

Cincinnati Public Schools★



FUTURE OF SCHOOLS

June 22, 2020



PREPARING STUDENTS
FOR LIFE

High Quality Public Education

Safety and Health



Accelerate Student Learning



Equity



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

Parents

Extremely or Relatively Comfortable **43%**

Hesitant/Concerned or Extremely Uncomfortable **47%**

I will not send my child back to school until there is a vaccine/herd immunity **5%**

Employees

Extremely or Relatively Comfortable **39%**

Hesitant/Concerned or Extremely Uncomfortable **53%**

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)

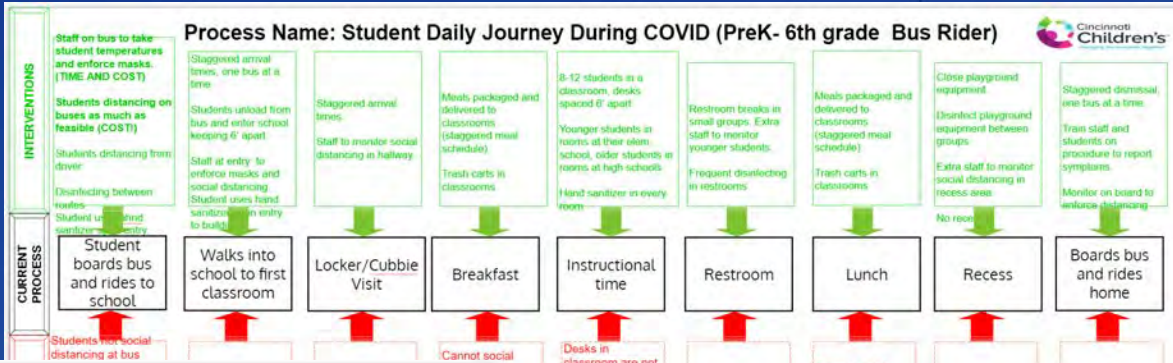
17. Cohort Small Groups
18. Staggered Scheduling
19. Designated COVID-19 Point of Contact
20. Community Response Efforts
21. Communication Systems
22. Leave and Absence Policies
23. Back-Up Staffing Plan
24. Staff Training
25. Signs and Symptoms (daily health checks)
26. Sharing Facilities
27. Support 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 by representing all dimensions of care, across all sites of care. Most importantly, these measures reflect the constancy 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:

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

Students not social distancing at bus	Cannot social	Decks in classroom are not 6' apart. More space is needed.	Cannot social distance if large groups visit restroom at same time.	Cannot social distance in cafeteria	Playground equipment is high touch area and can easily be contaminated.	No social distancing during loading of the bus.
		Student changing rooms leads to congestion in hallway.	Fixtures in restroom are high touch area and are not frequently disinfected.	Common spaces like cafeteria easily contaminated	Cannot social distancing on playground equipment.	Student began having symptoms at school but did not report it.
		Students in different classes with different students allows easier spread to more students.	Not enough custodians to keep on disinfecting schedule.	Packaged meals delivered to classrooms causes more trash in rooms, more cleaning required	Younger children do not social	Student not wearing mask or not social distancing in bus seats
		Students share materials and are not disinfected		Desks not disinfected after eating	distancing while running around at recess.	Bus not disinfected



- About Cincinnati Children's
- Corporate Information
- Ranked No. 3 in the Nation
- Other Awards and Recognition
- Outcomes and Quality Improvement
- System Level Measures
- Patient and Employee Safety
- Clinical Excellence, Outcomes
- Access, Flow, Productivity
- Operational Definitions
- Condition Specific Measures
- Community Relations
- Government Relations
- Critical Care Building

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

Models Presented	Academic/Social-Emotional Health Risk			COVID-19 Safety Risk			Comments
	Low	Medium	High	Low	Medium	High	
5 days per week 6 feet	○				○		Not possible due to capacity
5 days per week 3 feet	○				○		3 feet is a higher safety risk
Blended Classroom		○	○		○		2 days per week = medium academic risk 1 day per week = high academic risk Assumes 6 feet social distancing
Distance Learning				○	○		Does not meet academic and social-emotional guiding principle
Hybrid (High School)			○	○			Does not meet academic and social-emotional guiding principle for high school; meets elementary needs
Hybrid (Elementary)	○				○		



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)

