High Quality Public Education

Superintendent Laura Mitchell
High Quality Education

Social Justice
High Quality Education

Safety and Health

Accelerate Student Learning
**Ready** – Plan (Technical and Adaptive)
1. Sense of Urgency
2. Guiding Team
   - Inventors – Create the Vision
   - Crafters – Determine feasibilities of Vision
   - Engineers – Design execution
3. Vision – Strategy

**Set** – Prepare People (Technical and Adaptive)
4. Communicate Buy In
   - Motivate • Inform • Educate • Elevate
   - Shift
   - New Language
   - New Mantra
   - New Hashtag
5. Empower Others

**GO** – Initiate
6. Short Term Wins
   - Q1: I know what is expected of me.
   - Q2: I have the materials and equipment I need for my job.
   - X number of GO criteria points in place.
7. Build Momentum
8. New Culture

**Turn on the Light Switch**
Legislative Update

Krista Boyle
**Update:**
- Met with Senator Brown (D) and Senator Portman (R) staff; follow-up continues
- 4th recovery bill expected this summer
- Senate Majority Leader McConnell has signaled it may include K-12 funding

**Key messages:**
- Additional funding beyond CARES Act needed to support meal distribution, technology, connectivity (pandemic costs could range from $35M-$70M+)
- Encourage direct-to-district funding

**Next steps:**
- Meetings with Senate staff to learn more about next recovery bill and status of additional K-12 funding
- Meeting requests still out to Chabot (R-OH-01) and Wenstrup (R-OH-02)
Legislative Update: Ohio

Update:
• Met with Members of the House and Senate delegations; follow-up continues
• Increasing discussions among House Republicans to return all children to school 5-days a week
• Two key bills introduced in Senate this week – SB 319 and SB 320

Key messages:
• Provide State guidelines as soon as possible so we can plan appropriately
• Local decision making critical regardless of recommendations (SB 320 and expected State Board Resolution)
• Adjustments to academic policies

Next steps:
• Meetings with State Superintendent and local member of State Board of Education
• Advocacy re: SB 319
  — Meetings requested with Chair (R) and Ranking Member (D) of Senate Education Committee
  — Ability to submit testimony for hearing on SB 319 next week
Legislative Update: Ohio

**SB 319 Summary**

Comprehensive leadership bill to address multiple K-12 education-related items; introduced 6/9/20; passage anticipated this summer

- Graduation requirements and 3rd Grade Reading Guarantee
- Ability to furlough school employees
- Adjustments district employee contracts
- Adjustments to Teacher and principal evaluations
- School funding adjustments
- Allows non-classroom personnel providing services to students with disabilities to continue to provide these services digitally in 20-21
- Online school bus training
- Changes to charter school sponsor ratings
- Declares an emergency

**SB 319 Summary**

Allows for local decision making to open schools
Community Participation and Major Themes

Total Participation  
*Exchange Open June 2 – June 8*

- **6,187** Participants
- **9,778** Thoughts
- **275,154** Ratings

Employees

- **2,276** Participants
- **3,506** Thoughts
- **102,304** Ratings

Parents (89%), Students (5%), Community (3%), Other (3%)

- **3,911** Participants
- **6,272** Thoughts
- **172,850** Ratings

Two consistent themes across groups:
- Remote learning concerns
- Ability to safely return to school
### Comfort Returning to School
Remote Learning Concerns Across Both Segments

<table>
<thead>
<tr>
<th>How concerned are you when it comes to our students' mental/emotional health during periods of remote learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Extremely Concerned or Concerned</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Somewhat or Not Concerned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th>How concerned are you with our students' ability to effectively learn in a remote environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Concerned or Concerned</td>
<td>71%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8%</td>
</tr>
<tr>
<td>Somewhat or Not Concerned</td>
<td>21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Concerned or Concerned</td>
<td>86%</td>
</tr>
<tr>
<td>Neutral</td>
<td>6%</td>
</tr>
<tr>
<td>Somewhat or Not Concerned</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Based on the information you have now, how comfortable do you think you will be returning to school, or sending your child back to school?

<table>
<thead>
<tr>
<th>Parents</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely or Relatively Comfortable</td>
<td>43%</td>
</tr>
<tr>
<td>Hesitant/Concerned or Extremely Uncomfortable</td>
<td>47%</td>
</tr>
<tr>
<td>I will not send my child back to school until there is a vaccine/herd immunity</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employees</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely or Relatively Comfortable</td>
<td>39%</td>
</tr>
<tr>
<td>Hesitant/Concerned or Extremely Uncomfortable</td>
<td>53%</td>
</tr>
<tr>
<td>I will not go back to school until there is a vaccine/herd immunity</td>
<td>2%</td>
</tr>
</tbody>
</table>
Most Highly Rated Words by Group (what people care about most)

Parents

Parents

Employees

Employees
Recommendations are still in draft form, but four high level concerns emerged:
1. Consistent learning standards during periods of remote learning, including equitable access to best tools and instruction
2. Consistent, transparent and targeted communications
3. Universal access to technology and IT support
4. Social and emotional development as important as academic growth
Safety Precautions

Sarah Trimble-Oliver
Health and Safety Protocols

Coronavirus Disease 2019 (COVID-19)

Considerations for Schools
Updated May 19, 2020

As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC’s Guidance for U.S. Healthcare Facilities and may find it helpful to reference the Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic. These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk**: Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk**: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/retooled scheduling to accommodate smaller class sizes).
- **Highest Risk**: Full-sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

May 19, 2020

Reset & Restart-Education Planning Guide for Ohio Schools and Districts

Introduction

This guide provides a framework for schools and districts to use, as appropriate, for restoring educational achievement of each of Ohio’s students, so that each student is on track to attain the One Goal in Each Child, Our Future, Ohio’s Strategic Plan for Education. This is a tool for educators to prompt and inform thoughtful local conversations and plans for resetting and restarting school. It has been developed with input from educators and educator-related organizations, parents and students.

