

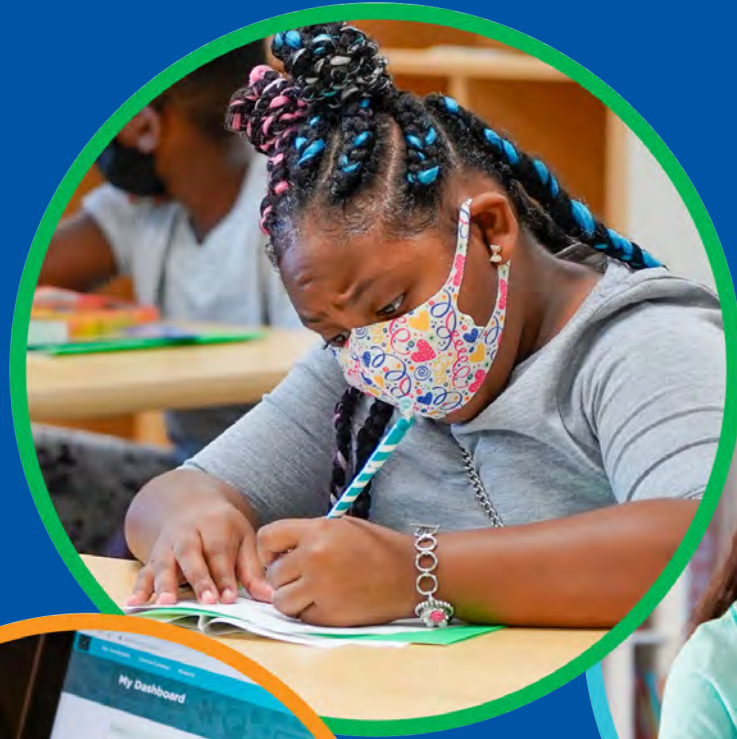
Board Presentation

September 21, 2020

BACKPACKS ON

LAPTOPS OPEN

**FUTURES
BRIGHT!**



PREPARING STUDENTS
FOR LIFE

We educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life.



PREPARING STUDENTS
FOR LIFE



We Are CPS!

- Student Centered
- Health and Safety
- Community Engagement
- Optimized Capabilities
- Growth



Complex



Highly Energized People

- Awareness
- Believe
- Organized



Our Job

Educate
regardless of a crisis





Opportunity

- Maximize this Moment
- Season



Operate



Leadership

- Science
- Data



Sophisticated Plan

- Problems Overwhelm Tiny Plans



Capable System

- Community (data)
- Spring to Fall
- Healthcare Partnerships





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Dr. Maryse Amin:
Epidemiologist for the
Cincinnati Health
Department

Dr. Grant Mussman:
Interim Medical Director
for the Cincinnati Health
Department

Community Health Data

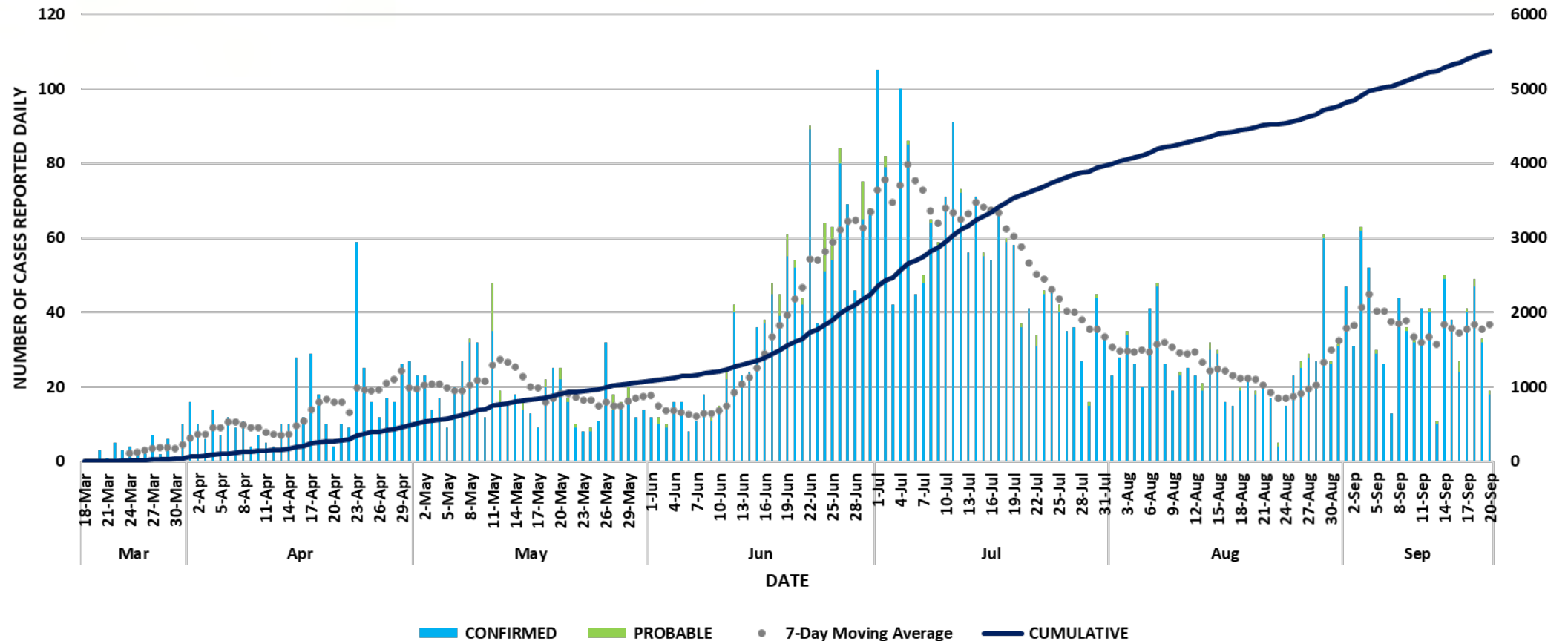


COVID-19 positive cases, City of Cincinnati

5496

TOTAL
CASES

EPIDEMIOLOGICAL CURVE



Data as of 9.20.20. Source: Ohio Disease Reporting System (ODRS); Courtney, S.

