Cincinnati Public Schools

FUTURE OF SCHOOLS

July 13, 2020
High Quality Public Education

Superintendent Laura Mitchell
High Quality Public Education

Safety and Health

Equity

Accelerate Student Learning

Hamilton County

LEVEL 3
4-5 Indicators Triggered
Public Emergency
Very high exposure and spread. Limit activities as much as possible. Follow all current health orders.
At Cincinnati Public Schools, here’s what to expect …

15 Central Office Project Teams; 2 additional teams at each school
Safety Precautions

Sarah Trimble-Oliver
Review of 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
CPS’ District Safety Plan for Reopening Schools

Cincinnati Public Schools

District Safety Plan for School Reopening

COVID-19 Pandemic Preparedness Fall 2020

Last Updated: 7/7/20

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:

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)
   12. Short Term School Closure Template (coming soon)
   13. Student Educational Materials (coming soon)
Promoting Behaviors that Reduce Spread

1. Staying Home when Appropriate
2. Hand Hygiene and Respiratory Etiquette
3. Cloth Face Coverings
4. Adequate Supplies (soap and hand sanitizer)
5. Signs and Messages
District Safety Plan for Reopening Schools

Promoting Behaviors ... in Action
Facilities

Robin Brandon
District Safety Plan for Reopening Schools

Maintaining Healthy Environments

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

Sarah Trimble-Oliver
District Safety Plan for Reopening Schools

Maintaining Healthy Operations

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

15. Regulatory Awareness (local rules about large gatherings)
16. Gatherings, Visitors and Field Trips (eliminate)
17. Identifying Small Groups and Keeping Them Together (cohorting)
### District Safety Plan for Reopening Schools

**18. Staggered Scheduling**

<table>
<thead>
<tr>
<th>Week</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In person 3 days</td>
<td>In person 2 days</td>
</tr>
<tr>
<td></td>
<td>Remote 2 days</td>
<td>Remote 3 days</td>
</tr>
<tr>
<td></td>
<td>Remote 3 days</td>
<td>Remote 2 days</td>
</tr>
<tr>
<td></td>
<td>In-person teacher-led instruction 2-3</td>
<td>In-person teacher-led instruction 2-3</td>
</tr>
</tbody>
</table>

**Social Distancing**

- 6' Total days
District Safety Plan for Reopening Schools

18. Staggered Scheduling
District Safety Plan for Reopening Schools

19. Designated COVID-19 Point of Contact (school nurse)
20. Participation in Community Response Efforts
District Safety Plan for Reopening Schools

25. Signs and Symptoms (daily health checks)
25. Signs and Symptoms (daily health checks)

CPS COVID-19 Dashboard

- Count of COVID-19 cases by school for staff
- Count of COVID-19 cases by school for students
- Count of COVID-19 cases by date for staff
- Count of COVID-19 cases by date for students
- School or classroom short-term closures with effective dates
- Confirmed case address-matching algorithm to identify students in same household
Communications and Engagement

Krista Boyle
In addition:

- “Back to School” section on the CPS website – one-stop shop for information
- Weekly superintendent updates (safety and academic focus)
- Details (such as A/B groupings) mailed to homes by end of July

Preparing for Return to School

- Case notification communication (suspected and confirmed)
- Classroom/grade/school closures
Email and Robocall Survey to Parents Week of July 6th

>10,000 robocall responses and ~ 2,000 email responses

Do you plan to have your child(ren) return to a CPS school in the fall?

- **Email**: 73% Yes, 24% Unsure, 3% No
- **Robocall**: 67% Yes, 24% Unsure, 9% No

Are you interested in enrolling your child(ren) in Cincinnati Digital Academy for a fully online option?

- **Email**: 23% Yes, 11% Unsure, 66% No
- **Robocall**: 36% Yes, 22% Unsure, 42% No

Are you concerned about having adequate childcare for your child(ren)?

- **Email**: 62% No, 38% Yes
- **Robocall**: 56% No, 44% Yes
Human Resources

Paul McDole
## Rationale for Substitute Recruiting

### 22. Leave (Time Off) Policies and Excused Absence Policies —

<table>
<thead>
<tr>
<th>Employee is sick (COVID-19)</th>
<th>Caring for person with COVID</th>
<th>Caring for child home from school or daycare</th>
<th>Employee is in a vulnerable population</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS sick leave</td>
<td>CPS sick leave for immediate family member</td>
<td>Extended FMLA for up to 12 weeks at 66% -- employer permission required for intermittent leave</td>
<td>Employee is not eligible for paid sick leave but may request a one-year leave of absence (unpaid)</td>
</tr>
<tr>
<td>FFCRA – 10 days paid at 100%</td>
<td>FFCRA – 10 days paid at 66%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rationale for Substitute Recruiting

23. Back-Up Staffing Plan
24. Staff Training

• CPS must increase the number of substitute employees readily available because of the likelihood of absences due to COVID-19.

