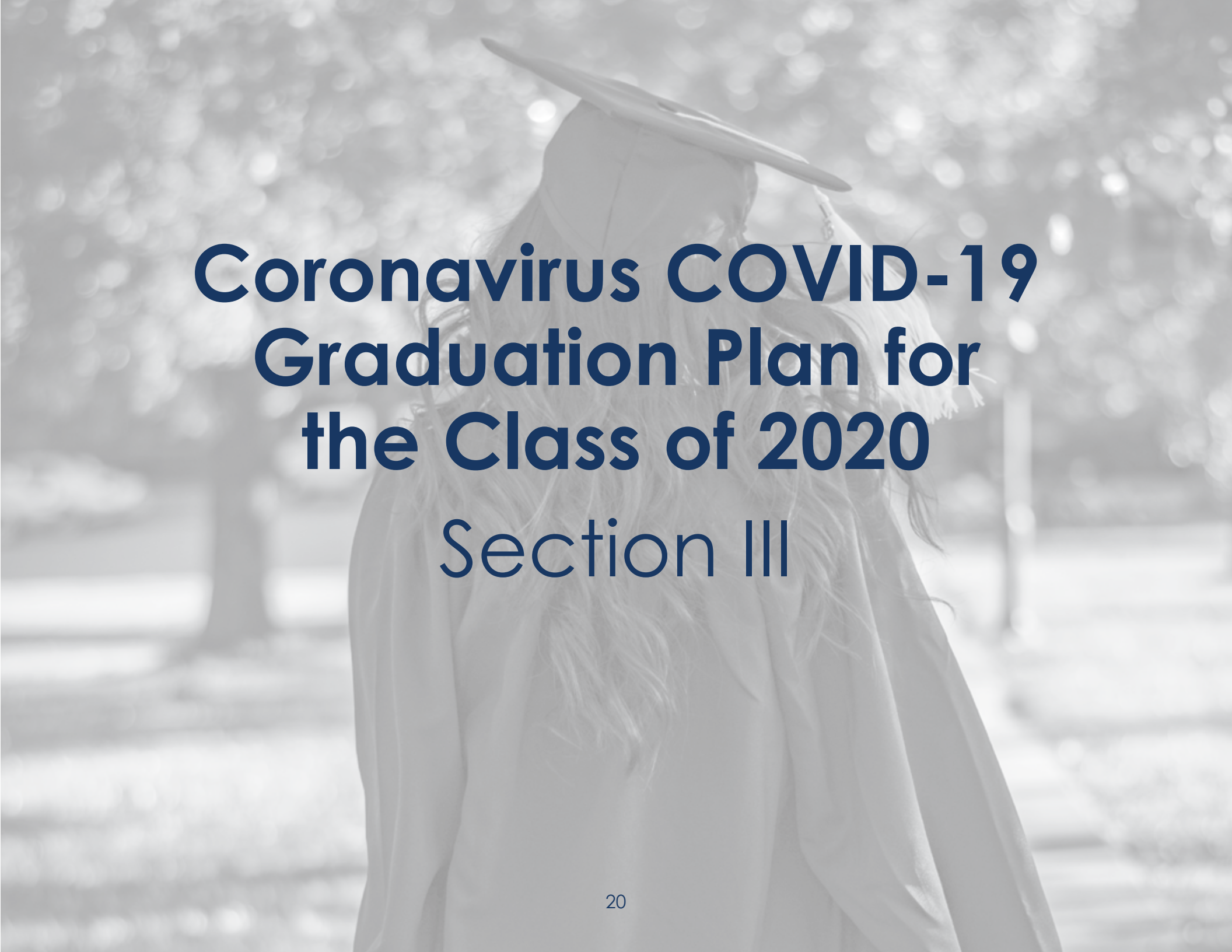
Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
<p>3. Create and/or deliver virtually weekly academic playlist, weekly grade level lessons and Phase III Topic/Standards-based lessons.</p>	<p>Teachers</p> <p>Work collaboratively across the grade level to:</p> <ul style="list-style-type: none"> Plan one lesson a week in each content area using materials purchased for (Phase II) home-based blended learning <p>OR</p> <ul style="list-style-type: none"> Create grade level content based virtual lessons and topic/standards-based intervention lessons for Phase III/or Fall 2020. <p>Create a schedule that identifies a peer each week to record the weekly playlist.</p> <p>Create videos from lessons by grade level and by content, each week by Friday at 10am and deliver to Principal for review and ILT for posting.</p> <p>Articulate supports needed to complete weekly playlist and virtual lessons to COVID-19 Lead Teacher and Principal to share with ILT.</p> <p>Participate in the Universal Study Hour by reading a book.</p> <p>Encourage students to participate in the Universal Study Hour — “Unplug for Academic Fitness” Campaign.</p> <p>Establish a process to reach out to students and families to support effective home-based blended learning.</p>	<p>Teachers</p>	<ul style="list-style-type: none"> - Be open to accept your role for implementing action plan. - Learn how to create weekly playlist and virtual lessons to complete assignments. - Request help and supports when needed from peers. - Read novels and participate in Universal Study Hour. - Create virtual information on how to access weekly playlist and virtual lessons to help student complete assignments.



