High Quality Public Education

Superintendent Laura Mitchell
High Quality Public Education

Safety and Health

Equity

Accelerate Student Learning
Community Trends: City of Cincinnati as of July 31

**CITY OF CINCINNATI COVID-19 TREND INFORMATION**

**EPIDEMIOLOGICAL CURVE**

Updated 7/31/2020 2:30pm

*Data is provisional contingent upon completion of contact tracing and confirmation of jurisdictional residence*

**In accordance with the new CDC guidelines, the CDC expanded (probable) case definition is included in this report. See: https://www.cdc.gov/coronavirus/2019-ncov/covid-data/faq-surveillance.html**

**Number of individuals actively monitored is an estimate, subject to change**

State data source: Ohio Disease Reporting System (ODRS)
Three Data Points We’re Watching

Sustained daily decline in new confirmed cases
(City of Cincinnati COVID-19 Trend Information July 31)

Positivity rate less than or equal to 5%
(City of Cincinnati data August 3)

Hamilton County in Yellow or Orange as a part of Ohio’s Public Health Advisory System (As of July 30 – new considerations for risk assessment)
Hamilton County Alert Level as of July 30

Updates Made to How Risk Level is Assessed

• As of July 30, Hamilton County met 2 of 7 indicators
• Remains at Level 3/Red because new cases per 100,000 is above 100
Recommendation: Distance Learning Model for First Five Weeks

**August 24**
— School starts

**Week of September 14**
— Review of community health data

**September 28**
— Return to in-class learning with blended-learning model if community health status improves

We need the community’s help to lower the rate of community spread
Academics

Tianay Amat
IN PERSON * BLENDED * DISTANCE
Distance Learning Will Be Different Than Last Spring!

Adapt, Adjust, Abandon (Grades and Office Hours)
Curriculum assessments; Student Experience Surveys; Plus/ Deltas; scaffold up

Build Relationships (Google Meet)
High expectations, warm demeanor, culturally responsive and relevant, strong Social Emotional Learning

Accelerate Learning (Schoology)
Self-Directed (complete teacher assignments), District-adopted curriculum; curriculum maps and guides; Schoology templates, accelerate learning

Diagnose Learning (MAP)
Pre-assessment, 2-week cycle assessments, critical works of the grade vertically aligned, just-in-time review, asset-based mindset and speech

“All children, regardless of circumstances, receive high-quality, grade-level curriculum, instruction and technologies.”
<table>
<thead>
<tr>
<th>Possible Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Morning Meeting: Meet with all Teachers &amp; Classmates in your grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:50-9:40</td>
<td>Science</td>
<td>Math</td>
<td>ELA*</td>
<td>Math</td>
<td>ELA*</td>
</tr>
<tr>
<td>9:45-10:30</td>
<td>DEAR – Drop Everything and Read/Exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:35-11:25</td>
<td>Social Studies</td>
<td>ELA*</td>
<td>ELA*</td>
<td>ELA*</td>
<td>ELA*</td>
</tr>
<tr>
<td>11:30-12:15 45 min.</td>
<td>Small Group Meetings Scheduled by teacher and self-directed learning time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20-1:00</td>
<td>Lunch and Free Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:05-1:50</td>
<td>Music or Art or PE or Library, etc.**</td>
<td>Music or Art or PE or Library, etc.**</td>
<td>Music or Art or PE or Library, etc.**</td>
<td>Music or Art or PE or Library, etc.**</td>
<td>**Self-directed</td>
</tr>
<tr>
<td>1:55–2:30</td>
<td>Office Hours Math</td>
<td>Office Hours ELA</td>
<td>Office Hours Social Studies</td>
<td>Office Hours Science</td>
<td>**Self-directed</td>
</tr>
</tbody>
</table>