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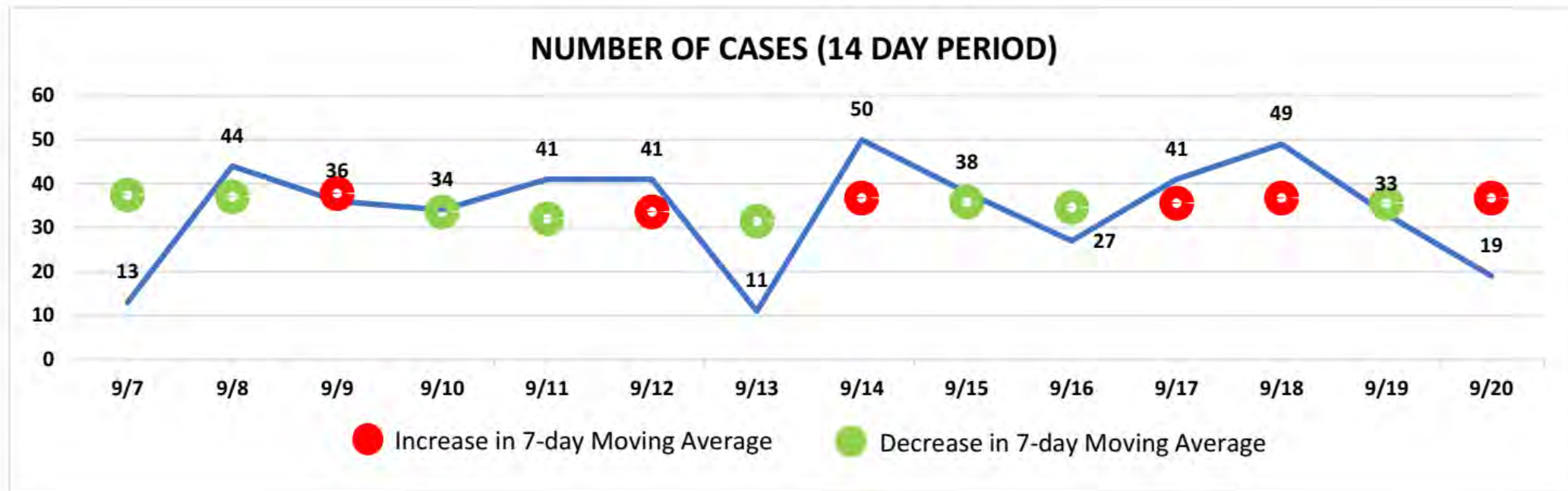


COVID-19 14-day trend of positive cases, City of Cincinnati

14 DAY AVERAGE

34

CASES
PER DAY

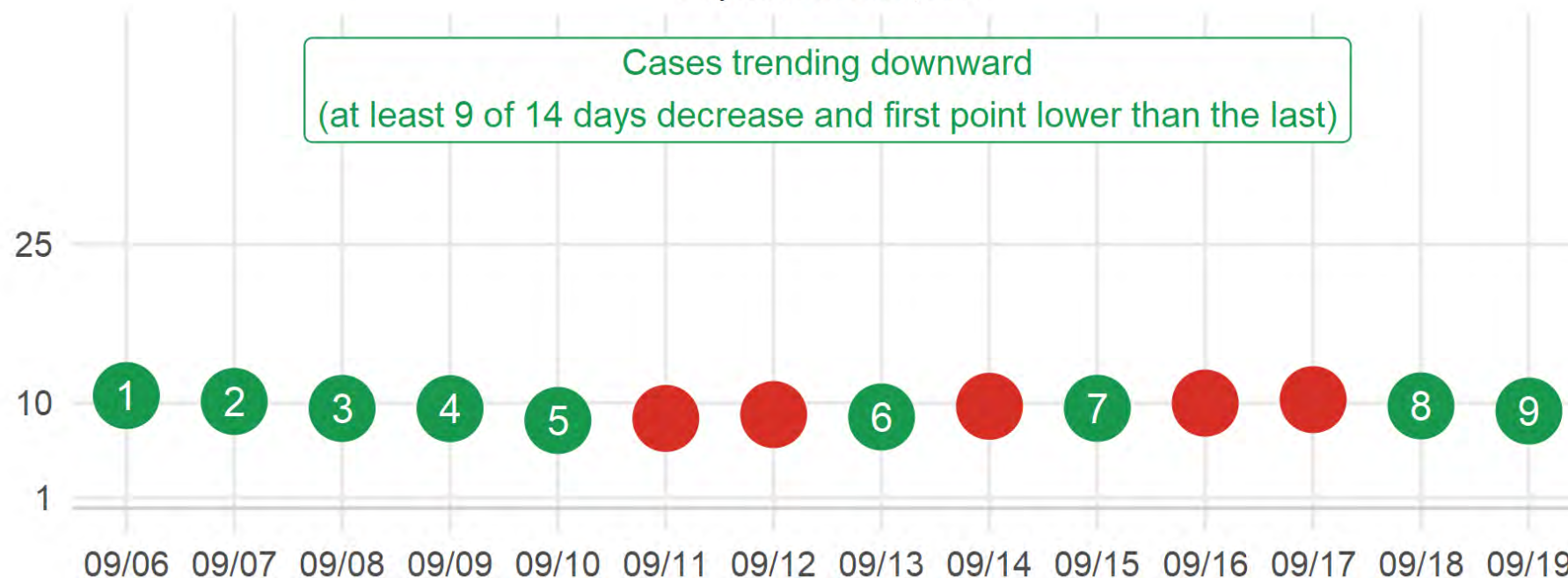


Data as of 9.20.20. Source: Ohio Disease Reporting System (ODRS); Courtney, S.