Coronavirus COVID-19 Academic and Instructional Improvement Action Plan

Objective	Desired Outcomes	Lead/Responsible Group	Actions Needed
<p>3. Create and/or deliver virtually weekly academic playlist, weekly grade level lessons and Phase III Topic/Standards-based lessons.</p>	<p>Teachers (continued...)</p> <p>Collaborate with Intervention Specialists and Gifted teachers to create extension lesson to support learning for exceptional learners.</p> <p>Complete virtual professional learning modules as assigned.</p> <p>Participate in building, grade-level and content level meetings.</p>	<p>Teachers</p>	



**Coronavirus COVID-19
Graduation Plan for
the Class of 2020**
Section III



Coronavirus COVID-19 Graduation Plan for the Class of 2020



The Sandusky City Schools' Coronavirus COVID-19 Graduation Plan is an outgrowth of the ideas and discussions of the Sandusky City Schools Graduation Sub-Committee.

Sandusky City Schools Graduation Sub-Committee

April 2020

Secondary School Lead Administrators

Mr. Eric Talbot, Sandusky High School, Principal

Mr. Todd Peugeot, Sandusky High School, Assistant Principal

Mr. Colin Irish, Sandusky High School, Assistant Principal

Dr. Jamie Biecheler, Student Services Coordinator

Mr. Shawn Coakley, Athletic Director

Mrs. Sherry Smith, Alternative Education Coordinator

Mrs. Laura Barrett-Bache, Administrative Assistant

High School Guidance Counselors

Mrs. Kristina Davis

Mrs. Babe Sidoti-Palmer

Senior Leadership Team

Dr. Eugene T. W. Sanders, Chief Executive Officer & Superintendent

Dr. Stephen Sturgill, Chief of Staff and Transformation Officer

Dr. Vilicia Cade, Chief Academic Officer



Coronavirus COVID-19 Graduation Plan for the Class of 2020



Due to the Coronavirus health crisis and mandated school closure, students in the class of 2020 will meet unique challenges regarding completing course work for graduation and an unprecedented delay of senior activities. This plan will help provide clarification on how Sandusky City Schools will respond to address the needs of high school students focusing special attention on the class of 2020 seniors.

Sandusky City Schools' High School under the leadership of Mr. Eric Talbot, Principal, launched the SCS Coronavirus COVID-19 Graduation Plan utilizing an on-line student management system crafted in google classroom. The school selected Google Classroom as it was an existing learning management tool that was already integrated as a part of supporting student learning and adult collaboration at Sandusky High School. A key aspect of why the ninth through twelfth grades Coronavirus COVID-19 Graduation Plan leads with an e-Learning design was to aid in the possibility of long-term closure.

In mid-March, teachers under the direction of Mr. Eric Talbot created and launched individual and course specific virtual classrooms. These virtual classrooms are accessible on the Sandusky High School website page and on the Sandusky City Schools website under the Coronavirus Hub. The platform presents options for educators, students and parents to navigate learning and collaboration with ease. A key deciding factor that was pivotal to shifting to “e-Learning” opposed to a “blended approach” grew out of the sense of urgency to guarantee that high school students could continue to earn credits.

Mr. Eric Talbot, High School Principal, customized the development of the Google classroom digital ecosystem in collaboration with high school staff members. The COVID-19 Graduation Plan focuses on assessing each senior's progress toward earning a high school diploma through the creation of “Personal Graduation Plans” for the class of 2020. Based on guidance from the Ohio Department of Education, local educational agencies were granted flexibility in conferring high school diplomas for the Class of 2020 due to the Coronavirus Health Pandemic.

Based on a directive from Dr. Eugene T. W. Sanders, CEO and Superintendent, a Graduation Committee was convened. The committee worked closely with the High School Leadership Team to capture their vision and help provide context to ensure alignment of the COVID-19 Graduation Plan to the district's core values. The high school leadership team created minimum graduation requirements used to construct a Personal Graduation Plan for each senior — denoting his or her status as “on-track” or “off-track” for graduation based on the Coronavirus COVID-19 Graduation Requirements for Class of 2020.

Each senior will receive a copy of a letter along with a Personal Graduation Plan. A copy of the plan and letter will be placed in the senior's cumulative file and referenced on transcripts. See details in Chart A and Template for COVID-19 Personal Graduation Plan Class of 2020.