• Human Resources has crafted a plan to get in front of this need.
<table>
<thead>
<tr>
<th>WHAT</th>
<th>HOW</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create more community-based pathways to Cincinnati Public Schools</td>
<td>Work with partner agencies and universities as well as internal CPS departments to highlight substitute and career opportunities in CPS</td>
<td>By: July 31, 2020</td>
</tr>
<tr>
<td>Virtual Substitute Employee Job Fair</td>
<td>1:1 face-to-face interviews by appointment at Education Center to interview and onboard, with a background check - all in one stop!</td>
<td>By: August 3, 2020</td>
</tr>
<tr>
<td>Follow up on June mailing to all current substitutes to confirm their willingness and ability to work with CPS in FY21</td>
<td>Call each substitute from last year and personally invite them to continue routine subbing with CPS for FY21</td>
<td>By: July 31, 2020</td>
</tr>
<tr>
<td>Weekly virtual interviewing and onboarding process - “Walk-In Wednesday” - and beginning to hire substitutes before school starts</td>
<td>Advertise opportunities on social media platforms, working with Communications Office</td>
<td>Begins: July 22, 2020</td>
</tr>
</tbody>
</table>
Partnerships

Shauna Murphy
Staff Child Care

- Provide child care needed for CPS staff for children grades Kindergarten – 6
- Possible locations to serve West, Central, East
- Vine, Mozart, Ezzard Charles, AMIS, Silverton, Woodford, Shroder, Withrow
- Implement CDC/District Safety Protocols
- Administrators and security onsite
- Staggered times to accommodate staff work hours
- Civil Service employees (2 per classroom) with CDA Certificates and/or in a program to receive their CDA
- Breakfast and lunch provided
- Technology available to complete remote learning
- Physical outdoor play areas
- Reasonable cost to staff
Partners — Lead Agencies
• All students alternate between two and three days of in-person classes each week. Services provided by lead agencies will conform to this model in the schools.

• We request that we continue to be co-located in the school buildings in order to operate. We will work with principals to designate the co-located staff from individual organizations based on the types of services needed and provided by the agencies.

• Students will stay in their schools and won’t spread across other buildings.

• Lead agencies will stay in the schools to which they are assigned and won’t spread to other buildings.

• Students will be divided into two groups to maintain 6-foot social distancing.

• Co-located lead agencies will maintain 6-foot social distancing.

• Lead agencies will follow all CDC health and safety standards.
Partners

• For remote learning on days when students are not in class, the partners will adapt services as much as possible to digital platforms so we can continue to serve students.

• Each lead agency will be responsible for working with school leadership to review the services provided in the building, hours of service and who will provide the services.

• In general, unless determined as an exception at the district or building levels, volunteers and vendors who work with individual agencies will not be service providers during academic year 2020-21.

• Food insecurity exists among our population. In the after-school hours, generally, snacks and dinner are served. The partners will work with CPS and schools to determine how this issue will be addressed during in-school days and, if possible, on days when students are not in the buildings.

• Lead agencies will begin meeting with school leadership as soon as possible, after inclusion of partners in the school reopening is approved.
Support, Coping and Resilience

Susan Bunte
District Safety Plan for Reopening Schools

27. Support, Coping and Resilience

Preparing for When Someone Gets Sick

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

- All school-based staff will be provided with professional development in trauma-informed practices in August
- Student handbooks – “I make a difference”
- School Social Workers will provide small-group support
- Positive Behavior Interventions and Support (PBIS) plans emphasize teaching of new COVID-19 behaviors
- MindPeace room expansion
- Video series for adolescents, families and staff
Support, Coping and Resilience - Staff

Why is it important?

- **Burnout and Retention**
- **Student Outcomes**
- **Teacher-Student Relationships**
  - Empathy for Self and Others; Vicarious Stress and Trauma
- **Exacerbated by Shifts to Distance Learning & Other Pandemic Stressors**
How can we help support our staff?

- **Self-Care Workshop** with Beech Acres open to all teachers and staff
- **Teacher Leadership Self-Care Cadre** - a toolbox of resources shared each month for teacher leaders to use with their teams; follow-up professional development session planned for interested teacher leaders
- **Empathetic Leadership** - Leading with trauma-informed practices in mind for directors and managers in August role-alike meetings
- **Leadership Bulletin** - with tools and resources for leaders to utilize for returning staff
- **Linked In Group** for teachers new to CPS
- **Resource Guide** for all employees with research-based strategies and self-care tools to help with returning to work
Preparing for when someone gets sick

Centers for Disease Control (CDC) Considerations
Preparing for when someone gets sick

• Working with the Cincinnati Health Department, each school will have a school nurse responsible for responding to COVID-19 concerns.

• Translation services will be available for providing communication support in multiple languages.

• Nurses will take the lead in securing parent-consent forms in advance for COVID-19 testing. The ability to test remains in the planning stages (Cincinnati Children’s Hospital Medical Center and Cincinnati Health Department).
Advise on Home Isolation Criteria
CPS Confirmed Case Procedure – 7/9/2020

**Student suspected case:**
A student reports having a fever, or symptoms consistent with COVID, or having close contact with a confirmed COVID case – the student must STAY HOME – see the Illness Response Protocol.

