GARFIELD HEIGHTS BOARD OF EDUCATION
GARFIELD HEIGHTS, OHIO

RECORD OF PROCEEDINGS
Minutes Special Board Meeting
August 3, 2020

The Board of Education of the Garfield Heights City School District met special session on Monday, August 3, 2020 virtually 6:00 p.m. with Mr. Joseph M. Juby, President of the Board, presiding.

ROLL CALL

Present: Mr. Juby, Mrs. Kitson, Mrs. Daniels, Ms. Thomas, Mrs. Tucker
Absent:

RECOMMEND ADOPTION OF AGENDA AS PRESENTED

Moved by Mrs. Kitson, seconded by Ms. Thomas to approve the agenda as adopted.

Ayes: Kitson, Thomas, Daniels, Tucker, Juby
Nays: None

Moved by Mrs. Daniels, seconded by Ms. Thomas to approve Resolution No. 2020-31, a Resolution changing Jill Frimel as William Foster Elementary Assistant Principal to William Foster Elementary School Principal.

Ayes: Daniels, Thomas, Kitson, Tucker, Juby
Nays: None

Moved by Mrs. Daniels, seconded by Ms. Thomas to approve No. 2020-32, a Resolution changing Paul Glazer as Middle School Assistant Principal to William Foster Elementary Assistant Principal.

Ayes: Daniels, Thomas, Kitson, Tucker, Juby
Nays: None

Moved by Mrs. Daniels, seconded by Mrs. Tucker to approve Resolution No. 2020-33, a Resolution Adopting a Memorandum of Understanding with the Garfield Heights Teachers' Association Regarding the Compensation of Certain Bargaining Unit Members with Supplemental Contracts and to Modify Payment for Such Supplemental and Non-Licensed/Non-Certificated Pupil Activity Contracts for the 2020-2021 School Year as presented in Exhibit "A".

Ayes: Daniels, Tucker, Kitson, Thomas, Juby
Nays: None

Moved by Mr. Juby, seconded by Mrs. Kitson to approve the Remote Learning Plan for the 2020-2021 school year as presented in Exhibit "B".

Moved by Mrs. Tucker, seconded by Ms. Thomas to amend and approve 2020-21 school year Remote Learning Plan in Exhibit B to include the High School blended learning where applicable.

Ayes: Tucker, Thomas, Daniels, Kitson, Juby
Nays: None

Moved by Ms. Thomas, seconded by Mrs. Kitson to approve the Garfield Heights City Schools Returning to Learning Plan for the 2020-2021 school year as presented in Exhibit " C".

Ayes: Thomas, Kitson, Daniels, Tucker, Juby
Nays: None

Moved by Mrs. Kitson, seconded by Mrs. Daniels to approve remote / online learning for all students in the Garfield Heights City Schools for the first quarter (nine weeks) of school for the 2020-21 school year.

Ayes: Kitson, Daniels, Thomas, Tucker, Juby
Nays: None

Moved by Mrs. Daniels, seconded by Mrs. Tucker to approve the first reading and waive the second reading of the new Board Policy EBEA as presented in Exhibit "D".

Ayes: Daniels, Tucker, Kitson, Thomas, Juby
Nays: None

Moved by Mrs. Tucker, seconded by Mrs. Daniels to suspend all in person extra and co-curricular activities during the remote learning period (tentatively concluding November 6, 2020), including but not limited to all clubs, sports, choir, band, and other activities.

Ayes: Tucker, Daniels, Kitson, Thomas, Juby
Nays: None

EXECUTIVE SESSION

Moved by Mrs. Daniels, seconded by Ms. Thomas to enter into executive session at 8:08 p.m. to discuss employment of personnel and negotiations.

Ayes: Daniels, Thomas, Kitson, Tucker, Juby
Nays: None

Adjourned from executive session at 8:55 p.m.

Moved by Mrs. Daniels, seconded by Mrs. Kitson to adjourn at 8:57 p.m.

Ayes: Daniels, Kitson, Thomas, Tucker, Juby
Nays: None

President _____

Treasurer _____

**BOARD OF EDUCATION OF GARFIELD HEIGHTS CITY SCHOOL DISTRICT
RESOLUTION**

The Garfield Heights City School District Board of Education (the "Board") met in special session on the 3rd day of August, 2020, with the following members present:

_____

_____

_____

_____

_____

_____ moved for the adoption of the following Resolution:

RESOLUTION # 2020-33

**A RESOLUTION ADOPTING A MEMORANDUM OF UNDERSTANDING WITH
THE GARFIELD HEIGHTS TEACHERS' ASSOCIATION REGARDING THE
COMPENSATION OF CERTAIN BARGAINING UNIT MEMBERS WITH
SUPPLEMENTAL CONTRACTS AND TO MODIFY PAYMENT FOR SUCH
SUPPLEMENTAL AND NON-LICENSED/NON-CERTIFICATED PUPIL ACTIVITY
CONTRACTS FOR THE 2020-2021 SCHOOL YEAR**

WHEREAS, the Board is a party to a collective bargaining agreement entered with the Garfield Heights Teachers' Association (the "Association") for the period from July 1, 2018 through June 30, 2020 (the "Negotiated Agreement"), under which the Board and the Association (collectively known as "the Parties") continue to operate during ongoing negotiation of a successor agreement;

WHEREAS, Section 3313.17 of the Ohio Revised Code permits the Board to enter into contracts and agreements;

WHEREAS, due the uncertainty surrounding the impact the Covid-19 pandemic may have on the upcoming 2020-2021 school year, the Board has proposed an agreement in the form of a memorandum of understanding ("MOU") regarding certain provisions of the Negotiated Agreement related to the compensation of certain bargaining unit members who hold certain supplemental contracts;

WHEREAS, Board policy GDBB, Classified Staff Pupil Activity Contracts provides that, with regard to awarding pupil activity contracts to non-licensed/non-certificated staff members

"compensation for the position is at the same Board-approved rate as that paid to licensed individuals;"

WHEREAS, Section 3313.53 of the Ohio Revised Code provides that the Board shall fix compensation of non-licensed individuals employed to perform duties of the director, supervisor, or coach of the pupil-activity program in the same amount as the position was or would be offered to the district's licensed employees; and

WHEREAS, the Board desires to enter into a MOU to modify the Negotiated Agreement as set forth by the Parties' representatives and to authorize compensation of bargaining unit members and non-licensed/non-certificated individuals for supplemental and/or pupil activity contracts as provided in the MOU.

NOW, THEREFORE, BE IT RESOLVED by the Board:

Section 1. That the Board hereby adopts the memorandum of understanding ("MOU") that is attached hereto, and which is incorporated herein by reference, and hereby approves the proposed modifications to the Negotiated Agreement as set forth in the MOU. The Board further hereby authorizes that such modifications set forth in the attached MOU be applied to bargaining unit members and non-licensed/non-certificated individuals for supplemental and/or pupil activity contracts as provided in the MOU.

Section 2. The Board hereby authorizes the Superintendent (or his designee(s)) to effectuate the MOU with the Association and to take all actions as may be necessary to implement this Resolution, including but not limited to application of such modifications to bargaining unit members and non-licensed/non-certificated individuals for supplemental and/or pupil activity contracts as provided in the MOU.

Section 3. It is hereby found and determined that all formal actions of this Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of this Board, and that all deliberations of this Board and any of its committees that resulted in such formal action were in meetings open to the public or in executive session as permitted by Ohio law.

Section 4. This Resolution shall take effect and be in force from and after the earliest period allowed by law.

Upon roll call, the vote resulted as follows:

_____	_____
_____	_____
_____	_____
_____	_____

_____   _____

ADOPTED by the Garfield Heights City School District Board of Education this 3rd day of August, 2020.

CERTIFICATION OF TREASURER

I, Allen D. Sluka, Treasurer/CFO of the Board of Education of the Garfield Heights City School District, hereby certify that the foregoing is a true and correct copy of a Resolution duly adopted by said Board of Education at its special meeting on August 3, 2020.

_____
Treasurer/CFO
Garfield Heights City School District
Board of Education

MEMORANDUM OF UNDERSTANDING
BETWEEN THE
BOARD OF EDUCATION OF THE GARFIELD HEIGHTS CITY SCHOOL DISTRICT
AND THE
GARFIELD HEIGHTS TEACHERS' ASSOCIATION

This Memorandum of Understanding ("MOU") is entered into this 20th day of July 2020 by and between the Board of Education of the Garfield Heights City School District ("Board") and the Garfield Heights Teachers' Association ("Association") (collectively the "Parties").

WHEREAS, the Board and the Association are parties to a collective bargaining agreement for the period of July 1, 2018 through June 30, 2020 ("Negotiated Agreement");

WHEREAS, various provisions of the Negotiated Agreement including Article XVII Section 17.3 ("Supplemental Assignments"), Article XVIII ("Supplemental Salary Schedule"), and Appendix G ("Supplemental Salary Schedule") establish terms and conditions relative to supplemental contracts, including terms governing the compensation of bargaining unit members who hold such supplemental contracts under the Negotiated Agreement;

WHEREAS, the Director of the Ohio Department of Health issued a series of orders, which directed that due to the outbreak and spread of Covid-19, school buildings in the State of Ohio, including the Garfield Heights City School District (the "District"), would be closed to students for an extended period of time from March 17, 2020 through the remainder of the 2019-2020 school year;

WHEREAS, the Director of the Ohio Department of Health and the Governor of Ohio have indicated that social distancing and other safety protocols related to the Covid-19 pandemic likely will remain in place for the 2020-2021 school year;

WHEREAS, it is unclear whether the Director of the Ohio Department Health will close schools and/or school buildings again during the 2020-2021 school year or take other actions that will limit or foreclose certain activities of students and staff, including, but not limited to sports and extracurricular activities;

WHEREAS, given this directive and the uncertainty surrounding the impact that the Covid-19 pandemic may have on the upcoming 2020-2021 school year, the Board wishes to outline compensation terms in accordance with this MOU for bargaining unit members covered by the Negotiated Agreement who have been or will be awarded work under supplemental contracts for the 2020-2021 school year Fall season, and to provide for modification of payment for such supplemental contracts for the 2020-2021 school year; and

WHEREAS, the Parties believe it is in their mutual best interest to modify the Negotiated Agreement.

NOW THEREFORE, in exchange for consideration, the value and sufficiency of which is herein acknowledged, the Parties agree as follows:

1. Supplemental contract holders in head coach and assistant coach positions for all Fall sports for the middle school and high school and supplemental contract holders in the marching band director and assistant marching band director positions for the 2020-2021 school year shall be compensated as follows:

   a. 15% of the contracted compensation shall be earned upon signing of the contract.

   b. 25% of the contracted compensation shall be earned upon commencement of the first official practice as determined by the Ohio High School Athletic Association ("OHSAA").

   c. 30% of the contracted compensation shall be earned upon the completion of the first regular season contest.

   d. The remaining 30% of the contracted compensation shall be earned if at least 50% of the scheduled contests occur in the season.

2. Any payment of the amounts earned in Section 1. above shall follow Article XVIII, 18.2. If the condition identified in any of a. through d. does not occur, no payment shall be made to the employee under that particular section. Likewise, if an employee resigns during the term of the contract, the employee will be paid only through the last condition fully satisfied above prior to resignation.

3. The Parties understand and expressly agree that this MOU applies solely to individuals covered by the Negotiated Agreement who are awarded the aforementioned supplemental contracts for the 2020-2021 school year.

4. This MOU shall prevail over any contrary provision in the Negotiated Agreement or any successor agreement. To the extent that any provision in the Negotiated Agreement or successor agreement has changed under this MOU, all other provisions in the Negotiated Agreement or successor agreement shall remain in full force and effect as written.

5. This MOU shall set no precedent in any other matter between the Parties and shall not be referred to by any party in any other matter unrelated to this MOU or in regard to any other employee.

6. This MOU constitutes the entire agreement between the Board and the Association regarding the issues outlined herein. There are no other written or verbal agreements, understandings or arrangements between the Parties regarding the issues outlined herein. Any amendment to this MOU must be in writing and signed by the Parties.

7. This MOU will become effective upon ratification by the Association and approval by the Board. This MOU applies only to the 2020-2021 school year/contract year.

<u>FOR THE ASSOCIATION:</u>

7. This MOU will become effective upon ratification by the Association and approval by the Board. This MOU applies only to the 2020-2021 school year/contract year.

FOR THE ASSOCIATION:

Date: _____ 7. 16. 20 _____

Terese LePelley, President
Garfield Heights Teachers' Association

FOR THE BOARD:

Date: _____ 7-20-20 _____

Chris Hanke, Superintendent
Garfield Heights City School District

Garfield Heights City Schools

Remote Learning Plan

Garfield Heights City Schools
Remote Learning Plan
School Year 2020-2021

Introduction

The Garfield Heights City Schools will offer remote learning in three different formats. They are:

1. A fully online experience using current district and state approved curriculum.

2. A hybrid approach having students in the classroom for a week, and then receiving instruction online for a week, or a 2-1-2 approach where students are in-person session two days per week. This format will occur throughout the school year, or will be modified if the district is able to bring back more students at one time.

3. If the County Board of Health or other government entity shutters schools, a fully online experience will be offered to all students, k-12.

Determination of Learning Needs

The Garfield Heights City Schools launched a scientific parent survey to determine if they are comfortable sending their children to school in the fall. More than 30% of respondents indicated that they are not comfortable sending their children to school without a vaccine for COVID-19. The survey results are located in Appendix A.

The district launched an additional survey to determine how many students may elect for an online only option. Of 299 respondents, over 60% stated they would prefer an online only learning option. The results of this survey are located in Appendix B.

Given the results of the survey, the district intends to launch the "Bulldog Digital Academy." This online option will be staffed by licensed teachers from Garfield Heights City Schools and will have a licensed school administrator as the program coordinator. The program will be tied to students' home schools and will follow district and state approved curriculum. The details of this program are located in Appendix C.

In order to keep students and staff safe during the pandemic, the district will offer a rotational model. For example, we will be having different grade levels in buildings every other week or every two days to allow for social distancing, and to provide continuity of instruction. The outline of this plan is located in Appendix D.

Learning needs may be determined by governmental health authorities. If a government entity shutters Garfield Heights City Schools due to a spike in COVID-19, the district is prepared to offer an online learning option for all students, k-12. The online only option is located in Appendix E.

Competency Determination, Granting Credit, and Promoting Students

All determinations, across programs, will be substantially similar. The district will be using the following assessments and methods:

- Promotion and Retention of students, in all programs, will follow Board of Education Policy IKE. This is located in Appendix F of this document.

- Teacher-assigned grades, as measured through the district's grade system, Progress Book

- NWEA MAP assessments – this benchmarking tool, focusing on reading and math, will be used in grades kindergarten through grade 10.

- Granting of course credit, in grades 9-12, will remain governed by Board of Education Policy IKF. This is located in Appendix G of this document.

Attendance Requirements

At all times, attendance requirements are governed by various Board of Education policies. Germane to the remote learning plan are the following policies (They are attached as Appendix H):

- JEA—Compulsory attendance
- JED Student Attendance and Excuses

Through this Remote Learning Plan, the district relies on policy JED, specifically it states attendance is excused for "quarantine for contagious diseases." Broadly speaking, physical attendance may be excused due to COVID-19 pandemic. However, the district proposes a remote learning plan that incorporates in person and online learning, and a program for exclusive online learning.

For students in the online environment, attendance will be accounted for as follows:

1. Students will need to login and participate through the online learning system ("OLS") during every school day as assigned by the district calendar.

2. If a student is unable to login due to illness or other approved reason, as governed by Board policy JED, the students' parent / guardian must send a message through the OLS to the appropriate principal or other school administrator or designee.

3. Through Board Policy JED, if the student is quarantined due to contagious disease (such as COVID-19), absence is excused, and the school will work with each affected student in the same manner as if the student has another extended absence due to illness.

4. The district will follow up with all unexcused absences, both in person, and online as governed by state law and board policy.

Attendance is excused for the following specific COVID-related reasons:

1. Student infection

2. Immediate family member infection causing household quarantine

3. Any other COVID infection causing the student to quarantine

4. Any health agency mandated quarantine period

5. If a household family member that supports online learning, falls ill due to COVID infection, and is unable to support online learning, attendance is excused

Progress Monitoring

- In grades Kindergarten through 10th grade, students' progress will be monitored by the NWEA MAP assessments. These assessments have been used as the district's progress monitoring tool pre-pandemic, and students that are learning virtually and in person will be monitored with this system.

- The district will work within parameters provided by NWEA for administration of the benchmarking assessments. In-person testing may be the only option, and the district will provide logistics for students that do not feel comfortable attending school in person.

Equitable Access to Quality Instruction

The district recognizes that in order to provide a quality remote and in-person program, it must provide access to all students. The following protocols will be put into practice to ensure equity:

1. Each student will have access to a district-provided Chrome Book.

2. The district will work with individual families that are having financial difficulty in obtaining stable internet access. The district has sourced internet hot spot for families in need.

3. Families will be provided access to the Family Engagement Coordinator to ensure equitable access to education.

4. Remote and in-person related services will be provided to families with students with disabilities that have said services on their IEP's.

5. The district will continue to work with outside agencies to provide counseling services to students and families in need.

Through work with the district's diversity consultant, an equity task force will be formed. Once the formation occurs, the goals and scope of the work of this task force will be formulated; one focus of the task force will be equity within COVID-related education efforts.

Professional Development for Teachers

The district contracted with the ESC of Northeast Ohio to provide teachers with training to provide quality online instruction. This initial fifteen hours of training will be coupled with additional training throughout the school year. The outline of training provided is contained in Appendix I.

Plan Modification

Due to ongoing effects of the COVID-19 pandemic, the Superintendent reserves the right, based on guidance from local, state, and national health authorities to modify this plan to ensure the health, safety, and welfare of the school community.