Coronavirus COVID-19 Graduation Plan for the Class of 2020



Chart A: Coronavirus COVID-19 Graduation Plan

COVID-19 Class of 2020 minimum graduation requirements to confer a Standard High School Diploma. Students will need 18 quality points and demonstrate “on-track” progress toward earning 21 credits before March 17, 2020.		
On-Track for Graduation	Off-Track for Graduation	Honors Diploma
<p>Students that meet the criteria:</p> <ul style="list-style-type: none"> - Earned 18 quality points - Demonstrated sufficient progress prior to March 17, 2020 of earning 21 credits 	<p>Students that do not meet the criteria:</p> <ul style="list-style-type: none"> - have not earned 18 quality points - have not demonstrated sufficient progress prior to March 17, 2020 toward earning 21 credits 	<p>Students that earn a Honors Diploma:</p> <ul style="list-style-type: none"> - Have made sufficient progress toward earning the following credits in each content area prior to March 17, 2020 - 4 English, 4 Math, 4 Social Studies, & 4 Science credits

Based on each senior’s demonstrated status of “on-track” or “off-track”, high school staff will work closely with each senior and his or her family to review the senior’s scorecard and create a Personal Graduation Plan. See template on the next page to insert with Principal letter to each senior.



Sandusky High School COVID-19 Personal Graduation Plan Class of 2020



Student Name: _____ Student Identification Number: _____

Homeroom Teacher: _____ Guidance Counselor: _____

On-Track for Graduation	Off-Track for Graduation
<input type="checkbox"/> Earned 18 quality points <input type="checkbox"/> Demonstrated progress toward 21 credits prior to 3/17/20	<input type="checkbox"/> Did not earn 18 quality points <input type="checkbox"/> Did not make progress toward 21 credits prior to 3/17/20
Honors Diploma	Special Notes & Action
<input type="checkbox"/> Demonstrated progress toward 4 credits in each core area (English, Math, Social Studies, Science, etc.) prior to 3/17/20	<i>List the courses needed</i> <input type="checkbox"/> Edmentum Course: _____ <input type="checkbox"/> Google Virtual Course: _____
<input type="checkbox"/> Approval of Standard High School Diploma <input type="checkbox"/> Approval of Honors High School Diploma	<input type="checkbox"/> Denial of Standard High School Diploma <input type="checkbox"/> Denial of Honors High School Diploma
Principal's Signature: _____	Guidance Counselor's Signature: _____

Guidance Document to State Testing and Student Progress

Section IV



c)

Rys. 21 Histogramy przedstawiające ...
z polskich hut w ramach zakła
żebrowanych EPSTAL o średnicy

a) R_e – granica plastyczności (minil
b) R_m – wytrzymałość na rozciągani
c) A_{gt} – wydłużenie przy maksymalnej



Sandusky City School COVID-19 Guidance Document to State Testing and Student Progress



During this time of uncertainty with the evolving challenges presented by the COVID-19 Health Crisis we are facing, it is not unusual for questions to occur. Providing parents and our community stakeholders with guidance is paramount to Sandusky City Schools' efforts to uphold consistency in a changing society due to the Coronavirus Pandemic.

The "SCS COVID-19 Guidance Document to State Testing and Student Progress" is an effort to streamline information for our students and families. In this guide, we have selected questions and answers that we believe will be of concern to our stakeholders. All the information in this guide is located on the Ohio Department of Education's website and reflects the State of Ohio testing requirements, graduation requirements, and grade level promotions guidelines.

State Testing Information

How will the ordered school-building closure affect testing?

The Governor and the Ohio General Assembly enacted House Bill 197 to address several issues raised by the Coronavirus Pandemic. This legislation removed state testing requirements for Ohio students for the Spring of 2020. In addition, the Ohio Department of Education has received a waiver from the U.S. Department of Education for all federally mandated student testing for the Spring of 2020.

The emergency state legislation and subsequent federal waiver allows Ohio to waive most state testing requirements for the 2019-2020 school year. Schools are not required to administer Ohio's State Tests in the spring of 2020. This includes the Alternate Assessment for Students with Significant Cognitive Disabilities and Ohio English Language Proficiency Assessment.

Spring Testing

State testing will not take place during Ohio's ordered school-building closure. The spring administration windows for Ohio's State Tests previously scheduled to begin at the end of March through early May will not be opened.

For Grades 3-8, this includes the following tests:

English Language Arts

Mathematics

In addition, Science for students in 5th and 8th grade.



Sandusky City School COVID-19 Guidance Document to State Testing and Student Progress



Spring Testing (continued...)