Important Note: This document is designed to inform districts and schools in making decisions about how best to deliver and implement instruction. While the daily health precautions are necessarily prescriptive, developed in collaboration with the Ohio Department of Health and Governor DeWine’s office, the remainder of the document does not constitute a requirement for any school or district. Instead, it serves as a resource and starting point for schools and districts to use in local decision making. It will be continuously revised over the coming weeks and months as we collaborate with health experts and receive feedback from our education stakeholders.

1. Purpose

   This guide provides a framework for schools and districts to use, as appropriate, for restoring educational achievement of each of Ohio’s students, so that each student is on track to attain the One Goal in Each Child, Our Future, Ohio’s Strategic Plan for Education. This is a tool for educators to prompt and inform thoughtful local conversations and plans for resetting and restarting school. It has been developed with input from educators and educator-related organizations, parents and students.

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2. Operating Assumptions

   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. Ohio’s education system will need to be flexible and nimble, understanding that the priority of protecting the health of Ohio’s citizens may require schools to operate in various modes at different times, with minimum advanced notice.

May 13, 2020 (draft*)

*expecting updated version soon
Assessing Risk

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.
Promoting Behaviors that Reduce Spread
1. Staying Home when Appropriate
2. Hand Hygiene and Respiratory Etiquette
3. Cloth Face Coverings
4. Adequate Supplies (soap and hand sanitizer)
5. Signs and Messages

Maintaining Healthy Environments
6. Cleaning and Disinfection
7. Shared Objects (classroom supplies and tech)
8. Ventilation
9. Water Systems
10. Modified Layouts (Classrooms and buses)
11. Physical Barriers and Guides
12. Communal Spaces (cafeterias and playgrounds)
13. Food Service
CDC Considerations for Schools

Maintaining Healthy Operations

14. Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19
15. Regulatory Awareness (local rules about large gatherings)
16. Gatherings, Visitors, and Field Trips (eliminate)
17. Identifying Small Groups and Keeping Them Together (Cohorting)
18. Staggered Scheduling
19. Designated COVID-19 Point of Contact
20. Participation in Community Response Efforts
21. Communication Systems
22. Leave (Time Off) Policies and Excused Absence Policies
23. Back-Up Staffing Plan
24. Staff Training
25. Recognize Signs and Symptoms (Daily health checks)
26. Sharing Facilities
27. Support Coping and Resilience
CDC Considerations for Schools

Preparing for When Someone Gets Sick

28. Advise Staff and Families of Sick Students of Home Isolation Criteria
29. Isolate and Transport Those Who are Sick
30. Clean and Disinfect
31. Notify Health Officials and Close Contacts
Social Distancing (6’)

- 900 SF Classroom: 15 students
- 1150 SF Classroom: 16 students
- 850 SF Classroom (Walnut Hills): 9 students
- 6000 SF Elementary School Gym: 70 students
Transportation

Bus Seating Chart

Bus Seating Chart
Learning from Children’s Hospital:

Outcomes and Quality Improvement

System Level Measures

At Cincinnati Children’s we gather and report system level measures. These measures guide and track improvement across our entire health system by representing all dimensions of care, across all sites of care. Most importantly, these measures reflect the constancy of our purpose to be the leader in improving child health and guide us in our pursuit to transform and improve healthcare delivery.

We report this data to hold ourselves accountable, to challenge ourselves to continually improve, and to let others evaluate our performance on core dimensions of quality across all settings of care.

Our system level measures are organized within four core dimensions of quality:

- Patient and Employee Safety
- Clinical Excellence Outcomes
- Access, Flow, Productivity
- Patient and Family Experience

<table>
<thead>
<tr>
<th>Patient and Employee Safety</th>
<th>Clinical Excellence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catheter-associated bloodstream infections</td>
<td>Emergency codes outside the Intensive Care Unit (ICU)</td>
</tr>
<tr>
<td>Surgical site infections</td>
<td>Access, Flow, Productivity</td>
</tr>
<tr>
<td>Serious safety events</td>
<td>3rd Next Available Appointment</td>
</tr>
<tr>
<td>Ventilator-associated pneumonia</td>
<td>Patient and Family Experience</td>
</tr>
<tr>
<td>Occupational Safety and Health Administration injuries</td>
<td>In development</td>
</tr>
</tbody>
</table>

Process Name: Student Daily Journey During COVID (PreK-6th grade Bus Rider)
Social Emotional Learning - SEL

Susan Bunte
CPS Serves the Whole Child - SEL Grounded in Equity

By *grounding SEL in a focus on equity*, educators can further promote the conditions that enable all children to build on their unique assets and abilities and reach their full potential.⁴