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Previous 14-days, 7 day moving average of new COVID-19 cases per 100,000

Hamilton County, Ohio
Population: 817,473



Data as of 9.19.20. *Source:* Levels are those suggested by Massachusetts Testing, Tracing, and Supported Isolation collaborative, information can be found here:

<https://ethics.harvard.edu/ttsi-technical-handbook>. Data from The New York Times, based on reports from state and local health agencies.

<https://www.nytimes.com/interactive/2020/uc/coronavirus-us-cases.html>. Pulled: 2020-09-20. Population estimates from US Census Population Estimates Program, Vintage 2019.

Taylor, S., Beck, A., Kahn, R., The Health Collaborative.

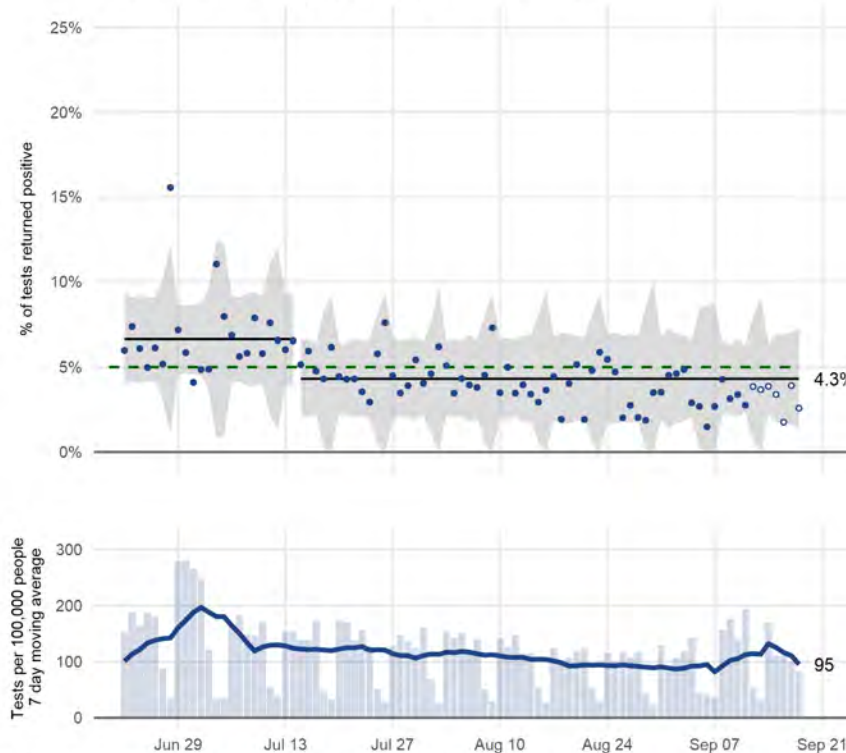
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Percentage of positive results

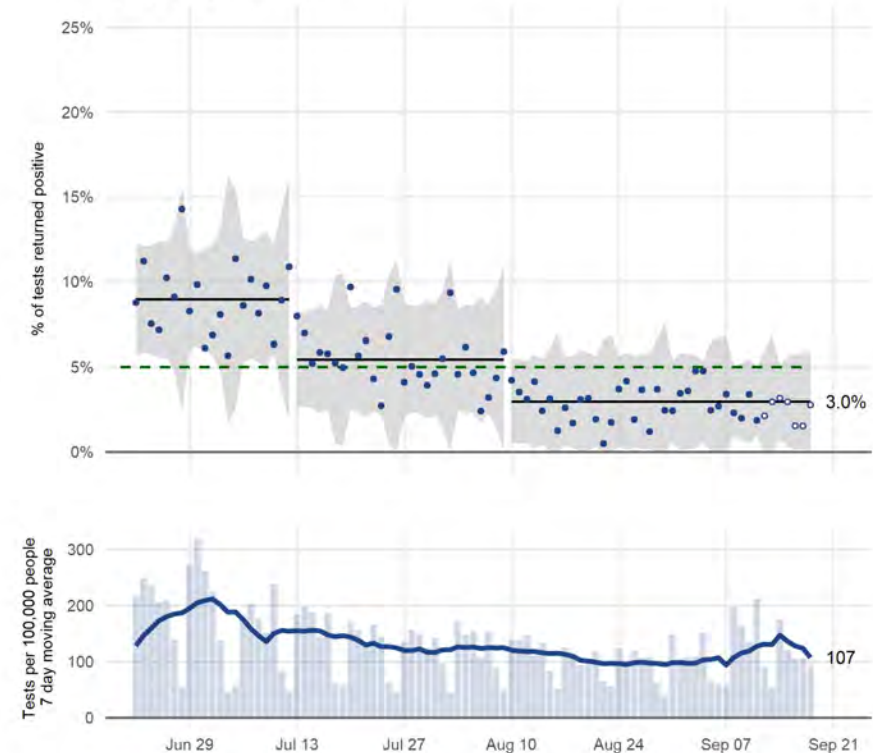
Positivity rate and tests per 100,000 people for Hamilton County and City of Cincinnati

Common variation • % of test returned positive - - 5% positivity goal — Centerline

