High Quality Public Education

Safety and Health

Equity

Accelerate Student Learning
# Key Take-aways from Community Survey

**6,200 participants**
- 44% Parents
- 37% Employees
- 9% Students, Community, Others

## Two Primary Concerns:
1. Academics and social-emotional health in a remote learning environment
2. Returning to school safely, with employees being slightly more concerned than parents

<table>
<thead>
<tr>
<th></th>
<th>Extremely or Relatively Comfortable</th>
<th>Hesitant/Concerned or Extremely Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents</strong></td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td>39%</td>
<td>53%</td>
</tr>
</tbody>
</table>

- I will not send my child back to school until there is a vaccine/herd immunity: 5%
- I will not go back to school until there is a vaccine/herd immunity: 2%
Strategic Engagement and Planning (StEP) Committee Feedback

Several specific, actionable ideas including:

• Parent training and hotline to assist with technology
• Building-specific substitutes
• Clearly define what success by role looks like for employees, students and parents
• Special attention to the transition to high school for 7th-graders
• Clear and consistent communication to parents (echoes parent focus group feedback)
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
Learning from Cincinnati Children’s Hospital

Outcomes and Quality Improvement

System Level Measures

At Cincinnati Children’s we gather and report system level measures. These measures guide and track improvement across our entire health system and across all 350+ sites of care. Most importantly, these measures reflect the core of our purpose to be the leader in improving child health and guide us in our pursuit to transform and improve healthcare delivery.

We report this data to hold ourselves accountable, to challenge ourselves to continually improve, and to let others evaluate our performance on core dimensions of quality across all settings of care.

Our system level measures are organized within four core dimensions of quality:

<table>
<thead>
<tr>
<th>Patient and Employee Safety</th>
<th>Clinical Excellence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catheter-associated bloodstream infections</td>
<td>Emergency codes outside the Intensive Care Unit (ICU)</td>
</tr>
<tr>
<td>Surgical site infections</td>
<td>Access, Flow, Productivity</td>
</tr>
<tr>
<td>Serious safety events</td>
<td>3rd Next Available Appointment</td>
</tr>
<tr>
<td>Ventilator-associated pneumonia</td>
<td>Patient and Family Experience</td>
</tr>
<tr>
<td>Occupational Safety and Health Administration injuries</td>
<td>In development</td>
</tr>
</tbody>
</table>

Process Name: Student Daily Journey During COVID (PreK- 6th grade  Bus Rider)
Guiding Principles

We adopted guiding principles based on priorities and feedback:

• Following district’s **health and safety** precautions

• As much **in person classroom** time as possible to ensure academic success and the social-emotional health of all students

• **Equity** continues to be a strategic priority; we know that as an urban district, our families of color are more likely to be negatively impacted by both the health crisis and remote learning

• We will use **data** to guide decision making, and stay connected to state and local health trends

• Continued **fiscal responsibility**, especially in light of recent funding reductions
### Academic/Safety Risks Presented June 10

#### Overlay with Guiding Principles

<table>
<thead>
<tr>
<th>Models Presented</th>
<th>Academic/Social-Emotional Health Risk</th>
<th>COVID-19 Safety Risk</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 days per week 6 feet</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>5 days per week 3 feet</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Blended Classroom</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Hybrid (High School)</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Hybrid (Elementary)</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
</tbody>
</table>

**Key for Academic/Social-emotional Health Risk:**
- **High**: Less than 2 days in classroom per week
- **Medium**: 2 days per week in classroom
- **Low**: 5 days per week in classroom

**Key for COVID-19 Safety Risk:**
- **Highest Risk**: Full size, in person classes, activities and events; not 6 feet apart; sharing supplies
- **Medium Risk**: Small, in person classes, activities and events; stay with same teacher; groups don’t mix; no supply sharing; 6 feet apart
- **Lowest Risk**: Students and teachers online only
Through the lens of community input, academic/safety risk profile and guiding principles:

We strive for a model that balances health and safety, and provides as much in-person learning as possible.