**SEL**
Development of the knowledge, behaviors, and perspectives needed to understand and manage emotions, get along with others, make responsible choices, and achieve one’s goals.²

**EQUITY IN EDUCATION**
Equitable access to a high-quality education, including rigorous coursework and exceptional teachers, regardless of gender, race, ethnicity, language, disability, background, or family income.⁵

Regional Educational Laboratory (REL) Midwest is part of a network of 10 RELs funded by the U.S. Department of Education’s Institute of Education Sciences. Each REL serves a designated region of the country and helps states and districts use data and research to address policy and practice issues with the goal of improving student outcomes.
# Social Emotional Learning

## Tier 1
- Advisory
- PATHS in QI-SEL Schools
- PAX in QI-SEL Schools
- Parent SEL Support YouTube Video Series
- Explicit teaching of consistent behavioral expectations via PBIS
- Clear disciplinary procedures in the Code of Conduct

## Tier 2
- Teacher-created behavior plans
- Mentoring
- Check and Connect
- Social Emotional Small Groups
- Engage parents in the IAT process

## Tier 3
- Individual counseling
- Engage with families via home visits
- Crisis assessment and response
- Consult with behavior consult team
- Individual, intensive social emotional/behavior intervention plan

## Staff Support
- Cultural Competency Training
- Trauma-Informed Care and SEL
- PBIS and Return to School
- Staff Support Groups
- EAP
## How SEL Supports Will Be Delivered

<table>
<thead>
<tr>
<th>SEL Support</th>
<th>On Campus</th>
<th>Remote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>In classrooms once a week across grades 3-12</td>
<td>Once a week via Schoology</td>
</tr>
<tr>
<td>PATHS and SEL Groups</td>
<td>In classrooms 1-2 times per week in QI-SEL schools</td>
<td>1-2 times per week via Schoology/Google Meet</td>
</tr>
<tr>
<td>PAX</td>
<td>In classrooms in QI-SEL schools</td>
<td>Teachers will utilize during class meetings</td>
</tr>
<tr>
<td>Teaching expectations in PBIS</td>
<td>On campus within the first two weeks of school with adjusted classroom and non-classroom procedures</td>
<td>Matrix of expectations for remote learning</td>
</tr>
<tr>
<td>Consistent discipline procedures via Code of Conduct</td>
<td>COC will remain in effect</td>
<td>COC will remain in effect with alternative consequences outlined</td>
</tr>
<tr>
<td>IAT</td>
<td>On campus or virtual</td>
<td>Virtual meetings via Google Meet</td>
</tr>
<tr>
<td>Mentoring/Check and Connect</td>
<td>On campus with physical distancing</td>
<td>Virtual via Google Chat</td>
</tr>
<tr>
<td>Individual counseling</td>
<td>Continues per therapist</td>
<td>Continues via telehealth</td>
</tr>
<tr>
<td>Staff Support</td>
<td>On campus or virtual</td>
<td>Virtual via Google Meet</td>
</tr>
</tbody>
</table>
## Positive Behavior Interventions and Supports Matrix - R.O.A.R.

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Responsibility</th>
<th>Order</th>
<th>Achievement</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Be on time with appropriate materials</td>
<td>• Clean up your space</td>
<td>• Give your best effort</td>
<td>• Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td></td>
<td>• Persevere!</td>
<td>• Maintain social distancing</td>
<td>• Protect yourself and others from infection</td>
<td>• Communicate effectively</td>
</tr>
<tr>
<td></td>
<td>• Be an active learner</td>
<td>• Sanitize you work area as instructed</td>
<td></td>
<td>• Know that your practices should be to protect yourself from infection and from infecting others</td>
</tr>
<tr>
<td></td>
<td>• Always cover your mouth and nose when you sneeze or cough</td>
<td>• Maintain layout of the classroom (direction and position of chairs, desks)</td>
<td></td>
<td>• Model safe behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hallways</th>
<th>Order</th>
<th>Achievement</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keep hallways clean</td>
<td>• Walk with purpose</td>
<td>• Travel from one location to another directly, arriving early</td>
<td>• Be polite</td>
</tr>
<tr>
<td>• Follow all adult directives</td>
<td>• Maintain flow of traffic</td>
<td></td>
<td>• Keep hands to self</td>
</tr>
<tr>
<td>• Avoid using water fountains</td>
<td>• Maintain a distance of at least six feet between you and another person</td>
<td></td>
<td>• Use inside voices</td>
</tr>
<tr>
<td>• Do not unnecessarily touch people, walls, lockers, etc.</td>
<td>• Walk with hands at your sides</td>
<td></td>
<td>• Keep talking to a minimum</td>
</tr>
<tr>
<td></td>
<td>• Anticipate congested areas</td>
<td></td>
<td>• Model safe and appropriate behavior</td>
</tr>
</tbody>
</table>
Sample PBIS Matrix of Expectations for Remote Learning