Hamilton County outside of Cincinnati



City of Cincinnati



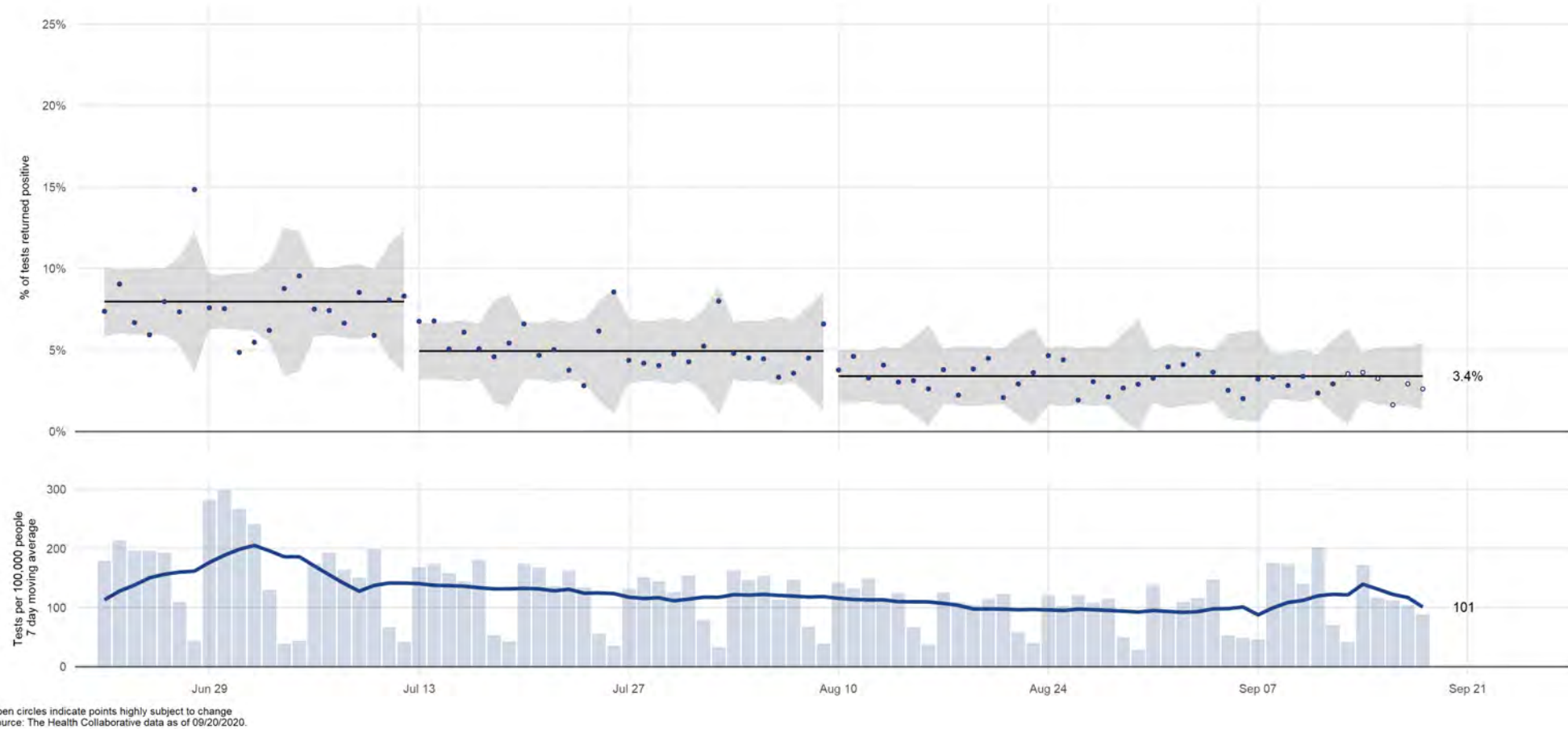
Open circles indicate points highly subject to change. Location is based on address provided to the lab.
Source: The Health Collaborative data as of 09/20/2020.

Data as of 9.19.20. Collaborators: Hartley, D., Beck, A., Kahn, R., Taylor, S. – Cincinnati Children's Hospital Medical Center, The Health Collaborative.

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Percentage of positive results

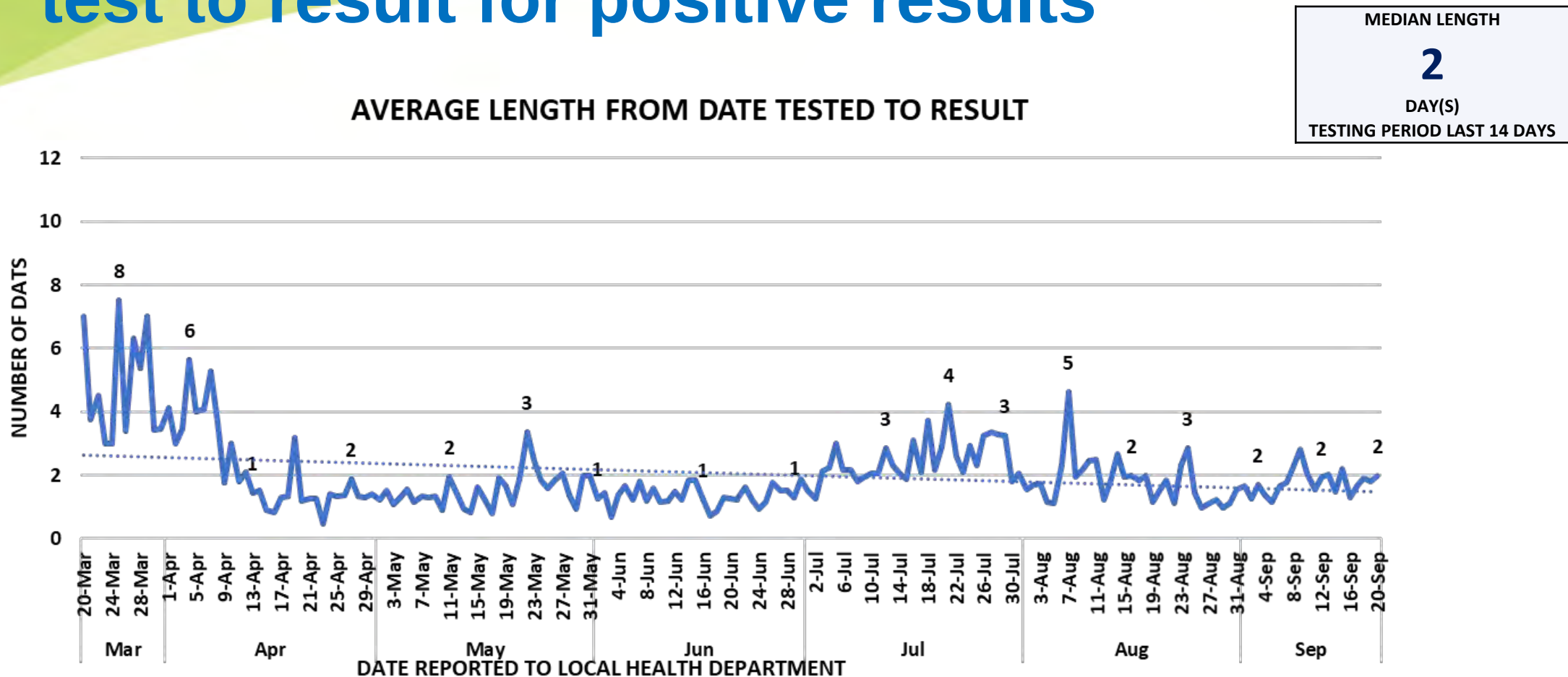
Hamilton County positivity rate and tests per 100,000 people