*Integrates Science and Social Studies
**District PD/Support
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday*</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:25</td>
<td>Advisory Monday Meeting</td>
<td>Bell 1</td>
<td>Bell 4</td>
<td>Bell 1</td>
<td>Bell 4</td>
</tr>
<tr>
<td>9:30-10:25</td>
<td>*Self-directed Learning</td>
<td>Bell 2</td>
<td>Bell 5</td>
<td>Bell 2</td>
<td>Bell 5</td>
</tr>
<tr>
<td>10:30-11:25</td>
<td>Counselor Meeting with 10th grade</td>
<td>*Self-directed Learning</td>
<td>*Self-directed Learning</td>
<td>*Self-directed Learning</td>
<td>*Self-directed Learning</td>
</tr>
<tr>
<td>11:30-12:25</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:25</td>
<td>*Self-directed Learning</td>
<td>Bell 3</td>
<td>Bell 6</td>
<td>Bell 3</td>
<td>Bell 6</td>
</tr>
<tr>
<td>1:30-2:25</td>
<td>*Self-directed Learning</td>
<td>Break/study/ exercise</td>
<td>Break/study/ exercise</td>
<td>Break/study/ exercise</td>
<td>Break/study/ exercise</td>
</tr>
<tr>
<td>2:30-3:25</td>
<td>*Office Hours</td>
<td>*Office Hours</td>
<td>*Office Hours</td>
<td>*Office Hours</td>
<td>*Office Hours</td>
</tr>
</tbody>
</table>

*District PD/Support
Cincinnati Public Schools Smart Start
Orientation for Staff, Families and Students

**Expectations**

**Introductions and start to build relationships**
- Staff, Student and Family Handbook
- Schedule
- Syllabus (High School)
**Attendance**
**Grading**

**Prepare**
- Device and Connectivity
- Textbooks/Consumables
- Instructional Supplies
- Art Supplies
- Codes for PowerSchool and Schoology
- Office Hours

**Practice**
- Accessing PowerSchool and Schoology
- Upload assignments
- Check Grades
- Logging on to Google Meet
Back to school is Coming...Fast

- Working in
- ELA
- Math
- Templates

https://www.youtube.com/watch?v=DJTE7knfrsQ
Learning for Students with Disabilities and English Learners

Susan Bunte
All students with disabilities will continue to receive services in a distance learning model.

— Intervention specialists and related services staff will develop schedules to support students in classes and with additional support time.
— The supports and services a student receives will be delivered based on individual need and the student’s ability to access virtual learning.

Students with disabilities have access to the same district technology as all students.

— In some cases, IEP teams may decide that a different device is more appropriate and will work with families to make that switch.
— In addition, the district is making plans to ensure that students with assistive technology (AT) and/or augmentative and alternative communication (AAC) devices have access to needed devices.
The majority of students with disabilities are included in the general education classroom with support from an intervention specialist.
— For this reason, most students with an Individualized Education Program (IEP) will follow the Blended Learning Model adopted by the district, attending school 2-3 days per week.
— Services and supports may be delivered in a variety of formats and are based on individual student need.

Students with disabilities in specialized classrooms will attend school in-person 5 days per week.
— The smaller number of students in these classrooms allows us to maintain 6-feet social distancing and ensure other safety protocols are in place.

IEP teams will work with families to ensure that we are meeting the needs of all students in the appropriate environment.
English Learners will continue to receive support in a distance learning environment, according to their level of proficiency.
— ESOL (English for Speakers of Other Languages) staff who teach content-area courses will continue to do so remotely, while other ESOL specialists will develop schedules to support the students on their caseload.
— All English Learners will have access to CPS laptops or other devices that are appropriate for their individual needs.

Families will work with their school-level team to resolve individual concerns. Interpreters will continue to be made available to assist EL families with ongoing communication and collaboration with our schools.
Most English Learners will return to classrooms 2-3 days per week under the Board-Approved Blended Learning Model.
— Supports and services for ESOL students with ESOL teachers or other ESOL staff will be delivered in a variety of formats, including both in-person and distance learning delivery.
— These decisions will be determined by the school team, based on individual student’s English language proficiency needs.