<table>
<thead>
<tr>
<th>We are...</th>
<th>Entering Class</th>
<th>Whole Group Instruction</th>
<th>One-on-One Instruction</th>
<th>Small-Group Activities (Breakout Rooms)</th>
</tr>
</thead>
</table>
| Safe      | • Choose a distraction-free space  
• Use equipment as intended  
• Use kind words and faces | • Ask in Chat if you need help, or raise your hand  
• Use kind words and faces | • Use kind words and faces | • Use Stop-Walk-Talk when you hear disrespect  
Encourage others to participate  
• Use kind words and faces |
| Respectful | • Video on at all times  
• Audio off  
• Use Chat with classmates for first 5 minutes | • Video on at all times  
• Audio off  
• Answer questions in Chat  
• Answer polls promptly  
• Listen when others are speaking | • Video on at all times  
• Audio off  
• Answer question out loud when requested | • Video on at all times  
• Audio on  
• One speaker at a time; wait or use Chat to respond when others are talking  
• Respect others’ cultures, opinions and viewpoints |
Academics

Tianay Amat
Cincinnati Public Schools is committed to a safe and innovative learning environment for the reopening of schools.

- The Future of Schools Advisory Committee (FSAC) was created to hear the voice of our school community.
- The stakeholder group is a representation of dedicated staff and families who interact with our students daily – custodians, families, paraprofessionals, principals, secretaries and teachers.
- By May 29, FSAC will share recommendations on safety, wellness and instructional delivery that will support the safe return of our students and staff.
- In June, school teams will create action plans to reopen schools.
Future of Schools Participants

Adam Cooper — Teacher
Adrienne Brandicourt — Parent
Angel Roddy — Principal
Audrey Holtzman — Parent
Charlene Myers — Principal
Christine Gibson — Teacher
Comachitta Martin — Paraprofessional
Eddie Brown — Paraprofessional
Emily Bell — Security
Jackie Pressley — Parent
Joe Campbell — Security
Julia Mason — Facilities
Julie Sellers — CFT
Kathy Wright — Principal
Marizine Darden — Security
Regina Chenault — Secretary
Roberta Sims — Teacher
Savannah Rabal — Teacher
Stacey Hill-Simmons — Principal
Sybyl White — Secretary
Tamala Allison — Paraprofessional
Toni McPherson — Facilities
Whitney Simmons — Principal
**Process**

- **Teams 5/8**
  - Reviewed staff and parent data and discussed international and domestic models for learning
  - Team Assignments – In Person, Flipped Classroom and Distance Learning
  - Facilitators: Tianay Amat, Susan Bunte and Shauna Murphy

- **GROW 5/15**
  - Goal – What would we like to achieve?
  - Reality – What is the current situation?
  - Option – What can we do to achieve this goal?
  - Wrap Up – Commit to action. How will we know when this is successful?

- **Report 5/22**
  - Each team reported out
  - Members discussed and posted questions and answers in Chat

- **Final Options 5/29**
  - Options were discussed and finalized.
In Person Five Days a Week
### In Person Learning Five Days a Week

#### Teaching and Learning

**Expectations**
*What are the expectations?*
- Critical Standards
- Accelerate learning
- Use district-adopted curriculum
- Require pacing with model lesson

**Capacity**
*Do we have the resources to implement?*
- Yes

**Communication**
*How will we communicate?*
- District: Curriculum and DSS monthly newsletter to staff
- School: Bimonthly robo call and monthly newsletter to families
- Classroom: Weekly update in Schoology

**Curriculum**

<table>
<thead>
<tr>
<th></th>
<th>Instruction</th>
</tr>
</thead>
</table>
|   | Face to face instruction
|   | Lessons accessible in Schoology
|   | CPS TV
|   | Support and accommodations for diverse learners
|   | Students start after labor day
|   | Remote learning in November prior to Winter Break
|   | Breakfast and lunch in classroom

**Instruction**
- Yes

**Professional Development & Parent Support**
- Yes

**Communication**
*How will we communicate?*
- District: Curriculum and DSS monthly newsletter to staff
- School: Bimonthly robo call and monthly newsletter to families
- Classroom: Weekly update in Schoology

**Professional Development & Parent Support**
- Positive School Culture: SEL
- Curriculum and ITM: Distinguished Educator
- Curriculum: Compact Standards and Acceleration
- DSS: Diverse Learners
- Parent Support: Parent Workshops provided by school

**Communication**
*How will we communicate?*
- District: Curriculum and DSS monthly newsletter to staff
- School: Bimonthly robo call and monthly newsletter to families
- Classroom: Weekly update in Schoology
# In Person Learning Five Days a Week

<table>
<thead>
<tr>
<th>CDC Safety Guidelines</th>
<th>Transportation</th>
<th>Class Size</th>
<th>Staffing</th>
<th>Child Care (family implications)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td>— One per seat, when possible</td>
<td>— 9 to 15 students per classroom (6 feet apart)</td>
<td>— Increase in staff (select schools)</td>
<td>— Elementary and High School students will be in session during the day</td>
</tr>
<tr>
<td><strong>Capacity</strong></td>
<td>No -- one per seat</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>— Additional buses</td>
<td>6 feet: Not enough classrooms</td>
<td>— Reallocation of staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Additional drivers</td>
<td>Yes</td>
<td>— Need to hire more staff (select schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Bus monitors</td>
<td>Option: Distance 3 feet apart will work for most schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option: Two per seat, with masks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implications</strong></td>
<td>— Higher cost due to additional buses, monitors and drivers, and staggered schedules</td>
<td>— Medium safety risk 6 feet</td>
<td>Higher cost due to additional staff (select schools)</td>
<td>Children in school 5 days/week</td>
</tr>
</tbody>
</table>
**Blended Learning**

