

Cincinnati Public Schools★

FUTURE OF SCHOOLS

June 10, 2020



PREPARING STUDENTS
FOR LIFE



The background is a blue-tinted photograph of a city skyline across a body of water. A large suspension bridge is visible on the right side, with its stone towers and steel cables. The city skyline includes several skyscrapers, with the most prominent one having a pointed top. The water in the foreground is calm, reflecting the bridge and the city lights.

High Quality Public Education

Superintendent Laura Mitchell

High Quality Education

Social Justice



High Quality Education

Safety and Health



Accelerate Student Learning



Ready-Set-Go

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

Legislative Update: Federal

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 Survey Results

Krista Boyle



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

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?

Parents

Extremely or Relatively Comfortable	43%
Hesitant/Concerned or Extremely Uncomfortable	47%
I will not send my child back to school until there is a vaccine/herd immunity	5%

Employees

Extremely or Relatively Comfortable	39%
Hesitant/Concerned or Extremely Uncomfortable	53%
I will not go back to school until there is a vaccine/herd immunity	2%

How concerned are you when it comes to our students' mental/emotional health during periods of remote learning?

Parents

Extremely Concerned or Concerned	74%
Neutral	9%
Somewhat or Not Concerned	17%

Employees

Extremely Concerned or Concerned	86%
Neutral	6%
Somewhat or Not Concerned	8%

How concerned are you with our students' ability to effectively learn in a remote environment?

Parents

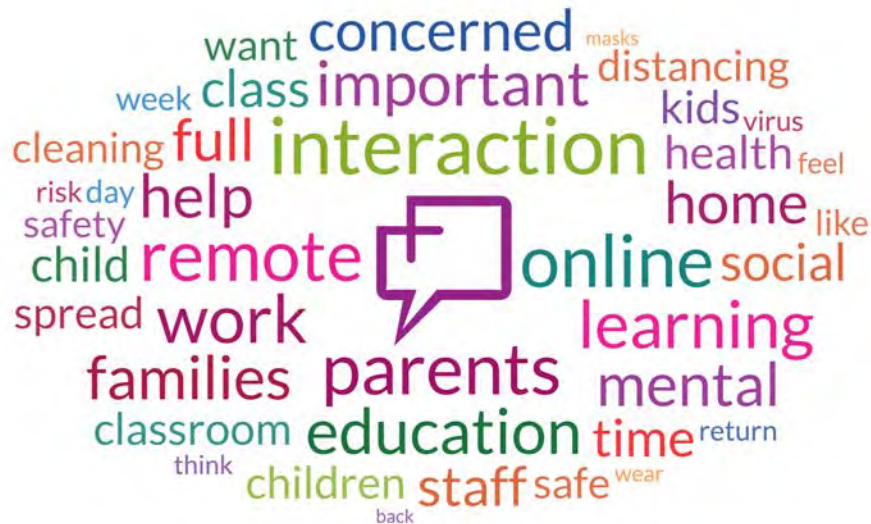
Extremely Concerned or Concerned	71%
Neutral	8%
Somewhat or Not Concerned	21%

Employees

Extremely Concerned or Concerned	82%
Neutral	6%
Somewhat or Not Concerned	12%

Most Highly Rated Words by Group (what people care about most)

Parents



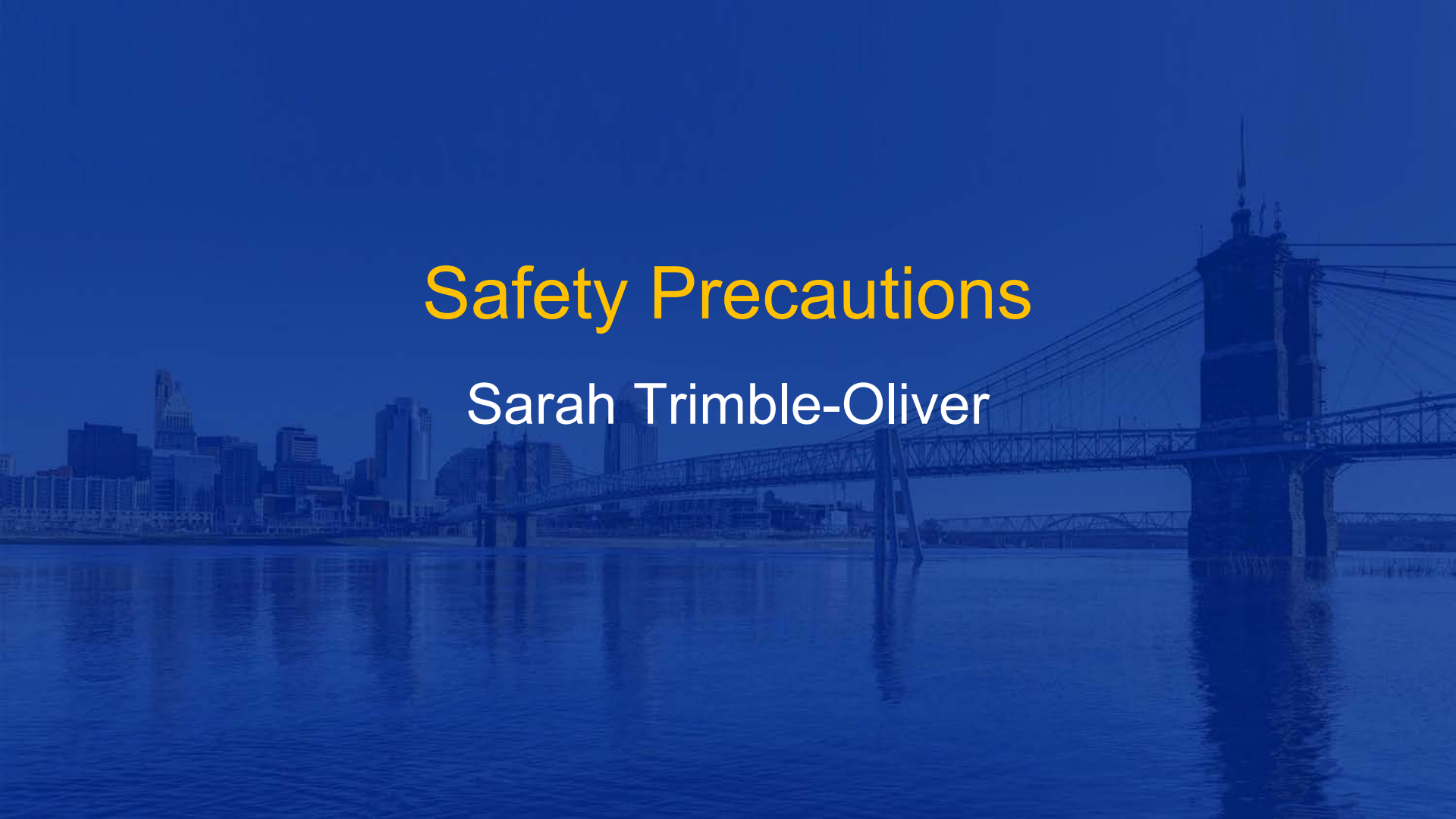
Employees



Remote Learning Concerns Echoed in Parent Focus Groups

Recommendations are still in draft form, but four high level concerns emerged:

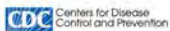
1. Consistent learning standards during periods of remote learning, including equitable access to best tools and instruction
2. Consistent, transparent and targeted communications
3. Universal access to technology and IT support
4. Social and emotional development as important as academic growth

The background of the slide is a blue-tinted photograph. It shows a city skyline on the left with various skyscrapers. A large suspension bridge, likely the Cincinnati-Carrollton Bridge, spans the right side of the image, crossing a body of water. The bridge has a prominent stone tower on the right. The water in the foreground is calm, reflecting the bridge and the city lights.

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/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.

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

**DRAFT – FOR DISCUSSION AND DEVELOPMENT PURPOSES – DRAFT
NOT FOR DISTRIBUTION
DOES NOT REPRESENT OFFICIAL POSITION OF ANY STATE AGENCY OR ENTITY**

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

Introduction

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.**

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.

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.

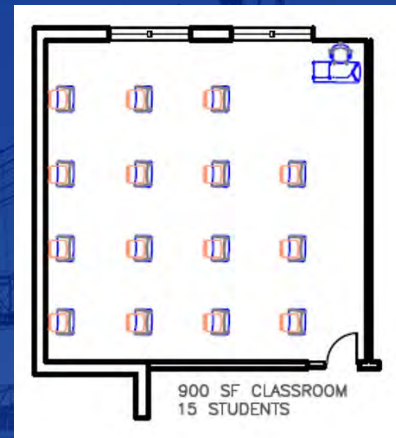
CDC Considerations for Schools

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



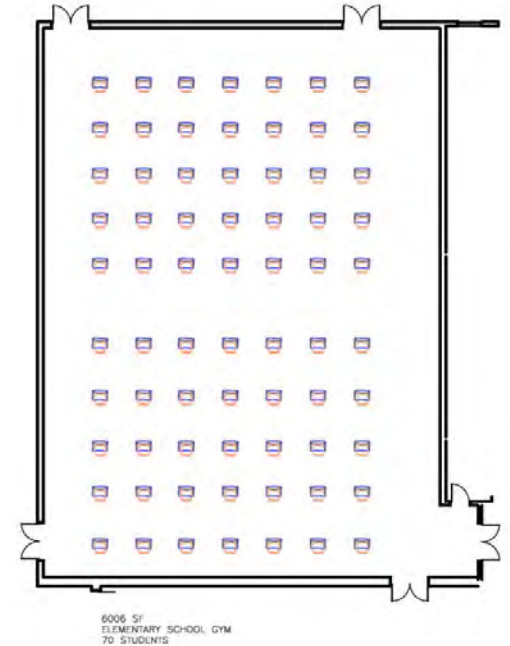
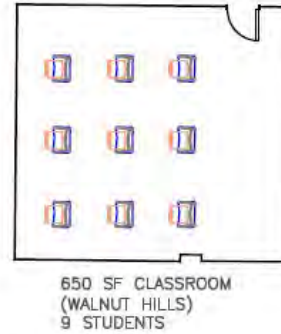
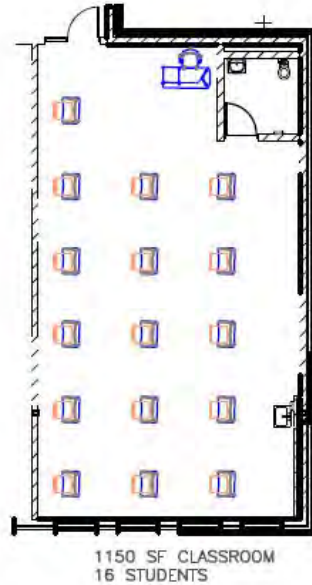
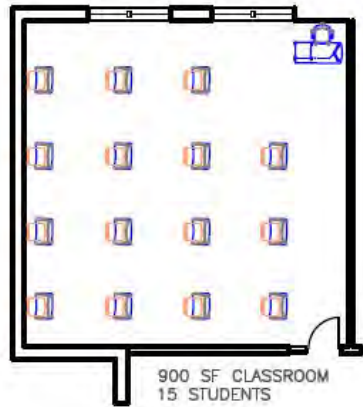
CDC Considerations for Schools

Preparing for When Someone Gets Sick

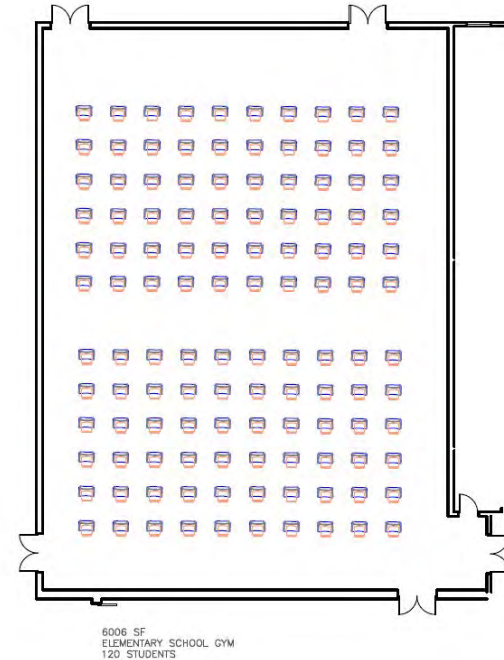
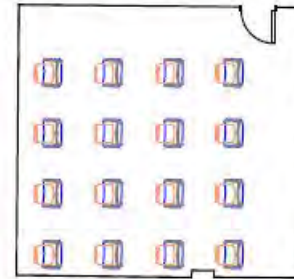
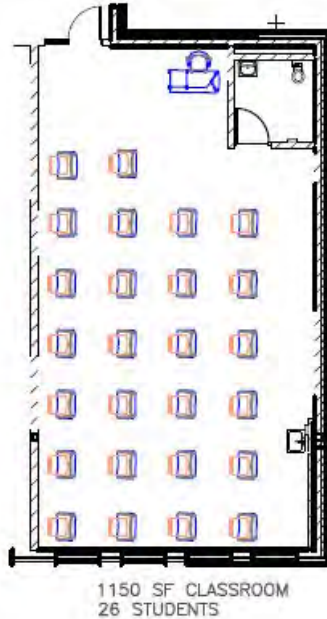
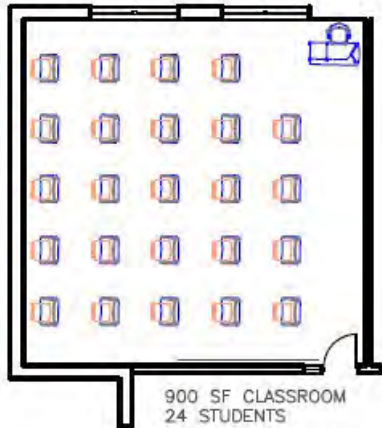
- 28. Advise Staff and Families of Sick Students of Home Isolation Criteria
- 29. Isolate and Transport Those Who are Sick
- 30. Clean and Disinfect
- 31. Notify Health Officials and Close Contacts