Garfield Heights City Schools
Remote Learning Plan
Appendices

Appendix A

CMOR Parent Survey results

Appendix B

Regular Parent Survey Results

Appendix C

Bulldog Digital Academy

Appendix D

Modified in-person learning model

Appendix E

Closure event learning model

Appendix F

BOE Policy IKE, Promotion and Retention of Students

Appendix G

Board Policy IKF, granting of course credit

Appendix H

Policy JEA—Compulsory Attendance

Policy JED – Student Attendance and Excuses

Appendix I

PD outline through ESC

Appendix J

Documents relating to employee and student COVID infections, and reopening considerations

Appendix A
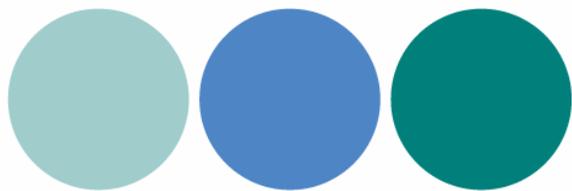
2020 Parent Survey

Prepared for:

GARFIELD
HEIGHTS
City Schools

Prepared by:

CMOR
Center for Marketing & Opinion Research, LLC
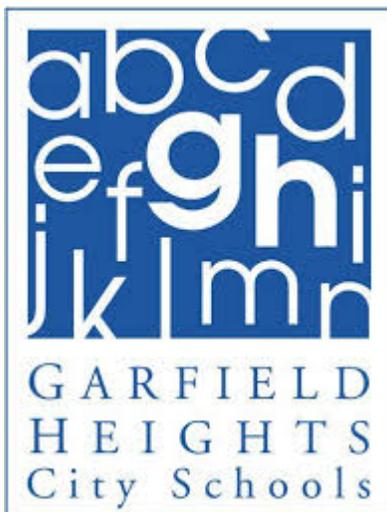
441 Wolf Ledges Pkwy, Suite 103
Akron, OH 44311
www.cmoresearch.com

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Executive Summary

OVERALL PROBLEMS AND CONCERNS

✓ Respondents were asked what they were most worried about as parents during the coronavirus pandemic. More than one in three respondents (37.3%) said they were worried about their children or members of their household contracting the virus. Nearly a third said they were worried about their child's education being compromised during online learning (31.9%) and whether prevention measures would be practiced and enforced (28.7%).

✓ When asked what their primary concerns are with their child not physically attending school during the pandemic, more than a quarter of respondents were concerned that their children were missing socializing with peers (28.7%), while nearly a quarter said they were concerned about children falling behind academically (23.9%) and lacking instruction time with teachers (21.2%).

✓ Respondents were also asked to rate their level of concern with six possible results of disruptions due to the pandemic. The highest levels of concern were ensuring that children do not fall behind academically (69.3% of respondents answering "very concerned"), ensuring children are on track to graduate (65.4% of parents of high schoolers answering "very concerned"), and children missing instruction time (60.1% very concerned). Lower levels of concern were seen regarding children feeling safe and emotionally at ease (44.9% very concerned), children being bored or under-stimulated (43.5%), and cancellation of after-school and other activities (29.0%).

Summary Table: Overall Problems and Concerns		%	Responses
Worried about Most *(open end – top 3)*	Virus contraction in my family	37.3%	
	Children's learning compromised during online learning	31.9%	432
	Prevention measures practiced and enforced	28.7%	
Biggest Concern about No School *(open end – top 3)*	No socializing with peers	28.7%	
	Falling behind academically	23.9%	415
	Lacking instructional time with teacher	21.2%	
Level of Concern *(% very concerned)*	Ensuring your child does not fall behind academically	69.3%	462
	Ensuring that your child is on track to graduate (HS only)	65.4%	208
	Your child missing instruction time	60.1%	461
	Ensuring your child feels safe and emotionally at ease	44.9%	461
	Your child feeling bored or under stimulated while at home	43.5%	462
	The cancellation of after-school/other activities	29.0%	462

2020 Parent Survey
www.CMOResearch.com

FEEDBACK ON THIS YEAR

✓ Respondents were asked to rate their experience with online learning during the pandemic. The plurality (47.2%) gave either an excellent (15.8%) or a good (31.4%) rating. Just over a third gave a fair rating (35.9%). Fewer than one in five (16.9%) gave poor (12.6%) or very poor (4.3%) rating.

✓ Reasons given for a poor or very poor rating included difficulty managing child's learning (37.8% of answering respondents) and difficulty staying focused (21.6%).

✓ Respondents were then asked to rate their level of agreement with ten statements about online learning. Nearly three quarters of respondents (74.7%) agreed that they feel supported by the district. Just under two thirds agreed that they find the amount of resources being shared online to be helpful (65.2%). Slightly fewer than half agreed that they found it easy to manage their child's online learning (45.1%). Less than a third indicated they find the amount of resources to be overwhelming (31.8%).

✓ Statements with lower levels of agreement included "my child's online learning required too much from parents" (28.5%), "my child has a disability or needs accommodations for online learning" (26.8%), "my child is too young to participate in online learning on their own" (26.2%), "my child's online learning required too much from students" and "this online learning experience has made me consider homeschooling" (23.6% each), and "my child's online learning was not challenging enough" (16.7%).

✓ Respondents with children attending Maple Leaf Elementary were more likely to agree that they felt supported by the district (85.4% compared to 74.7% of all respondents). Elementary school parents in general, and Elmwood parents in particular, were more likely to agree that online learning required too much from parents (35.9% and 44.6%, respectively, compared to 28.5% of all respondents).

Summary Table: Feedback on This Year			%	Responses
Rating of Online Learning Experience	Excellent	Combined positive: 47.2%	15.8%	462
	Good		31.4%	
	Fair		35.9%	
	Poor		12.6%	
	Very poor		4.3%	
Reason for Poor Rating (open end – top 3)	Difficulty managing child's learning		37.8%	74
	Difficulty staying focused		21.6%	
	Work not engaging		17.6%	
Agreement with Statements (% agree)	I feel supported by the school district		74.7%	462
	I find the amount of resources being shared online to be helpful		65.2%	462
	I found it easy to manage my child's online learning		45.1%	461
	I find the amount of resources being shared online to be overwhelming		31.8%	462
	My child's online learning required too much from parents		28.5%	459
	My child has a disability or needs accommodations for online learning		26.8%	462
	My child is too young to participate in online learning on their own		26.2%	461
	My child's online learning required too much from students		23.6%	462
	This online learning experience has made me consider homeschooling		23.6%	462
	My child's online learning was not challenging enough		16.7%	462

✓ The majority of respondents reported that most responsibility for managing and helping children with online learning fell on moms (68.2%), followed distantly by mom and dad equally (16.9%).

✓ Respondents were asked how much additional instruction adults in the household are providing beyond what was provided by the school. Slightly more than a quarter said a lot (26.8%) and nearly half said some (47.2%).

✓ When asked what about online learning worked well, nearly a quarter (24.0%) said accessibility of teachers. More than one in ten said the timetable of assignments and due dates with flexibility (16.0%) and zoom meetings with teachers (15.4%).

✓ Respondents were also asked what could be improved. Slightly less than one in five said virtual interactive classrooms with teacher and students participating (19.2%), more organized or relevant assignments (13.8%), and more zoom meetings with teachers (12.6%).

Summary Table: Feedback on This Year		%	Responses
Most Responsible for Managing or Helping Child with Online Learning	Mom	68.2%	462
	Dad	4.1%	
	Mom and Dad equally	16.9%	
	Grandparent	3.9%	
	Sibling	2.6%	
	Babysitter	0.2%	
	Other	4.1%	
Amount of Additional Instruction Provided by Adult	A lot	26.8%	462
	Some	47.2%	
	Not much	18.6%	
	None at all	7.4%	
What about Online Learning Works Well *(open end – top 3)*	Accessibility of teachers	24.0%	350
	Timetable of assignments and due dates with flexibility	16.0%	
	Zoom meetings with teachers	15.4%	
How Could GHCS Improve online learning *(open end – top 3)*	Virtual interactive classroom	19.2%	334
	Organized reasonable relevant assignments	13.8%	
	More zoom meetings with teachers	12.6%	

2020 Parent Survey
www.CMOResearch.com

PERSPECTIVES ON NEXT YEAR

✓ Parents were asked to rate six different options for how school could operate next year. The most highly rated option was a mixed approach for all grades with alternating days, with 46.1% of parents giving this an excellent or good rating. In-school learning based on reading proficiency (39.3%) and completely reopening with social distancing in place (38.0%) were next in order of popularity.

✓ Parents were less positive about all learning being done online from home (30.8%), completely reopening schools as they were before (23.1%), and K-5 returning to school while grades 6-12 continue online learning (21.9%).

✓ When asked if they will send their child if the district reopens in the fall, close to half of parents were not sure (45.2%), while 43.9% said yes. Just over one in ten would not send their child (10.8%).

✓ Fear of virus contraction and preventative measures being difficult to enforce were the primary reasons given for not sending children to school in the fall.

✓ Parents who were unsure about sending their child in the fall were also asked why. The primary reasons given were needing to know what safety measures will be in place (47.7% of answering respondents) and the status and facts about the virus as the school year approaches (46.6%).

✓ Most respondents (68.3%) said they would be very comfortable (20.4%) or somewhat comfortable (47.9%) sending their child to school in the fall if masks are mandated by the health department. Under a third (31.7%) said they would be not at all comfortable.

Summary Table: Perspectives on Next Year		%	Responses
Ratings of Options for Next Year *(% positive)*	Mixed approach for all grades with alternating days	46.1%	460
	In-school learning based on reading proficiency	39.3%	456
	Completely reopen with social distancing	38.0%	460
	All learning being done online from home	30.8%	461
	Completely reopen schools as they were before	23.1%	458
	K-5 returning to school while 6-12 continue online learning	21.9%	461
Will Send Child if District Reopens	Yes	43.9%	462
	No	10.8%	
	Not sure	45.2%	
Reason for Not Sending Child *(open end – top 3)*	Fear virus contraction	44.7%	47
	Preventative measures difficult to enforce	44.7%	
	Child has underlying health condition	8.5%	
Reason for Being Unsure *(open end – top 3)*	Safety and sanitation measures in place	47.7%	193
	Status and facts about virus as school year approaches	46.6%	
	School district's plan for 2020-2021	8.8%	
Comfort with Sending Child if Masks are Mandated	Very comfortable	20.4%	461
	Somewhat comfortable	47.9%	
	Not at all comfortable	31.7%	

✓ Parents were less comfortable sending their children to school on the bus, even with social distancing requirements. About one in five (20.2%) said they would be very comfortable, while about a third (33.4%) said somewhat comfortable. Nearly half (46.4%) would be not at all comfortable with this.

✓ The majority of respondents said they would drive their child to school in the fall (61.6%), while 12.4% said they would send them on the bus. Another 15.4% were not sure.

✓ Just over one in five parents (21.9%) said they were very comfortable with their child participating in athletics or co-curricular activities like bands or clubs. Less than half (43.6%) were somewhat comfortable. Slightly more than a third (34.5%) were not at all comfortable.

✓ Parents were asked how interested they would be in meals being provided on days their child has online learning. More than four in ten (42.3%) said they would be very interested, while just under a third (30.2%) were somewhat interested.

Summary Table: Perspectives on Next Year – Transportation, Activities, Meals		%	Responses
Comfort with Child Being Transported on Buses with Distancing	Very comfortable	20.2%	461
	Somewhat comfortable	33.4%	
	Not at all comfortable	46.4%	
How More Likely for Child to Get to School	Bus	12.4%	461
	Drive them	61.6%	
	Child drives self	3.0%	
	Unsure	15.4%	
	Other	7.6%	
Comfort with Child Participating in Activities	Very comfortable	21.9%	461
	Somewhat comfortable	43.6%	
	Not at all comfortable	34.5%	
Interest in Meals on Online Learning Days	Very interested	42.3%	461
	Somewhat interested	30.2%	
	Not at all interested	27.5%	

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✓ The vast majority of parents reported that they have reliable internet access at home (93.7%).

✓ Just under two-thirds (63.8%) said they are very comfortable using technology such as websites, software and apps, while 31.2% said they are somewhat comfortable. Those who said they were not at all comfortable (5.0%) were asked what they would need to feel more comfortable. The most popular response among these parents was computer training (42.9%).

✓ When asked how prepared they felt to facilitate online learning, about a third of parents (33.8%) said they felt very prepared while nearly half (47.2%) said somewhat prepared. About one in five (19.0%) indicated they feel not at all prepared. Parents who felt unprepared were asked what they would need to feel more prepared. Primarily, these parents said they would need more time or availability (29.7% of answering respondents), assistance on how to teach (20.3%), and a more organized system for online learning (13.5%).

✓ When parents were asked how interested they would be in training and resources on technology, the majority (73.8%) said they would be very interested (36.8%) or somewhat interested (37.0%). Training and resources parents are interested in include training on how to navigate the software and apps students are using (30.9%), any training in general (21.1%), and help with Google classroom (13.5%).

Summary Table: Perspectives on Next Year – Technology		%	Responses
Internet Access	Have reliable internet access at home	93.7%	462
	Do not have access at home, but someplace else	2.6%	
	Do not have reliable internet access	3.7%	
Comfort with Technology	Very comfortable	63.8%	461
	Somewhat comfortable	31.2%	
	Not at all comfortable	5.0%	
Needed to Be More Comfortable (open end – top 3)	Computer training	42.9%	14
	Mentoring for parent	14.3%	
	Teacher sent to my home	14.3%	
How Prepared to Facilitate Online Learning	Very prepared	33.8%	462
	Somewhat prepared	47.2%	
	Not at all prepared	19.0%	
Needed to Feel More Prepared (open end – top 3)	More time or availability to help	29.7%	74
	Assisting parent how to teach	20.3%	
	Organized system for online learning	13.5%	
Interest in Parent Training and Resources	Very interested	36.8%	462
	Somewhat interested	37.0%	
	Not at all interested	26.2%	
Most Helpful Training/Resources (open end – top 3)	Navigation of software/websites/apps students use	30.9%	223
	Any training that will help my child succeed - nonspecific	21.1%	
	Google classroom navigation	13.5%	

✓ Parents were asked to rate the helpfulness of ten learning resources. The most highly rated resources were more contact with teachers (78.7% rating this as very helpful), lending mobile technology (77.8% very helpful), providing resources for students with disabilities (71.7%), sharing examples of resources to help parents (68.6%), technical assistance to help families get set up for online learning (66.7%), tips on how to structure their child's day (62.4%), and more contact with school counselors (62.3%).

✓ Just about half of parents said more instruction that does not rely on the internet would be very helpful (50.4%), while slightly fewer indicated it would be very helpful for meals that can be picked up at school (48.3%) and meals that can be picked up at other locations (42.9%).

✓ When asked what the district could do to better support their child's social, emotional and mental health needs when school resumes in the fall, just under a third of parents cited updates on preventative measures and enforcement (30.0%). About one in five said counselor availability (19.2%) and more than one in ten (12.9%) said teachers being available and sympathetic to students.

Summary Table: Perspectives on Next Year – Learning Resources			
		%	Responses
Helpfulness of Resources *(% very helpful)*	More contact with your child's teachers	78.7%	460
	Lending mobile technology such as Chromebooks	77.8%	459
	Providing resources to help students with disabilities	71.7%	459
	Sharing examples of resources to help parents	68.6%	459
	Providing tech assistance to help families get set up	66.7%	459
	Sharing tips for parents on how to structure their child's day	62.4%	458
	More contact with school counselors	62.3%	459
	More instruction that does not rely on the internet	50.4%	458
	Providing meals that you can pick up at your child's school	48.3%	458
	Providing meals that can be picked up at other locations	42.9%	459
How GHCS Could Better Support Needs *(open end – top 3)*	Update on preventative measures enforcement	30.0%	240
	Counselor availability	19.2%	
	Teachers being available and sympathetic to students	12.9%	

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Survey Results

OVERALL PROBLEMS AND CONCERNS

Worried about Most				
	First Response	**% First Response**	**All Responses**	**% Answering Respondents**
Virus contraction in my family	143	33.1%	161	37.3%
Children's learning compromised during online learning	112	25.9%	138	31.9%
Prevention measures practiced and enforced	89	20.6%	124	28.7%
Child attending if school opens in fall	29	6.7%	34	7.9%
Ability to manage my child's learning	19	4.4%	32	7.4%
Children not socializing with peers	10	2.3%	19	4.4%
Lack of normalcy	12	2.8%	16	3.7%
Missing social aspect of learning	3	0.7%	10	2.3%
Child's emotional health	4	0.9%	8	1.9%
My child with IEP not receiving services	3	0.7%	6	1.4%
Providing basic needs for family	2	0.5%	6	1.4%
No communication between teacher and child	2	0.5%	3	0.7%
No childcare while I work	2	0.5%	2	0.5%
Teachers' input about situation	2	0.5%	2	0.5%
TOTAL	**432**	**(n=432)**	**561**	**(n=432)**

Overall, what are you most worried about as a parent during the coronavirus pandemic?

| Biggest Concern about No School				
	First Response	**% of First Response**	**All Responses**	**% Answering Respondents**
No socializing with peers	84	20.2%	119	28.7%
Falling behind academically	86	20.7%	99	23.9%
Lacking instructional time with teacher	59	14.2%	88	21.2%
Less or no learning with online work	62	14.9%	70	16.9%
Lacking focus and motivation with online work	46	11.1%	60	14.5%
Social aspect in learning	24	5.8%	57	13.7%
Ability to manage my child's learning	17	4.1%	33	8.0%
No hands-on learning	13	3.1%	20	4.8%
My child with IEP not receiving services	11	2.7%	17	4.1%
Emotional health	3	0.7%	11	2.7%
Need extracurricular activities	1	0.2%	9	2.2%
Safety precautions enforced at school	6	1.4%	9	2.2%
Child attending if school opens in fall	3	0.7%	6	1.4%
Poor online set-up by teacher	0	0.0%	1	0.2%
TOTAL	**415**	**(n=415)**	**599**	**(n=415)**

What is your biggest concern about your child not physically being in school as a result of the coronavirus pandemic?

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Level of Concern

How concerned are you about each of the following as a result of any disruptions caused by the coronavirus pandemic?

Category	Very concerned	Somewhat concerned	Not that concerned	Not at all concerned
Ensuring your child does not fall behind academically	69%	15%	7%	8%
Ensuring that your child is on track to graduate	65%	16%	9%	9%
Your child missing instruction time	60%	27%	9%	4%
Ensuring your child feels safe and emotionally at ease	45%	23%	12%	20%
Your child feeling bored or under stimulated while at home	44%	31%	15%	11%
The cancellation of after-school/other activities	29%	35%	18%	18%

■ Very concerned ■ Somewhat concerned ■ Not that concerned ■ Not at all concerned

Level of Concern by school (% very concerned)		Ensuring child doesn't fall behind	Ensuring child is on track to graduate	Your child missing instruction time
All Respondents		69.3%	65.4%	60.1%
School	**Category**			
Elementary School	Elmwood	74.7%	N/A	64.0%
	Maple Leaf	73.0%	N/A	61.8%
	William Foster	65.0%	N/A	61.7%
School Type	Elementary School	70.3%	N/A	62.0%
	Middle School	71.0%	63.4%[1]	63.7%
	High School	71.6%	67.9%	62.7%

How concerned are you about each of the following as a result of any disruptions caused by the coronavirus pandemic?
[1]Includes parents of 8th graders who were asked this question in addition to parents of high school students

| Level of Concern by school (% very concerned)		Ensuring child feels safe	Child feeling bored	Cancellation of activities
All Respondents		44.9%	43.5%	29.0%
School	**Category**			
Elementary School	Elmwood	45.9%	42.7%	26.7%
	Maple Leaf	43.8%	46.1%	28.1%
	William Foster	41.7%	41.7%	26.7%
School Type	Elementary School	42.9%	43.8%	27.9%
	Middle School	46.4%	46.7%	29.0%
	High School	49.7%	44.4%	34.9%

How concerned are you about each of the following as a result of any disruptions caused by the coronavirus pandemic?