- We will be prepared to flip to a remote-learning model in the event of a school-specific or state-mandated shut down, but we believe some element of consistent in-person learning is critical for all grade levels.
- This makes a completely remote option and the hybrid option less appealing.

We offer for further consideration:

- Three variations of a blended solution (6 foot social distancing)
- Two variations allowing all students to have 4 or 5 days per week in person (3 foot social distancing)
All students – minimum 2 days in person per week (Mon/Tues or Thurs/Fri)

- Alternating weeks - students would also attend classes on Wednesdays.
- Students stay in current school buildings.
- Students would have more time with a certified teacher per week than other blended variants; because half of students attend at a time, all classroom time is with a teacher and not split with a non-certified adult.
Blended Learning: Variation 2
6 feet social distancing

PreK-6 – in person 3 days per week
Grades 7-12 – in person 2 days per week

Students spread across multiple CPS buildings

High School Potential Example:
Hughes STEM could be spread across approximately 44 classrooms at Taft Elementary, Vine, Carthage and Rothenberg schools in addition to using the high school space.

Elementary Potential Example:
Mt. Airy School 4th through 6th graders could be spread across approximately 19 classrooms at Aiken High School.
Grades PreK-3 could spread across Mt. Airy School building.

- PreK-12 schools would be able to remain in their buildings.
- Allows for 3 days of primary level in-school time each week. However, students are split across multiple classrooms so have less time with a certified teacher than variant 1.
- Significant complexity, including transportation: Drop off at elementary building, followed by high school, then back out for second round of students.
**Blended Learning: Variation 3**

6 feet social distancing

<table>
<thead>
<tr>
<th>Each Week</th>
<th>PreK-6</th>
<th>Grades 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person</td>
<td>4 days</td>
<td>In person</td>
</tr>
<tr>
<td>Remote</td>
<td>1 day</td>
<td>Remote</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 days</td>
</tr>
<tr>
<td>In-person teacher-led instruction</td>
<td>2 Total days</td>
<td>In-person teacher-led instruction</td>
</tr>
</tbody>
</table>

**PreK-6 – in person 4 days per week**

**7-12 – in person 2 days per week**

<table>
<thead>
<tr>
<th>Elementary students spread across multiple CPS buildings</th>
<th>High School students in community spaces</th>
</tr>
</thead>
</table>

- Allows for 4 days of primary level in school time. However, students are split across multiple classrooms so have less time with a certified teacher than variant 1.

- High school in community spaces 2 days per week requires more than 350 spaces, assuming 15 students per space.
  - Canvassing community partners for space options
  - Transportation to each site increased transportation costs and significant complexity
  - Additional costs for technology and, potentially, for space rental
Blended Learning: Comparison of Three Variations

6 feet social distancing

1. All students – in person 2 days/week; alternating weeks, students attend a 3rd day in person
   Students stay in current buildings

2. PreK-6 – in person 3 days/week
   Grades 7-12 – in person 2 days/week
   Spread across multiple CPS buildings

3. PreK-6 - in person 4 days/week
   Grades 7-12 - in person 2 days/week
   Spread across community spaces
In person 5 and 4 days per week

