Health and Safety Update

March 1, 2021

BACKPACKS ON
LAPTOPS OPEN
FUTURES BRIGHT!

CINCINNATI PUBLIC SCHOOLS
PREPARING STUDENTS FOR LIFE
Health and Safety
A Timeline to Restore Hope

March
- Priorities for 2020-2021 academic year
  - Staff vaccines complete
  - Community and staff engagement
  - Summer scholars program
  - Decisions about increased in-person learning

April

May

June
- The future
  - Strategic discussions
  - 2021-2022 academic year
Today’s Presentation Focus

Board Assignments

• Beginning to discuss possibility of increased in-person instructional time

• Criteria for operating schools

• CDC considerations
CDC Considerations

• “Considerations” versus “Rules” or “Requirements”

• Introduces new thresholds

• Example: how does it compare? (new positives per 100,000)
  • CDC → 7
  • Harvard → 100
  • Cincinnati current → 16.9
Weighing the Risks

Health Risks

Academic and Social-Emotional Risks
ODE Data Insights: Effects of Pandemic on 2020-2021 School Year Across Ohio

<table>
<thead>
<tr>
<th>Decreased student enrollment in Preschool-12 public schools (-3%)</th>
<th>Chronic absenteeism is continuing concern across Ohio</th>
<th>State’s most vulnerable student populations have been most affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community school e-school enrollment increased by 50% (+13,000 students)</td>
<td>Decreased participation and scores on Fall 3rd Grade ELA Ohio State Test</td>
<td>Report recommends Districts examine MTSS frameworks and acceleration strategies</td>
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http://education.ohio.gov/Topics/Reset-and-Restart/Data-Insights-on-the-2020-2021-School-Year

Published: 2/3/2021
District Fall 3rd-Grade ELA Ohio State Tests

**Fall 2019**
- 99% of 3rd-Graders assessed
- 38% of students assessed were at or above the proficient level

**Fall 2020**
- 77% of 3rd-Graders assessed
- 21% of students assessed were at or above the proficient level
District Student Attendance Rate
Year to Date (YTD)

3-9-2020
Pre-COVID-19 Shutdown
91.0%

2-26-2021
Current YTD
86.0%
Social and Emotional Considerations

• There is a lot we do not know.
• The impact of distance versus in-school learning is difficult to measure.
• Concern for disparate impact of COVID-19 pandemic and associated school closures on populations facing inequities have been raised by the AAP, ODH and CDC.
• There is some early evidence of social and emotional harm from the pandemic.
Social and Emotional Considerations

• There has been a 24% increase in mental health Emergency Department (ED) visits for children 5-11 in the US and 31% for older children.
  • This may not be true in Cincinnati.

• The food insecurity rate in Hamilton County has gone from 14.1% to 18%, an increase of approximately 13,000 households.

• It may be a long time before we are able to understand any differential outcomes of in-person versus distance learning.
Variants

• How prevalent are they in Ohio?

• Are they more contagious?

• Are the vaccines effective against them?
COVID Measures to Inform School Planning

- The measures are offered as a tool to assist school leaders as they consider choices about on-site, hybrid, and remote learning models for their student populations.

- The following measures are early indicators to assist in real-time decision making about remote, hybrid, and in-person learning.

  - **School Measures as Primary:**
    - Number of school cases & quarantines among staff and students
      - Monitor closely for evidence of in-school transmission
    - Assess adequacy of staffing levels for safe and effective operations
    - Consistent adherence to protective bundle measures

  - **Community Measures as Secondary:**
    - Rate of new COVID cases in the community & direction of trend
    - Community Performance Indicators to demonstrate how community systems are coping

- The existing Ohio Public Health Advisory System contains valuable community metrics, and schools may also use this to guide decisions. In addition, OPHAS may be used to guide government decisions or mandates around schools. But several indicators (outpatient visits, ED visits, hospital admissions, ICU occupancy) lag days or weeks behind new infections. The suggested measures above focus on current school, state and incident infection as real-time indicators.
The Swiss Cheese Respiratory Virus Defense

Recognising that no single intervention is perfect at preventing spread

Mitigation strategies matter!

Community
Incidence, % positive

Schools
Cases, Quarantine, Absences

Each intervention (layer) has imperfections (holes).
Multiple layers improve success.
Mitigation Strategies
Social Distancing Guidance Varies

• **Centers for Disease Control and Prevention (CDC):** 6 ft or more to the greatest extent possible

• **Ohio Department of Health:** CDC defines acceptable distancing as a minimum of 6 feet. In accordance with the AAP, desks should be placed ideally 6 feet apart and at a minimum 3 feet apart

• **American Academy of Pediatrics (AAP):** primary school - 3 to 6 ft when feasible; secondary school – 6 ft when feasible; teachers - 6 ft when feasible; bus drivers minimum 6 ft

• **Harvard/Brown:** 3 ft for young learners; 3 ft for HS unless cases are below 100/100,000 and then 6 ft

• Mitigation strategies essential to all guidance
Mitigation Strategies
CPS is using these!

