



## Newark City Schools Return to On-Site Learning Plan

Newark City Schools will be working toward a return to normalcy in education. However, while we will be working toward that end we also have the safety of our students and staff as one of our highest priorities, as well as, a return to focused, on-site learning so that students can get the most out of the educational opportunities that NCS offers. To this end, we plan to open the school year primarily on-site. Our buildings will return to their pre-Covid-19 start and release times. We are also implementing a 1:1 technology model for our students to prepare for any possible remote learning that may occur due to Covid-19.

However, for students who require a remote learning environment, because of Covid-19, student learning styles, or family needs, a limited number of grades K-12 students will still have access to online learning through the Newark City Schools Digital Academy. Digital will have remote learning and some opportunities for students to attend for academic and social/emotional support.

### [2021-2022 NCS School Year Covid-19 Safety Protocol & Procedures](#)

#### Federal Funding to Support Returning Students

Grant Name	Amount
ESSER I	\$2,279,255.16
ESSER II	\$8,929,189.54
ESSER ARP	\$20,067,935.00

## ESSER I

The majority of the funds were spent to purchase technology, various platforms and learning programs for integration of instruction with technology, supplies to clean and disinfect, and supplies to help limit the spread of Covid-19.

Some of the variety of platforms and technology-based learning programs included, but were not limited to, the following:

Google Classroom Grades 2-12	SeeSaw Grades K-2	Discovery Education	Edmentum	Edulastic	eSpark
Science Fusion	Ohio as America	GT Ignite	Screencastify	Newsbank	Pear Deck
Turn It In	Jason Learning	Lexia	Fuel Education (Big Universe)	Flex Curriculum	Method Test Prep
Naviance	Dreambox	Zearn	Loom	Zoom	

## ESSER II

The continuation of purchasing technology for 1:1 learning will occur using these funds. Some of these funds will be directed toward technology infrastructure and purchasing technology for classroom and student use as well as the professional development that is directed toward effective instruction through technology integration. The purchase of licenses for various platforms and technology-based learning programs will continue.

Newark City School has examined how remote instruction supported learning as well as what improvement was needed during the pandemic. Technology needs are being assessed to try to make sure that students have access to the equipment that is necessary for digital learning. To this end the district has used some ESSER funds to help us move to a 1:1 technology district.

Some additional staff, especially for instructional support via technology to help assist in coaching teachers as they strive to keep up-to-date with the ever-changing technological options and instructional tools, may be needed. Professional development on the use of technology as an instructional tool will be part of the district planning. Best practice learning tools and instructional techniques are important for all instruction.

Funds may also be needed to support students who were disproportionately impacted by Covid-19 and who may not have equal access to tools at home to help them access online learning or flipped classrooms. This might include hotspots, flash drives, external

drives, or other tools necessary to even the playing field for those who might be low-income, homeless, foster, etc. Access to some technology or curriculum that requires specific technology to work might be needed for English learners.

What professional development activities have been offered to teachers?

Teachers were offered a variety of professional development opportunities relating to technology, platforms, and learning programs that NCS plans to use now and in the future. Teachers were offered stipends to participate during the summer in the opportunities that were directly related to their grade levels and content areas.

The following describe some of the sessions that were offered to and recorded for teachers:

**Google Basics**

**Google 101 - Basic**

*(PreK-12) Don't know Google? Come learn all the features Google has to offer! Topics include login, account management, forwarding gmail, and much more.*

**Google Tips and Tricks**

*(PreK-12) Come explore some Google tips and tricks to help you save time, energy and get more done!*

**Google Drive Organization**

*(PreK-12) HELP - My Google Drive Is a Nightmare! Come and learn some tips and tricks to better organize your Google Drive. Some topics include creating and color-coding folders, sorting your files for easier access, and adding files to multiple folders.*

**Google Suites**

**Google Docs - Beginners**

*(PreK-12) Learn the basics of Docs, including creating, organizing, and performing basic word processing skills, suchs as margins, fonts, and page layout options.*

**Google Docs - Advanced**

*(PreK-12) Learn the next steps in Docs, including adding pictures, creating tables, embedding links,*

*and other tips to take your Docs to the next level.*

### **Google Slides - Beginners**

**(PreK-12)** *Come learn the basics of google slides. Topics will include creating a presentation, making adjustments to your presentation through theme, layout, and background, and inserting videos, tables, images and transitions.*

### **Google Slides - Advanced**

**(PreK-12)** *This session will support teachers in using google slides to their fullest potential. We will explore how to create interactive presentations to engage our students. Teachers attending this session should be familiar with the topics included in the Google Slides - Beginners session.*