Social Distancing (6')



Social Distancing (3')



Transportation

Bus Seating Chart

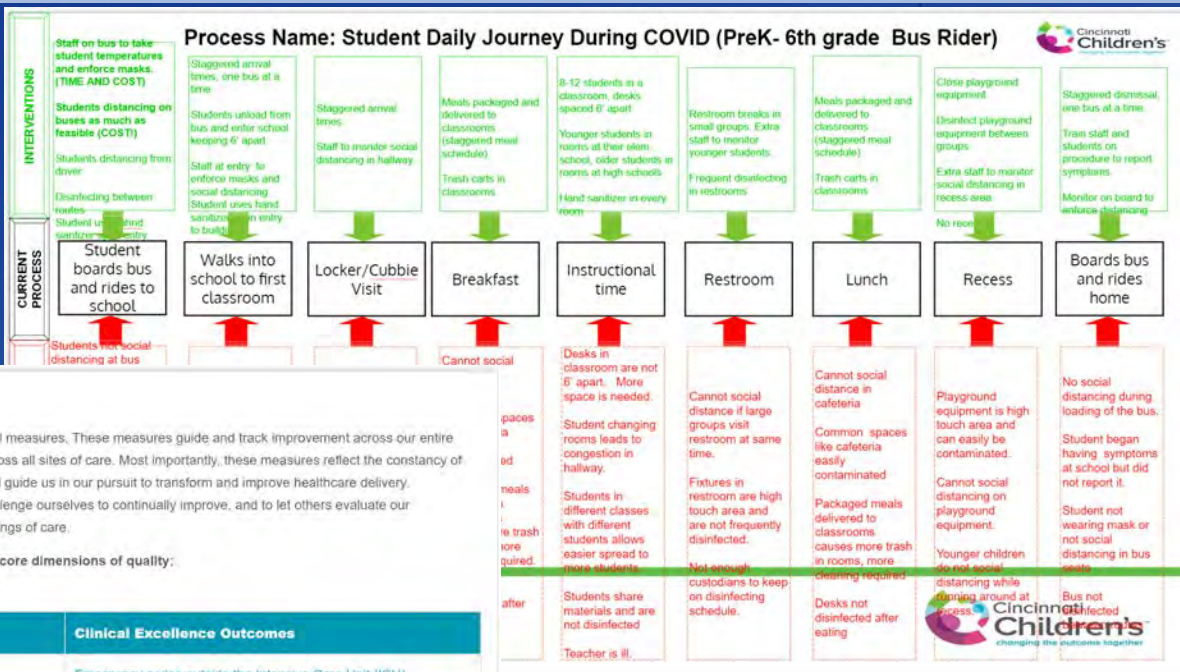
		DRIVER	BUS#	
L1				R1
L2				R2
L3				R3
L4				R4
L5				R5
L6				R6
L7				R7
L8				R8
L9				R9
L10				R10
L11				R11
L12				R12

Bus Seating Chart

		DRIVER	BUS#	
L1				R1
L2				R2
L3				R3
L4				R4
L5				R5
L6				R6
L7				R7
L8				R8
L9				R9
L10				R10
L11				R11
L12				R12

Learning from Children's Hospital:

Outcomes and Quality Improvement



About Cincinnati Children's

Corporate Information

Ranked No. 3 in the Nation

Other Awards and Recognition

Outcomes and Quality Improvement

System Level Measures

Patient and Employee Safety

Clinical Excellence, Outcomes

Access, Flow, Productivity

Operational Definitions

Condition Specific Measures

Community Relations

Government Relations

Critical Care Building

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

Catheter-associated bloodstream infections

Surgical site infections

Serious safety events

Ventilator-associated pneumonia

Occupational Safety and Health Administration injuries

Clinical Excellence Outcomes

Emergency codes outside the Intensive Care Unit (ICU)