FEEDBACK ON THIS YEAR

Rating of Online Learning Experience

How would you rate your experience with online learning during the coronavirus pandemic?

	Excellent	Good	Fair	Poor	Very poor
	16%	31%	36%	13%	4%
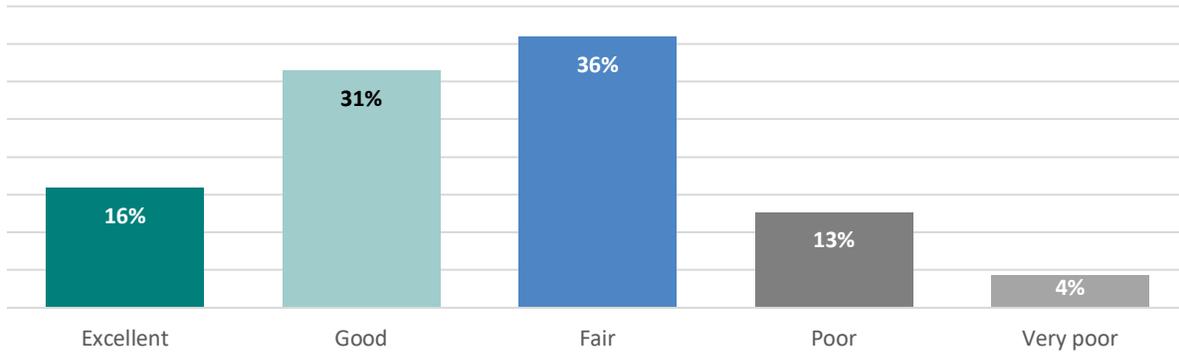
Rating of Online Learning Experience by school		Excellent	Good	Fair	Poor/Very poor
All Respondents		15.8%	31.4%	35.9%	16.9%
School	**Category**				
Elementary School	Elmwood	12.0%	24.0%	45.3%	18.7%
	Maple Leaf	12.4%	38.2%	37.1%	12.4%
	William Foster	16.7%	33.3%	31.7%	18.3%
School Type	Elementary School	14.5%	31.9%	37.7%	15.9%
	Middle School	15.4%	31.4%	31.4%	21.9%
	High School	16.0%	30.2%	38.5%	15.4%

How would you rate your experience with online learning during the coronavirus pandemic?

Reason for Poor Rating of Online Learning	First Response	% of First Response	All Responses	% Answering Respondents
Difficulty managing child's learning	13	17.6%	28	37.8%
Difficulty staying focused	13	17.6%	16	21.6%
Work not engaging	8	10.8%	13	17.6%
No online teacher instruction	8	10.8%	13	17.6%
Child could not work independently	6	8.1%	12	16.2%
Difficulty with computer navigation	7	9.5%	9	12.2%
No time since working	4	5.4%	7	9.5%
Missing social aspect of learning	6	8.1%	7	9.5%
Inaccessibility of teachers	5	6.8%	5	6.8%
Disorganized	3	4.1%	3	4.1%
No student connections online	0	0.0%	3	4.1%
No student questions answered for clarification	1	1.4%	2	2.7%
Child's emotional health	0	0.0%	1	1.4%
TOTAL	**74**	**(n=74)**	**119**	**(n=74)**

Why is that?

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Agreement with Statements

How much do you agree or disagree with the following statements?

Statement	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel supported by the school district	30%	45%	19%	4%	2%
I find the amount of resources being shared online to be helpful	17%	49%	25%	9%	1%
I found it easy to manage my child's online learning	12%	33%	19%	27%	9%
I find the amt of resources shared online to be overwhelming	8%	24%	25%	34%	9%
My child's online learning required too much from parents	10%	19%	28%	32%	11%
My child has a disability/needs accommodations for OL	11%	16%	14%	29%	30%
My child is too young to participate in OL on their own	10%	16%	18%	33%	23%
My child's online learning required too much from students	5%	18%	25%	39%	12%
This OL experience has made me consider homeschooling	9%	14%	16%	30%	30%
My child's online learning was not challenging enough	5%	12%	29%	41%	14%

■ Strongly agree ■ Agree ■ Neither ■ Disagree ■ Strongly disagree

Agreement with Statements by school (% agree)

School	Category	Feel supported	Resources helpful	Easy to manage	Resources overwhelming	Too much from parents
All Respondents		74.7%	65.2%	45.1%	31.8%	28.5%
Elementary School	Elmwood	76.0%	73.3%	36.0%	38.7%	44.6%*
	Maple Leaf	85.4%*	70.8%	48.3%	31.5%	34.8%
	William Foster	77.5%	62.5%	45.8%	36.7%	32.2%
School Type	Elementary School	79.7%*	67.4%	43.8%	34.1%	35.9%*
	Middle School	75.7%	65.7%	39.1%	32.5%	28.0%
	High School	71.6%	63.3%	47.0%	29.6%	20.7%

How much do you agree or disagree with the following statements?

Agreement with Statements by school (% agree)

School	Category	Needs accommodations	Child too young	Too much from students	Consider homeschool	Not challenging enough
All Respondents		26.8%	26.2%	23.6%	23.6%	16.7%
Elementary School	Elmwood	28.0%	45.3%*	25.3%	28.0%	18.7%
	Maple Leaf	24.7%	37.1%*	20.2%	19.1%	20.2%
	William Foster	30.8%	35.8%*	26.7%	28.3%	14.2%
School Type	Elementary School	26.8%	38.0%*	23.9%	25.7%	17.8%
	Middle School	30.2%	20.2%	28.4%	18.3%	13.0%
	High School	30.2%	16.6%*	24.3%	23.1%	16.0%

How much do you agree or disagree with the following statements?

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Most Reponsible for Managing/Helping Child with Online Learning

Who is most responsible for managing or helping your child with their online learning?

Category	Percent
Mom	68%
Mom and Dad equally	17%
Dad	4%
Grandparent	4%
Sibling	3%
Babysitter	0%
Other	4%
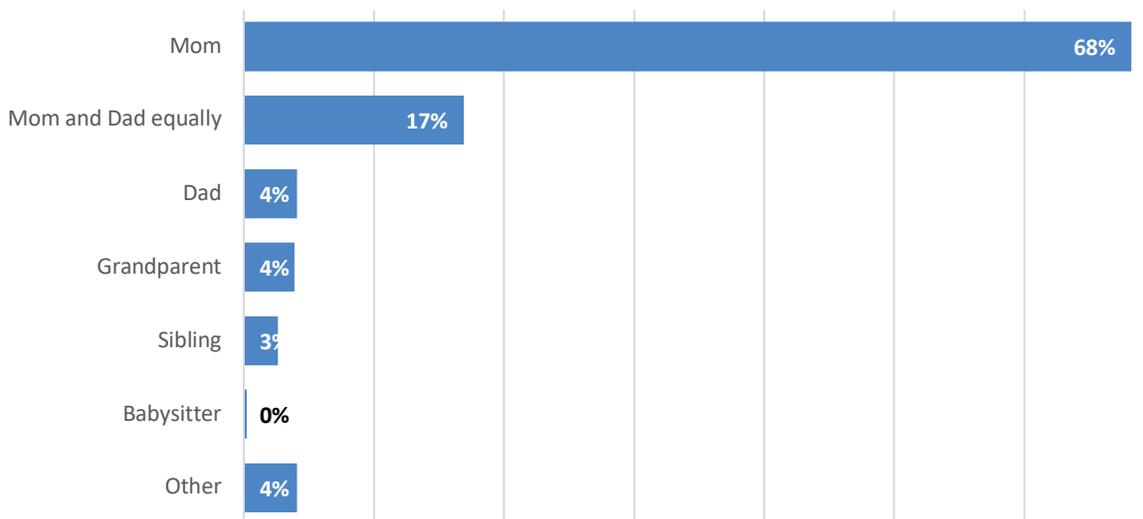
Most Responsible for Managing/Helping Child with Online Learning by school (% agree)		Mom	Mom & Dad	Dad	Others
All Respondents		68.2%	16.9%	4.1%	10.8%
School	**Category**				
Elementary School	Elmwood	65.3%	18.7%	4.0%	12.0%
	Maple Leaf	69.7%	21.3%	2.2%	6.7%
	William Foster	75.0%	12.5%	5.0%	7.5%
School Type	Elementary School	71.4%	16.7%	3.6%	8.3%
	Middle School	66.9%	17.2%	4.1%	11.8%
	High School	63.9%	18.3%	4.1%	13.6%

Who is most responsible for managing or helping your child with their online learning?

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Amount of Additional Instruction Provided by Adult

How much additional instruction or resources, if any, are you or another adult in your household providing to your children beyond what is being provided by the school?
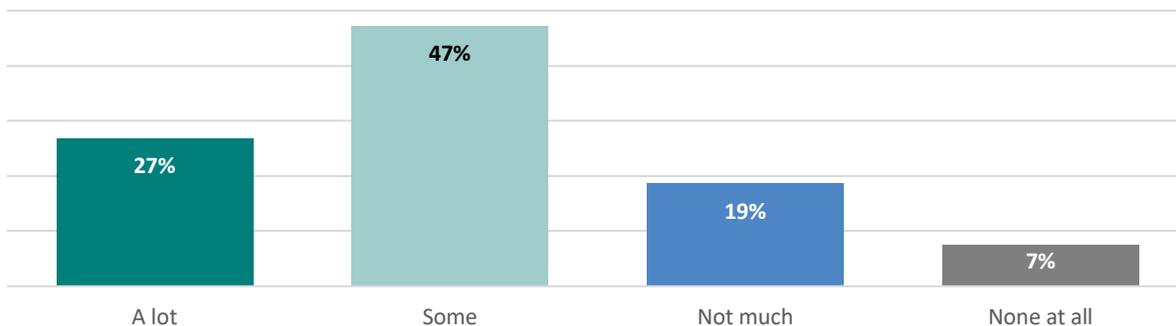
Amount of Additional Instruction Provided by Adult by school		A lot	Some	Not much	None at all
All Respondents		26.8%	47.2%	18.6%	7.4%
School	**Category**				
Elementary School	Elmwood*	38.7%	48.0%	12.0%	1.3%
	Maple Leaf	31.5%	48.3%	13.5%	6.7%
	William Foster	28.3%	47.5%	15.0%	9.2%
School Type	Elementary School*	32.2%	47.1%	14.1%	6.5%
	Middle School*	29.0%	40.2%	25.4%	5.3%
	High School*	19.5%	47.3%	21.9%	11.2%

How much additional instruction or resources, if any, are you or another adult in your household providing to your children beyond what is being provided by the school?

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What about Child's Online Learning Works Well

	First Response	% of First Response	All Responses	% Answering Respondents
Accessibility of teachers	75	21.4%	84	24.0%
Timetable of assignments and due dates with flexibility	48	13.7%	56	16.0%
Zoom meetings with teachers	45	12.9%	54	15.4%
Organized relevant assignments	31	8.9%	36	10.3%
Videos, games, slides to enhance lessons	28	8.0%	34	9.7%
Motivating	20	5.7%	23	6.6%
Consistent posting of lesson plans - daily or weekly	15	4.3%	21	6.0%
Google classroom	18	5.1%	20	5.7%
Child could work independently	20	5.7%	20	5.7%
Parents involvement as needed	10	2.9%	18	5.1%
Positive experience - nonspecific	15	4.3%	15	4.3%
Technology in good working order provided	11	3.1%	13	3.7%
Computer skills improved	7	2.0%	7	2.0%
One or few websites to access	3	0.9%	4	1.1%
Child with IEP received services	1	0.3%	3	0.9%
Prior training of at-home learning for parents	3	0.9%	3	0.9%
Communication from principal	0	0.0%	1	0.3%
TOTAL	**350**	**(n=350)**	**412**	**(n=350)**

What about your child's online learning did you think worked well?

How Could GHCS Improve Online Learning

	First Response	% of First Response	All Responses	% Answering Respondents
Virtual interactive classroom	59	17.7%	64	19.2%
Organized reasonable relevant assignments	40	12.0%	46	13.8%
More zoom meetings with teachers	27	8.1%	42	12.6%
Videos of teachers teaching lesson	26	7.8%	41	12.3%
Satisfactory - nonspecific	31	9.3%	32	9.6%
User-friendly for websites, logging in, directions	26	7.8%	27	8.1%
Timetable of assignments, grades with flexibility	20	6.0%	25	7.5%
Shared expectancy of parents, students, teachers, district	21	6.3%	22	6.6%
Accessibility of teachers	16	4.8%	18	5.4%
Teacher and parent video conferencing	15	4.5%	18	5.4%
Prior training of at-home learning for parent	12	3.6%	13	3.9%
Open schools for 2020-2021	12	3.6%	12	3.6%
Technology provided for students by district	8	2.4%	10	3.0%
Services provided for students with IEP	6	1.8%	8	2.4%
Videos, games, slides to enhance learning	3	0.9%	6	1.8%
Teacher computer skills	4	1.2%	5	1.5%
Balance virtual classroom with at-home learning	4	1.2%	5	1.5%
Non tech materials preferred over tech	2	0.6%	3	0.9%
Parent choice of type of schooling 2020-2021	2	0.6%	2	0.6%
TOTAL	**334**	**(n=334)**	**399**	**(n=334)**

How could Garfield Heights improve your child's online learning experience?

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PERSPECTIVES ON NEXT YEAR

Ratings of Options for Next Year

Thinking about the next school year, there are several possible options for what school COULD look like when classes resume in the fall. Please rate each of the following options for the school to consider...

Option	Excellent	Good	Fair	Poor	Very poor
Mixed approach for all grades with alternating days	19%	28%	31%	12%	11%
In-school learning based on reading proficiency	13%	27%	33%	19%	9%
Completely reopen with social distancing	16%	22%	25%	20%	17%
All learning being done online from home	11%	20%	23%	27%	19%
Completely reopen schools as they were before	10%	13%	18%	27%	33%
K-5 returning to school while 6-12 continue OL	6%	16%	24%	37%	18%

■ Excellent ■ Good ■ Fair ■ Poor ■ Very poor
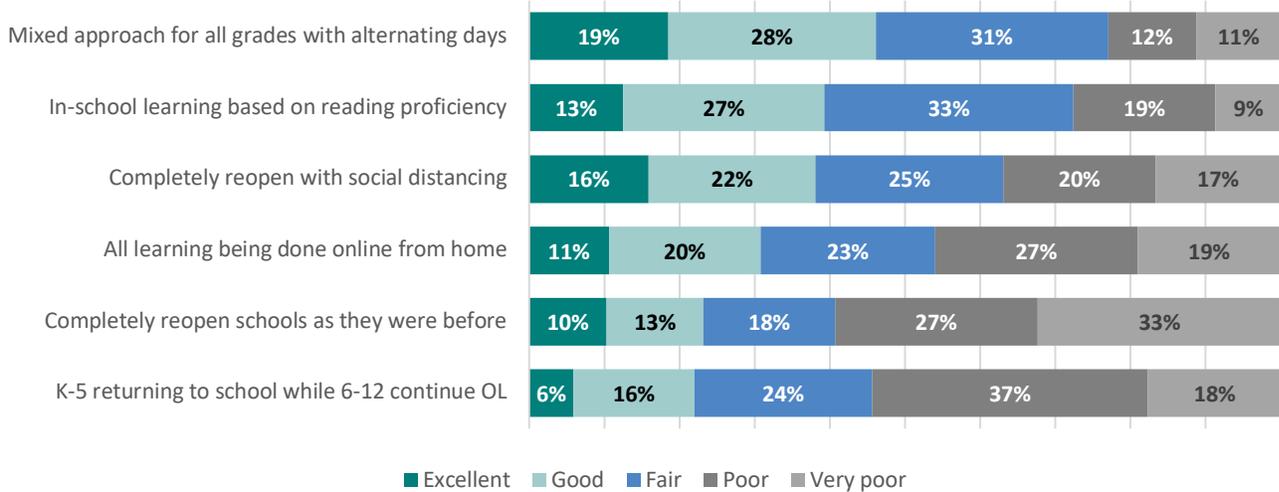
Ratings of Options for Next Year by school (% positive)		Mixed approach w/ alternating days	Based on reading proficiency	Complete reopen with distancing
All Respondents		46.1%	39.3%	38.0%
School	**Category**			
Elementary School	Elmwood	48.0%	40.0%	36.0%
	Maple Leaf	44.3%	43.2%	49.4%*
	William Foster	39.2%	41.5%	34.2%
School Type	Elementary School	43.6%	41.4%	39.5%
	Middle School	48.5%	35.7%	33.7%
	High School	50.0%	38.6%	35.9%

Thinking about the next school year, there are several possible options for what school COULD look like when classes resume in the fall. Please rate each of the following options for the school to consider...

Ratings of Options for Next Year by school (% positive)		All learning done online	Complete reopen as before	K-5 return, 6-12 continue online
All Respondents		30.8%	23.1%	21.9%
School	**Category**			
Elementary School	Elmwood	36.0%	21.6%	17.3%
	Maple Leaf	22.5%	28.1%	24.7%
	William Foster	28.3%	26.1%	23.3%
School Type	Elementary School	29.0%	25.2%	21.7%
	Middle School	32.5%	19.0%	17.8%
	High School	36.3%	22.9%	23.8%

Thinking about the next school year, there are several possible options for what school COULD look like when classes resume in the fall. Please rate each of the following options for the school to consider...

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Will Send Child if District Reopens

If your school district reopens in the Fall, will you send your child?

Yes	No	Not sure
44%	11%	45%
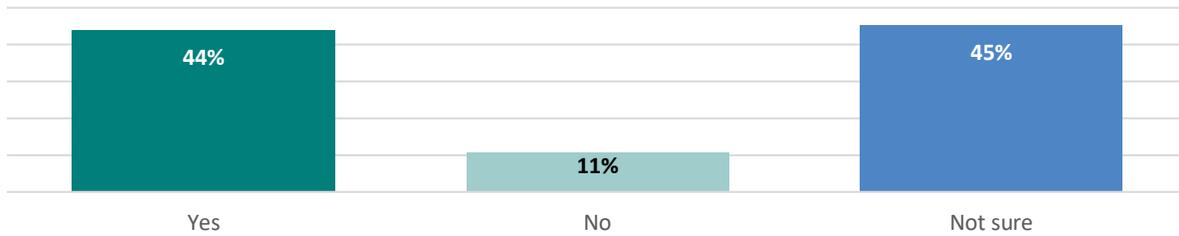
Will Send Child if District Reopens by school		Yes	No	Not sure
All Respondents		43.9%	10.8%	45.2%
School	**Category**			
Elementary School	Elmwood	36.0%	14.7%	49.3%
	Maple Leaf	47.2%	6.7%	46.1%
	William Foster	40.8%	9.2%	50.0%
School Type	Elementary School	41.3%	9.8%	48.9%
	Middle School	43.2%	13.0%	43.8%
	High School	43.8%	14.2%	42.0%

If your school district reopens in the Fall, will you send your child?