Data as of 9.19.20. Collaborators: Hartley, D., Beck, A., Kahn, R., Taylor, S. – Cincinnati Children's Hospital Medical Center, The Health Collaborative.

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COVID-19 testing – turn around time from test to result for positive results



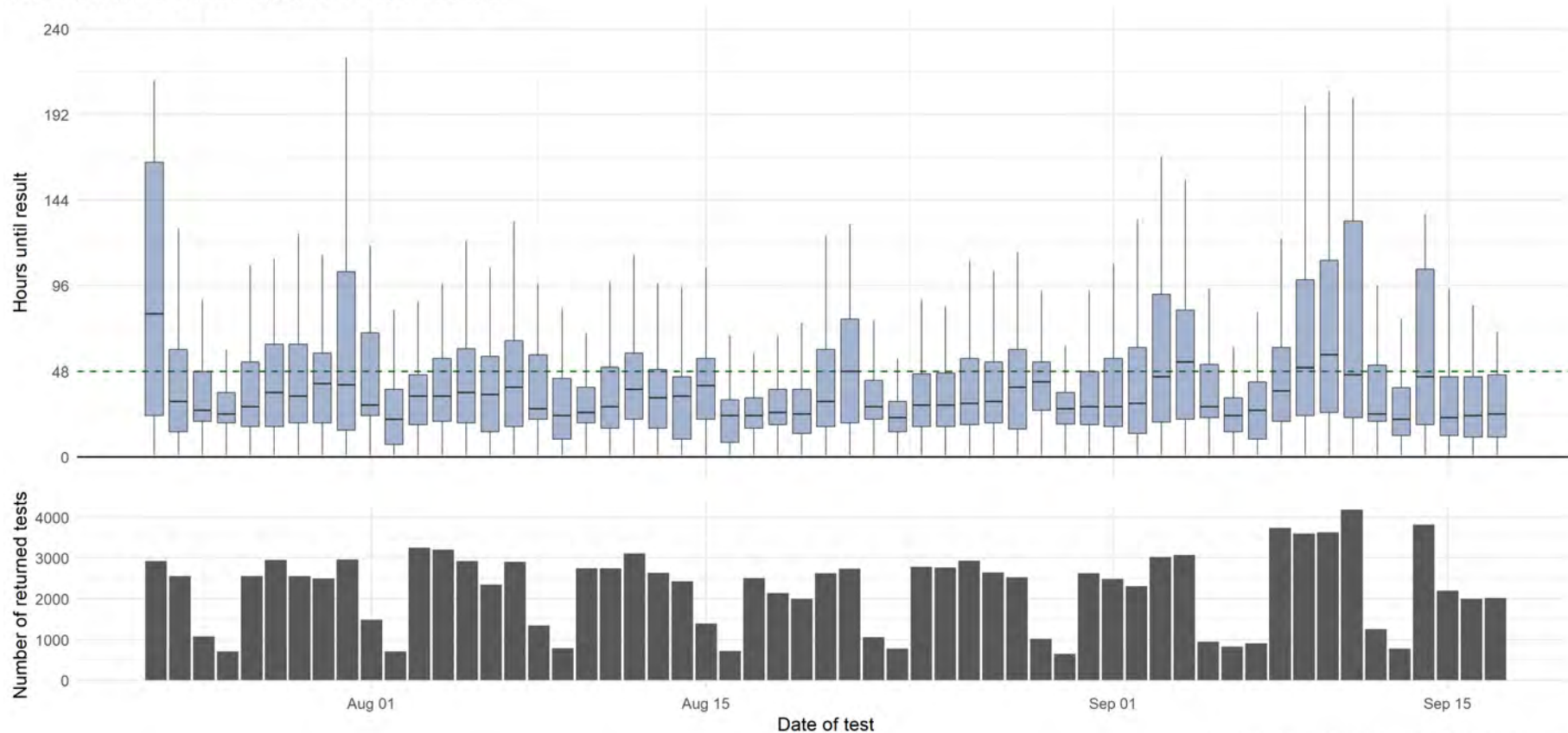
Data as of 9.20.20. Source: Ohio Disease Reporting System (ODRS); Courtney, S.