**BLENDED LEARNING**

~ FLIPPED CLASSROOM ~

**ONLINE RESOURCES** + **IN-PERSON INSTRUCTION**

**CONSUME at HOME**

**IN-CLASS ACTIVITIES**

**GUIDE on the SIDE**

**STUDENT FOCUSED**
## Blended Learning

### Teaching and Learning

#### Expectations

**What are the expectations?**

- Critical Standards
- Accelerate learning
- Use district-adopted curriculum
- Require pacing with model lesson
- Teachers will curate and upload lessons in Schoology
- Teachers will hold office hours

#### Capacity

**Do we have the resources to implement?**

Yes

#### Communication

**How will we communicate?**

- District: Curriculum and DSS monthly newsletter to staff
- School: Bimonthly robo call and monthly newsletter to families
- Classroom: Weekly update in Schoology

### Curriculum

- Face to face 1 day a week (1/4 of class) or option for two days a week (1/2 of class)
- Online learning 3-4 days a week
- Lessons delivered in Schoology
- CPS TV
- Support and accommodations for diverse learners
- Students start after labor day
- Remote learning in November prior to Winter Break
- Breakfast and lunch in classroom/Send home for remote days

### Instruction

- District: Curriculum and DSS monthly newsletter to staff; Weekly Superintendent Update
- School: Bimonthly robo call and monthly newsletter to families
- Classroom: Weekly update in Schoology

### Professional Development & Parent Support

- Positive School Culture: SEL
- Curriculum and ITM: Distinguished Educator
- Curriculum: Compact Standards and Acceleration
- DSS: Diverse Learners
- School: Parent Workshops
Blended Learning

### CDC Safety Guidelines

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Transportation</th>
<th>Class Size</th>
<th>Staffing</th>
<th>Child Care (family implications)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the guidelines?</strong></td>
<td>— One per seat, when possible</td>
<td>— 9 to 15 students per classroom (6 feet apart)</td>
<td>— Increase in staff</td>
<td>— Elementary and High School students will be in session 1 or 2 days a week</td>
</tr>
<tr>
<td><strong>Capacity</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Do we have the resources to implement?</strong></td>
<td>— Bus monitors</td>
<td>— Option: Teachers share classrooms to get 2 days a week in person</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implications</strong></td>
<td>Yes</td>
<td>— Higher cost due to additional monitors</td>
<td>— Higher cost due to increase in staffing</td>
<td>Children will be at home part of week</td>
</tr>
<tr>
<td><strong>What are the implications?</strong></td>
<td>— Medium safety risk</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Higher cost due to additional monitors
- Medium safety risk
- Higher cost due to increase in staffing
- Children will be at home part of week
Distance Learning
## Distance Learning

### Teaching and Learning

**Expectations**
*What are the guidelines?*

- Critical Standards
- Accelerate learning
- Use district-adopted curriculum
- Require pacing with model lesson
- Teachers will curate and upload lessons in Schoology
- Teachers will hold office hours

**Capacity**
*Do we have the resources to implement?*

- Yes

**Communication**
*How will we communicate?*

- District: Curriculum and DSS monthly newsletter to staff
- School: Bimonthly robo call and monthly newsletter to families
- Classroom: Weekly update in Schoology

---

### Curriculum

**Instruction**

- Online learning 5 days a week
- Lessons delivered in Schoology
- CPS TV
- Support and accommodations for diverse learners
- Students start after Labor Day
- Meal hubs for breakfast and lunch

---

### Professional Development & Parent Support

- Positive School Culture: SEL
- Curriculum and ITM: Distinguished Educator
- Curriculum: Compact Standards and Acceleration
- DSS: Diverse Learners
- School: Parent Workshops

---

- District: Curriculum and DSS monthly newsletter to staff
- School: Bimonthly robo call and monthly newsletter to families
- Classroom: Weekly update in Schoology
## CDC Safety Guidelines

<table>
<thead>
<tr>
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<th>Transportation</th>
<th>Class Size</th>
<th>Staffing</th>
<th>Child Care (family implications)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
<td><strong>— Decrease in staff</strong></td>
<td><strong>— Elementary and High School students will be home for 5 days</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Do we have the resources to implement?</th>
<th>Transportation</th>
<th>Class Size</th>
<th>Staffing</th>
<th>Child Care (family implications)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
<td><strong>Yes</strong></td>
<td><strong>N/A</strong></td>
<td><strong>— Eliminated/reduced costs</strong></td>
<td><strong>— Low safety risk</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implications</th>
<th>What are the implications?</th>
<th>Transportation</th>
<th>Class Size</th>
<th>Staffing</th>
<th>Child Care (family implications)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>—</strong></td>
<td><strong>—</strong></td>
<td><strong>—</strong></td>
<td><strong>—</strong></td>
<td><strong>—</strong></td>
<td><strong>—</strong></td>
</tr>
</tbody>
</table>

**Distance Learning**

**Transportation Class Size Staffing Child Care**

- **Expectations:** What are the guidelines?
- **Capacity:** Do we have the resources to implement?
- **Implications:** What are the implications?
Hybrid Learning