Reason for Not Sending Child	First Response	% of First Response	All Responses	% Answering Respondents
Fear virus contraction	20	42.6%	21	44.7%
Preventative measures difficult to enforce	19	40.4%	21	44.7%
Child has underlying health condition	3	6.4%	4	8.5%
Will homeschool	3	6.4%	3	6.4%
May expose elderly relatives	2	4.3%	3	6.4%
TOTAL	**47**	**(n=47)**	**52**	**(n=47)**

Why is that?

Reason for Being Unsure about Sending Child	First Response	% of First Response	All Responses	% Answering Respondents
Safety and sanitation measures in place	74	38.3%	92	47.7%
Status and facts about virus as school year approaches	83	43.0%	90	46.6%
School district's plan for 2020-2021	13	6.7%	17	8.8%
Vaccination	11	5.7%	13	6.7%
Status of online learning in the district	4	2.1%	6	3.1%
Testing for staff and students in place	1	0.5%	6	3.1%
Will gather information about home schooling	4	2.1%	5	2.6%
Recommendations of experts	1	0.5%	3	1.6%
Child has underlying health condition	1	0.5%	1	0.5%
Child with IEP will receive services	1	0.5%	1	0.5%
TOTAL	**193**	**(n=193)**	**234**	**(n=193)**

Why is that?

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Comfort with Child Being Transported on Buses w/ Distancing

How comfortable would you be with your child being transported on school buses if the state's social distancing requirements are met?


	Very comfortable	Somewhat comfortable	Not at all comfortable
	20%	33%	46%
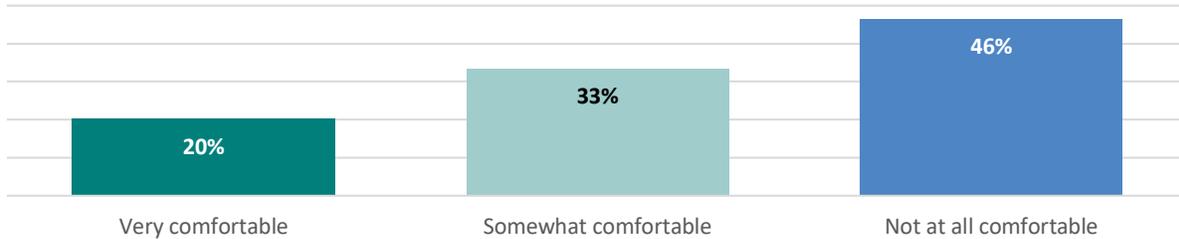
Comfort with Child Being Transported on Buses with Distancing by school		Very	Somewhat	Not at all
All Respondents		20.2%	33.4%	46.4%
School	**Category**			
Elementary School	Elmwood	22.7%	32.0%	45.3%
	Maple Leaf	23.6%	37.1%	39.3%
	William Foster	21.7%	34.2%	44.2%
School Type	Elementary School	22.5%	34.4%	43.1%
	Middle School	16.6%	36.1%	47.3%
	High School	18.5%	32.1%	49.4%

How comfortable would you be with your child being transported on school buses if the state's social distancing requirements are met?

How More Likely for Child to Get to School

Are you more likely to have your child ride the bus to school in the fall or more likely to drive them to school, or are you unsure?

Drive them	62%
Bus	12%
Child drives self	3%
Unsure	15%
Other	8%
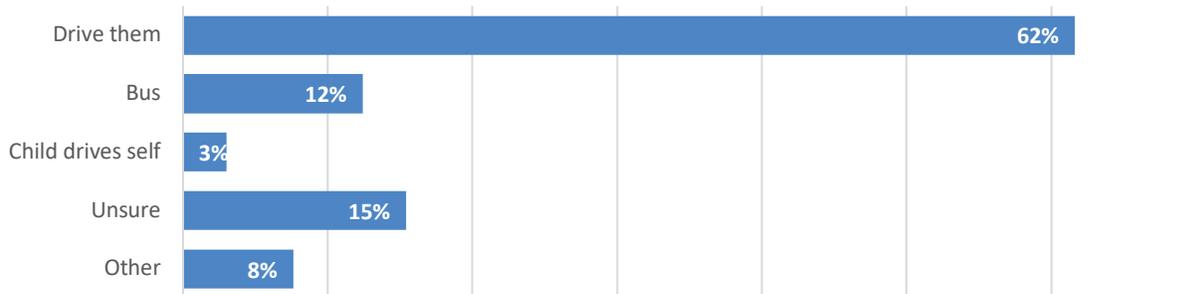
How More Likely for Child to Get to School by school		Drive them	Bus	Drives self	Unsure	Other
All Respondents		61.6%	12.4%	3.0%	15.4%	7.6%
School	**Category**					
Elementary School	Elmwood	69.3%	8.0%	N/A	13.3%	8.0%
	Maple Leaf	62.9%	16.9%	N/A	11.2%	6.7%
	William Foster	63.3%	13.3%	N/A	17.5%	4.2%
School Type	Elementary School	64.1%	13.0%	N/A	14.9%	6.2%
	Middle School	56.2%	15.4%	N/A	19.5%	7.7%
	High School	57.7%	11.3%	4.8%	17.3%	8.9%

Are you more likely to have your child ride the bus to school in the fall or more likely to drive them to school, or are you unsure?

2020 Parent Survey
www.CMOResearch.com

Comfort with Sending Child if Masks are Mandated

How comfortable would you be sending your child to school in the fall if masks are mandated by the health department?

Very comfortable	Somewhat comfortable	Not at all comfortable
20%	48%	32%
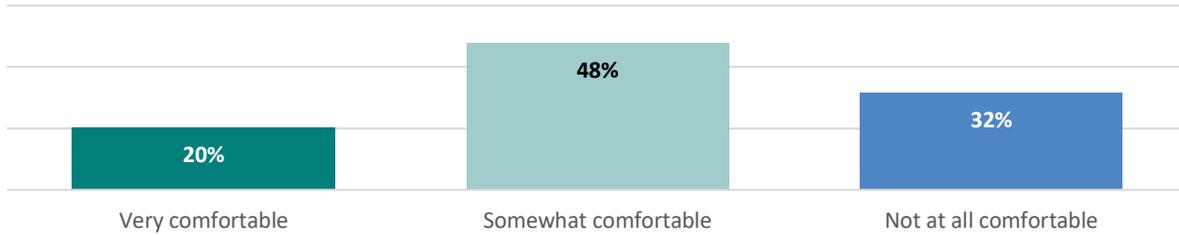
Comfort with Sending Child if Masks are Mandated by school		Very	Somewhat	Not at all
All Respondents		20.4%	47.9%	31.7%
School	**Category**			
Elementary School	Elmwood	21.3%	37.3%	41.3%
	Maple Leaf	24.7%	50.6%	24.7%
	William Foster	15.8%	46.7%	37.5%
School Type	Elementary School	20.3%	45.7%	34.1%
	Middle School	20.7%	48.5%	30.8%
	High School	22.6%	49.4%	28.0%

How comfortable would you be sending your child to school in the fall if masks are mandated by the health department?

Comfort with Child Participating in Activities

How comfortable would you be with your child participating in athletics or co-curricular activities like band or clubs?

Very comfortable	Somewhat comfortable	Not at all comfortable
22%	44%	35%
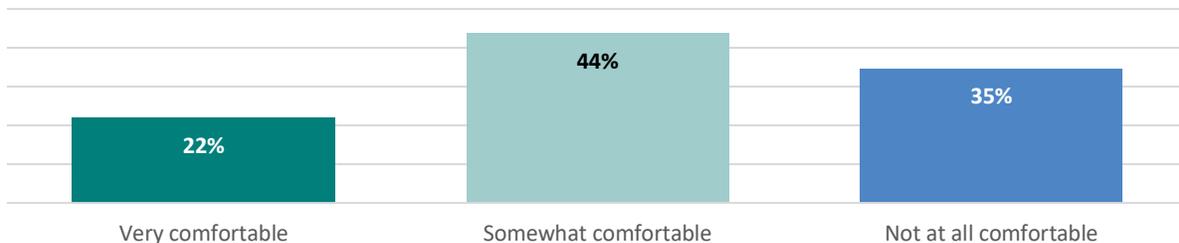
Comfort with Child Participating in Activities by school		Very	Somewhat	Not at all
All Respondents		21.9%	43.6%	34.5%
School	**Category**			
Elementary School	Elmwood	18.7%	50.7%	30.7%
	Maple Leaf	30.3%	43.8%	25.8%
	William Foster	16.7%	45.8%	37.5%
School Type	Elementary School	21.4%	46.4%	32.2%
	Middle School	21.9%	41.4%	36.7%
	High School	23.8%	41.7%	34.5%

How comfortable would you be with your child participating in athletics or co-curricular activities like band or clubs?

2020 Parent Survey
www.CMOResearch.com

Interest in Meals for Online Learning Days

How interested would you be in Meals being provided on days your child has online learning and is not at a school?

42%		
	30%	
		28%
Very comfortable	Somewhat comfortable	Not at all comfortable
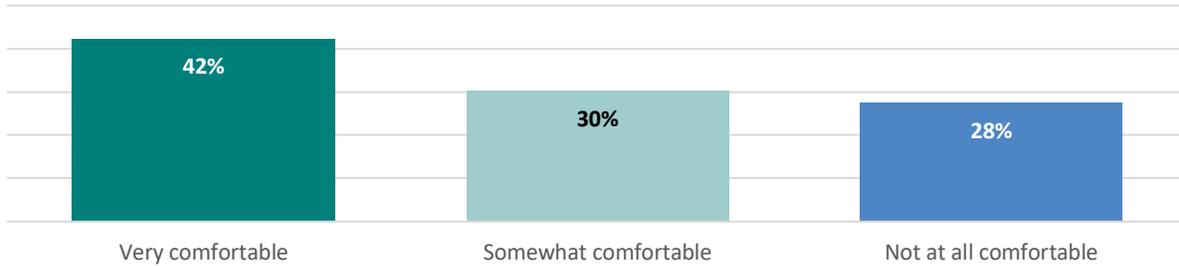
Interest in Meals for Online Learning Days by school		**Very**	**Somewhat**	**Not at all**
All Respondents		42.3%	30.2%	27.5%
School	**Category**			
Elementary School	Elmwood	42.7%	36.0%	21.3%
	Maple Leaf	50.6%	29.2%	20.2%
	William Foster	45.0%	29.2%	25.8%
School Type	Elementary School	46.0%	31.2%	22.8%
	Middle School	47.3%	30.2%	22.5%
	High School	39.3%	29.2%	31.5%

How interested would you be in Meals being provided on days your child has online learning and is not at a school?

Internet Access

Do you have reliable internet access at home for your child's online learning? Do you have access to the internet someplace other than home that can be used for your child's online learning?

94%		
	3%	**4%**
Have at home	Have elsewhere	No access
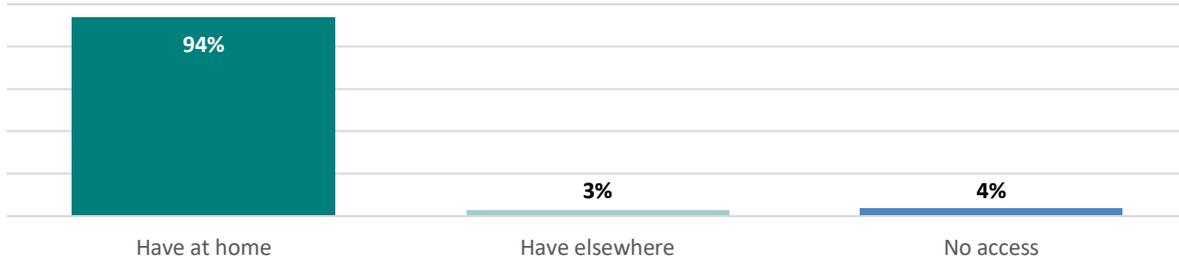
Internet Access by school		**Have at home**	**Have elsewhere**	**No access**
All Respondents		93.7%	2.6%	3.7%
School	**Category**			
Elementary School	Elmwood	94.7%	1.3%	4.0%
	Maple Leaf	92.1%	3.4%	4.5%
	William Foster	92.5%	4.2%	3.3%
School Type	Elementary School	93.5%	2.9%	3.6%
	Middle School	93.5%	2.4%	4.1%
	High School	92.9%	4.1%	3.0%

Do you have reliable internet access at home for your child's online learning? Do you have access to the internet someplace other than home that can be used for your child's online learning?

2020 Parent Survey
www.CMOResearch.com

Comfort with Technology

How comfortable are you using technology such as websites, software and apps to support your child's online learning at home?

Very comfortable	Somewhat comfortable	Not at all comfortable
64%	31%	5%
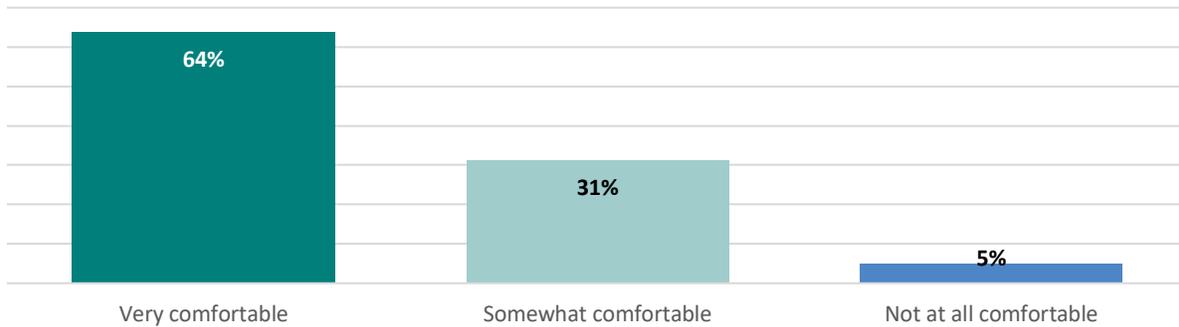
Comfort with Technology by school		Very	Somewhat	Not at all
All Respondents		63.8%	31.2%	5.0%
School	**Category**			
Elementary School	Elmwood	60.0%	34.7%	5.3%
	Maple Leaf	61.8%	34.8%	3.4%
	William Foster	69.2%	29.2%	1.7%
School Type	Elementary School	64.9%	31.9%	3.3%
	Middle School	62.7%	32.5%	4.7%
	High School	63.7%	29.2%	7.1%

How comfortable are you using technology such as websites, software and apps to support your child's online learning at home?

Needed to Be More Comfortable	N	%
Computer training	6	42.9%
Mentoring for parent	2	14.3%
Teacher sent to my home	2	14.3%
Eliminate schoolwork at home	1	7.1%
Safety precautions enforced	1	7.1%
Want child to attend school	1	7.1%
Hands-on learning	1	7.1%
TOTAL	**14**	**(n=14)**

What would you need in order to feel more comfortable?

2020 Parent Survey
www.CMOResearch.com

How Prepared to Facilitate Online Learning

How prepared do you feel to facilitate online learning?

| | Very prepared | Somewhat prepared | Not at all prepared |
| 34% | 47% | 19% |
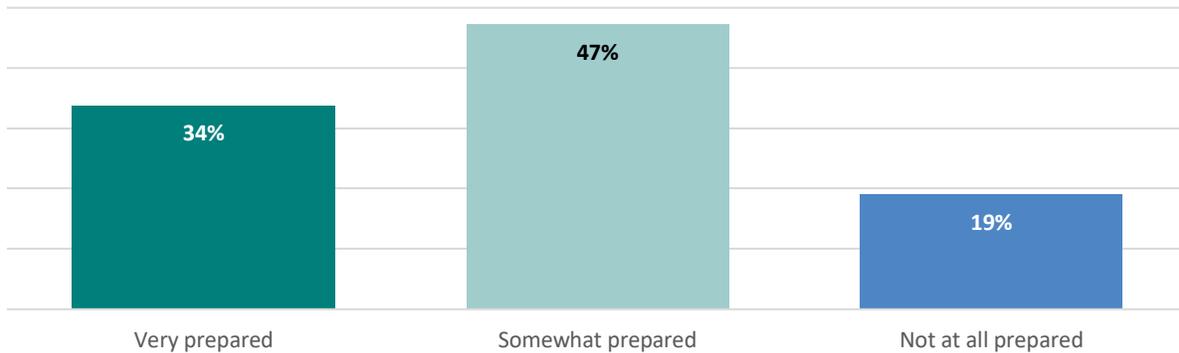
How Prepared to Facilitate Online Learning by school		Very	Somewhat	Not at all
All Respondents		33.8%	47.2%	19.0%
School	**Category**			
Elementary School	Elmwood	29.3%	54.7%	16.0%
	Maple Leaf	28.1%	52.8%	19.1%
	William Foster	34.2%	51.7%	14.2%
School Type	Elementary School	30.8%	53.3%	15.9%
	Middle School	35.5%	41.4%	23.1%
	High School	39.1%	40.8%	20.1%

How prepared do you feel to facilitate online learning?

Needed to Feel More Prepared	First Response	% of First Response	All Responses	% Answering Respondents
More time or availability to help	19	25.7%	22	29.7%
Assisting parent how to teach	15	20.3%	15	20.3%
Organized system for online learning	9	12.2%	10	13.5%
Want my child to attend school	7	9.5%	7	9.5%
Computer provided by district	4	5.4%	6	8.1%
Tutor for child	2	2.7%	4	5.4%
Teacher tutorials online	2	2.7%	4	5.4%
Computer training	4	5.4%	4	5.4%
Virtual classrooms with teacher/student interaction	3	4.1%	4	5.4%
A teacher in my home	4	5.4%	4	5.4%
More materials to teach	1	1.4%	4	5.4%
Internet connection	2	2.7%	3	4.1%
Teacher and parent communication	0	0.0%	3	4.1%
More support - nonspecific	2	2.7%	2	2.7%
TOTAL	**74**	**(n=74)**	**92**	**(n=74)**

What would you need in order to feel more prepared?

2020 Parent Survey
www.CMOResearch.com

Interest in Parent Training and Resources

How interested would you be in parent training and resources on technology?