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COVID-19 testing – turn around time from test to result for all tests

Hours until result for COVID-19 tests

For tests returned between July 22nd and September 17th

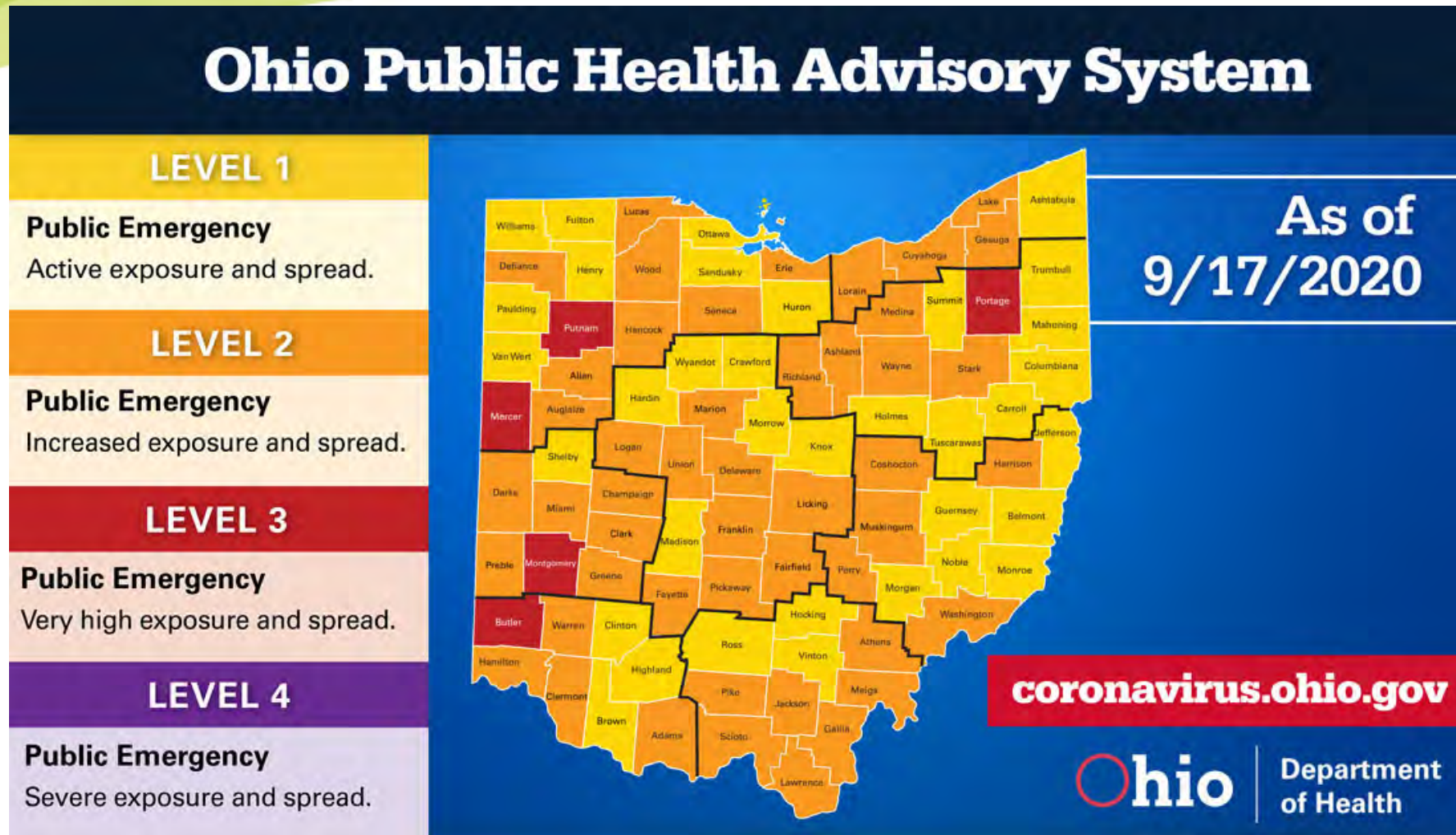


Source: The Health Collaborative data as of 09/20/2020.

Data as of 9.17.20. Collaborators: Hartley, D., Beck, A., Kahn, R., Taylor, S. – Cincinnati Children's Hospital Medical Center, The Health Collaborative.

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Ohio Public Health Advisory Map



Data as of 9.17.20. Source: Ohio Department of Health.

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CPS Employee Confirmed Cases

Employees Tested	Employees Confirmed Positive Since August 17, 2020
5118	19

0.4% positive

<https://www.cps-k12.org/news/backtoschool/covid-cases>



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Sarah Trimble-Oliver



The Plan

CDC Considerations for Schools

Behaviors that Reduce Spread

1. Stay Home when Appropriate
2. Hand Hygiene and Respiratory Etiquette
3. Cloth Face Coverings
4. Adequate Soap and Hand Sanitizer
5. Signs and Messages

Maintain Healthy Environments

6. Cleaning and Disinfection
7. Shared Classroom Supplies and Technology
8. Ventilation
9. Water Systems
10. Modified Layouts (classrooms and buses)
11. Physical Barriers and Guides
12. Communal Spaces (cafeterias and playgrounds)
13. Food Service

Maintain Healthy Operations

14. Protections for Staff and Children at Higher Risk
15. Regulatory Awareness (local rules about large gatherings)
16. Gatherings, Visitors and Field Trips (eliminate)

17. Cohort Small Groups
18. Staggered Scheduling
19. Designated COVID-19 Point of Contact
20. Community Response Efforts
21. Communication Systems
22. Leave and Absence Policies
23. Back-Up Staffing Plan
24. Staff Training
25. Signs and Symptoms (daily health checks)
26. Sharing Facilities
27. Support Coping and Resilience

Preparing for When Someone Gets Sick

28. Advise on Home Isolation Criteria
29. Isolate and Transport Sick
30. Clean and Disinfect
31. Notify Health Officials and Close Contacts