The district recognizes that some English Learners who are new to U.S. schools require more intensive support in the form of specialized, sheltered English classrooms.
— Eligible newcomer students in grades 7 through 12 may be recommended to receive in-person support five days per week.
— Our specialized, sheltered classrooms will have a smaller number of EL students per class, allowing us to maintain 6-feet social distancing, in addition to all other safety protocols.
Technology Updates

Jeremy Gollihue
## Technology Updates

### Device Distribution
- 22 completed school distributions

---

<table>
<thead>
<tr>
<th>School</th>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiken</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>238</td>
<td>253</td>
<td>272</td>
<td>300</td>
<td>301</td>
<td>1158</td>
<td>1440</td>
<td>1637</td>
<td>1381</td>
<td>1145</td>
<td>932</td>
<td>3</td>
<td>9077</td>
</tr>
<tr>
<td>AMIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clark Mont</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Hill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dater HS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gamble Mont HS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riverview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*as of 7/29/2020*
• Grades 2 and 3 have been changed from iPads to Laptops going forward. (Any student already issued an iPad in these grades will have an opportunity to exchange.)

• **ALL PreK through 1st grade STUDENTS WILL RECEIVE TAKE-HOME iPADs!**
  • Distributions will be begin August 24.

• Accelerated schedule

<table>
<thead>
<tr>
<th>Westwood School</th>
<th>August 3–4</th>
<th>Pleasant Hill Academy</th>
<th>August 10–11</th>
<th>Pleasant Ridge Montessori School</th>
<th>August 17–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll Hill Academy</td>
<td>August 3–4</td>
<td>Parker Woods Montessori School</td>
<td>August 10–11</td>
<td>Hays–Porter School</td>
<td>August 17–18</td>
</tr>
<tr>
<td>Roselawn Condon School</td>
<td>August 3–4</td>
<td>Covedale School</td>
<td>August 10–11</td>
<td>Dater Montessori School</td>
<td>August 17–18</td>
</tr>
<tr>
<td>North Avondale Montessori School</td>
<td>August 3–4</td>
<td>Midway School</td>
<td>August 10–11</td>
<td>Fairview–Clifton German Language School</td>
<td>August 17–18</td>
</tr>
<tr>
<td>Kilgour School</td>
<td>August 3–4</td>
<td>Taft Elementary School</td>
<td>August 10–11</td>
<td>Clifton Area Neighborhood School</td>
<td>August 17–18</td>
</tr>
<tr>
<td>Winton Hills Academy</td>
<td>August 3–4</td>
<td>Evanston Academy</td>
<td>August 10–11</td>
<td>Bond Hill Academy</td>
<td>August 17–18</td>
</tr>
<tr>
<td>John P. Parker School</td>
<td>August 5–6</td>
<td>Rees E. Price Academy</td>
<td>August 12–13</td>
<td>LEAP Academy</td>
<td>August 17–18</td>
</tr>
<tr>
<td>Hyde Park School</td>
<td>August 5–6</td>
<td>Cheviot School</td>
<td>August 12–13</td>
<td>Silverton Elementary School</td>
<td>August 19–20</td>
</tr>
<tr>
<td>Carson School</td>
<td>August 5–6</td>
<td>Sands Montessori School</td>
<td>August 12–13</td>
<td>Sayler Park School</td>
<td>August 19–20</td>
</tr>
<tr>
<td>Academy of World Languages</td>
<td>August 5–6</td>
<td>Ethel M. Taylor Academy</td>
<td>August 12–13</td>
<td>Rothenberg Preparatory Academy</td>
<td>August 19–20</td>
</tr>
<tr>
<td>Rockdale Academy</td>
<td>August 5–6</td>
<td>Woodford Academy</td>
<td>August 12–13</td>
<td>Roberts Academy</td>
<td>August 19–20</td>
</tr>
<tr>
<td>Frederick Douglass School</td>
<td>August 5–6</td>
<td>Chase School</td>
<td>August 12–13</td>
<td>Gamble Montessori Elementary School</td>
<td>August 19–20</td>
</tr>
</tbody>
</table>


• Makeup dates are provided on each Friday and will continue for the first 2-3 weeks of school.
Connect Our Students (Free Internet Program)

- **Pilot schools - Rockdale, South Avondale, Hays-Porter, Roberts, Fairview-Clifton**
  - Process – success of self-install kits
  - Take-up rates – ~7% versus targeted 30%