**Confirmed / Suspected Case**
Person with a confirmed case or a suspected case (showing symptoms and awaiting testing) and has been physically present in CPS’s schools or buildings within the last three days.

**Staff suspected case:**
A staff member reports having a fever, or symptoms consistent with COVID, or having close contact with a confirmed COVID case – Staff member must STAY HOME – see the Illness Response Protocol.

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**Assess Risks and Determine Next Steps**

- All suspected cases (students and staff) should be reported to Cynthia Eghbalnia – Environmental Health and Safety (EHS). EHS will monitor all cases and work with the Cincinnati Health Department to respond to any potential hot spots / flare ups.

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**Communicate**

- Immediately communicate suspected / confirmed cases to all persons who may have had “close contact” with the confirmed / suspected case or any household member of the confirmed / suspected case. Principal / teacher / coach should immediately initiate personal calls, email, robocalls to communicate that there is a suspected case.

- If needed, follow up communications if the case is confirmed / not confirmed.

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**Report / Monitor**

- All areas accessed by the infected person must be cleaned and thoroughly disinfected.

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**Clean / Sanitize**

- In the case of confirmed cases, a temporary closure (2-5 days) potentially be ordered based on a risk assessment:
  - Work with EHS and the Health Department to determine the appropriate scope of the closure necessary to avoid community transmission – e.g., single classroom, grade level, school, or all district schools
  - Initial closure should be for 2-5 days to allow for thorough cleaning / disinfecting and to monitor whether additional cases are identified
  - Work with EHS and the Health Department to determine whether initial closure should be extended.

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**Temporary Closure – Confirmed Cases Only**

- Immediately communicate suspected / confirmed cases to all persons who may have had “close contact” with the confirmed / suspected case or any household member of the confirmed / suspected case. Principal / teacher / coach should immediately initiate personal calls, email, robocalls to communicate that there is a suspected case.

- If needed, follow up communications if the case is confirmed / not confirmed.
Preparing for when someone gets sick

• Students and staff showing COVID-19 symptoms will be moved to separate areas away from others.

• Regular cleaning and disinfecting will take place in main office areas and nurses’ offices.

• Parents will be asked to ensure that there are multiple, pre-arranged methods for getting children home if they become ill or show COVID-19 symptoms.
Notify Health Officials and Close Contacts

• Cincinnati Public Schools has established a tracking system and will work closely with Cincinnati Health Department.

• CPS will actively monitor return of staff and students who previously reported ill due to COVID-19 related symptoms.

• School staff will develop and communicate to students and parents remote-learning instructional plans to be used in the event of a classroom/school closure.
Children’s Hospital Partnership

Sarah Trimble-Oliver
Learning from Cincinnati Children’s Hospital
Policies

Policies recommended to change at July 13 Board meeting

— **Masks** - proposed new facial-covering policy that applies to all staff and students entering CPS’ schools and buildings

— Suspend the following Board policies:

  • 2340 – Field Trips – travel restriction outside 100-mile radius
  • 2451 – Alternative to Suspension and Expulsion
  • 7510 – Use of District Facilities – essential only
  • 9150 – School Visitors – significantly restricted
Academics

Tianay Amat
All children, regardless of circumstances, receive high quality, grade level curriculum, instruction and technologies.

Adapt, Adjust, Abandon

- Provide and collect feedback, monitor growth, scaffold and enrich
- Curriculum assessments; Student-experience surveys; Plus/Deltas; scaffold up

Accelerate Learning

- Engage students in grade-level instruction regardless of circumstances
- District-adopted curriculum; curriculum maps and guides; Schoology templates; accelerate learning

Build Relationships

High expectations, warm demeanor, culturally responsive and relevant, strong social-emotional learning partnerships

Diagnose Learning

Pre-assessment, critical works of the grade vertically aligned, just-in-time review, asset-based mindset and speech

The Standards Institute, 2019 (Unbound Ed)
Academics - Cincinnati Digital Academy

1. Curriculum
   - Aligned to District Curriculum using Schoology and Engenuity
   - Credit Recovery

2. Enrichment Opportunities
   - College Credit Plus
   - Advanced Placement

3. Extracurricular
   - Participation in sports and clubs
What’s Next?

Superintendent Laura Mitchell
What’s Next?

School Reopening 2020-21

<table>
<thead>
<tr>
<th>June 15th</th>
<th>June 20th</th>
<th>June 25th</th>
<th>July 1st</th>
<th>July 6th</th>
<th>July 11th</th>
<th>July 16th</th>
<th>July 21st</th>
<th>July 26th</th>
<th>July 31st</th>
<th>August 5th</th>
<th>August 10th</th>
<th>August 15th</th>
<th>August 20th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staggered Arrival</td>
<td>Unique Team</td>
<td>Parent Survey</td>
<td>Parent Communication</td>
<td>Integrated (Jan-Feb)</td>
<td>Community Events</td>
<td>Employee Survey</td>
<td>Identification &amp; Training</td>
<td>Employee Training</td>
<td>Hotline</td>
<td>School</td>
<td>Kindergarten</td>
<td>Safety (Kindergarten)</td>
<td>Safety (Kindergarten)</td>
</tr>
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</table>