### **Google Forms - Beginners**

**(PreK-12)** *We will go back to the basics - starting from the beginning. Topics will include creating a new form, adding questions, adding collaborators, viewing responses, basic quiz grading, how to send quizzes to students, etc.*

### **Google Forms - Advanced**

**(PreK-12)** *We will explore more advanced options of Google Forms, such as sequencing, forms add-ons, creating branching forms, response validations, etc.*

### **Google Sheets**

**(PreK-12)** *Come learn the basics of google sheets. Topics will include creating a spreadsheet, formatting data for easy viewing, utilizing some basic formulas, and sharing and protecting your Google Sheets.*

## **Online Learning Platforms**

### **Google Classroom - Beginner**

**1st session (2-5) 2nd session (6-12)** *We will start from the beginning - creating a class, inviting students, creating assignments, etc. This session is for participants who have never used Google Classroom before, or need a refresher on the basics of Google Classroom.*

### **Google Classroom - Advanced**

**1st session (2-5) 2nd session (6-12)** *We will dive a little deeper into Google Classroom. We will talk about how to personalize your class, simplify your grading process, create editable PDFs and*

more.

### **Google Classroom Chat**

**(2-5)** *Informal discussion with teachers who have used Google Classroom before and during the pandemic. Come ask your questions and hear answers straight from a Google Classroom user.*

### **Google Classroom Chat**

**(6-12)** *Informal discussion with teachers who have used Google Classroom before and during the pandemic. Come ask your questions and hear answers straight from a Google Classroom user.*

### **Getting Started with Seesaw**

**(PreK-1)** *Come learn about the wonderful world of Seesaw! This versatile tool can do so many things to help you and your students, whether in person or virtual. You will leave with lots of resources to get started!*

### **Seesaw - The Power of Digital Portfolio (PreK-1)**

*Seesaw can be a powerful tool for students to show their learning. Come learn the ins and outs of using digital portfolios to drive instruction and assessment.*

### **Zoom**

**(PreK-12)** *Come explore all the tips and tricks to creating interactive and engaging lessons using Zoom. Some topics include sharing your mouse, navigating between screens, adding a poll, and creating breakout rooms.*

### **Other Online Resources**

*\*Check back later for more information on these resources!*

### **Screencastify**

**(PreK-12)** *Screencastify allows teachers to record, edit, and share amazing videos with ease. Come learn all this has to offer!*

### **Flipgrid**

**(PreK-12)** *Explore using FlipGrid as a tool for students to share their learning and thinking. Foster community in your classroom as you facilitate discussions among your students. Engage and promote all student voices in your class.*

**Edulastic - Beginners**

**(2-12)** Come explore using digital assessments in your classroom. Edulastic can be used with google classroom. This session will explore setting up classes, finding and assigning assessments, and reports after assessments are given. We will also give an overview of the NEW Edulastic platform, as the setup, menu, and question options have changed from last year. Even if you have used Edulastic before, this session will be a refresher to the new features Edulastic has to offer in 2020.

**Edulastic - Advanced**

**(2-12)** Take digital assessments to the next level, by creating your own assessments. This session will build on Edulastic beginner knowledge and will explore question types used on state assessments and different ways to build assessments for students. Knowledge on the new 2020 platform will be important, so it is strongly encouraged that you complete Edulastic Beginning before this class.

**Dreambox**

**(K-5)** New K-5 math resource to support student learning. Come learn about how Dreambox can support your students math skills.

**NewsBank**

**(K-12)** The online resources available through Newsbank provide researchers of every kind with valuable information on any topic imaginable. Come discover how to access and navigate this amazing resource!

**Discovery Education**

**(PreK-12)** Discovery Education offers free student and teacher resources that bring learning to life both inside and outside the classroom. Come learn all it has to offer!

**Zearn**

**(K-5)** Explore using Zearn in math to support students with distance learning. This session is for grades K-5 teachers.

**Science Fusion**

**(Grades 5-8)** Explore using the Science Fusion for enhanced digital science instruction. This session is for teachers in grades 5-8.