Access, Flow, Productivity

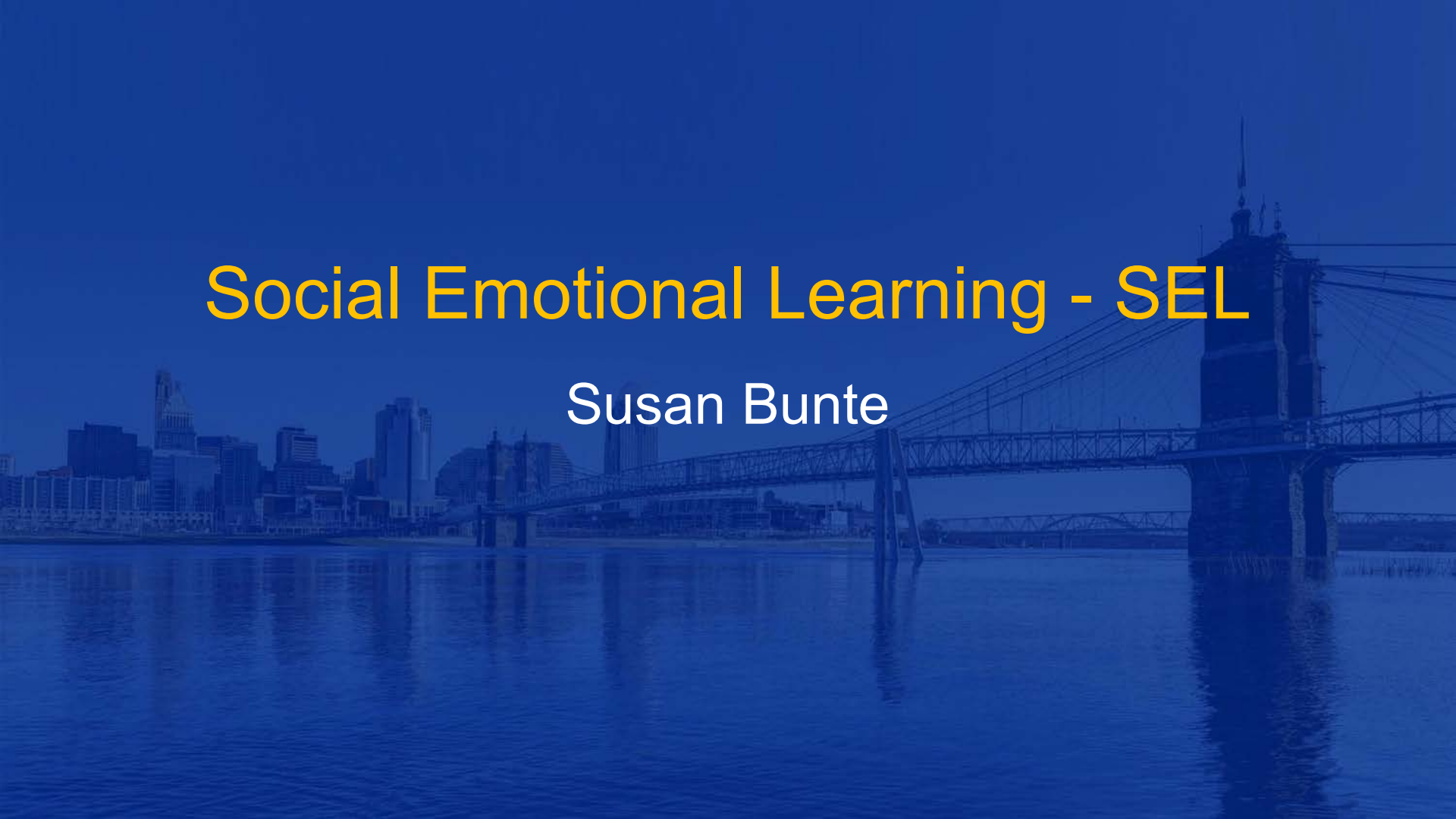
3rd Next Available Appointment

Patient and Family Experience

In development

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 goals²



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 income⁵

Promote conditions to enable all children to reach their full potential



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

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

Sample Matrix with COVID-19 Precautions (red)

Positive Behavior Interventions and Supports Matrix - R.O.A.R.

	Responsibility	Order	Achievement	Respect
Classroom	• Be on time with appropriate materials • Persevere! • Be an active learner • Always cover your mouth and nose when you sneeze or cough	• Clean up your space • Maintain social distancing • Sanitize you work area as instructed • Maintain layout of the classroom (direction and position of chairs, desks)	• Give your best effort • Protect yourself and others from infection	• Keep hands, feet and objects to yourself • Communicate effectively • Know that your practices should be to protect yourself from infection and from infecting others • Model safe behavior
Hallways	• Keep hallways clean • Follow all adult directives • Avoid using water fountains • Do not unnecessarily touch people, walls, lockers, etc.	• Walk with purpose • Maintain flow of traffic • Maintain a distance of at least six feet between you and another person • Walk with hands at your sides • Anticipate congested areas	• Travel from one location to another directly, arriving early	• Be polite • Keep hands to self • Use inside voices • Keep talking to a minimum • Model safe and appropriate behavior

Sample PBIS Matrix of Expectations for Remote Learning

We are...	Entering Class	Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
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

Purpose

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	Curriculum	Instruction	Professional Development & Parent Support
Expectations <i>What are the expectations?</i>	— Critical Standards — Accelerate learning — Use district-adopted curriculum — Require pacing with model lesson	— 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	— Positive School Culture: SEL — Curriculum and ITM: Distinguished Educator — Curriculum: Compact Standards and Acceleration — DSS: Diverse Learners — Parent Support: Parent Workshops provided by school
Capacity <i>Do we have the resources to implement?</i>	-Yes	Yes	Yes
Communication <i>How will we communicate?</i>	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology	— 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	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology

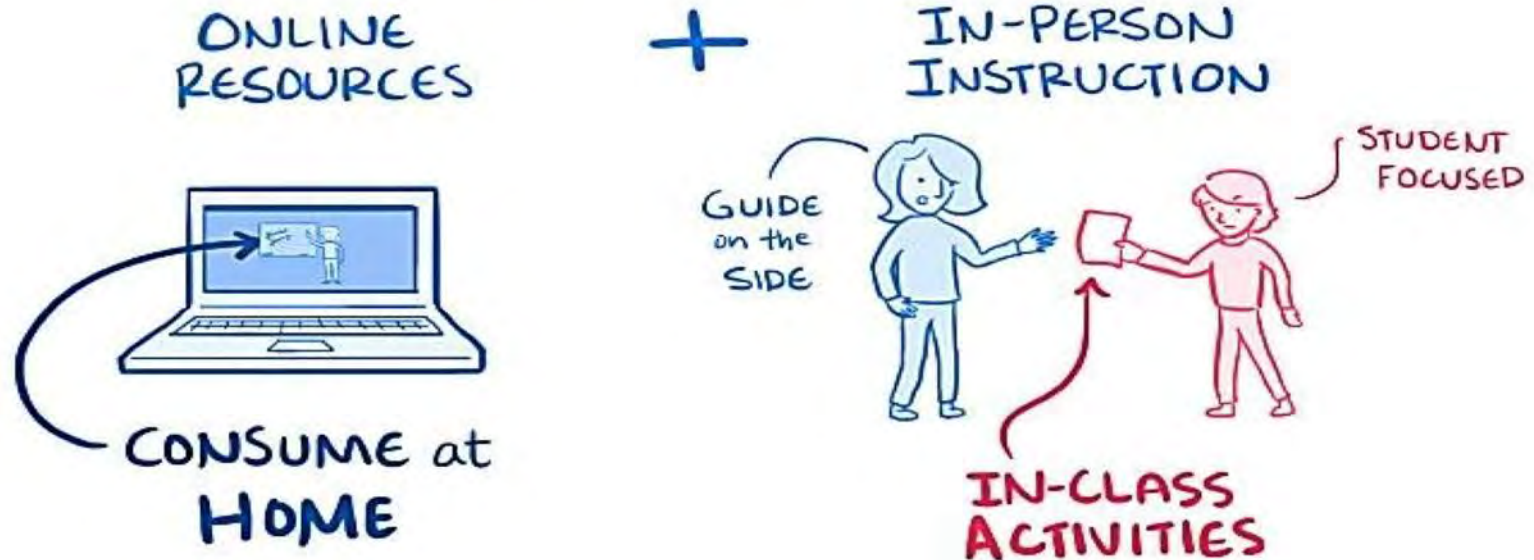
In Person Learning Five Days a Week

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

Blended Learning

BLENDED LEARNING

~ FLIPPED CLASSROOM ~



Blended Learning

Teaching and Learning	Curriculum	Instruction	Professional Development & Parent Support
Expectations <i>What are the expectations?</i>	— 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	— 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	— Positive School Culture: SEL — Curriculum and ITM: Distinguished Educator — Curriculum: Compact Standards and Acceleration — DSS: Diverse Learners — School: Parent Workshops
Capacity <i>Do we have the resources to implement?</i>	Yes	Yes	Yes
Communication <i>How will we communicate?</i>	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology	— 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	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology

Blended Learning

CDC Safety Guidelines	Transportation	Class Size	Staffing	Child Care (family implications)
Expectations <i>What are the guidelines?</i>	— One per seat, when possible — 1/4 capacity of student ridership	— 9 to 15 students per classroom (6 feet apart)	— Increase in staff	— Elementary and High School students will be in session 1 or 2 days a week
Capacity <i>Do we have the resources to implement?</i>	Yes — Bus monitors — Option: 2 days in classroom would require 1/2 on bus	Yes — Option: Teachers share classrooms to get 2 days a week in person	Yes	N/A
Implications <i>What are the implications?</i>	— 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	Curriculum	Instruction	Professional Development & Parent Support
Expectations <i>What are the guidelines?</i>	— 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	— 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	— Positive School Culture: SEL — Curriculum and ITM: Distinguished Educator — Curriculum: Compact Standards and Acceleration — DSS: Diverse Learners — School: Parent Workshops
Capacity <i>Do we have the resources to implement?</i>	Yes	Yes	Yes
Communication <i>How will we communicate?</i>	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology	— 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	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology

Distance Learning

CDC Safety Guidelines	Transportation	Class Size	Staffing	Child Care (family implications)
Expectations <i>What are the guidelines?</i>	N/A	N/A	— Decrease in staff	— Elementary and High School students will be home for 5 days
Capacity <i>Do we have the resources to implement?</i>	N/A	N/A	Yes	N/A
Implications <i>What are the implications?</i>	— Eliminated/reduced costs	— Low safety risk	— Reduced staffing costs	Children all remote learning

Hybrid Learning

PreK-6 and Specialized Classrooms In-Person/Blended and 7-12 Distance



Teaching and Learning	Curriculum	Instruction PreK-3 and Specialized Classrooms in Elementary Buildings 4-6 in High School Buildings	Professional Development & Parent Support
Expectations <i>What are the expectations?</i>	— Critical Standards — Accelerate learning — Use district-adopted curriculum — Require pacing with model lessons — Teachers will curate and upload lessons in Schoology — Teachers will hold office hours	— PreK-6 and Specialized classrooms: In person 5 days a week (except once or twice a month/High School students will be in session) — PreK-6 Teachers will deliver In Person instruction and other staff will provide blended support — 7-12: Distance Learning and once a month In Person — 7-12 Career Tech: In Person 2 days a week — Lessons accessible and delivered in Schoology — CPS TV — Support and accommodations for diverse learners - High School students staggered start last week in August (In Person) — Remote learning in November prior to Winter Break — Elementary students start after Labor Day — Breakfast and lunch in classroom/meal hubs	— Positive School Culture: SEL — Curriculum and ITM: Distinguished Educator — Curriculum: Compact Standards and Acceleration — DSS: Diverse Learners — School: Parent Workshops
Capacity <i>Do we have the resources to implement?</i>	Yes	Yes	Yes
Communication <i>How will we communicate?</i>	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology	— 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	— District: Curriculum and DSS monthly newsletter to staff — School: Bimonthly robo call and monthly newsletter to families — Classroom: Weekly update in Schoology

Hybrid

CDC Safety Guidelines	Transportation	Class Size	Staffing	Child Care (family implications)
Expectations <i>What are the guidelines?</i>	— One per seat, when possible	— PreK-6: 9 to 15 students (6 feet apart) — 7-12: 9 to 15 students (once or twice a month; 6 feet apart)	— Potential re-allocation of staff	— Elementary will be in classroom for 5 days — High School students will be home for 5 days, with 1-2 class per month
Capacity <i>Do we have the resources to implement?</i>	Yes — Additional buses — Additional drivers — Bus monitors — One or two students per seat, with masks	Yes	Yes	Yes
Implications <i>What are the implications?</i>	— Higher overall cost due to additional buses/monitors/drivers and staggered schedules — Reduction of HS Metro	— Low risk for High School — Medium for Elementary school	— Potential increases in cost due staffing	Elementary in class; High School students at home

Academic/Safety Risk by Model

Models Presented	Academic/Emotional Health Risk			COVID-19 Safety Risk			Comments
	Low	Medium	High	Low	Medium	High	
5 days / week 6 feet	○				○		Not possible due to capacity
5 days/ week 3 feet	○					○	High risk without compliance with other guidelines such as mask wearing, sharing of materials, staying in one location
Blended Classroom			○		○		2 days/week = medium academic risk 1 day/week = high academic risk Assumes 6 feet social distancing
Distance Learning			○	○			Concerns about SEL and academic achievement
Hybrid (High School)			○	○			Concerns about SEL and academic achievement
Hybrid (Elementary)	○				○		High-student engagement, SEL support, and family child care needs met



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:

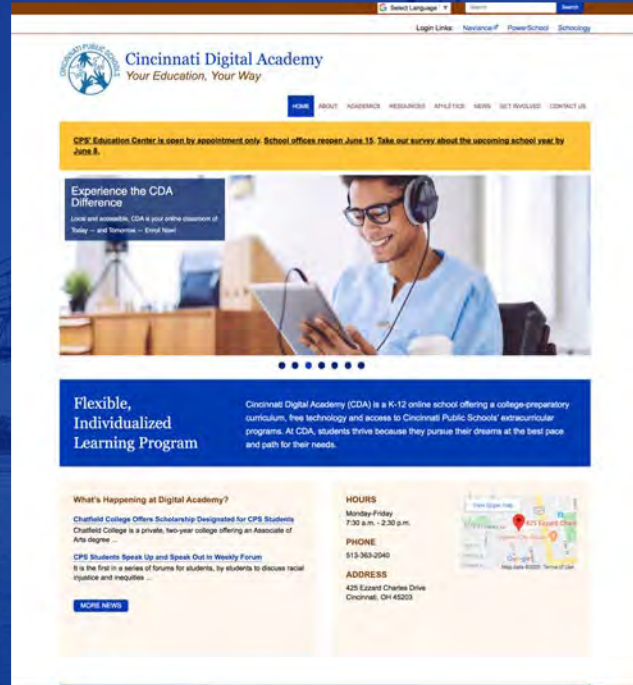
- **Highest Risk:** Full size, in person classes, activities and events; not 6 feet apart, sharing supplies
- **More Risk:** Small, in person classes, activities, and events; stay with same teacher, groups don't mix, no supply sharing, 6 feet apart
- **Lowest Risk:** Student and teachers online only

Did You Know that CPS has a Digital School?