	Very interested	Somewhat interested	Not at all interested
	37%	37%	26%
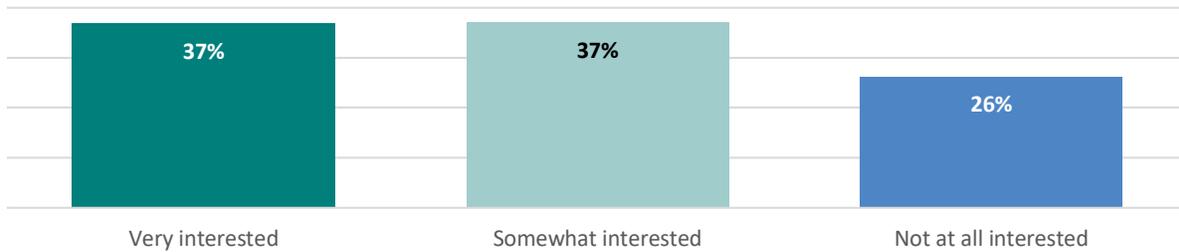
Interest in Parent Training and Resources by school		Very	Somewhat	Not at all
All Respondents		36.8%	37.0%	26.2%
School	**Category**			
Elementary School	Elmwood*	50.7%	25.3%	24.0%
	Maple Leaf	41.6%	39.3%	19.1%
	William Foster	34.2%	40.0%	25.8%
School Type	Elementary School	40.6%	35.9%	23.6%
	Middle School	36.1%	40.8%	23.1%
	High School	34.3%	38.5%	27.2%

How interested would you be in parent training and resources on technology?

Most Helpful Training/Resources	First Response	% of First Response	All Responses	% Answering Respondents
Navigation of software/websites/apps students use	47	21.1%	69	30.9%
Any training that will help my child succeed - nonspecific	47	21.1%	47	21.1%
Google classroom navigation	28	12.6%	30	13.5%
Examples of effective teaching skills	19	8.5%	26	11.7%
Teacher expectation of acceptable completed work	20	9.0%	23	10.3%
Basic computer skills	18	8.1%	19	8.5%
Materials needed at a particular grade level	8	3.6%	9	4.0%
Curriculum overview	7	3.1%	9	4.0%
Video conferencing	6	2.7%	6	2.7%
Time management	6	2.7%	6	2.7%
Uploading assignments	3	1.3%	4	1.8%
Making masks	2	0.9%	4	1.8%
Reading and Writing	2	0.9%	3	1.3%
Computer or Chromebook provided by district	3	1.3%	3	1.3%
Resources to use with child on IEP	2	0.9%	3	1.3%
Overview of system used in online learning	3	1.3%	3	1.3%
Internet access	1	0.4%	2	0.9%
Emotional health/Working full time	1	0.4%	2	0.9%
IT support	0	0.0%	1	0.4%
TOTAL	**223**	**(n=223)**	**269**	**(n=223)**

What training or resources do you think would be most helpful?

2020 Parent Survey
www.CMOResearch.com

Helpfulness of Resources

If online learning is continued into next school year, how helpful would each of the following be for you and your child?

Resource	Very helpful	Somewhat helpful	Not at all helpful
More contact with your child's teachers	79%	18%	3%
Lending mobile technology such as Chromebooks	78%	13%	9%
Providing resources to help students with disabilities	72%	17%	12%
Sharing examples of resources to help parents	69%	25%	7%
Providing tech assistance to help families get set up for OL	67%	24%	9%
Sharing tips for parents on how to structure their child's day	62%	27%	11%
More contact with school counselors	62%	30%	7%
More instruction that does not rely on the internet	50%	34%	16%
Providing meals that you can pick up at your child's school	48%	30%	22%
Providing meals that can be picked up at other locations	43%	31%	26%

■ Very helpful   ■ Somewhat helpful   ■ Not at all helpful

Helpfulness of Resources by school (% very helpful)		Contact w/ teachers	Lending tech	Help students w/ disabilities	Examples of resources	Tech assistance
All Respondents		78.7%	77.8%	71.7%	68.6%	66.7%
School	**Category**					
Elementary School	Elmwood	77.3%	73.3%	74.7%	77.3%	68.0%
	Maple Leaf	77.3%	85.2%	72.7%	75.0%	68.2%
	William Foster	78.3%	83.3%	73.1%	67.5%	68.3%
School Type	Elementary School	77.5%	81.1%*	72.6%	72.0%	68.0%
	Middle School	84.0%	77.5%	71.6%	70.4%	69.2%
	High School	77.4%	76.6%	71.9%	64.7%	62.3%

If online learning is continued into next school year, how helpful would each of the following be for you and your child?

Helpfulness of Resources by school (% very helpful)		Tips on structure	Contact w/ counselors	Less reliance on internet	Meals picked up at school	Meals picked up elsewhere
All Respondents		62.4%	62.3%	50.4%	48.3%	42.9%
School	**Category**					
Elementary School	Elmwood	70.7%	66.7%	57.3%	52.0%	45.3%
	Maple Leaf	65.5%	54.5%	53.4%	51.1%	44.3%
	William Foster	66.7%	58.3%	50.0%	51.3%	45.0%
School Type	Elementary School	67.5%*	59.3%	52.4%	51.5%*	44.7%
	Middle School	66.3%	65.1%	55.0%	49.1%	45.6%
	High School	59.9%	67.1%	47.6%	50.9%	43.7%

If online learning is continued into next school year, how helpful would each of the following be for you and your child?

How GHCS Could Better Support Social, Emotional and Mental Health Needs				
	First Response	% of First Response	All Responses	% Answering Respondents
Update on preventative measures enforcement	53	22.1%	72	30.0%
Counselor availability	39	16.3%	46	19.2%
Teachers being available and sympathetic to students	22	9.2%	31	12.9%
Sense of normalcy for reassurance	21	8.8%	25	10.4%
Teacher communication with parent and/or child regularly	16	6.7%	23	9.6%
Online small gatherings for peers	15	6.3%	21	8.8%
Virtual classroom	17	7.1%	20	8.3%
Social interaction for my child	10	4.2%	15	6.3%
Open schools for 2020-2021	10	4.2%	10	4.2%
Engaging challenging hands-on assignments	5	2.1%	9	3.8%
Smaller class sizes	5	2.1%	7	2.9%
Extracurricular activities	6	2.5%	6	2.5%
More thorough with subject matter	4	1.7%	5	2.1%
Students can work independently	2	0.8%	4	1.7%
Open schools with limitations	3	1.3%	4	1.7%
Reasonable work load	3	1.3%	3	1.3%
Parent choice to attend school or online learning	1	0.4%	3	1.3%
Parent support group for parents	3	1.3%	3	1.3%
Streamlining the system	2	0.8%	2	0.8%
Assistance for children with IEPs	1	0.4%	2	0.8%
IT support	1	0.4%	2	0.8%
Provide before and after school care	1	0.4%	1	0.4%
TOTAL	240	(n=240)	314	(n=240)

What do you think Garfield Heights could do to better support your child's social, emotional and mental health needs when school resumes this fall?

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Communication

Use of District Website
Have you visited the district website in the past 2 months?

| Yes 73% | No 27% |

Information about District
Where do you currently get most of your information about Garfield Heights City Schools?

Category	Percentage
Email	73%
District website	44%
Social media sites	26%
District's newsletter	25%
Family, friends, or neighbors	21%
Mailings	15%
Word of mouth	14%
Local newspapers and ads	4%
Meeting or community forums	3%
Other	17%

Other responses primarily included phone calls/voicemail, teachers, and Class Dojo.
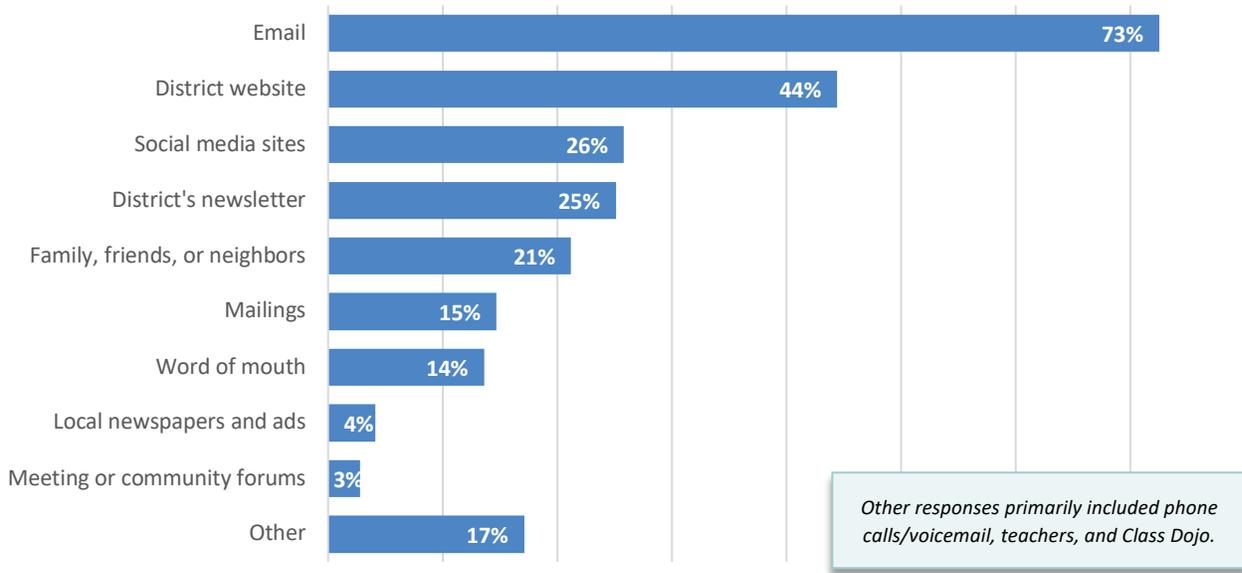
Use of Communication Methods
How often did you use the following in the past month?

Method	Very often	Somewhat often	Only a few times	Never
Text messaging	85%	14%	1%	
Email	78%	17%	5%	1%
Social media	56%	28%	10%	6%
Access videos	49%	26%	17%	9%

■ Very often ■ Somewhat often ■ Only a few times ■ Never

2020 Parent Survey
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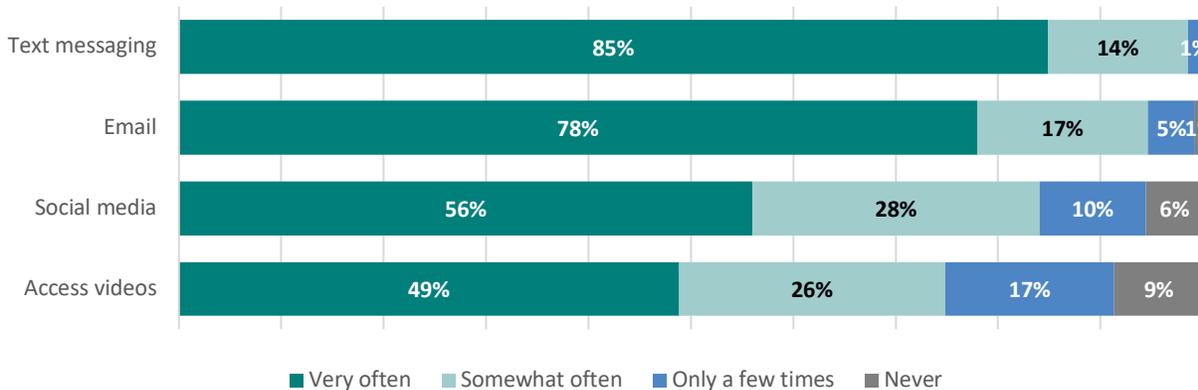
Respondent Demographics

Education Attainment
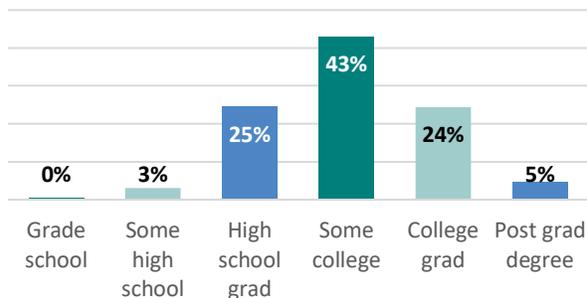
Education	N	%
Grade school	2	0.4%
Some high school	14	3.0%
High school grad	113	24.6%
Some college	198	43.0%
College grad	112	24.3%
Post graduate degree	21	4.6%
Total	**460**	**100.0%**

Marital Status

Marital Status	N	%
Single, never married	226	49.0%
Married	163	36.4%
Divorced	49	10.6%
Separated	22	4.8%
Widowed	1	0.2%
Total	**461**	**100.0%**
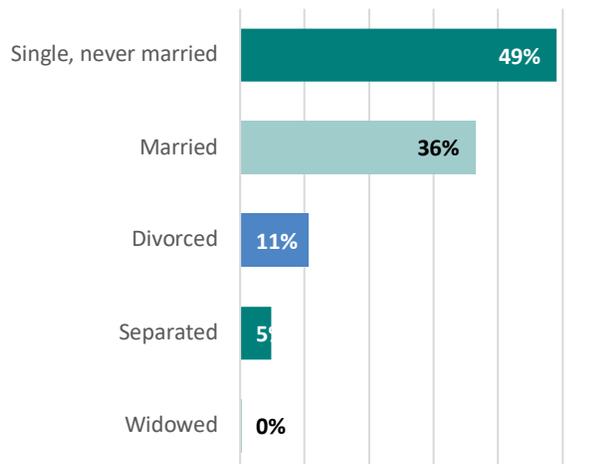
Respondent Gender
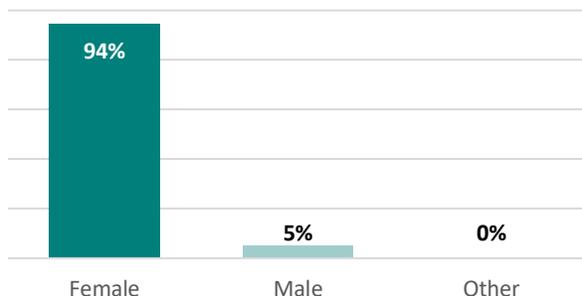
Respondent Gender	N	%
Female	435	94.4%
Male	24	5.2%
Other	2	0.4%
Total	**461**	**100.0%**

Employment Status
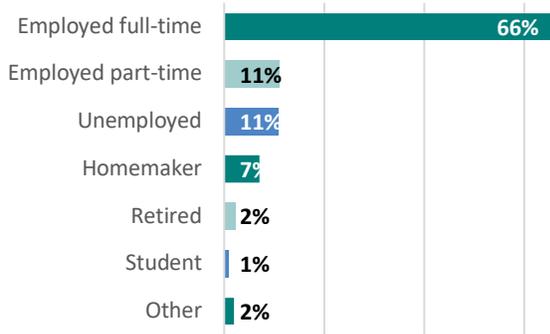
Employment Status	N	%
Employed full-time	304	66.1%
Employed part-time	51	11.1%
Unemployed	50	10.9%
Homemaker	32	7.0%
Retired	10	2.2%
Student	4	0.9%
Other	9	2.0%
Total	460	100.0%

Employed full-time 66%
Employed part-time 11%
Unemployed 11%
Homemaker 7%
Retired 2%
Student 1%
Other 2%

Impacts of COVID-19

Impacts of COVID-19	N	%
Pay cut/Fewer hours	202	43.7%
Job loss	159	34.4%
Working remotely	150	32.5%
Increased hours	118	25.5%
Total	462	100.0%

Pay cut/Fewer hours 44%
Job loss 34%
Working remotely 33%
Increased hours 26%

Schools Attended

Elmwood 16%
Maple Leaf 19%
William Foster 26%
Elementary 60%
Middle 37%
High 37%
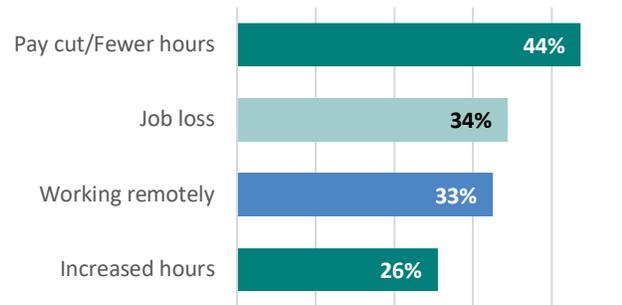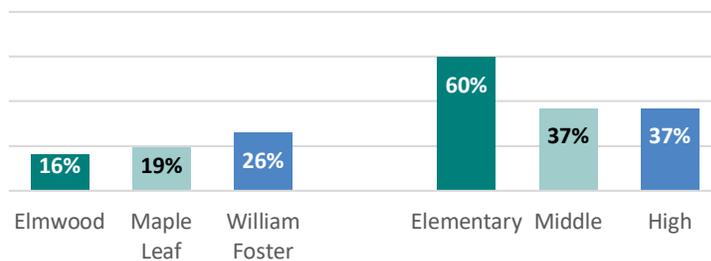
Schools Attended	N	%
Elmwood	75	16.2%
Maple Leaf	89	19.3%
William Foster	120	26.0%
Elementary School	276	59.7%
Middle School	169	36.6%
High School	169	36.6%
Total	462	100.0%

Children in District	N	%
One	249	53.9%
Two	140	30.3%
Three	56	12.1%
Four or more	17	3.7%
Total	462	100.0%

Number of Children in District

One 54%
Two 30%
Three 12%
Four or more 4%

2020 Parent Survey
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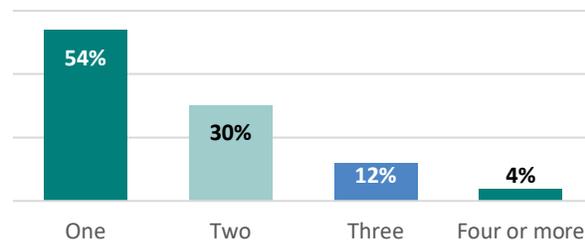
Research Methodology

ABOUT THE SURVEY

CMOR conducted the 2020 Parent Survey on behalf of Garfield Heights City School District between May 19 and May 31, 2020. Most calling took place Monday through Friday between 5:15 and 9:15 PM, with additional calling taking place on the weekends and weekday mornings and afternoons as needed. Interviews took an average of 17.66 minutes to complete. CMOR collaborated with Garfield Heights City Schools in the development of the survey instrument.

Garfield Heights City Schools provided CMOR lists of 3,624 parents and guardians of students attending school in the district. After the list was deduplicated based on household, 2,252 households remained. Of these, 2,116 had a phone number and 1,872 had email addresses. Fifty parents had neither contact information listed. Aside from these 50 parents, all parents in the district had the opportunity to participate in the survey by either phone or online. A total of 462 interviews were completed among the population of 2,252 households, yielding a 4.1% margin of error for the study.

In addition to phone calls made to households, email invitations to an online version of the survey were sent to all parents with valid email addresses. A total of 311 completions were attained online (67.3%) and 151 were completed over the phone (32.7%).