For Grades 7-12, this includes the End of Course Exams in the following subject areas:

English Language Arts
Mathematics
Social Studies
Science

Spring Tests that were in Progress

The Alternate Assessment for Students with Significant Cognitive Disabilities, Ohio English Language Proficiency Screener, Ohio English Language Proficiency Assessment, and Ohio Graduation Tests — were halted as of March 17, 2020 with the ordered school-building closure.

Summer Testing

Optional summer testing windows may be available for end-of-course exams and Ohio Graduation Tests depending on the resolution of the ordered school-building closure. The Ohio Department of Education will share more details as they become available.

THIRD GRADE READING GUARANTEE RETENTION PROVISION

Many third-grade students already met the promotion threshold after the fall administration of the third-grade English Language Arts assessment — either by achieving the necessary overall scale score or the reading sub score. In addition, many students have already met the promotion requirement based on scores on locally administered alternative assessments.

Newly enacted Ohio law temporarily removes the requirement that a student meet the promotion threshold for the 2019-2020 school year to advance to fourth grade. Specifically, no school district, community school or STEM school and no chartered nonpublic school that is required to administer assessments to scholarship students shall retain a student in the third grade following the 2019-2020 school year based solely on the student's academic performance in reading. However, if the student's principal and reading teacher agree the student's reading skills demonstrate the student is reading below grade level and is not academically prepared to be promoted to fourth grade, the student may be retained.

State-Sponsored ACT

For most districts participating in the state-sponsored ACT, students already have taken the test. Sandusky Schools administered the ACT to our Junior Class on March 10, 2020.



Sandusky City School COVID-19 Guidance Document to State Testing and Student Progress



National ACT Administrations

ACT has rescheduled the April 4, 2020, national test date to June 13, 2020 across the U.S. All students registered for the April 4, 2020 test date will receive an email from ACT informing them of the postponement and instructions for free rescheduling to June 13, 2020 or a future national test date. Visit the following ACT website for further information on the National ACT test.

<https://www.act.org/content/act/en/covid-19.html>

Kindergarten Readiness Assessment

The KRA is currently required for all kindergarten students in public and community schools and optionally available for students in chartered nonpublic schools. Based on recommendations made by stakeholders, the Ohio Department of Education has been working toward a revised, streamlined assessment, including a shorter test and shorter administration time frame for Fall 2020.

Related Topics — Student Progress Information

1. Will students receive individual progress report cards for the 2019-2020 school year?

The district has established various sub-committees to work internally and with surrounding districts to assess how we will proceed. Progress reports will be based on completed coursework for the 2019 -2020 school year. Teachers' last day to post third marking period grades is May 1, 2020. Sandusky City Schools covered over 90% of our curriculum for this year. This happened prior to mandated school closure so the district is confident that we can develop a fair and equitable plan to articulate progress report cards for the 2019-2020 school year. Additional information is forthcoming as the committee continues to meet.

2. Will students be promoted to the next grade level?

Grade level promotions will be a local decision. Each student's teacher(s) and building principal will base their decision on completed classroom work for all days the school district was in session prior to the ordered school building closure.

3. What about graduation?

The Governor and the Ohio General Assembly enacted House Bill 197 to address issues raised by the Coronavirus Pandemic. This legislation states that Ohio students who were on-track to graduate at the time of the ordered school-building closure will be permitted to graduate on time in the Spring of 2020.



Sandusky City School COVID-19 Guidance Document to State Testing and Student Progress



Related Topics — Student Progress Information (continued...)

4. How does the ordered school building closure affect participation in the College Credit Plus program?

At the recommendation of Chancellor Randy Gardner and Superintendent of Public Instruction Paolo DeMaria, previously existing statutes, rules, and guidance relating to the College Credit Plus (CCP) program have been updated in response to the coronavirus (COVID-19) crisis and subsequent school-building closures. These updates attempt to provide as much flexibility as possible for students while continuing to implement the CCP program. We recommend reviewing posted informational documents, as there are important changes to the program. Visit the following College Credit Plus web pages for the latest updates and information:

<http://education.ohio.gov/Topics/Ohio-Education-Options/College-Credit-Plus>

<https://www.ohiohighered.org/collegecreditplus>

5. What happens after the ordered school-building closure period ends?

No specific decisions have been made at this time. The ordered school closure period was enacted to allow for the state to gauge and monitor the status of the coronavirus outbreak. Decisions about future educational activity will be determined prior to the end of the ordered school closure period. Sandusky City Schools remains poised to extend home-based blended-learning opportunities while continuing a journey that creates a digital ecosystem that leads with e-Learning and digital-based resources in the immediate future.

**Special Thanks to Mrs. Laurie Pitts, Progress Book and Assessment Consultant, for your efforts in helping select information presented in this guidance document.*



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