**Study Island**

**(K-12)** This standards aligned program provides data that can be used before, during or after a lesson. Online lessons, practice, quizzes as well as group sessions can help provide the data needed

*to guide instruction at any point. Come explore how to set up your classes and assignments, as well as monitor the data study island can provide to show student mastery of standards.*

### **Exact Path**

*(K-8) Explore our new tool - Exact path! This product creates a learning path specific to each student based on a diagnostic assessment. Use to identify learning gaps and explore where to start teaching for each student. We will be looking primarily at math in this session.*

### **Jason Learning**

*(Grades 5-12) This online Science database provides resources, interactive simulations, and lessons plans to assign through Google Classroom.*

### **Pear Deck**

*(K-12) Explore using PearDeck to enhance Google slides and create interactive learning experiences with your students. A basic knowledge of using slides is necessary to use PearDeck.*

### **Ohio As America**

*(4) A resource for 4th grade teachers, explore using this digital resource to support the social studies standards.*

### **GT Ignite**

*(K-12) This resource to support gifted students is available for grades K-12. GT Ignite's self-paced courses include topics like differentiation, creativity, higher order thinking, and social & emotional support of gifted learners.*

### **Flipped Classroom Elementary**

*(K-5) These hour long sessions will support classroom teachers in putting together the summer pd resources in both in person and distance learning. We will show you how to utilize resources, how to prioritize what is taught in person virtually, using a Flipped classroom model. Sample schedules for each grade as well as sample SeeSaw and Google Classrooms will be shared.*

### **Seesaw Tips and Tricks (K-1)**

*Got questions about Seesaw? We've got answers! \_\_\_\_\_ is going to join me to show you some tips and tricks and how she has used Seesaw with remote learning to engage her students. Come with questions and leave with resources and answers!*

## How will a new facility help NCS prepare for and prevent the spread of Covid-19?

NCS will acquire and renovate a new facility to be used as a component of the District's response to prepare for and prevent the spread of COVID-19. The District currently has limited indoor space and the additional square footage provided by the new facility is necessary to encourage social distancing, which is encouraged by CDC guidance. As such, this facility is reasonable and necessary to reduce the risk of virus transmission and exposure to environmental health hazards, and provide facilities that better support student and staff health needs. Renovations to the facility will include HVAC, building envelope, and other improvements that will further reduce the risk of transmission and improve the indoor air quality in the new facility. Additionally, space in this facility will specifically be used to help facilitate remote learning of the District's students, which will be used as part of the District's plan to address learning loss and provide supplemental educational opportunities for its students.

### **ESSER III ARP**

Newark City Schools will expand summer learning and enrichment to help address the academic impact of lost instructional time. These programs may include, but will not be limited to, the following summer camps: digital video skills; STEM; foreign language; orchestra; count me in math; Newark reads; Newark codes, tutoring in academic areas, and art. Summer programming will require salaries and benefits as well as instructional supplies. Transportation services for the students who participate in the programming may also need to be fiscally supported.

An increase in tutoring and/or literacy/math/academic intervention to help students increase academic growth lost during the pandemic may include before and after school, during school hours, weekend, on-site or virtual tutoring/instruction. The tutoring may also occur at places where students who were disproportionately impacted by Covid-19 can access it such as homeless shelters and transitional housing apartments. An increase in staff which includes salaries and benefits may be necessary for this to occur or funds for hourly wages may be required. A variety of online programming will be accessed to help teachers incorporate evidence-based interventions and differentiated instruction. This will be used for students who are in on-site and remote. It will also help to support the 1:1 initiative that will be implemented district-wide.

Professional development will be utilized to help ensure that evidence-based instruction and best practices are utilized during instruction and intervention. Instructional supplies to help support students who need extra support because of Covid-19 academic losses may be purchased. Data will also be collected for each student using a technology-based assessment system that will help determine where the students are at when they enter the school year in reading and math, help Building Level Teams determine what type of intervention may be required if the student is at grade level, help progress monitor, and assess where the students are at when the school year ends. This will help the district have a uniform method to measure achievement and growth in K-12

math and reading, especially for those whose learning was negatively impacted by Covid-19. The use of this data can help teachers set up goals and progress points for students. This may begin as a pilot program for some buildings to help determine how best to implement the program across the district.