2020 Parent Survey
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Survey Instrument

OVERALL PROBLEMS AND CONCERNS

1. Overall, what are you most worried about as a parent during the coronavirus pandemic?
2. What is your biggest concern about your child not physically being in school as a result of the coronavirus pandemic?
3. How concerned are you about each of the following as a result of any disruptions caused by the coronavirus pandemic? (very concerned, somewhat concerned, not that concerned, not at all concerned)
   a. Ensuring your child does not fall behind academically
   b. (for high school parents only) Ensuring that your child is on track to graduate
   c. Your child missing instruction time
   d. Your child feeling bored or under stimulated while they are at home
   e. Ensuring your child feels safe and emotionally at ease
   f. The cancellation of after-school activities or other activities that run through the school

FEEDBACK ON THIS YEAR

4. How would you rate your experience with online learning during the coronavirus pandemic? (excellent, good, fair, poor or very poor) IF POOR/VERY POOR: Why is that?
5. How much do you agree or disagree with the following statements?
   a. I found it easy to manage my child's online learning
   b. My child's online learning required too much from parents
   c. My child's online learning required too much from students
   d. My child's online learning was not challenging enough
   e. This online learning experience has made me consider homeschooling
   f. I feel supported by the school district
   g. I find the amount of resources being shared online to be overwhelming
   h. I find the amount of resources being shared online to be helpful
   i. My child is too young to participate in online learning on their own
   j. My child has a disability or needs accommodations for online learning
6. Who is most responsible for managing or helping your child with their online learning?
   k. Mom
   l. Dad
   m. Mom and dad equally
   n. Grandparent
   o. Sibling
   p. Babysitter
   q. Other
7. How much additional instruction or resources, if any, are you or another adult in your household providing to your child/children beyond what is being provided by the school? (A lot, some, not much, none at all)
8. What about your child's online learning did you think worked well?
9. How could Garfield Heights improve the online learning experience?

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PERSPECTIVES ON NEXT YEAR

10. Thinking about the next school year, there are several possible options for what school COULD look like when classes resume this fall. For each of the following options, please tell me if you think that each is an excellent, good, fair, poor or very poor choice for the school to consider. . . . .
    a. *All learning being done online from home*
    b. *Grades kindergarten through fifth grade returning to school for all learning while grades 6 through 12 continue learning online from home*
    c. *A mixed approach for all grades in which students would alternate days being in school and learning online*
    d. *Completely reopen schools as they were before* the coronavirus pandemic
    e. *Completely reopen schools, but with social distancing guidelines in place*
    f. *In-school learning based on reading proficiency level as opposed to grade level*
11. If your school district reopens in the Fall, will you send your child? IF NO: Why is that?
    IF NOT SURE: What information do you need before you decide?
12. How comfortable would you be sending your child to school in the fall if masks are mandated by the health department?

Transportation:
13. How comfortable would you be with y*our child being transported on school buses if the state's social distancing requirements are met?*
14. Are you more likely to have your child ride the bus to school in the fall or more likely to drive them to school, or are you unsure?

Activities:
15. How comfortable would you be with *your child participating in athletics or co-curricular activities like band or clubs?*

Food:
16. How interested would you be in meals being provided on days your child has online learning and is not at a school?

Technology:
17. Do you have reliable internet access at home for your child's online learning? IF NO: Do you have access to the internet someplace other than home that can be used for your child's online learning?
18. How comfortable are you using technology such as websites, software and apps to support your child's online learning at home? If not comfortable: What would you need in order to feel more comfortable?
19. How prepared do you feel to facilitate online learning? If not prepared: what would you need in order to feel more prepared?
20. How interested would you be in parent training and resources on technology? IF INTERESTED: What training or resources do you think would be most helpful?

2020 Parent Survey
www.CMOResearch.com

Learning resources:

21. If online learning is continued into next school year, how helpful would each of the following be for you and your child?
    a. More contact with your child's teachers
    b. More contact with school counselors
    c. More instruction that does not rely on the internet such as paper packets
    d. Sharing examples of resources to help parents teach their children during the day
    e. Providing technical assistance to help families get set up for online learning
    f. Sharing tips for parents on how to structure their child's day
    g. Lending mobile technology such as Chromebooks
    h. Providing instructional materials and other resources to help students with disabilities
    i. Providing meals that you can pick up at your child's school
    j. Providing meals that can be picked up at other locations in the community
22. What, if anything, do you think Garfield Heights could do to better support your child's social, emotional and mental health needs when school resumes this fall?

DEMOGRAPHICS

23. Employment Status
24. Have you or anyone in your household experienced any of the following due to the COVID-19 pandemic?
    o Lost job or laid off?
    o Took a pay cut or working fewer hours?
    o Started working more hours than before?
    o Started working remotely?
25. Marital status
26. Education
27. How often did you use the following in the past month? Very often, somewhat often, only a few times, Never
    o Social media
    o Text messaging
    o Email
    o Access videos via iTunes, YouTube, Apple TV, etc.
28. Where do you currently get most of your information about Garfield Heights City Schools?
29. Have you visited the district website in the past 2 months?
30. Gender

2020 Parent Survey
www.CMOResearch.com

Appendix B

Please select the schools that your children attend?

245 responses

School	Count
Elmwood	32 (13.1%)
Maple Leaf	44 (18%)
William Foster	56 (22.9%)
Middle School	79 (32.2%)
High School	96 (39.2%)
Learning Center	4 (1.6%)
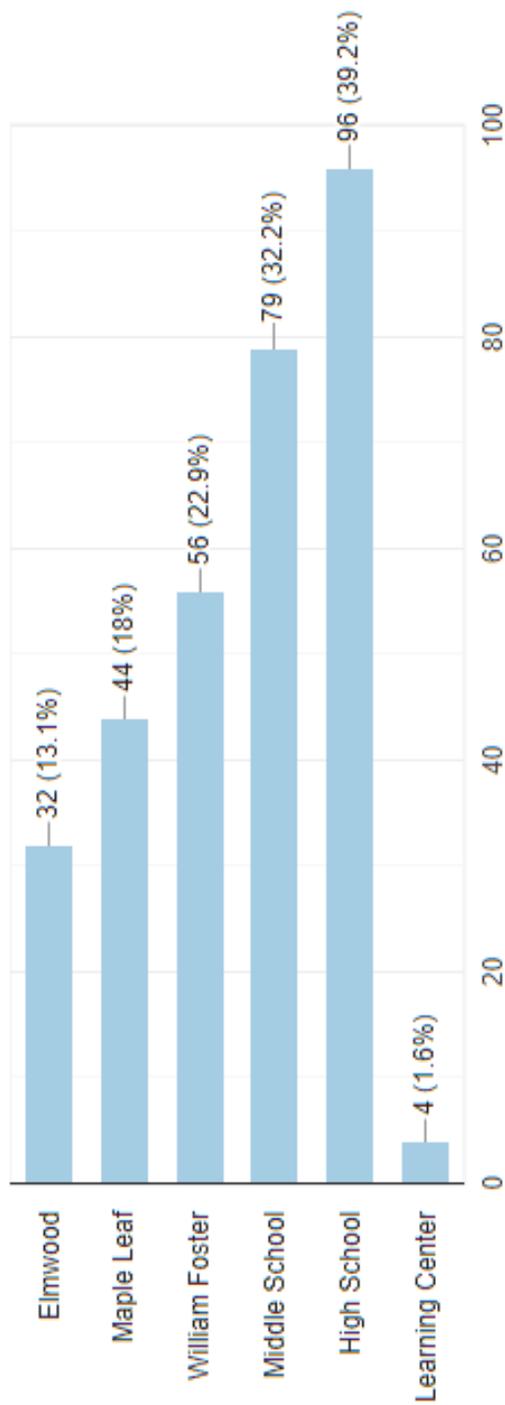
Please check the grades that your child(ren) will be in during the 2020–2021 school year.

245 responses

Grade	Count
Kindergarten	23 (9.4%)
1st Grade	21 (8.6%)
2nd Grade	38 (15.5%)
3rd Garde	32 (13.1%)
4th Grade	27 (11%)
5th Grade	19 (7.8%)
6th Grade	31 (12.7%)
7th Grade	27 (11%)
8th Grade	29 (11.8%)
9th Grade	35 (14.3%)
10th Grade	32 (13.1%)
11th Grade	35 (14.3%)
12th Grade	29 (11.8%)
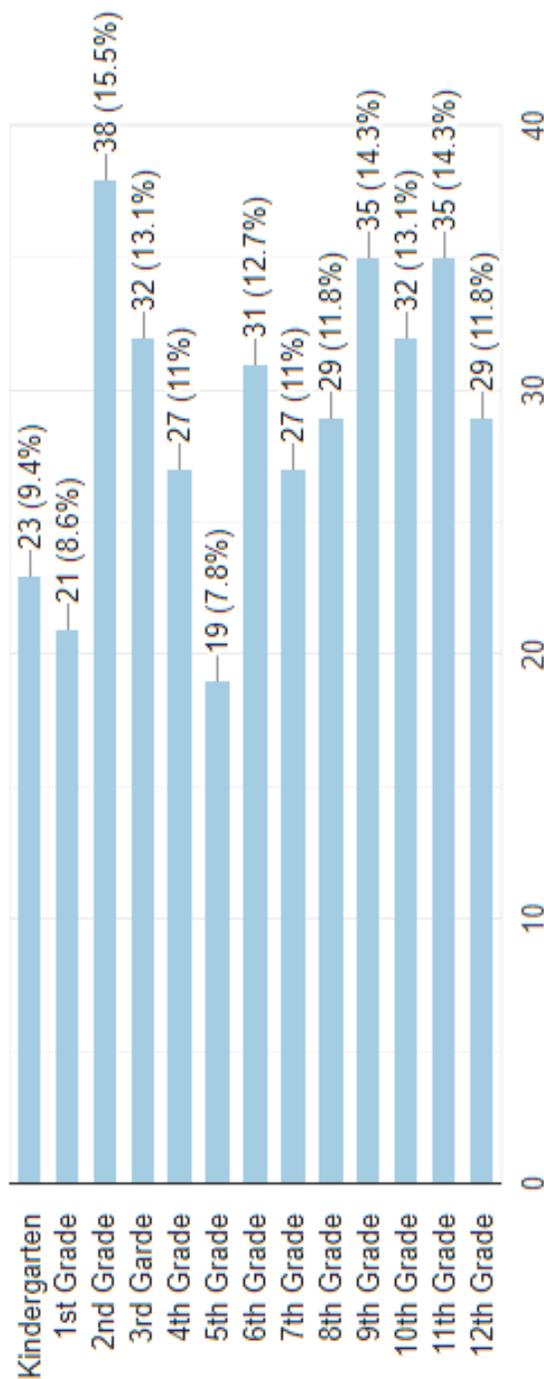
Appendix C

Appendix C

Bulldog Digital Academy
Online option for Garfield Heights City Schools Students
For the 2020-21 School Year

For the 2020-2021 school year, The Bulldog Digital Academy will be offered for students in grades Kindergarten through 12th Grade. This program will allow students to attend district classes virtually while remaining students within the Garfield Heights City Schools. Students will work remotely. Details of the program are as follows:

Enrollment	• Students must be enrolled in Garfield Heights City Schools before enrolling in the digital academy • Students are able to enroll in the digital academy online through the district's website • The district is asking for at least a semester commitment from each family / student
Structure	• The program will be coordinated by a licensed school administrator • Teachers will be employees of Garfield Heights City Schools; the positions are considered full-time, and expectations are that teachers interact the same number of hours as in-person learning • The program will have access to a guidance counselor / social worker to help families with any financial / community needs • Students are able to participate, if eligible, in all co-curricular activities such as clubs or sports
Digital Platform	• The district will adopt an online learning service (OLS) that will allow students to interact on a daily basis with teachers. • Currently, the district is using Google Classroom and Zoom for the OLS.
Grading	• Grading will be similar to in-person learning with letter grades being

	assigned to students for coursework and assessments • Assessments including benchmarking testing will have to be worked out in terms of administration requirements (state tests and benchmarking tests must be taken in-person at this time).
Family Support	• Digital Academy will have access to a district social worker / guidance counselor to help with social and access issues. • The district's family engagement coordinator will also interact with digital academy families to provide an extra layer of support • The district's diversity and equity consultant will work with administrators and teachers to ensure that all students' needs are being met in terms of access, equity and diversity issues, and special education issues.

Appendix D

Garfield Heights City Schools
Teaching & Learning

K-8 COVID learning schedule   July 13, 2020

Buildings will operate on an alternating week, blended learning schedule

Elementary Buildings	Middle School
Week A - even grades - K, 2, 4 Week B - odd grades - 1, 3, 5	Week A - Teams 1 & 2 Week B - Teams 3 & 4

Attending school five days in a row will allow for:
- momentum in the classroom;
- teacher planning and lesson execution to be similar to previous years;
- time to complete diagnostic and state assessments;
- opportunities for relationship building;
- time to develop and implement PBIS structures;
- student-interaction among peers;
- appropriate, daily student-routines;
- cleaning and sanitation protocols after each school day;
- well-defined schedules for students and families;
- incubation periods closely aligned with the Cuyahoga County BoH current recommendations.

Brick-and-mortar school days will be as closely aligned to the current building schedule as possible :
- classrooms will have approximately 15 students;
- students will be assigned a homeroom pod and will remain with their pod the entire day;
- lessons from outside the homeroom teacher will be delivered digitally to the students in their classrooms;
- the homeroom teachers will also hear the lessons and be able to assist their pod with assignments;
- Encore/Explore teachers may have homerooms;
- Intervention Specialists may have homerooms.

Support-week days will be strictly online. Both staff and students remain at home:
- lots of zoom and teacher face time;
- teachers will post assignments, but also work in groups with students;
- intervention and enrichment time;
- TBT time via zoom
- parents-only office hours/PD.

Staffing considerations:
- Principals report every day;
- School psychologists report every day;
- Social workers and Guidance Counselors report every day;
- Encore/Explore report every day if not attached to a homeroom;
- Intervention Specialists report every day if not attached to a homeroom.

Curricular considerations:
- Previously determined scope-and-sequences will need to be adjusted;
- Assessment calendars will need to be adjusted;
- Teacher planning around gap-analysis considerations;
- Classroom supplies and materials may need to be altered;
- Teacher professional development for online and blended learning will be scheduled;

Appendix E

Appendix E

Garfield Heights City Schools' Protocols in the Event of Government Mandated School Closures

If a local, state, or federal governmental agency orders in-person learning closed for an extended period of time, the following remote learning protocols are immediately adopted:

1. All students k-12, will continue learning remotely within the Online Learning Service (OLS).

2. Grading protocols will remain the same as in-person learning. They will follow Board policy contained in this document (Policies IKE and IKF).

3. Students will be required to complete online lessons via the OLS, interacting with teachers on a daily basis and for the number of hours required of in-person learning.

4. Attendance requirements will continue to follow Board policy (JEA and JED).

5. Teachers will continue to interact with students daily through the OLS. Develop and execute effective online lessons and assessments and ensure regular attendance that is then reported to their building administrators.

6. Social workers and intervention managers will be leveraged to assist families that are having difficulty with internet access, financial hardship, or other social needs, and work through the Director of Pupil Services to ensure adequate assistance is provided.

7. Buildings will be cleaned and sanitized and remain operational anticipating the lifting of any order to seamlessly return to in-person instruction.

Appendix G

Book	Policy Manual
Section	Section I: Instruction
Title	Promotion and Retention of Students
Code	IKE
Status	Active
Adopted	August 19, 2013
Last Revised	December 16, 2013

Promotion and Retention of Students

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.

2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.

3. No conditional promotions are permitted.

4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.

5. No student having passing grades, "D" or above, throughout the year is failed.

6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.

7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Beginning with students who enter third grade in the 2013/2014 school year, any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is a limited English proficient student who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.

2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.

3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.

4. All of the following apply:

    A. The student is a child with a disability entitled to special education and related services under RC 3323.

    B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.

    C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.

    D. The student previously was retained in any of grades kindergarten to three.

5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

Legal	ORC 3301.07
	ORC 3301.0710
	ORC 3301.0711
	ORC 3301.0712
	ORC 3301.0715
	ORC 3313.608
	ORC 3313.609
	ORC 3313.6010
	ORC 3313.6012
	ORC 3314.03
	OAC 3301-35-04
	OAC 3301-35-06
Cross References	AFI - Evaluation of Educational Resources
	IGBE - Remedial Instruction
	IGBEA - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
	IGCD (Also LEB) - Educational Options

Appendix H

Book	Policy Manual
Section	Section J: Student
Title	Compulsory Attendance Ages
Code	JEA
Status	Active
Adopted	August 19, 2013
Last Revised	September 19, 2016
Prior Revised Dates	04/18/2016

Compulsory Attendance Ages

Children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school, which conforms to the standards prescribed by the State Board of Education (SBOE) until one of the following occurs.

1. The person receives a diploma or certificate of high school equivalence granted by the Board or other governing authority indicating such student has successfully completed all state and local requirements.

2. The person receives an age and schooling certificate (work permit) and is enrolled in an educational program meeting the requirements of State law.

3. The person is excused from school under standards adopted by the SBOE pursuant to State law.

The parent(s) of any person who is of compulsory school age must send such person to school unless he/she is exempt as listed above.

Legal	ORC 3301.80
	ORC 3301.81
	ORC 3313.61
	ORC 3321.01 et seq.
	ORC 3331.02
	OAC 3301-35-04
	OAC Chapter 3301-41

Cross References	IGBG - Homebound Instruction
	JEB - Entrance Age (Mandatory Kindergarten)
	JEG - Exclusions and Exemptions from School Attendance
	JFE - Pregnant Students

Book	Policy Manual
Section	Section J: Student
Title	Student Absences and Excuses
Code	JED
Status	Active
Adopted	August 19, 2013
Last Revised	April 15, 2019
Prior Revised Dates	07/17/2017, 04/16/2018, 11/19/2018

Student Absences and Excuses

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor schoolwork; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused include, but are not limited to:

1. personal illness of the student;

2. illness in the student's family necessitating the presence of the child;

3. needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved by the Superintendent (applies to students over 14 years of age only);

4. death in the family (applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence);

5. quarantine for contagious disease;

6. observance of religious holidays consistent with a student's truly held religious belief;

7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);

8. college visitation;

9. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;

10. absences due to a student being homeless or

11. as determined by the Superintendent.

The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's unexcused absence within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students who are absent due to an in-school or out-of-school suspension are permitted to make up missed classroom assignments in accordance with District level policies and procedures. Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness.

The Board does not believe that students should be excused from school for vacations or other nonemergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

The Board authorizes the Superintendent to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours during a school month or a total of at least 90 hours during a school year.