Blended Learning: Variation 1

6 feet social distancing

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

6' 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	Grades 7-12
Each Week	In person 3 days	In person 2 days
	Remote 2 days	Remote 3 days
	In-person teacher-led instruction 1.5 Total days	In-person teacher-led instruction 1 Total day

6' Social Distancing

PreK- 6 – in person 3 days per week
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

	PreK-6	Grades 7-12
Each Week	In person 4 days	In person 2 days
	Remote 1 day	Remote 3 days
	In-person teacher-led instruction 2	In-person teacher-led instruction 2
	2 Total days	2 Total days

6' Social Distancing

PreK-6 – in person 4 days per week
7-12 – in person 2 days per week

Elementary students spread across multiple CPS buildings

High School students in community spaces

- 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
7-12 – in person 2 days/week
Spread across multiple CPS buildings
3. PreK-6 - in person 4 days/week
Spread across multiple CPS buildings
7-12 – in person 2 days/week
Spread across community spaces



In person 5 and 4 days per week

3 feet social distancing

Each Week

In person
5 days

All students
Students stay in current buildings

In-person teacher-led instruction
5

3' Social Distancing

Total days

Each Week

In person
4 days

All students
Students stay in current buildings

Remote
1 day

All students

In-person teacher-led instruction
4

3' Social Distancing

Total days

Estimated Variation Costing Across Five Models

(in millions)

	(1) Blended – 6 feet All students –alternating 2 and 3 days/week	(2) Blended – 6 feet PreK- 6 – in person 3/week 7-12 – in person 2/week	(3) Blended – 6 feet PreK- 6 – in person 4/week 7-12 – in person 2/week	(4) In person – 3 feet All grades 5 days per week	(5) In person – 3 feet All grades 4 days per week
FY20 Budget	657	657	657	657	657
Additional Costs	23.0	34.3	53.7	32.1	28.1
CARES \$	(7.3)	(7.3)	(7.3)	(7.3)	(7.3)
Net adds	672.7	684.0	703.4	681.8	676.9
Budget Limit	625	625	625	625	625
Required Reductions	(47.7)	(59)	(78.4)	(56.8)	(51.9)
Biggest cost drivers	<ul style="list-style-type: none"> • Nurses • Bus monitors • Teacher substitutes • Technology • Cleaning supplies 	<ul style="list-style-type: none"> • Nurses • Bus monitors • Teacher substitutes • Technology • Cleaning supplies • Additional staff (teachers/paras) • Transportation 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Nurses • Bus monitors • Teacher substitutes • Technology • Cleaning supplies • Paras 	<ul style="list-style-type: none"> • Nurses • Bus monitors • Teacher substitutes • Technology • Cleaning supplies • Paras

Comparisons Across Five Models

	1 Blended ^{6'} Social Distancing All students – minimum 2 days in person per week; alternating weeks 3 days	2 Blended ^{6'} Social Distancing PreK-6 – in person 3 days per week 7-12 – in person 2 days per week	3 Blended ^{6'} Social Distancing PreK-6 – in person 4 days per week 7-12 – in person 2 days per week	4 In Person ^{3'} Social Distancing 5 days per week – All Grades	5 In Person ^{3'} Social Distancing 4 days per week – All Grades
Risk Profile	<p>Medium academic and social emotional Medium safety risk</p>	<p>Medium academic and social emotional Medium safety risk</p>	<p>Medium academic and social emotional Medium safety risk</p>	<p>Low academic and social emotional Medium-high safety (not 6 feet, other safety protocols including masks)</p>	<p>Low-medium academic and social emotional Medium-high safety (not 6 feet, other safety protocols including masks)</p>
In person teacher-led instruction days per week	2 or 3 days (alternating weeks)	1.5 days 1 day elementary high school	2 days 2 days elementary high school	5 days	4 days
Cost considerations	Additional costs \$23M	Additional costs \$34.3M	Additional costs \$53.7M	Additional costs \$32.1M	Additional costs \$28.1M
Other considerations	Staying in current schools would create a better sense of community and comfort level for students	Significant transportation and logistical complexity; grades 4-6 use high school spaces; some high schools in elementary buildings	Requires community partnership/spaces (not confirmed); significant transportation and logistical complexity	Only option meeting 5 days per week child-care needs (elementary)	Remote learning day also a planning day for teachers and deep-cleaning day for buildings

Cincinnati Digital Academy Option

Express Interest @ digitalacademy.cps-k12.org

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