Newark City Schools will expand Trauma Informed Care programming across the district. To this end we may include, but not be limited to, the following:

Expand and support Foundational SEL Curriculum

Expand and further develop Vaping Education & Prevention

Expand and further develop Suicide Awareness & Prevention

Develop, implement and promote Adult Social Emotional Wellness programming

Develop, implement and promote Parent & Community Education

Provide programming based on data analysis used to identify needs to develop:

1. More positive attitudes towards trauma-informed practices;
2. Increased empathy and compassion for students;
3. Staff feeling more empowered in their capacity to help trauma-exposed students;
4. Shared approach to supporting behavior;
5. Staff equipped with specific practices and tools for building student resilience;
6. Teachers and staff practicing self-care;
7. Establish safety for all school community members;
8. Understand the impact of trauma and toxic stress;
9. Align culture, practices, and policies with knowledge of trauma and principles of trauma-informed care;
10. Foster the development of dependable and supportive relationships within the school and with the community;
11. Use a multi-tiered system of supports model to promote resilience and respond to trauma exposed students and school community members;
12. Practice cultural humility and responsiveness;
13. Provide ongoing training and support to teachers and staff on trauma-informed practices and self-care;
14. Sustain trauma-informed efforts through ongoing critical self-reflection and evaluation, action-planning, and data-driven monitoring;
15. Use data to assess the positivity and overall culture health of the community;
16. Reinforce core values essential in creating a restorative environment;
17. Develop early intervention systems that prevent wrongdoing; and,
18. Capture evidence of restorative events and their success.

Funding for programming for students and staff will be required. This will include, but not be limited to, professional development and training for all staff and students. Instructional supplies will be required as well as collaboration with community wellness programming which may require funding. Surveys and data collection will help triage which students need what support. Additional staffing may be required to help interpret the data and to help support the students and staff. As the Trauma Informed Care programming is implemented other requirements for staffing, supplies, community support, or online programming may be required.

Newark City Schools will use a variety of tools to determine its most important educational needs as a result of Covid-19. NCS will conduct a gap analysis using the tools that ODE has provided. This will help determine what standards were taught and

whether they mastered them or not. Instructional coaches will help teachers to work together to try to understand what curriculum may need to be revisited and where the gaps in knowledge may occur. They can work together to try to create plans to help students access this knowledge gap so that it does not hinder future learning. They will use this data to help inform their instruction and curricular needs.

Data will also be collected for each student using a technology-based assessment system that will help determine where the students are at when they enter the school year in reading and math, help Building Level Teams determine what type of intervention may be required if the student is at grade level, help progress monitor, and assess where the students are at when the school year ends. This will hopefully help the district have a uniform method across the district to measure achievement and growth in K-12 math and reading. The use of this data can help teachers set up goals and progress points for students whose achievement was negatively impacted by Covid-19.

Educational needs will also be determined through surveys, especially the social and emotional support needs for students and staff that are important to help students be successful academically and staff to be successful as they help students reach their academic potential. The surveys may be accessed through online programming purchased to determine SEL and/or academic student and/or staff needs. State testing, benchmark testing, and common assessments will also be used to help determine important educational needs.

#### How will instructional needs be determined and documented?

1. A gap analysis will be used to determine what curriculum may have been missed last year during the two months (April and May) that students and schools were required to be remote due to Covid19.
2. Teachers will use formative assessments at the beginning of the school year to determine students' knowledge and skill level and use those results to inform their instruction.
3. Elementary buildings (K-5) will use diagnostics and benchmarking to determine student reading needs while 6-12 will use the SRI (Scholastic Reading Inventory) to help the BLTs (Building Level Teams) determine which students need intervention.
4. Teachers will monitor students' progress while BLTs will monitor the progress of students who are receiving interventions beyond the classroom instruction.
5. Teachers will communicate with parents throughout the year to inform them of their student's progress.
6. Google Classroom and SeeSaw will be used to help communicate with parents regarding student progress.
7. Curriculum NCS teachers use is based on the Ohio Learning Standards and/or the national standards for those curricular areas that do not have specific Ohio Learning Standards.

What will be used for determining competency, granting credit and promoting students to higher grade levels?

Curriculum for NCS: <https://www.newarkschools.us/Curriculum.aspx>

Competency	Teacher grading based on board policy at <a href="https://go.boarddocs.com/oh/newark/Board.nsf/Public?open&amp;id=policies#">https://go.boarddocs.com/oh/newark/Board.nsf/Public?open&amp;id=policies#</a> 5421, 5420
Granting Credit	Credit is granted based on board policy at <a href="https://go.boarddocs.com/oh/newark/Board.nsf/Public?open&amp;id=policies#">https://go.boarddocs.com/oh/newark/Board.nsf/Public?open&amp;id=policies#</a>  5410, 5420, 5421, 5460, 5460.02, 5463,
Promote Students	Promotion of students is based on board policy at <a href="https://go.boarddocs.com/oh/newark/Board.nsf/Public?open&amp;id=policies#">https://go.boarddocs.com/oh/newark/Board.nsf/Public?open&amp;id=policies#</a> 5410

Competency, grading, credits, and promoting students will be determined using the current board of education policies. Teachers will monitor student competency and progress and will include information regarding both in ProgressBook which is the primary teacher gradebook which parents and guardians can access at any time to check on their student's progress.

