High Quality Public Education

Safety and Health

Equity

Accelerate Student Learning
Models for Consideration

- Following input provided at the June 22 board meeting, as well as further detailed exploration, the Administration has determined that the blended models that required students to spread across multiple school buildings and into the community were too expensive and logistically impractical.

- We have eliminated these models, and provide three options for board consideration:

  - All students in-person 2 days/week; alternating weeks, students attend a 3rd day in person (6-feet social distancing)
  - All students in-person 5 days/week (3-feet social distancing)
  - All students in-person 4 days/week; 1 day remote (3-feet social distancing)
Guiding Principles

- Following **health and safety** guidance
- As much **in person classroom** time as possible
- **Equity** continues to be a strategic priority
- We will use **data** to guide decision making
- Continued **fiscal responsibility**
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
**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**

- Catheter-associated bloodstream infections
- Surgical site infections
- Serious safety events
- Ventilator-associated pneumonia
- Occupational Safety and Health Administration injuries

**Clinical Excellence Outcomes**

- Access, Flow, Productivity
- 3rd Next Available Appointment
- Patient and Family Experience
- In development

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

- Student boards bus and rides to school
- Walks into school to first classroom
- Locker/Cubbie Visit
- Breakfast
- Instructional time
- Restroom
- Lunch
- Recess
- Boards bus and rides home

**Decks in classrooms are not 6 ft. apart. More space is needed.**

- Student changing room leads to congestion in hallway
- Students in different classes with different students allows easier spread to more students
- Cannot social distance of large groups visits at same time
- Fixtures in restroom are high touch area and are not properly disinfected
- Cannot social distance in classrooms
- Common spaces like cafeteria easily contaminated
- Student not wearing mask or face covering in bus
- No social distancing during loading of the bus
- Student not wearing mask or face covering in bus

**Teaching and Learning**

- Teaching and learning around the room
- No social distancing during loading of the bus
- Student began having symptoms at school but did not report it
- Student not wearing mask or face covering in bus
- No social distancing during loading of the bus

**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
- Condition Specific Measures
- Government Relations
- Critical Care Building

**Learning from Cincinnati Children’s Hospital**
Blended Learning
6 feet 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.
In-person 5 days per week

3 feet social distancing

• Utilizes 3-feet World Health Organization guidelines for social distancing, plus all other health precautions.

• 5 days per week provides lowest academic risk and provides the most in terms of social and emotional learning and supports.

• Helps families with small children who would otherwise need to procure and pay for childcare each week.
In-person 4 days per week
3 feet social distancing

- Utilizes 3-feet World Health Organization guidelines for social distancing, plus all other health precautions
- 4 days per week provides lowest academic risk and provides the most in terms of social and emotional learning and supports
- 1 remote learning day also allows for deep cleaning of schools each week, in addition to additional daily cleaning
Comparisons Across Models

**Blended**
6' Social Distancing
- All students – minimum 2 days in person per week; alternating weeks 3 days
- Medium academic and social emotional
- Medium safety risk
- 2 or 3 days (alternating weeks)
- Cost considerations: Additional costs $23M
- Other considerations: Allows for more social distance and smaller cohorts

**In Person**
3' Social Distancing
- 5 days per week – All Grades
- Low academic and social emotional
- Medium-high safety (not 6 feet, other safety protocols including masks)
- 5 days
- Cost considerations: Additional costs $32.1M
- Other considerations: Only option meeting 5 days per week child-care needs (elementary)

**In Person**
- 4 days per week – All Grades
- Low-medium academic and social emotional
- Medium-high safety (not 6 feet, other safety protocols including masks)
- 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
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.
# Estimated Variation Costing Across Models
*(in millions)*

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<tr>
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<th>Blended – 6 feet</th>
<th>In person – 3 feet</th>
<th>In person – 3 feet</th>
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<tbody>
<tr>
<td></td>
<td>All students – alternating 2 and 3 days/week</td>
<td>All students 5 days per week</td>
<td>All students 4 days per week</td>
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<td><strong>FY20 Budget</strong></td>
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<td><strong>Additional costs</strong></td>
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<td><strong>CARES $</strong></td>
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<td>(7.3)</td>
<td>(7.3)</td>
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<td><strong>Net adds</strong></td>
<td>672.7</td>
<td>681.8</td>
<td>676.9</td>
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<td><strong>Budget limit</strong></td>
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<tr>
<td><strong>Required reductions</strong></td>
<td>(47.7)</td>
<td>(56.8)</td>
<td>(51.9)</td>
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<td><strong>Biggest cost drivers</strong></td>
<td>Nurses, bus monitors. teacher substitutes, technology, cleaning supplies</td>
<td>Nurses, bus monitors. teacher substitutes, technology, cleaning supplies, paras</td>
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