- **Adapting and Responding**
  - Accelerate time line and communication - ALL CPS schools will be eligible by **August 7** (previously Sept 1).
  - Cincinnati Bell has added a dedicated Spanish-language phone line for taking orders.
  - Cincinnati Bell will have representatives at schools on CPS’ device-distribution days who can sign up students immediately, answer questions and provide self-install kits, if eligible.
  - Add fliers to the CPS device-distribution packages explaining how families can take advantage of this program.
Athletics
Shauna Murphy
Athletics Paused While in Distance Learning

CPS Athletics Listening Sessions
District Athletics administrators have met with coaches in the district to discuss opportunities for our students.

CPS as One
• Will will work with all schools, athletic directors and coaches to assess the ability for organized competition internally.
• This will allow for CPS to fully oversee and coordinate consistent procedures and guidelines for competition.

Highlight & Promote
• Will work with all schools, athletic directors and coaches to provide opportunities to fully highlight and promote student athletes with aspirations to play sports in college.
• This includes, but is not limited to assisting with highlight tapes, organization of live streamed internal CPS events/combines and extended communication with college coaches.
Safety Plan Update

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

Cincinnati Public Schools
District Safety Plan for School Reopening

COVID-19 Pandemic Preparedness Fall 2020

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

Timeline
July 1
— District Safety Plan Released

July 1 - Aug. 5
— School Safety Plans Developed

July 29 - Aug 7
— School Safety Plan Reviews

Aug. 3 - Aug. 21 and Aug. 24 - Sept. 4
— Safety Walkthroughs

Aug. 24
— Safety Hotline Opens

Aug. 24
— Safety Huddles Begin (2 times/day)
CPS’ District Safety Plan for Reopening Schools
CPS’ District Safety Plan for Reopening Schools

- Masks Required
  - Thank you for helping slow the spread of Covid-19!

- Help Stop the Spread!
  - Wear a face covering
  - Practice social distancing
  - Stay home when sick

- Social Distancing
  - Keep 6 feet distance from others
CPS’ District Safety Plan for Reopening Schools
CPS’ District Safety Plan for Reopening Schools
CPS’ District Safety Plan for Reopening Schools
CPS’ District Safety Plan for Reopening Schools
<table>
<thead>
<tr>
<th>Safety Precautions</th>
<th>Person Responsible</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Health screenings completed for all staff and students present in the building</td>
<td>Principal</td>
<td>Yes 2 No 0 Inconsistent 1</td>
</tr>
<tr>
<td>2 Face coverings observed: Buses, Hallways, Classrooms</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>3 6 feet distancing observed: Buses, Hallways, Classrooms</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>4 Handwashing/Hand sanitizer use observed: Lunch time</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>5 Disinfecting checklists posted with today’s date</td>
<td>Building Engineer</td>
<td></td>
</tr>
<tr>
<td>6 Non-essential visitors/external groups not present in building</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>7 Time from symptom onset to isolation</td>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>8 Number of individuals isolated today</td>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>9 Tracking of isolated individuals to determine if a confirmed case</td>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>10 Classroom cleaning kits available in classrooms</td>
<td>Building Engineer</td>
<td></td>
</tr>
<tr>
<td>11 Signage posted to reinforce masks, 6 feet social distancing and handwashing</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>12 Cohorting students</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>13 Number of Confirmed COVID-19 cases in the building</td>
<td>Nurse</td>
<td></td>
</tr>
</tbody>
</table>
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
Learning from Cincinnati Children’s Hospital
What’s Next?

Superintendent Laura Mitchell
What’s Next

This week
— Employee town halls (6 sessions from August 6-11)
— Parent town hall August 10 at 4:00
(all will be recorded and available following events)

August 24
— School starts

Week of September 14
— Review of community health data

September 28
— Return to in-class learning with blended-learning model if community health status improves

We need the community’s help to lower the rate of community spread
PREPARING STUDENTS FOR LIFE

Through Academic Achievement
Personal Well-Being
Career Readiness