What are the school's attendance requirements, including how the school will document participation in learning opportunities?

The district's board approved attendance policy will be in force. Students will be required to attend school online on a daily basis, during regular school hours of the adjusted school day. The student's attendance will be entered into the district's online attendance software. Teachers will use the attendance taken from Google Classroom, SeeSaw, Zoom, or whatever platform they are using each day and the students' level of engagement in their online and/or assigned offline lessons and activities. Onsite attendance will be taken using ProgressBook as was during pre-Covid.

How will student progress be monitored?

Student progress will be tracked in classrooms by teachers who will use formative and summative assessments, some of which are district created and some of which are teacher created. Teachers will record information in ProgressBook which parents have the ability to access at any time. Students who are receiving academic support through Special Education, Title services, etc. will be monitored using the progress monitoring tool that best reflects the skills and knowledge that the student is working on. Students

who are slated to receive intervention based on BLT recommendations will receive progress monitoring via the tool that reflects the intervention they are receiving. Parents will be apprised of their progress through building communication.

#### How will equitable access to quality instruction be ensured?

The district has purchased Chromebooks and laptops to loan to students in the district. Students who attend the Newark City Schools Digital Academy also have received a laptop. The devices will be handed out at the beginning of the year. Hotspots have also been purchased to assist students who do not have access to reliable Internet at home. NCS also has a support team with a helpline to assist families who are having difficulties with their device. NCS has created a page for students and parents/guardians with tutorials for the various electronic programs that we may be using. It is located at <https://www.newarkschools.us/BacktoSchool.aspx>. There are also teacher tutorials for these programs located at <https://docs.google.com/spreadsheets/d/1zWbzS2b3V0Vzp7gUpTjwf25djeUJ5gEMeSL6HtKGGZQ/edit#gid=0>. Students who need academic support or enrichment will have the ability to attend on-site and/or remote opportunities.

#### How will cameras and a facility renovation help NCS prepare for and prevent the spread of Covid-19?

The cameras and facility renovation will be used to help NCS be proactive as we confront the unknowns as to what Covid-19 guidance will be for public schools in the present and future. NCS will follow the most current and up to date guidance from the CDC and Ohio Department of Health in prevention and mitigation strategies. These strategies may include but are not limited to: utilizing new spaces that allow for social distancing, limiting travel between buildings when possible, monitoring cases, improved communications, use of technology, and continued focus on health and wellness both physical and mental.

Cameras in vehicles, school busses, and on-site at buildings will be used to help with contract tracing on vehicles/busses and in large areas such as the gymnasium, cafeteria, and playgrounds. They will also be used to determine the number of students in seats on a bus. Video will help to determine traffic patterns based on times of day, entrance and exits to handwashing stations, drinking fountains, and corridors, as well as making sure that masks are worn when required. They may also be used to determine if people who wish to enter the buildings are wearing a mask if masks are required.

The new facility purchase will help prepare and prevent the spread of Covid-19 as NCS works on-site with students as we will be able to control the entrance and exit of people from all of the classrooms as they will be under one roof and the facility will be owned by the school district. Consequently, NCS will be able to determine what the rules are for access to the building. The new space will also allow NCS to better socially distance the students who will be housed there.

The move to a 1:1 student access to technology has also required NCS to increase space for technology equipment, create a larger staging area, acquire a central distribution center for technology, and increase the number of required employees to work with the technology. The new space which supports 1:1 student computer access will allow NCS to be proactive if remote learning becomes district-wide again and to better facilitate student learning and technological acumen. It will allow our students and staff to be very familiar with the technology as they will use it while on-site as well as remotely. Space in this facility will specifically be used to enable remote learning of the district's students, which will be used as part of the district's plan to address learning loss and provide supplemental educational opportunities.

Additionally, the plan for the new facility is to expand the student health clinic to better serve student health and wellness. Covid-19 has shown us that preventative healthcare can be essential in weathering a pandemic. Preventative healthcare will help the students decrease the burden of disease and associated risk factors during and post pandemic. This facility is reasonable and necessary to reduce the risk of virus transmission and exposure to environmental health hazards, and provide facilities that better support student and staff health needs. Renovations to the facility will include HVAC, building envelope, and other improvements that will further reduce the risk of transmission and improve the indoor air quality in the new facility.