PreK-6 and Specialized Classrooms In-Person/Blended and 7-12 Distance
<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Curriculum</th>
<th>Instruction</th>
<th>Professional Development &amp; Parent Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations</td>
<td>Critical Standards</td>
<td>PreK-6 and Specialized Classrooms in Elementary Buildings 4-6 in High School Buildings</td>
<td>Positive School Culture: SEL</td>
</tr>
<tr>
<td></td>
<td>Accelerate learning</td>
<td></td>
<td>— Curriculum and ITM: Distinguished Educator</td>
</tr>
<tr>
<td></td>
<td>Use district-adopted curriculum</td>
<td></td>
<td>— Curriculum: Compact Standards and Acceleration</td>
</tr>
<tr>
<td></td>
<td>Require pacing with model lessons</td>
<td></td>
<td>— DSS: Diverse Learners</td>
</tr>
<tr>
<td></td>
<td>Teachers will curate and upload lessons in Schoology</td>
<td></td>
<td>— School: Parent Workshops</td>
</tr>
<tr>
<td></td>
<td>Teachers will hold office hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Do we have the resources to implement?</td>
<td>— District: Curriculum and DSS monthly newsletter to staff</td>
<td>— District: Curriculum and DSS monthly newsletter to staff; weekly Superintendent Update</td>
<td>— District: Curriculum and DSS monthly newsletter to staff</td>
</tr>
<tr>
<td>Communication</td>
<td>— School: Bimonthly robo call and monthly newsletter to families</td>
<td>— School: Bimonthly robo call and monthly newsletter to families</td>
<td>— School: Bimonthly robo call and monthly newsletter to families</td>
</tr>
</tbody>
</table>
### CDC Safety Guidelines

#### Expectations
*What are the guidelines?*

- Transportation
  - One per seat, when possible

- Class Size
  - PreK-6: 9 to 15 students (6 feet apart)
  - 7-12: 9 to 15 students (once or twice a month; 6 feet apart)

- Staffing
  - Potential re-allocation of staff

#### Capacity
*Do we have the resources to implement?*

<table>
<thead>
<tr>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional buses</td>
<td>Additional drivers</td>
<td>Bus monitors</td>
<td>One or two students per seat, with masks</td>
</tr>
</tbody>
</table>

#### Implications
*What are the implications?*

- Transportation
  - Higher overall cost due to additional buses/monitors/drivers and staggered schedules
  - Reduction of HS Metro

- Class Size
  - Low risk for High School
  - Medium for Elementary school

- Staffing
  - Potential increases in cost due staffing

- Child Care (family implications)
  - Elementary will be in classroom for 5 days
  - High School students will be home for 5 days, with 1-2 class per month

- Elementary in class; High School students at home
<table>
<thead>
<tr>
<th>Models Presented</th>
<th>Academic/Emotional Health Risk</th>
<th>COVID-19 Safety Risk</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 days / week</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>6 feet</td>
<td>(.)</td>
<td>(.)</td>
<td>(.)</td>
</tr>
<tr>
<td>5 days/ week</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>3 feet</td>
<td>(.)</td>
<td>(.)</td>
<td>(.)</td>
</tr>
<tr>
<td>Blended Classroom</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>(.)</td>
<td>(.)</td>
<td>(.)</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>(.)</td>
<td>(.)</td>
<td>(.)</td>
</tr>
<tr>
<td>Hybrid (High School)</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>(.)</td>
<td>(.)</td>
<td>(.)</td>
</tr>
<tr>
<td>Hybrid (Elementary)</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>(.)</td>
<td>(.)</td>
<td>(.)</td>
</tr>
</tbody>
</table>

Key for Academic/Emotional Health Risk:
- **High**: Less than 2 days in classroom per week
- **Medium**: 2 days per week in classroom
- **Low**: 5 days per week in classroom

Key for COVID-19 Safety Risk:
- **Highest Risk**: Full size, in person classes, activities and events; not 6 feet apart, sharing supplies
- **More Risk**: Small, in person classes, activities, and events; stay with same teacher, groups don’t mix, no supply sharing, 6 feet apart
- **Lowest Risk**: Student and teachers online only
Cincinnati Digital Academy (CDA) was founded in 2011. CDA is a K-12 online school that offers a tailor-made education. Students can structure their classes and work in an environment that best suits their individual needs.

The program is for:

- Students who are in a home-school program.
- Students who are concerned about health conditions during COVID-19.
- Students who have full-time jobs.
- Students who thrive best outside traditional classrooms.
- Students who are looking for an accelerated learning process.
Did You Know that CPS has a Digital School?

CDA is Best Online School in Cincinnati

- **One-on-one connections** — We want our students to succeed. That’s why our highly qualified teachers double as cheerleaders, going the extra mile to help our students learn and achieve. They are available by email, text, phone, our online conference tool and even in person.
- **Flexible scheduling** — Students have 24-hour online access to textbooks, science labs and other materials, providing them with the freedom to work at their own pace. They can even graduate earlier than students at a traditional high school!
- **College-preparatory coursework** — At CDA, students can earn accredited high school diplomas online from Cincinnati Public Schools — but that’s not all. Our curriculum prepares students for the real world by giving them the knowledge and confidence they need to pursue the careers of their choice.
What are other countries doing?