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?

Denmark

Smaller classrooms (1 teacher to 10-11 students); outdoor classes when possible; handwashing every two hours; shorter school days for some students; desks six feet apart or being held in larger spaces such as gyms; limited masks available

Taiwan

Masks; precautionary measures upon arrival; open windows and vents; social distancing with desks; physical education, sports, extracurriculars canceled; schools with two confirmed cases must close

Germany

Varied reopening plans across province: some areas reopened and others are waiting until May; social distancing where schools are open; schools must present hygiene plans but supplies are scarce

China

Masks; changes to school transportation; designated routes to classrooms; temperature checks of students or thermal-imaging cameras; social distancing in shared spaces; some provinces, such as Beijing, have not reopened

Spain, Italy

Schools have not reopened with strict lockdown measures still in place.

Israel, Korea

Opened and then closed after COVID-19 spread

What are other districts considering?

Cleveland Metro

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.

Miami-Dade (Florida)

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.”

Baltimore

Baltimore is considering year-round school for its underperforming schools, along with extending the school day and possibly starting earlier in the fall

Clark County (Las Vegas)

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.

Dallas

Superintendent Michael Hinojosa said that Plan A is for Dallas schools to open August 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.



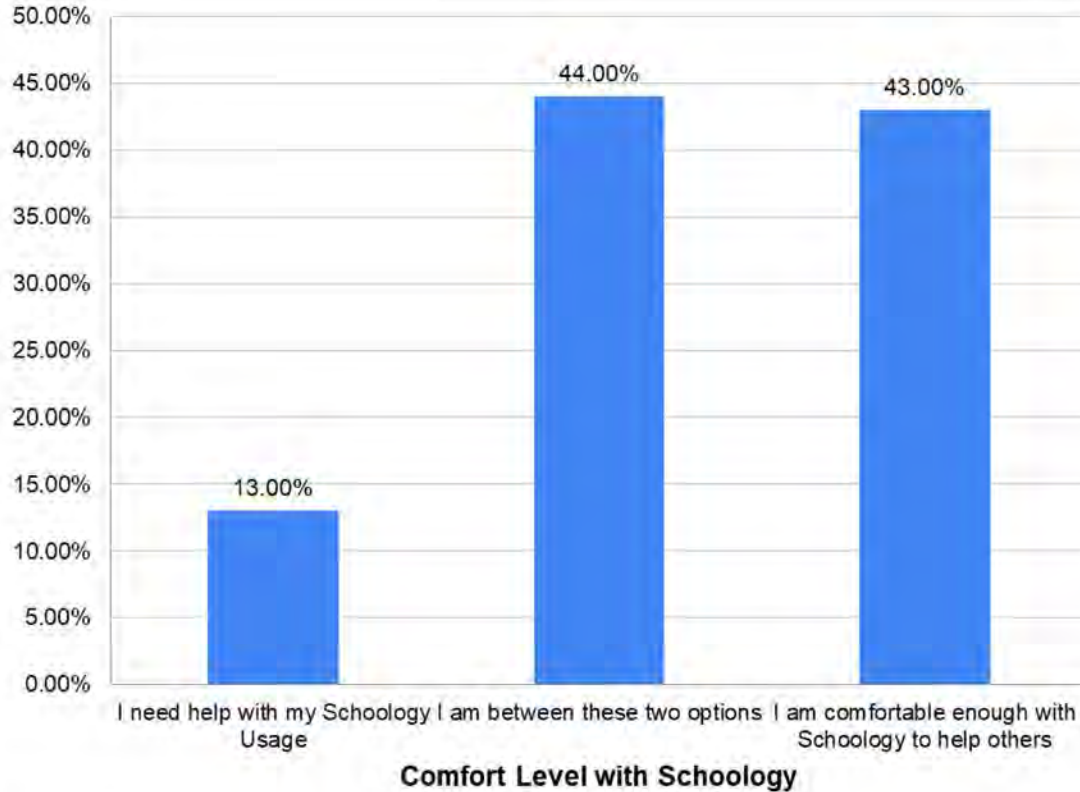
Technology

Jeremy Gollihue

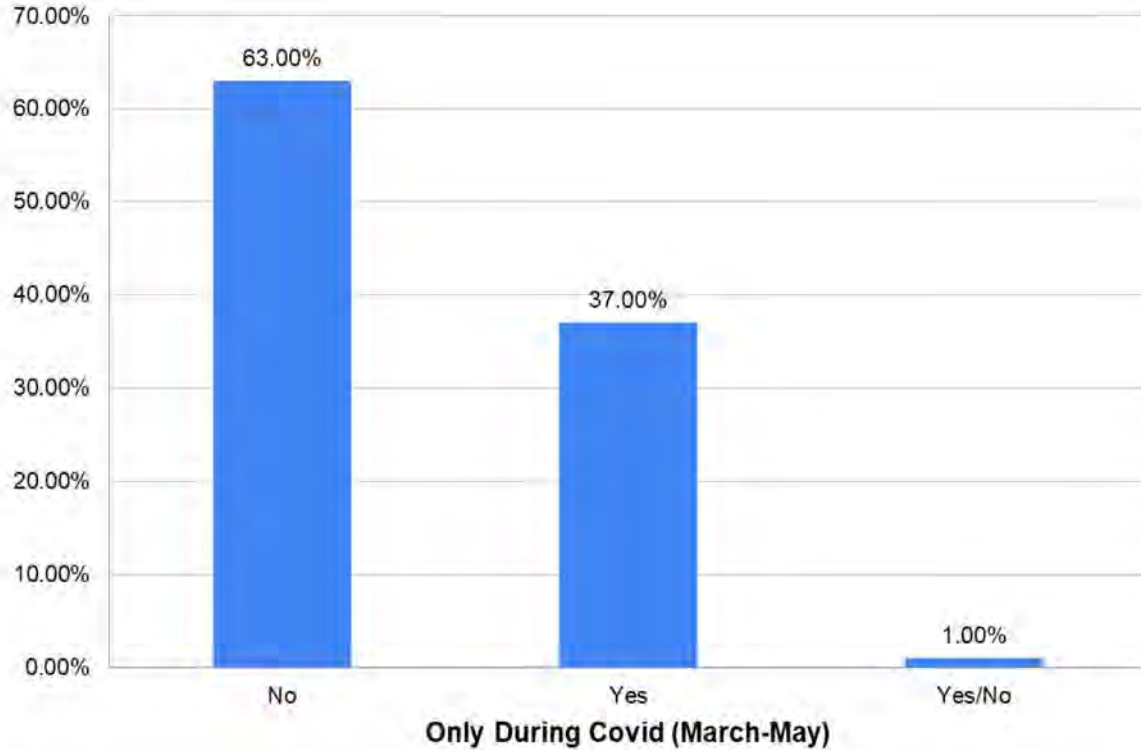
Technology

Model	Requirement / Consideration
In Person Learning 5 days a week	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. *Schoolology
Blended Learning	Requires devices and access at home for online resources. *Schoolology
Distance Learning	Requires devices and access at home for online resources and engagement through video conferencing. *Schoolology
Hybrid	Combines requirements and considerations of all 3 other models. *Schoolology