Safety Plan

Cincinnati Public Schools District Safety Plan for School Reopening

COVID-19 Pandemic Preparedness Fall 2020

Last Updated: 7/15/20

The following safety protocols will be implemented by each school in the Cincinnati Public Schools district and are based on the guidance from Centers for Disease Control and Prevention at

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Table of Contents:

1. Behaviors that Reduce Spread
2. Maintain Healthy Environments
3. Maintain Healthy Operations
4. Preparing for When Someone Gets Sick
5. Definitions
6. Updates to This Plan
7. School-Specific Safety Plan for School Reopening
8. Attachments:
 1. [Floor Plans](#)
 2. [Classroom Furniture Templates](#)
 3. [Staff Leave Options](#)
 4. [Staff or Student Illness Process](#)
 5. [Confirmed or Suspected COVID-19 Case Process](#)
 6. [CDC Considerations for Schools](#)
 7. [Pandemic Illness Tracking Form - Staff](#)
 8. [Facilities Disinfecting and Ventilation Guidelines for a Confirmed Case](#)
 9. Pandemic Illness Tracking Form - Students (coming soon)
 10. COVID-19 Confirmed Case Letter Template (coming soon)
 11. COVID-19 Suspected Case Letter Template (coming soon)



Badge Insert Mock-ups





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**Susan
Bunte**

Isolation Protocol



Isolation Protocol

- Students who report to Isolation Room:
 - **Fever > 100.4**
- Many students have pre-existing conditions, which may mimic COVID symptoms
- Teachers should consider if students are displaying new or unusual symptoms
- Teachers to call the nurse for students who are in class and develop symptoms
- Students who are consented for testing will be tested on site
- Students who are not consented will receive a letter to follow up with their primary medical provider
- All test results for on-site testing will come through the Cincinnati Health Department to CPS
- Cincinnati Health Department Nurse will follow up with those students who follow up with primary medical provider

**Laura
Mitchell**

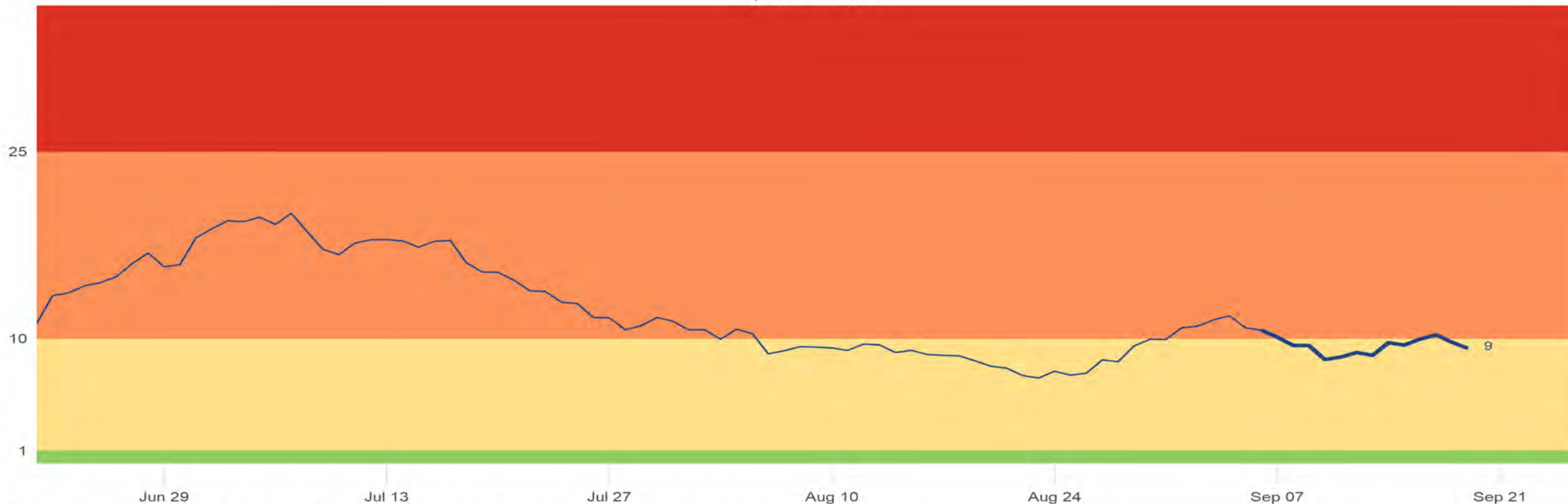
Considerations and Next Steps



Seven day moving average of new COVID-19 cases per 100,000 people

Previous two weeks in bold

Hamilton County, Ohio
Population: 817,473



Levels are those suggested by Massachusetts Testing, Tracing, and Supported Isolation collaborative, information can be found here: <https://ethics.harvard.edu/ttsi-technical-handbook>.
Data from The New York Times, based on reports from state and local health agencies. <https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html> Pulled: 2020-09-20
Population estimates from US Census Population Estimates Program, Vintage 2019

Data as of 9.19.20. Collaborators: Hartley, D., Beck, A., Kahn, R., Stuart, T. – Cincinnati Children's Hospital Medical Center, The Health Collaborative.

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Primary Measures and Proposed Thresholds

Below is an adaptation of suggested thresholds from Harvard Global Health Institute (*see link below for original recommendations*). Schools should consider student needs and ability to implement protection protocols as they make the decision for their district.