Legal	
	ORC 3313.609
	ORC 3313.66
	ORC 3321.01
	ORC 3321.03
	ORC 3321.04
	ORC 3321.13
	ORC 3321.14
	ORC 3321.141
	ORC 3321.19
	ORC 3321.38
	ORC 4510.32
	OAC 3301-69-02

Cross References	
	IGAC - Teaching About Religion
	IKB - Homework
	JEDB - Student Dismissal Precautions
	JEE - Student Attendance Accounting (Missing and Absent Children)
	JHC - Student Health Services and Requirements
	JHCC - Communicable Diseases

Appendix I

☰ Garfield Heights Distance Learning Academy

Stream   **Classwork**   People

All topics ▼

📇 View your work

ℹ️ Course Information   ⋮

Course Introduction	Posted Jun 26
About Me	Posted Jun 26
Our Virtual Help Desk	Edited Jun 26
Our Virtual Office Hours	Edited Jun 26
YouTube Shortcuts	Edited Jun 26

🏆 [OPTIONAL] Bonus Features   ⋮

Organizing Your Google Classroom for…	Edited Jul 2
Zoom Waiting Room Fun!	Edited Jun 22
Everything You Need to Know About B…	Edited Jun 22
7 Strategies Designed to Increase Stud…	Edited Jun 22

☰   Garfield Heights Distance Learning Academy

Stream   **Classwork**   People

👩‍🏫 Instructional Delivery for Distance Learning ⋮

👋 Welcome to Module One!	Posted Jun 26
#001: Why Aren't Students Showin... 💬 2	Due Aug 31, 11:59 PM
#002: Who is Generation Z? (And ... 💬 14	Due Aug 31, 11:59 PM
#003: Special Delivery: Google Sli... 💬 14	Due Aug 31, 11:59 PM
#004: The Five Es Instructional Mo... 💬 2	Due Aug 31, 11:59 PM
#005: The Top Five 💬 11	Due Aug 31, 11:59 PM
#006: Playlists 💬 10	Due Aug 31, 11:59 PM
#007: What's a Blind Kahoot? 💬 4	Due Aug 31, 11:59 PM
#008: [OPTIONAL] Open Educational R...	No due date
#009: ARTIFACT OF LEARNING	Due Aug 31, 11:59 PM

☑️ Formatives for Distance Learning ⋮

❓ 👋 Welcome to Module Two!	Posted Jun 26

Garfield Heights Distance Learning Academy

Stream   **Classwork**   People

#012: Pulse Checks	Due Aug 31, 11:59 PM
Let's try out the Question Feature in G…	Due Aug 31, 11:59 PM
#013: Easy-Peasy Performance-Based …	Due Aug 31, 11:59 PM
#014: Choice Boards as Performance-…	Due Aug 31, 11:59 PM
#015: Low-Tech and No-Tech Opti… 💬 2	Due Aug 31, 11:59 PM
#016: A Word About Feedback	Due Aug 31, 11:59 PM
Which of the feedback tools mentione…	Due Aug 31, 11:59 PM

View more

👋 That's All Folks!   ⋮

👋 Thank you for being here!	Posted Jun 26
End of Course Evaluation	Posted Jun 26

Appendix J

COVID-19 Workplace Requirements

All employees must adhere to the following safety requirements on a daily basis PRIOR to reporting to work:

1. Take your personal temperature.
   - If your temperature is 100.4 degrees or above with or without medication, you must stay home and not report to work.
   - Employees must stay home until they are free of fever - without the use of medication- for at least three full days AND symptoms have improved for at least 72 hours AND at least seven days have passed since symptoms first began.
2. Verify that you:
   - Have no physical respiratory symptoms:
     - Shortness of breath or difficulty breathing
     - Persistent dry cough
   - Do not have two or more of the following symptoms:
     - Fever
     - Chills
     - Repeated shaking with chills
     - Muscle pain
     - Headache
     - Sore throat
     - New loss of taste or smell
   - Have not been in close contact with anyone confirmed to be infected with COVID-19 or showing symptoms of COVID-19 in the last fourteen (14) days. Close contact is defined as living with or being within six (6) feet of such a person.

All employees must adhere to the following requirements to the greatest extent possible while at work:

1. Commit to social distancing of 6 ft. or more, including during meetings, breaks, lunch, entering and leaving the building, etc. All efforts should be made to avoid in-person meetings. Consider calling others or using video conferencing rather than having in-person conversations or meetings.
2. Staff must wear a mask or facial covering while at work. Staff must provide their own masks or facial coverings that cover the nose and mouth. If you believe that you should not be required to wear a mask or facial covering at work, please contact Human Resources.
3. Wash hands frequently for a minimum of 20 seconds. If hand washing is not available – use an alcohol-based hand sanitizer containing at least 60% alcohol.
4. Cover mouth and nose when coughing or sneezing.
5. Restrict the use of shared equipment (keyboards, headphones, pens and pencils, etc.).
6. If you are not scheduled to work, please do not come to work. Work from home whenever possible if you have permission to do so.
7. Do not bring or invite family members, friends, or unnecessary visitors to work.
8. If you are required to self-quarantine due to COVID-19, please inform your supervisor.

{03185426 - 1}

9. If you test positive for COVID-19, please inform your supervisor as soon as possible to assist with contact tracing.

10. Contact your supervisor immediately should you feel ill and follow their instructions.

{03185426 - 1}

<u>Return to School Guidance: Employees Who Test Positive for COVID-19</u>

- If the COVID-19 positive staff member is present at school, immediately send employee home.
- Immediately notify local health officials. These officials will help administrators determine a course of action.
- Dismiss students and most staff for 2-5 days. This allows local health officials to gain a better understanding of the COVID-19 situation impacting the school to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop/slow further spread of COVID-19.
- Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and possible COVID-19 exposure.
- Determine which employees may have been exposed to the virus and may need to take additional precautions:
  - Inform employees and students of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA), as well as any applicable student privacy laws, such as the Family Educational Rights and Privacy Act (FERPA) and Ohio Revised Code 3319.321.
  - Most workplaces should follow the Public Health Recommendations for Community-Related Exposure and instruct potentially exposed employees to stay home for 14 days, telework if possible, and self-monitor for symptoms.
- Clean and disinfect thoroughly. If possible, wait up to 24 hours before beginning cleaning and disinfection. If you cannot wait 24 hours, wait as long as possible. During this waiting period, open outside doors and windows to increase air circulation in these areas. Cleaning staff should clean and disinfect all areas used by the ill person(s), focusing especially on frequently touched surfaces. Follow CDC guidelines on how to clean, including:
  - Clean dirty surfaces with soap and water before disinfecting them.
  - To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
  - Always wear gloves and gowns appropriate for the chemicals being used when you are cleaning and disinfecting.
  - You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.
- Make decisions about extending the school dismissal in consultation with local public health officials.
- Implement strategies to continue education and related supports for students.
  - Ensure continuity of education
  - Ensure continuity of meal programs
  - Consider alternatives for providing essential medical and social services for students

Return-to-School Guidance:
Students Who Exhibit Symptoms of and/or Test Positive for COVID-19

Before Arriving at School

- Students should be required to perform their own symptom self-assessment before arriving at school each day.

- Students who have a temperature 100.4 degrees Fahrenheit or higher, or who show other symptoms of COVID-19 – including cough, shortness of breath, difficulty breathing, chills, muscle pain, sore throat, and/or a new loss of taste or smell – must stay home from school.

- Be aware of and account for the reality that not all students will be equally supported in conducting symptom self-assessments at home before coming to school.

Showing Symptoms at or Becoming Sick during School

- Students who show COVID-19 symptoms at school or who become ill during school with COVID-19 must be sent home or to an appropriate healthcare facility (depending on the severity of illness) at the earliest convenience.

- School district administrators, nurses, and/or other healthcare providers should work together to identify a quarantine/isolation room or area of the school.

- If any student exhibits COVID-19 symptoms or tests positive but does not have COVID-19 symptoms while physically attending school in-person, the student must report or be sent to the quarantine/isolation room and wear a facemask while in the room.

- Any school district personnel (including a school nurse) interacting with, overseeing, or caring for a student in the quarantine/isolation room must wear a face mask and should also utilize any other appropriate personally protective equipment (PPE) to mitigate against the potential spread of COVID-19.

Students Diagnosed with or Exposed to COVID-19

- Parents/guardians must notify the school district if their child/student or a family member has been diagnosed with or is presumed to have COVID-19.

- Dismiss students and most staff for 2-5 days. This allows local health officials to gain a better understanding of the COVID-19 situation impacting the school to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop/slow further spread of COVID-19.

- Any student with confirmed or presumed COVID-19 must meet the below conditions to return to school:

- o Any student with confirmed COVID-19 may return to school after fever is resolved without the use of fever-reducing medication AND respiratory symptoms (cough, shortness of breath, etc.) improve AND the student has two (2) negative COVID-19 test results.

- o Any student with presumed COVID-19 may return to school when at least seven (7) days have passed since symptom onset AND seventy-two (72) hours after fever resolves without the use of fever-reducing medication AND respiratory symptoms (cough, shortness of breath, etc.) improve.

- Any student with known exposure to someone who has been diagnosed with or is presumed to have COVID-19 must self-quarantine at home for fourteen (14) days.

Transportation Plan

- The school district must establish procedures for ensuring that any student who is sick with or suspected of exposure to COVID-19 is safely transported to the student's home or, if necessary, to a healthcare facility.

- If the school district decides to call an ambulance, school staff should alert emergency personnel that the student may have or may have been exposed to COVID-19.

Communication Plan with Parents/Guardians

- Communication with parents/guardians is critical regarding COVID-19 policies and procedures relating to symptom self-assessment before arriving at school, symptom onset during school, as well as stay-home requirements for any student with a confirmed or presumed COVID-19 infection.

- In particular, the school district should make sure families know that their children should not come to school, and that they should notify school officials (*e.g.*, a designated COVID-19 point of contact at the school district) if their child or a family member becomes sick with COVID-19 symptoms, tests positive for COVID-19, or has been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.

- The school district must also communicate expectations and procedures to parents/guardians regarding visits, pick-up and drop-off, as well as signing students out of school early for COVID-19 related symptoms or illness (*e.g.*, parents/guardians call ahead and remain in vehicle until student is delivered to them).

Cleaning and Disinfecting Procedures

- Close off areas of the school used by any sick or presumed ill student and do not allow access to or use of these areas until cleaning and disinfecting has been completed.

- Wait at least twenty-four (24) hours before cleaning and disinfecting. While waiting, open outside doors and windows to increase air circulation in these areas.

- If 24 hours is not feasible, wait as long as possible. Ensure safe/correct use and storage of cleaning and disinfection products, including storing products securely away from students.

Notification of Local Health Officials and Close Student Contacts

- School district administrators should contact and notify the local health department, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA) as well as any applicable student privacy laws, such as the Family Educational Rights and Privacy Act (FERPA) and Ohio Revised Code 3319.321.

- Work with the local health department to identify potentially infected or exposed individuals to help facilitate effective contract tracing/notifications.

- In accordance with the above guidance, inform those who have had close contact with any student diagnosed with or presumed to have COVID-19 to stay home, self-monitor for symptoms, and follow guidance from the Centers for Disease Control (CDC) and the Ohio Department of Health if symptoms develop.

Garfield Heights City Schools

Returning to Learning Plan
2020-2021 School Year
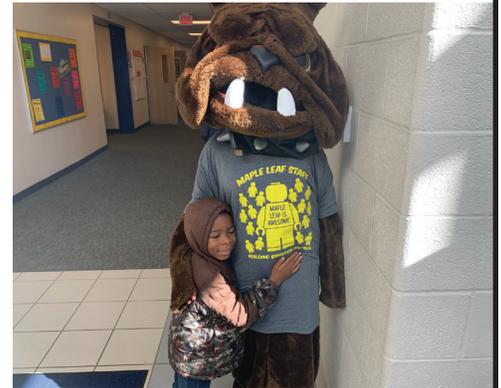
Superintendent of Schools
Christopher G. Hanke

Treasurer
Allen D. Sluka

Board of Education
Joseph M. Juby, *President*

Chris Kitson, *Vice President*

Nichelle N. Daniels, *Member*

Ashley M. Thomas, M.Ed., *Member*

Millette Tucker, M.Ed., L.S.W., *Member*

GARFIELD HEIGHTS City Schools

Garfield Heights City Schools // 5640 Briarcliff Drive, Garfield Heights, Ohio 44125 // (216) 475-8100
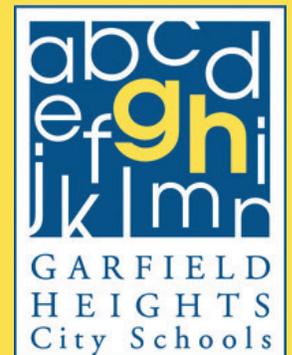
INTRODUCTION

The continuing health crisis demands we begin the 2020-21 school year in an unprecedented way—including new health protocols, physical distancing, and changes to the learning environment. As the pandemic evolves, so will our plan to service the students of the Garfield Heights City Schools. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), the State of Ohio, and the Cuyahoga County Board of Health. Regular updates will be made to this plan based on information provided by the above applicable federal, state and local agencies.

GUIDING PRINCIPLES

We have worked tirelessly and with an enormous sense of responsibility to ensure the return to school is safe, collaborative, and prioritizes student achievement and the health and well-being of all. Across this work, our planning and decision process is being aided by these guiding principles:

1. Employee and Student Safety Measures
2. Health and Wellness
3. Academics and the Learning Environment
4. Commitment to Continuous Improvement and Flexibility in Teaching and Learning
5. Educational Equity
6. Social Emotional Considerations

SECTION I - EMPLOYEE AND STUDENT HEALTH AND SAFETY

A. PROTECTION - WE WILL EMPLOY THE THREE Ws

1. Wear your mask
2. Wash your hands
3. Watch your distance

GARFIELD HEIGHTS CITY SCHOOLS | RETURNING TO LEARNING | JULY '20
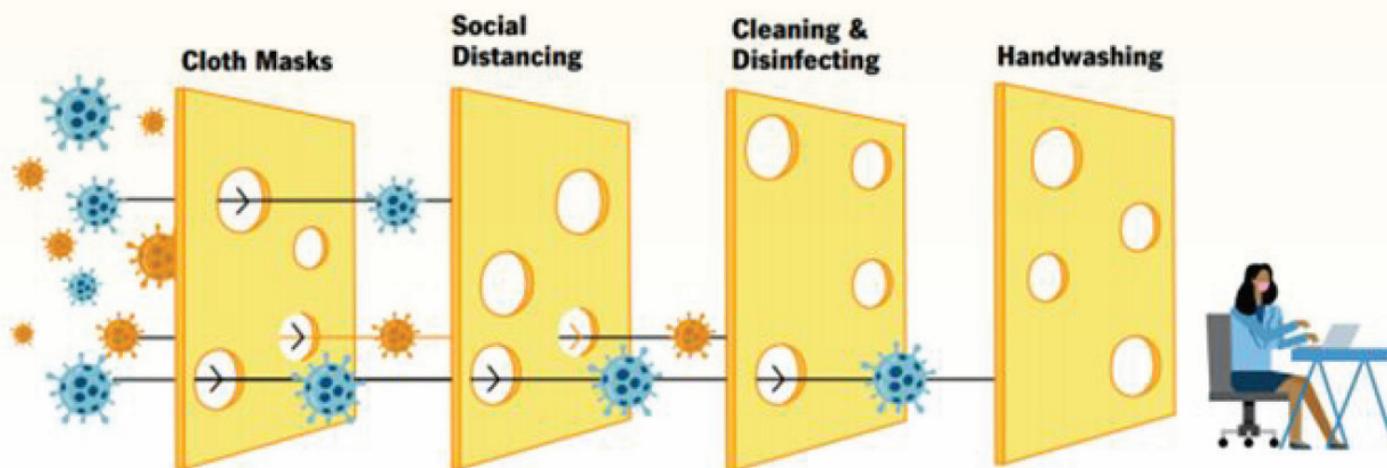
VISITOR RESTRICTIONS
It is essential to create a healthy and safe environment by limiting potential exposure to COVID-19 whenever possible. Our district will be limiting access to visitors to emergency situations only. Administrators will establish protocols for greeting visitors and the use of screenings and temperature checks.

B. DAILY HEALTH CHECK ROUTINE
Prior to sending your child(dren) to school, we ask that you run through the GHCS Health Assessment.
https://docs.google.com/document/d/1hcU4lNYQMLexR6Cd7S7Y_unx6qVJBUh4wPgwpvLRCqE/edit

1. **SCREENING AND PROTOCOLS**
   To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our students and employees, faculty and staff are to enter through the min entrance of the building for a temperature check and self-screening.

   Parents are asked to assess their children prior to school and keep them home from school if they are exhibiting any of the symptoms listed below.

   We will be requiring a daily temperature and symptom check of faculty and staff. They are to complete a self-screening answering a set of questions related to COVID-19 symptoms including:
   - Cough
   - Shortness of breath or difficulty breathing
   - Repeated shaking with chills
   - Muscle pain
   - Headache
   - Sore throat
   - Loss of taste or smell
   - Diarrhea
   - Feeling feverish or a measured temperature greater than or equal to 100.4°F
   - Known close contact with a person who is lab confirmed to have COVID-19

   All screening information will be kept confidential by the school office and/or nurse.

2. **STUDENT ARRIVAL PROCEDURE**
   a. There will be staff members conducting a health check of students when they enter the building. Health check includes:
   b. Temperature check - If 100.4°F or higher, parents will be contacted to return and retrieve their child;
   c. Proper placement of cloth mask and/or face covering. Disposable masks will be available for those who have forgotten their mask;

   *Students will maintain a six-foot physical distance while waiting to enter the building. Floors will be marked accordingly.

3. **GUIDANCE IF EXPOSED**
   If you or someone you've been in contact with has been exposed to the virus, please remain at home. In this ever-changing situation, healthcare providers will have the most up-to-date information from the CDC or Cuyahoga County Board of Health. Anyone experiencing potential COVID-19 symptoms or anyone who has been in close contact (within six feet for longer than 15 minutes at a time) with someone who has recently (within the past 14 days) tested positive for COVID-19 should remain at home.

4. **SOCIAL DISTANCING**
   Social distancing is an effective way to prevent potential infection. GHCS employees, students, parents and visitors should practice staying approximately six feet away from others and eliminating contact with others.
   a. Traffic Flow - Taped lines on the floor will mark the walking direction throughout the school in order to maintain the social distance requirement of six feet. Included will be tape to show students/adults shall stay to the right on the stairs at all times, in a controlled pattern movement.
   b. Classroom seating will be arranged in a way that maintains social distancing of six feet between students
   c. Field trips and mass gatherings will be avoided
   d. Staggered arrival and dismissal patterns will be devised

5. **DISMISSAL**
   We ask that teachers and students arrive at their designated times to ensure a safe distance while dismissing. Additionally, we ask that parents arrive at the appropriate times to ensure a smooth traffic flow.