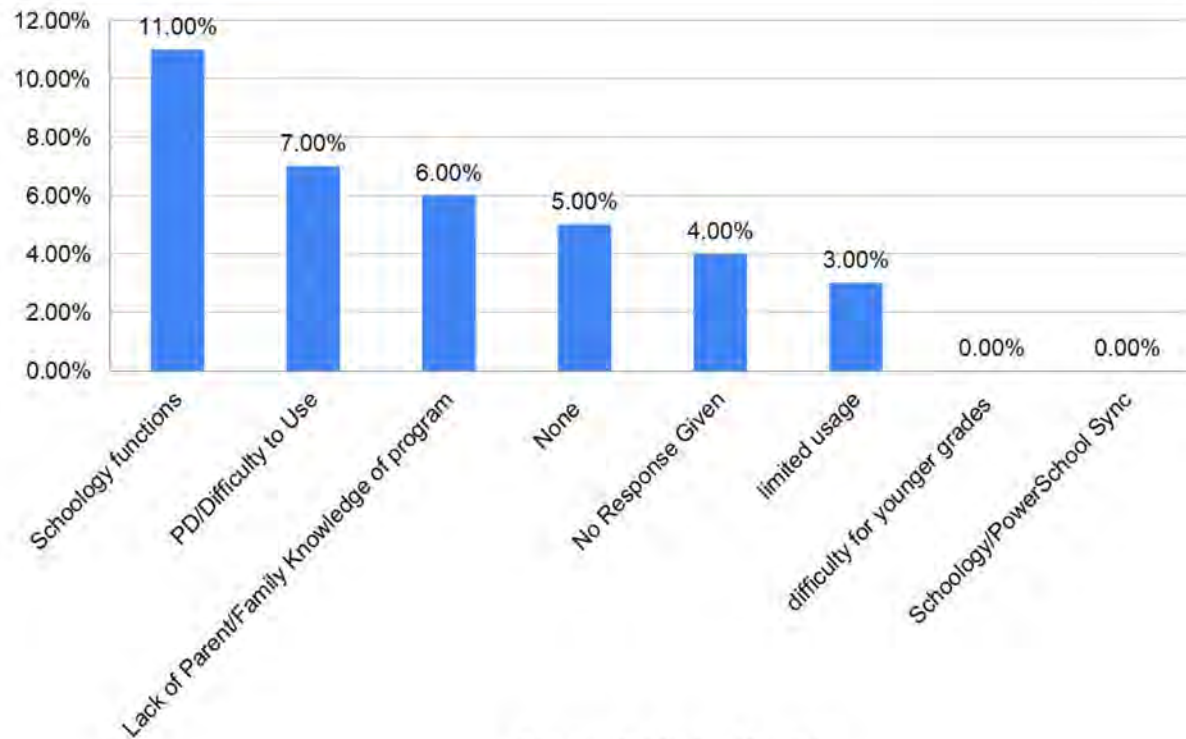
Objective 1 — Schoology



Objective 1 — Schoology

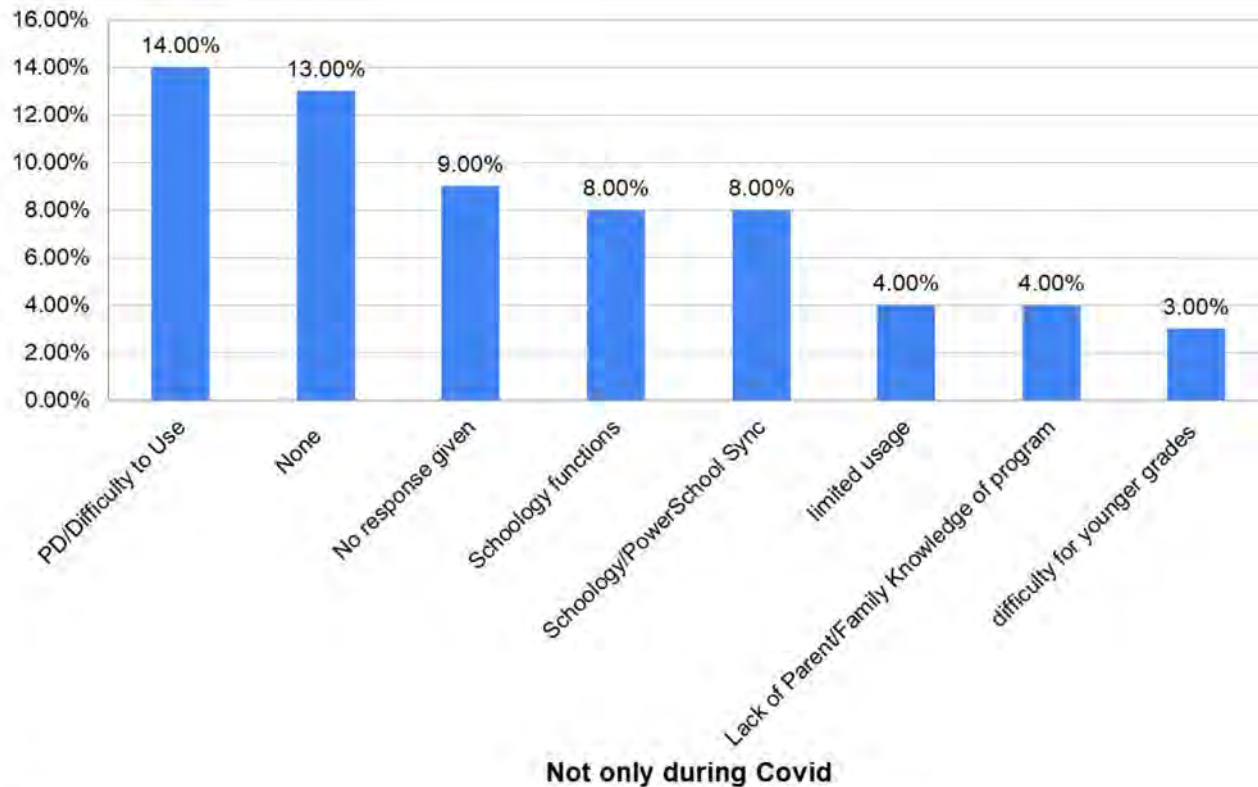


Objective 1 — Schoology

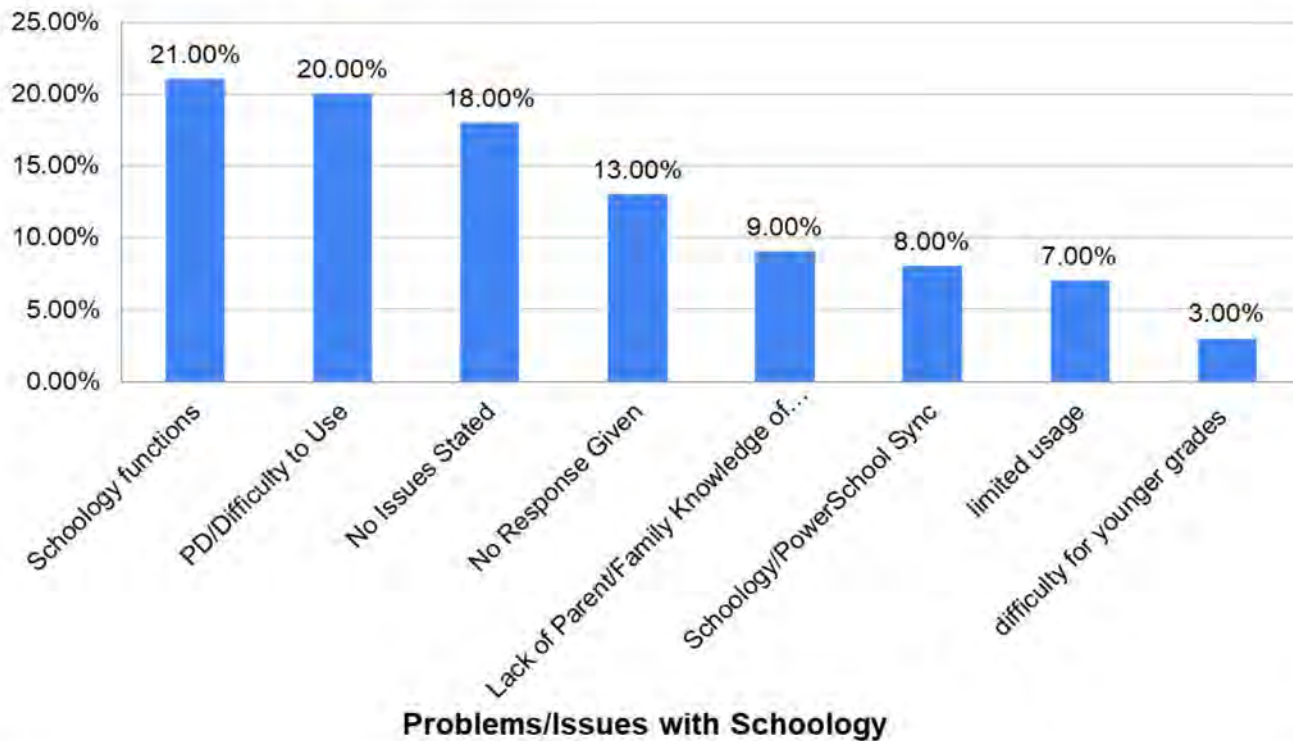


Yes, only during Covid

Objective 1 — Schoology



Objective 1 — Schoology



Objective 1 — Schoology

Issue	Examples (summarized)	Proposal
Schoology functions	Calendar integration is not intuitive, Inconsistent types of displays to indicate complete submissions.	Work with developer to request additional and improved functionality where and when possible. Include all stake holders in evaluation of system selection when time to replace.
PD/Difficulty to Use	Do not know how to clear pages of unwanted courses, too many notifications.	Joint program with Curriculum for Distinguished Educator, continue and expand PD offerings
Lack of Parent/Family Knowledge of program	Parents does not know how to use/access, too many various applications in use causing confusion.	Offer additional public training sessions and guides.
Limited usage	Had never used prior to pandemic closure, other teachers were not using it.	Require Schoology to be used by all teachers as a primary delivery platform.