• **Essential strategies:** When mitigation strategies are consistently and correctly used, the risk of spread within the school environment is decreased.
  - Universal Masking including while speaking
  - Hand and bathroom hygiene
  - Achieving 4-6 air changes per hour of ‘clean’ air through any combination of ventilation and filtration (or outdoor classrooms)
  - Physical distancing
  - Isolation and Quarantine policies and contact tracing practices
  - Cleaning and maintaining healthy facilities

• **Additional strategies being utilized or under consideration:**
  - Diagnostic testing
  - Vaccination
    - Screening testing (TBD)
Local Community Measures
City of Cincinnati COVID-19 rate per 100,000

As of 03.01.21
Local Community Measures

Positivity Rate

Percent of COVID tests that are positive  Goal: < 5% (CDC), < 3% (Harvard)

City of Cincinnati: 7.6%

Hamilton County outside of Cincinnati: 7.3%
Local Community
Regional findings and limitations

• For school districts in-person learning in Southwest Ohio, an increase in school cases was observed when community rates were 50 per 100,000.
  • Limitation: Unknown which classroom settings were 3-6 ft and unknown which were due to in-school transmission

• For non-public schools in-person learning in Cincinnati City
  • No school closures
  • Some classroom closures in pre-K-elementary classrooms where case identified and specific close contacts could be identified
  • Limited in school transmission
  • Limitation: Unknown which classroom settings were 3-6 ft
Criteria for Decisions About In-Person Learning

• # In-School Transmissions
  • including screening testing for asymptomatic cases
• Implementation of safety protocols
  • including staff attendance
• Cluster of positive cases in one class/school
• Recommendation from Cincinnati Health Department

Why? We did not have these school measures in the summer and early fall, but now we do. Regional health experts recommend using these school measures in making decisions, as more important than community measures.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
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<tbody>
<tr>
<td># In School Transmissions:</td>
<td>6</td>
</tr>
<tr>
<td>% Implementation of safety protocols:</td>
<td>95.4%</td>
</tr>
<tr>
<td>Number of classes or schools with a cluster of positive cases:</td>
<td>0</td>
</tr>
<tr>
<td>Number of student positive cases:</td>
<td>451</td>
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<tr>
<td>Number of staff positive cases:</td>
<td>573</td>
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<tr>
<td>Certificated Staff Attendance</td>
<td>92.4%</td>
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<tr>
<td>Civil Service Staff Attendance</td>
<td>89.4%</td>
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<tr>
<td>Percent of screening testing with positive results:</td>
<td>X</td>
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How Will We Know?

- Daily Huddles with Cincinnati Health Department
- CPS COVID-19 Dashboard Case Count
- Safety hotline
- Daily staff safety reports
- Safety huddles with principals
- Union safety reports
Choice for Families
What has to be true to offer families 5 days?

Mitigation Strategies in Place

✓ Universal Masking including while speaking
✓ Hand and bathroom hygiene
✓ Achieving 4-6 air changes per hour of ‘clean’ air through any combination of ventilation and filtration (or outdoor classrooms)
✓ Physical distancing
✓ Isolation and Quarantine policies and contact tracing practices
✓ Cleaning and maintaining healthy facilities
✓ Diagnostic testing
✓ Vaccination
### Choice for Families: What it could look like

**5 Days/Week In-Person Choice**
- Universal use of masks
- Physical distancing to the maximum extent possible *but may not be 6’*
- Handwashing and respiratory etiquette
- Cleaning and ventilation
- Contact tracing, isolation, quarantine
- Screening testing (coming)
- Vaccinations for staff

**Distance Learning Choice**
- Cincinnati Digital Academy
  - OR
  - Distance Learning from home school in non-concurrent model using Schoology

*Note: Parent/guardian and staff surveys being fielded this week*
Weighing Risks and Benefits

Benefits
• Academic
• Social and emotional

Mitigation Strategies in Place
✓ Universal Masking including while speaking
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Family Choice
• Making more in-person instructional time available for families based on individual situation and how their child learns best
Summary

CDC considerations and thresholds continue to shift.

However, due to rigorous implementation of health and safety protocols and strong partnerships we know the following to be true:

(1) The mitigation strategies CPS has put in place work
(2) There are relatively low transmissions within schools
Health Department References


• Mental Health–Related Emergency Department Visits Among Children Aged <18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. [MMWR Weekly / November 13, 2020 / 69(45);1675–1680](https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6945a1.htm)


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

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