<table>
<thead>
<tr>
<th>Country</th>
<th>Measures and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Smaller classrooms (1 teacher to 10-11 students); outdoor classes when possible;</td>
</tr>
<tr>
<td></td>
<td>handwashing every two hours; shorter school days for some students; desks six feet</td>
</tr>
<tr>
<td></td>
<td>apart or being held in larger spaces such as gyms; limited masks available</td>
</tr>
<tr>
<td>Taiwan</td>
<td>Masks; precautionary measures upon arrival; open windows and vents; social distancing</td>
</tr>
<tr>
<td></td>
<td>with desks; physical education, sports, extracurriculars canceled; schools with two</td>
</tr>
<tr>
<td></td>
<td>confirmed cases must close</td>
</tr>
<tr>
<td>Germany</td>
<td>Varied reopening plans across province: some areas reopened and others are waiting</td>
</tr>
<tr>
<td></td>
<td>until May; social distancing where schools are open; schools must present hygiene</td>
</tr>
<tr>
<td></td>
<td>plans but supplies are scarce</td>
</tr>
<tr>
<td>China</td>
<td>Masks; changes to school transportation; designated routes to classrooms; temperature</td>
</tr>
<tr>
<td></td>
<td>checks of students or thermal-imaging cameras; social distancing in shared spaces;</td>
</tr>
<tr>
<td></td>
<td>some provinces, such as Beijing, have not reopened</td>
</tr>
<tr>
<td>Spain, Italy</td>
<td>Schools have not reopened with strict lockdown measures still in place.</td>
</tr>
<tr>
<td>Israel, Korea</td>
<td>Opened and then closed after COVID-19 spread</td>
</tr>
</tbody>
</table>
What are other districts considering?

<table>
<thead>
<tr>
<th>City</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleveland Metro</td>
<td>Schools may shrink the curriculum to cover only core subjects. Eric Gordon, the district CEO, said the schools may also need to consider a pared-back curriculum for a “recovery year” focused on the basics; considering an August “jump-start” session to get students ready for school.</td>
</tr>
<tr>
<td>Miami-Dade (Florida)</td>
<td>Schools will extend into the summer and start earlier in the fall, at least for some students; Fall: remediation for the most at-risk students, including those who live in poverty or have disabilities, newly arrived immigrants and those learning English. Superintendent Alberto Carvalho said it’s possible these students will see “historic academic regression.”</td>
</tr>
<tr>
<td>Baltimore</td>
<td>Baltimore is considering year-round school for its underperforming schools, along with extending the school day and possibly starting earlier in the fall</td>
</tr>
<tr>
<td>Clark County (Las Vegas)</td>
<td>The district is developing plans for some in-person schooling if it safe and appropriate. It is possible the district will offer blended learning, with some students attending school for part of the week and engaging in remote learning for the other weekdays to reduce crowding.</td>
</tr>
<tr>
<td>Dallas</td>
<td>Superintendent Michael Hinojosa said that Plan A is for Dallas schools to open Augusr 15 under normal conditions, but he believes that’s unlikely. So he’s considering a schedule in which some students attend school in person on Mondays and Wednesdays and others on Tuesdays and Thursdays, with everyone remote-learning on Fridays. Lunches probably would be in classrooms to avoid large groups, and he is reconsidering sports.</td>
</tr>
</tbody>
</table>
Technology

Jeremy Gollihue
In the case of a COVID-19 (or other) closure, it is necessary that our technology tools are provided and designed in such a way that they are remote-learning capable on demand. *Schoology

<table>
<thead>
<tr>
<th>Model</th>
<th>Requirement / Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Person Learning 5 days a week</td>
<td>In the case of a COVID-19 (or other) closure, it is necessary that our technology tools are provided and designed in such a way that they are remote-learning capable on demand. *Schoology</td>
</tr>
<tr>
<td>Blended Learning</td>
<td>Requires devices and access at home for online resources. *Schoology</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>Requires devices and access at home for online resources and engagement through video conferencing. *Schoology</td>
</tr>
<tr>
<td>Hybrid</td>
<td>Combines requirements and considerations of all 3 other models. *Schoology</td>
</tr>
</tbody>
</table>
Objective 1 — Schoology

![Bar chart showing comfort levels with Schoology]

- 13.00% need help with their Schoology usage.
- 44.00% are between these two options.
- 43.00% are comfortable enough with Schoology to help others.
Objective 1 — Schoology
Objective 1 — Schoology

![Bar chart showing Schoology functions and percentages of issues]

- **Schoology functions**: 11.00%
- **PD/Difficulty to Use**: 7.00%
- **Lack of Parent/Family Knowledge of program**: 6.00%
- **None**: 5.00%
- **No Response Given**: 4.00%
- **Limited Usage**: 3.00%
- **Difficulty for younger grades**: 0.00%
- **Schoology/PowerSchool Sync**: 0.00%

*Yes, only during Covid*
Objective 1 — Schoology

Not only during Covid
Objective 1 — Schoology

Problems/Issues with Schoology

- Schoology functions: 21.00%
- PD/Difficulty to Use: 20.00%
- No Issues Stated: 18.00%
- No Response Given: 13.00%
- Lack of Parent/Family Knowledge of...: 9.00%
- Schoology/PowerSchool Sync: 8.00%
- Limited usage: 7.00%
- Difficulty for younger grades: 3.00%
## Objective 1 — Schoology