Difficulty for younger grades	Too complicated for primary students, too dull for elementary age kids.	Increase PD offerings focusing on adapting Schoology to include more rich and appropriate content within the platform.
Schoology/PowerSchool Sync	Accidently deleted assignments or missed a due date, Zeros in Powerschool may be blanked by future syncs with Schoology.	Work with developer to limit impact of synching operations and hold accountable to improving integration with Powerschool.

Technology

- 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.



Objective 3 — Internet Access

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 ...

Objective 3 — Internet Access

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.

Technology

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



Technology

- 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

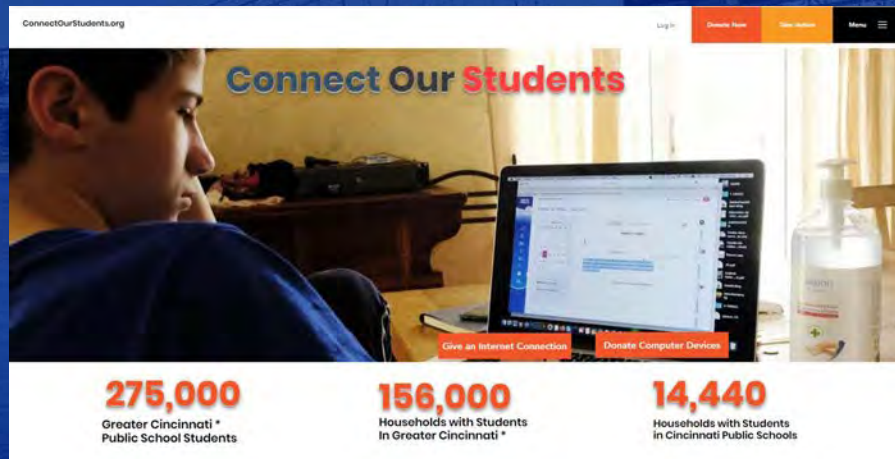
- Cincinnati Children's Hospital Medical Center
- Interact for Health
- The Carol Ann and Ralph V. Haile, Jr./U.S. Bank Foundation
- The Greater Cincinnati Foundation

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