3 feet social distancing
## Estimated Variation Costing Across Five Models

### (in millions)

<table>
<thead>
<tr>
<th>Model</th>
<th>FY20 Budget</th>
<th>Additional Costs</th>
<th>CARES $</th>
<th>Net adds</th>
<th>Budget Limit</th>
<th>Required Reductions</th>
<th>Biggest cost drivers</th>
</tr>
</thead>
</table>
| (1) Blended – 6 feet                       | 657         | 23.0             | (7.3)   | 672.7   | 625          | (47.7)             | • Nurses
• Bus monitors
• Teacher substitutes
• Technology
• Cleaning supplies |
| All students – alternating 2 and 3 days/week | 657         | 34.3             | (7.3)   | 684.0   | 625          | (59)               | • Nurses
• Bus monitors
• Teacher substitutes
• Technology
• Cleaning supplies
• Additional staff (teachers/paras)
• Transportation |
| (2) Blended – 6 feet PreK- 6 – in person 3/week | 657         | 53.7             | (7.3)   | 703.4   | 625          | (78.4)             | • Nurses
• Bus monitors
• Teacher substitutes
• Technology
• Cleaning supplies
• Additional staff (teachers/paras)
• Transportation
• Doesn’t take into account unknown costs such as technology gaps within spaces and rental |
| 7-12 – in person 2/week                    | 657         | 32.1             | (7.3)   | 681.8   | 625          | (56.8)             | • Nurses
• Bus monitors
• Teacher substitutes
• Technology
• Cleaning supplies
• Paras |
| (3) Blended – 6 feet PreK- 6 – in person 4/week | 657         | 28.1             | (7.3)   | 676.9   | 625          | (51.9)             | • Nurses
• Bus monitors
• Teacher substitutes
• Technology
• Cleaning supplies
• Paras |
| 7-12 – in person 2/week                    | 657         |                  |         |         |              |                    | • Nurses
• Bus monitors
• Teacher substitutes
• Technology
• Cleaning supplies
• Paras |
Comparisons Across Five Models

1. **Blended**
   - Risk Profile: Medium academic and social emotional, Medium safety risk
   - In person teacher-led instruction days per week: 2 or 3 days (alternating weeks)
   - Cost considerations: Additional costs $23M
   - Other considerations: Staying in current schools would create a better sense of community and comfort level for students

2. **Blended**
   - Risk Profile: Medium academic and social emotional, Medium safety risk
   - In person teacher-led instruction days per week: 1.5 days elementary
   - Cost considerations: Additional costs $34.3M
   - Other considerations: Significant transportation and logistical complexity; grades 4-6 use high school spaces; some high schools in elementary buildings

3. **Blended**
   - Risk Profile: Medium academic and social emotional, Medium safety risk
   - In person teacher-led instruction days per week: 2 days elementary
   - Cost considerations: Additional costs $53.7M
   - Other considerations: Requires community partnership/spaces (not confirmed); significant transportation and logistical complexity

4. **In Person**
   - Risk Profile: Low academic and social emotional, Medium-high safety (not 6 feet, other safety protocols including masks)
   - In person teacher-led instruction days per week: 5 days
   - Cost considerations: Additional costs $32.1M
   - Other considerations: Only option meeting 5 days per week child-care needs (elementary)

5. **In Person**
   - Risk Profile: Low-medium academic and social emotional, Medium-high safety (not 6 feet, other safety protocols including masks)
   - In person teacher-led instruction days per week: 4 days
   - Cost considerations: Additional costs $28.1M
   - Other considerations: Remote learning day also a planning day for teachers and deep-cleaning day for buildings
CPS explored a streaming classroom option, but technology requirements to do this across each school and classroom make streaming cost-prohibitive. Digital Academy is the best option for families who do not plan to return their child to a classroom until there is a vaccine or herd immunity, and is similar to the option being made available to families in other local districts.

Cincinnati Digital Academy (CDA)

- Founded in 2011, a **K-12 online school offering a tailor-made education. Students can structure their classes and work in an environment that best suits their individual needs.**

- **One-on-one connections** — We want our students to succeed, so our highly qualified teachers go the extra mile to help students learn and achieve. Teachers are available by email, text, phone, online conference tool and in person.

- **Flexible scheduling** — Students have 24-hour online access to textbooks, science labs and other materials, providing them with freedom to work at their own pace – even graduating early if that’s a goal.

- **College-preparatory coursework** — Students can earn accredited high school diplomas online from Cincinnati Public Schools. CDA’s curriculum prepares students for the real world by giving them the knowledge and confidence needed to pursue their chosen careers.
What’s Next

**June 29**
Board discussion

**July**
Detailed planning by-school
Parents surveyed to understand plans to return children to school based on chosen model
Partnership with Cincinnati Children’s Hospital – summer design session – school walk-through

**August**
State of the Schools, including details about returning to school
PREPARING STUDENTS FOR LIFE

Through Academic Achievement
Personal Well-Being
Career Readiness