6. **PERSONAL PROTECTIVE EQUIPMENT (PPE)**
   In order to minimize exposure to COVID-19, PPE may be needed to prevent certain exposures. PPE can include masks or face shields.
   a. **Students must wear a cloth mask or face shield during the school day.**
      Face coverings are critical to preventing the spread of the virus from person-to-person. Use of cloth face coverings can reduce the spread of respiratory droplets that, in infected people, carry and spread COVID-19.
   b. **School Staff must wear masks or face shields during the school day.**
      As with other businesses/organizations, all school staff and volunteers must wear face coverings unless it is unsafe to do so, or where doing so would significantly interfere with the learning process. At minimum, facial coverings (masks) should be cloth/fabric and cover an individual's nose, mouth and chin. COVID-19 Health and Prevention Guidance for Ohio K-12 Schools 14 19 Centers for Disease Control.
   c. **Face shields that wrap around the face and extend below the chin can be considered as an alternative where cloth face coverings would hinder the learning process.** Some situations where face shields would be useful include:

      i.   When interacting with students where communication can be impacted.

      ii. For individuals who have difficulty wearing a cloth face covering.

d. Please note that social distancing should still be practiced even with the use of face shields and/or masks. However, there may need to be a student "mask break" for a short period of time, which would be determined by the classroom teacher.

In addition to using PPE, please remember to:

a. Wash your hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available.

b. Avoid touching your eyes, nose and mouth.

c. Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.

7. PERSONAL WORKSPACE/CLASSROOM

All teachers and students are asked not to visit other classrooms.

Employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc.) throughout the day, giving special attention to commonly touched surfaces. Classrooms will be disinfected nightly.

There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

a. **Capacity:** Garfield Heights City Schools will be monitoring the number of employees in the building while the risk of infection exists and begins to diminish. All meetings are required to use Zoom as a virtual option to ensure social distancing of six feet and wearing of masks or shields.

b. **Teacher's Lounge/Lunchroom:** This space will remain open. Shared appliances (such as coffee machines, refrigerators and microwaves) should be sanitized after each use.

c. **Copy Machine:** There will be limited access to the copy machine. Guidelines are building-specific.

8. FACILITIES CLEANING

Custodial and Maintenance: The pandemic has required that extra precautions be taken to protect the health of students and employees by ensuring regular cleaning and sanitizing. Custodial and maintenance personnel play key roles in ensuring a safe, clean environment for all. The Ohio Department of Health guidelines state the following:

a. Masks and gloves must be worn by custodial and maintenance staff, and proper training for COVID-19 transmission and disinfection of facilities should be provided.

b. Each classroom needs to be properly disinfected after use by students. If schools are using a rotating schedule for students, this may result in each classroom needing to be cleaned multiple times a day.

c. Like classrooms, all bathrooms and other common spaces will need to be properly disinfected on a frequent and regular basis.

GARFIELD HEIGHTS CITY SCHOOLS | RETURNING TO LEARNING | JULY '20

d. Internal doors should be propped open wherever and whenever possible to minimize touching surfaces.

e. Schools should determine specific sanitizing schedules, protocols for cleaning surfaces in all areas of the building and checklists for before and after school.

f. HVAC systems should be inspected, monitored and cleaned following indoor air quality recommendations from the Environmental Protection Agency.

The safety of our employees and students are our first priority. Upon reopening, our Schools will have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and students and reduce the risk of spread of infection on a regular basis.

GENERAL DISINFECTION MEASURES

Category	Area	Frequency
Appliances	Classrooms, Offices, Desks	At the end of each use/day
Workspaces	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copy Machines, Shared Computer Monitors, TVs, Telephones, Keyboards	At the end of each use/day; and/or between use
General Used Objects	Handles, Light Switches, Sinks, Restrooms	At least 2 times a day
Common Areas	Cafeteria, Library, Conference Rooms, Gyms, Common Areas	At the end of each use/day; and/or between groups

Our goal is to establish a sanitary baseline before the school opens. The school will be 100% disinfected prior to anyone returning to work. The CDC has guidelines for maintenance to follow in terms of cleaning and disinfecting the school.

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C. COVID-19 CASE FORM

If an employee/student becomes ill on campus, he/she will immediately report to the COVID-isolation room and the case form will be completed.

Once the employee/student arrives at the isolation room, they will immediately be provided with a mask and gloves to prevent the spread of the potential virus.

1. The health aide must complete the Suspected COVID-19 Case Form and inform the building principal. The principal will call the parent/guardian/emergency contact, as well as, the Assistant Superintendent of Human Resources. The Assistant Superintendent will call the Cuyahoga County Board to assess the situation.
2. The health aide and others tending to the suspected infected person should wear a protective mask and gloves.
3. The health aide will direct the ill employee to leave work or call the parent of the ill student to be picked up if the principal has not already done so.
4. The principal will follow the guidelines of the Cuyahoga County Board of Health as to advising employees, students, and families that they may have been in contact with an infected individual. They will be instructed to carry out self-screening every morning.
   https://docs.google.com/document/d/1hcU4lNYQMLexR6Cd7S7Y_unx6qVJBUh4wPgwpvLRCqE/edit
5. The isolation area and suspected employee's or student's work area/classroom will be thoroughly cleaned and disinfected, in addition to all other common surfaces recently touched by the employee/student as outlined by the Cuyahoga County Board of Health.
6. Under OSHA's new requirements, COVID-19 is now a recordable illness unlike the common cold or seasonal flu. That means that employers are responsible for recording cases of COVID-19 if it is confirmed as a coronavirus illness, the illness is work-related, and the incident involves one or more of OSHA's general recording criteria.

D. DEEP CLEANING AND DISINFECTION PROTOCOL

Deep cleaning is triggered when an employee/student is identified as positive for COVID-19 confirmed by testing. The school may be closed during the cleaning. Cuyahoga County Board of Health guidelines will be followed.

E. BUS DRIVERS/BUS PROTOCOL

Follow District Policy

F. RESTROOM USAGE DURING THE SCHOOL DAY

Building principals will assign times for classrooms to use the restroom. A cleaning schedule will be developed after each group has completed the bathroom breaks.

G. CAFETERIA AND MEAL PERIODS

Building-specific guidelines will be followed for both breakfast and lunch.

H. AY TIME HOUSEKEEPER

Each building will have a housekeeper during the day. This person will be responsible for frequently cleaning highly touched, common areas throughout the school day.

I. CLASSROOM ARRANGEMENTS

Student desks will be physically distanced at approximately six feet apart. Classrooms will be set up with desks in rows, facing one direction. There will not be extra tables, reading corners, or excess furniture.

J. RECESS AND PLAYGROUND

When possible, students will have recess and play outside. Grade levels will be separated and a rotation for use of playground equipment will be scheduled. Students may engage in activities that limit contact.

Health guidelines are to be followed (physical and social distancing) for recess periods. According to the American Academy of Pediatrics (2013), "Recess represents an essential, planned respite from rigorous cognitive tasks. It affords a time to rest, play, imagine, think, move and socialize. After recess for children, or after a corresponding break time for adolescents, students are more attentive and better able to perform cognitively. In addition, recess helps young children to develop social skills that are otherwise not acquired in the more structured classroom environment."

The CDC does not recommend sanitizing playground equipment but regular cleaning with soap and water.

Guidance will come from various health sources. This may change daily considering community transmission and spread.

GARFIELD HEIGHTS CITY SCHOOLS | RETURNING TO LEARNING | JULY '20

SECTION II - THE STUDENT EXPERIENCE

A. ACADEMIC LEARNING MODELS

1. **Blended Learning** - for those who elect to participate in brick-and-mortar schooling this semester:

Buildings will operate on an alternating week, blended learning schedule

Elementary Buildings	Middle School	High School
Week A - even grades (K, 2, 4)	Week A - Teams 1 & 2	Week A - Grade 9
Week B - odd grades (1, 3, 5)	Week B - Teams 3 & 4	Week B - Grade 10
		Grades 11 & 12 *will remain fully remote*

Attending school five days in a row will allow for:

- momentum in the classroom;
- teacher planning and lesson execution to be similar to previous years;
- time to complete diagnostic and state assessments;
- opportunities for relationship building;
- time to develop and implement PBIS structures;
- student-interaction among peers;
- appropriate, daily student-routines;
- cleaning and sanitation protocols after each school day;
- well-defined schedules for students and families;

Brick-and-mortar school days will be as closely aligned to the current building schedule as possible :

Elementary

- classrooms will have approximately 15 students, allowing for physical distancing;
- students will be assigned a homeroom pod and will remain with their pod the entire day;
- lessons from outside the homeroom teacher will be delivered digitally to the students in their classrooms;
- the homeroom teachers will also hear the lessons and be able to assist their pod with assignments;
- Encore/Explore teachers may have homeroom pods;
- Intervention Specialists may have homeroom pods;

Middle

- classrooms will have approximately 15 students, allowing for physical distancing;
- students will be assigned a homeroom pod and will remain with their pod most of the day;
- lessons will be delivered by teachers in various content areas;
- Encore/Explore teachers may have homeroom pods;
- Intervention Specialists may have homeroom pods;

High

- classrooms will have approximately 15 students, allowing for physical distancing;
- students will transition in the hallways following strict physical distancing guidelines;
- students will follow a traditional schedule interacting with their teachers throughout the day.

DIgital-week days will be strictly online. Both staff and students remain at home:

- staff and students will follow a set schedule;
- attendance will be taken during each online session;
- lots of zoom and teacher face time;
- teachers will post assignments, but also work in groups with students;
- intervention and enrichment time for students, as well as the opportunity for small groups and station assignments;
- TBT time via zoom
- parents-only office hours/PD to discuss work for the week and explain how to use certain tools.

Teachers will begin the year by assessing any gaps that may have occurred in learning during the previous quarter. **MAPPING** will also occur earlier in the year to help with this analysis.

2. **Online Learning** - for those electing to participate in the Bulldog Digital Academy this semester:

Buildings will operate on a daily, remote learning schedule

Zoom and Google Classroom are our online components to deliver daily instruction. Students can expect both live and recorded lessons from the classroom teacher. Attendance will be taken during each remote session. Student participation will also be tracked during asynchronous work. Assignments will be posted online, have due dates, and be graded. All grades will be recorded in ProgressBook.

Students and parents can expect an array of teaching strategies and assignments including:

Zoom	Google Classroom
• live, whole group lessons	• recorded lessons posted in the classroom
• live, small group lessons	• class announcements and messages
• live stations and differentiated group models	• varied and visually engaging assignments
• small group assignments as teacher assists	• assignments digitally distributed, organized, and collected in one place
• individual conferencing	• varied assessments
• small group conferencing	• timely feedback
• peer-to-peer collaborations	• allows for real-life collaboration in a virtual space

Teachers will begin the year by assessing any gaps that may have occurred in learning during the previous quarter. **MAPPING** will also occur earlier in the year to help with this analysis.

3. **District-Wide Remote Learning** - in the event that community spread is high or the Cuyahoga County Board Of Health recommends we offer instruction remotely, all staff and students will work in the virtual environment:

Zoom and Google Classroom are our online components to deliver daily instruction. Students can expect both live and recorded lessons from the classroom teacher. Attendance will be taken during each remote session. Student participation will also be tracked during asynchronous work. Assignments will be posted online, have due dates, and be graded. All grades will be recorded in ProgressBook.

Students and parents can expect an array of teaching strategies and assignments including:

Zoom	Google Classroom
• live, whole group lessons	• recorded lessons posted in the classroom
• live, small group lessons	• class announcements and messages
• live stations and differentiated group models	• varied and visually engaging assignments
• small group assignments as teacher assists	• assignments digitally distributed, organized, and collected in one place
• individual conferencing	• varied assessments
• small group conferencing	• timely feedback
• peer-to-peer collaborations	• allows for real-life collaboration in a virtual space

Teachers will begin the year by assessing any gaps that may have occurred in learning during the previous quarter. **MAPPING** will also occur earlier in the year to help with this analysis.

**When the Cuyahoga County Board of Health recommends to proceed with re-entry, students who have chosen in-person learning will begin attending school on the A-week/B-week schedule. Students in the Bulldog Digital Academy will remain online.

B. SOCIAL AND EMOTIONAL CONSIDERATIONS

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on students and staff. Garfield Heights City Schools will continue to use curriculum supports and wrap-around services focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through virtual learning.

Research indicates that **interpersonal bonds with peers and teachers, as well as, strong classroom routines** can facilitate safe, supportive, and equitable learning environments that promote all students' social and emotional development. Teachers will continue to utilize PBIS and PAX strategies in both brick-and-mortar and virtual settings.

C. INTERVENTION SERVICES

All learners will continue to require flexible and responsive support for their academic, behavioral, and wellness needs. Garfield Heights City Schools will support ongoing intervention services throughout the school year. Classroom teachers will continue to implement a multi-tiered system of supports (MTSS) reaching across synchronous and asynchronous instruction, in-person and online. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual student intervention (Tiers 2 and 3). Schools will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and resource teachers, including school counselors, psychologists, and social workers, will work flexibly across the school district to address student needs.

D. SUPPORTS FOR SPECIAL POPULATIONS

Students with disabilities and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

The Garfield Heights City Schools recognizes that students with disabilities are general education students first, and our educational plan assures access to the general education curriculum and classrooms to the greatest extent appropriate for all students. The district educational plan allows families the option of having their child return to in-person learning or remote learning, including students with disabilities. Co-teaching, small group instruction, individual instruction, and related services will be provided in-person or remotely as documented in each child's Individualized Education Program (IEP).

E. ATTENDANCE

All students are expected to attend school five days per week, whether face-to-face or digital, in alignment with state and school district regulations. Teachers will mark student attendance each day in person, and for each session online. Teachers, counselors, and administrators will actively identify students who are not regularly attending class and assist with addressing the barriers preventing each student's attendance.

F. GRADING

Students will be graded in the 2020-2021 school year, following the official grading and promotion policy which was temporarily suspended during the spring school closure. Teachers will share their grading protocols with students and families at the start of the school year.

G. ATHLETICS AND EXTRACURRICULAR ACTIVITIES

The Garfield Heights City Schools continues to discuss safe and measured processes to continue athletic and extracurricular activities. Our district is guided by the Ohio High School Athletics Association, (OHSAA) the Cuyahoga County Board of Health, and the Office of the Governor.

USE OF FACE COVERINGS

Recognizing the importance of face coverings (masks) as one of the comprehensive measures to prevent the spread of COVID-19, the Board directs the Superintendent to work with guidance from local health department developing procedures, and take into consideration the guidance provided by the Ohio Department of Health and all the available science, for the use of face coverings in the District, at activities under the control of the District and on District provided transportation. The use of face coverings is one part of the comprehensive plan in place for student and staff health.

Recognizing that available scientific information and local needs may change, the Board authorizes the Superintendent to continue to review and adjust face covering necessary. All face covering procedures and any changes to those procedures must be clearly communicated to all staff, volunteers, parents and students in a timely manner. The Superintendent shall make all necessary adjustments to ensure that District face coverings requirements remain compliant with all legal and or health department requirements.

Face coverings are required for all adults on District Property, including employees, vendors volunteers and visitors. At minimum, face coverings should be cloth/fabric and should be properly worn to cover an individual's nose, mouth, and chin.

Staff and Volunteers

All staff and volunteers who do not meet one of the listed exceptions are required to wear face coverings in the work setting unless it is unsafe to do so or doing so would significantly interfere with the learning process. A face covering also is not required when an employee or volunteer is working alon in an assigned work area. Exceptions include:

1. Facial coverings in the school setting are prohibited by law or regulation;

2. Facial coverings are in violation of documented industry standards;

3. Facial coverings are not advisable for health reasons;

4. Facial coverings are in violation of the school's documented safety policies;

5. There is a functional (practical) reason for a staff member or volunteer to not to wear a facial covering in the workplace.

The District must provide written justification to local health officials, upon request, explaining why a staff member is not required to wear a face covering in the school. As a result individuals which to be exempt from the District use of face covering policy and procedures must submit such requests in writing by submitting the "Face Covering Exemption Request Form"

School nurses or staff who care for individuals with symptoms must use appropriate personal protective equipment (PPE) provided by the District in accordance with all current Occupational Safety and Health Administration standards.

1 of 3

Students

The Board directs the Superintendent to seek guidance from local health officials in developing detailed procedures for the use of face coverings by students. In developing these procedures, the Superintendent will take into consideration currently available guidance from state and local health departments with the understanding that this guidance continues to change over time. These procedures must address the use of face coverings by students in all environments under control by the District as well as requirements based on age and/or grade level for student use of face coverings. The procedures provide information regarding use of the "Face Covering Exemption Form" to seek an exemption from the District's use of face coverings policy and procedures.

Additional considerations

The District provides staff training and age appropriate instruction for students on appropriate use of face coverings and PPE.

The Board directs the Superintendent to develop procedures for when face shields may be considered as a preapproved alternative where cloth face coverings would hinder the learning process, including but not limited to the following situations:

1.   When interacting with students, such as those with disabilities, where communication could be impacted;

2.   When interacting with English-language learners or when teaching a foreign language;

3.   In settings where cloth face coverings might present a safety hazard (i.e., science labs);

4.   For individuals who have difficulty wearing a cloth face covering.

The Board directs the Superintendent to develop and appropriately communicate procedures for face coverings for all visitors, contractors and other individuals on District property in addition to the procedures addressed herein for employees, volunteers and students.

The District will implement strategies to avoid discrimination, harassment, bullying and/or retaliation against individuals who are unable to wear mask.

[Adoption date:]

LEGAL REF.:   ORC 3313.20(A)

CONTRACT REFS.:   Teachers' Negotiated Agreement
                    Support Staff Negotiated Agreement

NOTE: *In light of the COVID-19 pandemic the Ohio Department of Health (ODH) COVID19 Health and Prevention Guidance for Ohio K-12 Schools requires all schools to adopt a policy on the use of face coverings as one of the comprehensive measures to prevent the spread of COVID-19. These policies must consider all the available science.*

                All staff and volunteers must wear face coverings unless otherwise exempted as outlined in the policy above.

                At minimum, face coverings must cover the nose, mouth and chin. Face shields may be an option in areas outlined in the above policy language.

                This policy alone does not meet the requirements for addressing all aspects governing the use of face coverings in the district.

                Districts should work with their local health departments to develop the detailed procedures for students and document these procedures at the district level, thereby giving the Superintendent flexibility to revise as may be necessary.

                According to the ODH guidance, face coverings for students in grades 3-12 are "strongly recommended." The majority opinion among experts appears to be that children kindergarten through 5th grade can wear face coverings as long as consideration is given for the age and developmental level of the child and the physical situation the child is in at that moment.

                When developing student procedures, districts should work closely with their local health department to address the use in all environments controlled by the district including but not limited to:
                - *Transportation*
                - *Common areas (cafeteria, hallways, gymnasiums)*
                - *Classrooms*
                - *Extracurricular activities (including athletics)*
                - *Course specific requirements (band, labs, physical education, choir, etc.)*

                When establishing employee procedures districts must be cognizant of any potential bargaining implications.

Selected Sample Policy
OHIO POLICY REFERENCE MANUAL©