<table>
<thead>
<tr>
<th>Issue</th>
<th>Examples (summarized)</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoology functions</td>
<td>Calendar integration is not intuitive, inconsistent types of displays to indicate complete submissions.</td>
<td>Work with developer to request additional and improved functionality where and when possible. Include all stakeholders in evaluation of system selection when time to replace.</td>
</tr>
<tr>
<td>PD/Difficulty to Use</td>
<td>Do not know how to clear pages of unwanted courses, too many notifications.</td>
<td>Joint program with Curriculum for Distinguished Educator, continue and expand PD offerings</td>
</tr>
<tr>
<td>Lack of Parent/Family Knowledge of program</td>
<td>Parents does not know how to use/access, too many various applications in use causing confusion.</td>
<td>Offer additional public training sessions and guides.</td>
</tr>
<tr>
<td>Limited usage</td>
<td>Had never used prior to pandemic closure, other teachers were not using it.</td>
<td>Require Schoology to be used by all teachers as a primary delivery platform.</td>
</tr>
<tr>
<td>Difficulty for younger grades</td>
<td>Too complicated for primary students, too dull for elementary age kids.</td>
<td>Increase PD offerings focusing on adapting Schoology to include more rich and appropriate content within the platform.</td>
</tr>
<tr>
<td>Schoology/PowerSchool Sync</td>
<td>Accidentally deleted assignments or missed a due date, Zeros in Powerschool may be blanked by future syncs with Schoology.</td>
<td>Work with developer to limit impact of synching operations and hold accountable to improving integration with Powerschool.</td>
</tr>
</tbody>
</table>
In recognition of the Digital Divide’s existence and inequities in access before and beyond COVID-19 closures, Objectives 2 and 3 are critically related:

- **Objective 2** – Provide remote-learning capable devices to all students from grades 2 through 12 that can be used both in school and at home.
- **Objective 3** – Provide internet access to students who do not have it and are unable to acquire it at home.

*A model for PreK-1st grade still is under development pending advancement and finalization of future school options.*
Objective 2 — Devices

• Our target is to distribute one to one, remote-learning capable devices to all students in grades 2 – 12 between July and September.
• Devices distributed will be a combination of laptops and iPads.
• The approximate 6,000 devices previously distributed to grades 5-12 will be recovered and reconfigured for lower grades.

• **35,000** total devices available for distribution
  — Approximately **18,000** laptops previously owned or leased by CPS in schools across the district will be re-tooled to be remote-learning capable and distributed.
  — Approximately **17,000** additional laptops and devices that are coming off lease during next school year will be proactively replaced with new devices and distributed.
Objective 2 — Devices

• In partnership with our service desk services provider, **JW Affinity**, distributions will be school based, with specific days dedicated to and located at each individual school to maximize take-up rates.

• ITM will collaborate with each school’s leadership to ensure that appropriate devices remain in each building for specialty labs, programs, and supplemental needs where necessary and possible.
Introducing the “Connect Our Students” program!

- According to the most recent data from the National Center for Education Statistics, 25,901 households (17% of all households), including over 49,000 students, lack broadband internet access. For Cincinnati Public Schools, this represents nearly 10,000 students.
- In partnership with Cincinnati Bell, Greater Cincinnati Foundation and ComputerXpress, we have established a program goal to provide internet access to all CPS students in need by early SY21.
- Cincinnati Bell has created an internet offering for the program priced at $200 for 12 months of service (or $16.67 per month); however …
Introducing the “Connect Our Students” program! (continued)

- It is the goal of CPS and the program to make this a NO-COST offer to our qualifying families through fund-raising donations!
- All “Connect Our Students” internet access connections will be CIPA (Children’s Internet Protection Act) compliant to reasonably prevent access to obscene and harmful material.
Thanks to very generous founding funders, the program will meet the no-cost goal, launching in June to 5 pilot schools:

**Pilot Schools**

- Rockdale Academy
- South Avondale School
- Hays – Porter School
- Roberts Academy
- Fairview-Clifton German Language School
• CPS will contact eligible families for the pilot schools by email/phone to provide details on how to request service.
• Parents/guardians should make sure all contact information – address, phone numbers, email - in PowerSchool is correct. Contact your child’s enrolled school or CPS’ Customer Care Center to have information updated.

Founding Funders
• Cincinnati Children’s Hospital Medical Center
• Interact for Health
• The Carol Ann and Ralph V. Haile, Jr./U.S. Bank Foundation
• The Greater Cincinnati Foundation
Technology

• **The Greater Cincinnati Foundation** is administering the “CPS Technology Fund” without fees (except for required credit-card processing fees) so the fund receives 100% of donations. Other community leaders continue to look for additional funders for rapid expansion to other CPS schools.

• Members of the public may donate through the website created by **ComputerXpress**: www.connectourstudents.org

Or, donate directly: www.gcfdn.org/CPS
What’s Next

Superintendent Laura Mitchell
Key Dates

**June 10**
— Initial options presented to Board for discussion

**Prior to June 22 Board Meeting (dates TBD)**
— StEP (Strategic Engagement and Planning) committee meets
— Executive Session re: staffing considerations per model

**June 22**
— Final Board discussion and go-forward plan approved