Category	Daily New Cases per 100,000	Schools should:
Red	>25	Encourage remote learning for all learners when possible
Orange	10<25	Consider remote or hybrid learning unless Community Performance Indicators (<i>slide 3</i>) met. If Community Performance Indicators are met, follow guidance in Yellow:
Yellow	1<10	Consider if school protective protocols can be strictly implemented (<i>see slide 4</i>) → If no, consider remote or hybrid learning → If yes, consider return to in-person with possible prioritization & phase-in: • Priority 1: preK-5, special education through 8th • Priority 2: grades 6-8 and special education for grades 9-12 • Grades 9-12: ○ Not a priority in Orange – continued remote or hybrid learning ○ Return in Yellow on hybrid schedule IF distancing can be maintained for all grades, majority of time
Green	<1	All grades in school with strict protection protocols

* Harvard Global Health Institute. *The Path to Zero and Schools: Achieving Pandemic Resilient Teaching and Learning Spaces*. Retrieved from https://globalepidemics.org/wp-content/uploads/2020/07/pandemic_resilient_schools_briefing_72020.pdf.

Power of the Moment

Maximize Time

- Data
- Best Practices



Urban Districts Using In-Person Instruction

District	Enrollment
Canton Public Schools	8,500
Detroit Public Schools	50,000
Orange County Public Schools	212,000
Pinellas County Public Schools	101,427
Providence Public Schools	24,000
Toronto Public Schools	247,000
Washoe County Public Schools	64,158
Wichita Public Schools	49,851

CPS

- Rebuilding
 - During
 - Post
 - Informed



Better Positioned

- Not All or Nothing
- Measured Steps Forward



2/3 Model

		Group A ½ of total student body	Group B ½ of total student body
Week 1	1	In person 3 days	In person 2 days
		Remote 2 days	Remote 3 days
Week 2	2	In person 2 days	In person 3 days
		Remote 3 days	Remote 2 days
		In-person teacher-led instruction 2-3 Total days	In-person teacher-led instruction 2-3 Total days

6' Social Distancing

All students – 2-3 days in person per week (Mon/Tues/Weds or Mon/Thurs/Fri)

- Students would stay in their A/B groupings
 - Alternate 2 and 3 days in person and distance learning/Monday alternating day (M/T/W or M/Th/F)
 - Preschool and specialty classrooms go 5 days in person
- Potential for confusion re: alternating Mondays

1/2/2 Model

All Students	Group A ½ of total student body	Group B ½ of total student body
	Grades K-12	Grades K-12
Monday	Tuesday/Wednesday	Thursday/Friday
Distance learning for all students	In person 2 days	In person 2 days
	Remote 3 days	Remote 3 days
	3 days of teacher-led instruction (2 in-person and 1 distance)	
6' Social Distancing		

Key Benefits:

- Consistency each week (Mondays in distance)
- Three days of teacher-led instruction

Pre-K in a 4/1 Model

- Phase-In Model
 - Week of October 5
 - All students October 12
- Health & Safety
- Arrival/Dismissal:
 - Staggered Times
 - Health Assessment
- Compliance/Procedures/Routines
 - Student Dining
 - Rest Time
 - CACFP — "Snack"
 - Recess
- Instructional Focus
 - Social Emotional Learning
 - Language & Literacy
 - Mathematics
- Assessments/Progress Monitoring
- Community Partnerships
- Distance Learning
- Roles and Responsibilities of Staff

Specialized Classrooms in a 4/1 Model

Classrooms included (~1500 students):

SLIFE, autism, multiple disabilities, STRIDES, preschool special education, Lighthouse School, Project SEARCH, ICAN, Project LIFE, Camelot

Monday 10/5	Tuesday 10/6	Wednesday 10/7	Thursday 10/8	Friday 10/9
All Students Distance Learning	Group A Half of students Return In Person	Group A Half of students Return In Person	Group A Distance Learning	Group A Distance Learning
All Students Distance Learning	Group B Distance Learning	Group B Distance Learning	Group B Half of students Return In Person	Group B Half of students Return In Person

Monday 10/12	Tuesday 10/13	Wednesday 10/14	Thursday 10/15	Friday 10/16
All Students Distance Learning	All students in specialized classrooms return In person	All students in specialized classrooms return In person	All students in specialized classrooms return In person	All students in specialized classrooms return In person

PPE Provided to Teachers:

- Face shields
- Gloves
- Plexiglass dividers as needed
- Disinfectant wipes
- Hygiene wipes

Pre-K and Specialized Classrooms

— 4 days in person

Phased-in approach
beginning October 5

Pre-K and Specialized Classrooms			
Week of 10/5	Monday	Tuesday/Wednesday	Thursday/Friday
	Distance learning	In person ½ of total student body	In person ½ of total student body
Week of 10/12	Monday	Tuesday - Friday	
	Distance learning	All In person	
6' Social Distancing due to combination of smaller class sizes and larger classroom space			

Pre-K and Specialized Classrooms — 5 days in person

Phased-in approach
beginning October 5

Pre-K and Specialized Classrooms			
Week of 10/5	Monday	Tuesday/Wednesday	Thursday/Friday
	Distance learning	In person ½ of total student body	In person ½ of total student body
Week of 10/12	Monday - Friday		
	All In person		
6' Social Distancing due to combination of smaller class sizes and larger classroom space			

Phased-In Approach (updated)

October 5

- Preschool and Specialized Classrooms at 50% capacity (half Tues/Weds and half Thurs/Fri) – schools will contact with schedules
- Grades K-2 A/B schedule begins, Monday remote
- Grades 7-8 A/B schedule begins, Monday remote

October 12

- Preschool and Specialized Classrooms 100% capacity, 4 days per week in person, Monday remote
- Grades 3-6 A/B schedule begins, Monday remote
- Grades 9-12 A/B schedule begins, Monday remote

Post Board Meeting Communication

- Parent Town Halls
 - 6 p.m. September 22 (Tuesday)
 - 4 p.m. September 23 (Wednesday)
 - 5 p.m. September 24 (Thursday – ESL/Spanish, French and Arabic)
- Employee Town Halls
- Email and Robocall update post-meeting to parents and employees
- Updated website and social media push

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Visit **CPS-K12.ORG/NEWS/BACKTOSCHOOL**
for more information.



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