



# School Reopening

**Updates and Second Semester Proposal to the WCPSS Board of Education**

November 10, 2020



## Desired Outcomes

- Insight into COVID-19 metrics for the community as shared by the ABC Science Collaborative
- Overview of the WCPSS Metrics Dashboard
- An update around tools specifically designed for gathering input and feedback about the implementation of health and safety protocols, practices, and guidelines
- School staff perspectives on the return to in-person instruction
- Presentation of the WCPSS staff proposal for second semester



# Informing our School Community

**ABC Science Collaborative**

Dr. Danny Benjamin




# ABC Science Collaborative: COVID-19 and Schools

Uniting science and schools for a data-driven solution  
to decision making and implementation

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*The information presented here is the most up-to-date, data-driven and evidence-based science to help school districts make important decisions regarding face-to-face instruction. Duke University and its partners will not make decisions nor will they advise specific action. Please refer to DHHS and Health Department guidance*



**StrongSchoolsNC**  
**Public Health Toolkit (K-12)**

# Proposed solution: A data-driven approach to support decision making

- Initiate a direct-to-family and community-engaged approach to promote existing guidance from state and local health departments, provide data, and interpret emerging scientific evidence to keep children, teachers, staff, and the community healthy and safe during the COVID-19 pandemic.
- Deploy a three-tier approach
  - Educational outreach
  - Data to support decisions
  - Targeted research opportunities



# Educational outreach

- Provide school administrators, teachers, staff, and parents access to real-time, data-driven information about COVID-19 based on available data from trusted sources.
- Website:
  - <https://abcsciencecollaborative.org/>
  - has recorded webinars, videos, other materials
  - Teacher testimonials: <https://abcsciencecollaborative.org/videos/>
- Continuing superintendent meetings, meetings with principals
- Adding meetings with under-served families in the community led by Drs. Kanecia Zimmerman, Ibukun Akinboyo, and Gabriela Maradiaga Panayotti, first districts are DPS and OCS

# Data to support school-specific decisions

The ABCs are arranging for a screening app that families can complete prior to school. This will facilitate several goals

1. Facilitates rapid entry into school
2. Provide weekly, customized, data-driven information to school leadership
3. Provide detailed information about potential consequences of school and district-wide approaches.
4. Support for implementation of local public health guidance
  - ***Consent to approach for future research***

# Targeted COVID-19 pediatric research

- Study COVID-19 in order to prevent severe disease and limit transmission

## Two Research 'Buckets'

- Bucket 1: district-wide analysis of publicly available data; students cannot be identified; example provided today
- Bucket 2: Provide students and families in participating districts with the opportunity to participate in clinical research using de-identified data to further understand the mechanisms that support the treatment and eradication of COVID-19
  - Families will have the ability to opt-in to future contact for participation in future clinical trials.
  - Families consent for each research project

# Research Projects in 'Bucket' 1: students not identified

What we mean when we say that students will not be identified

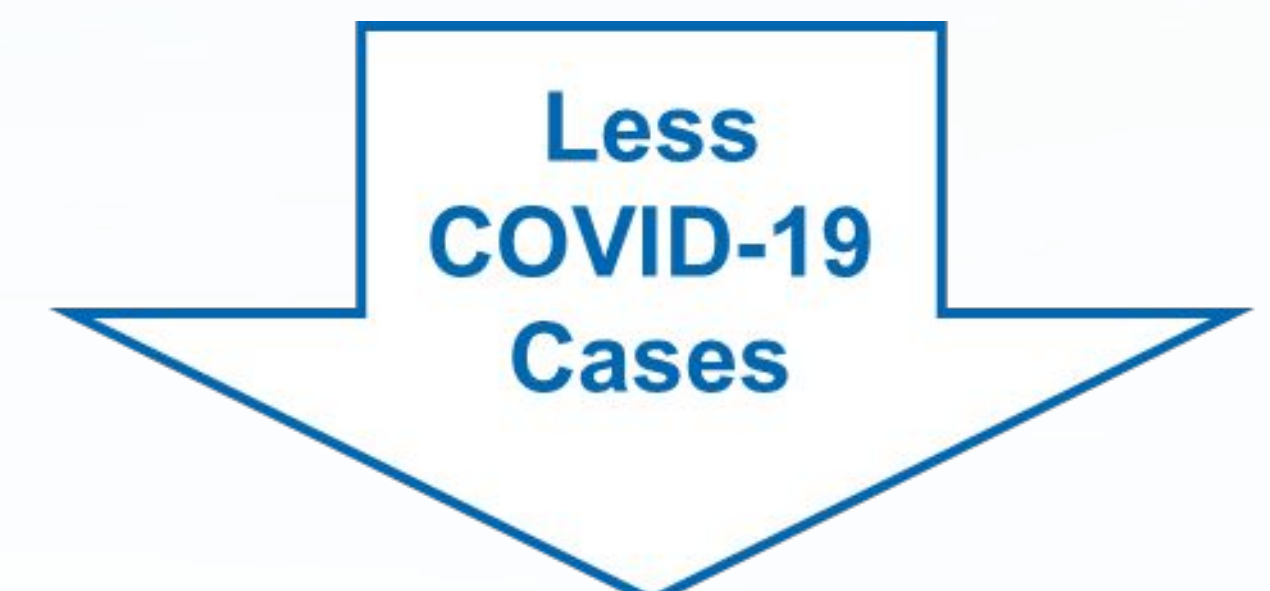
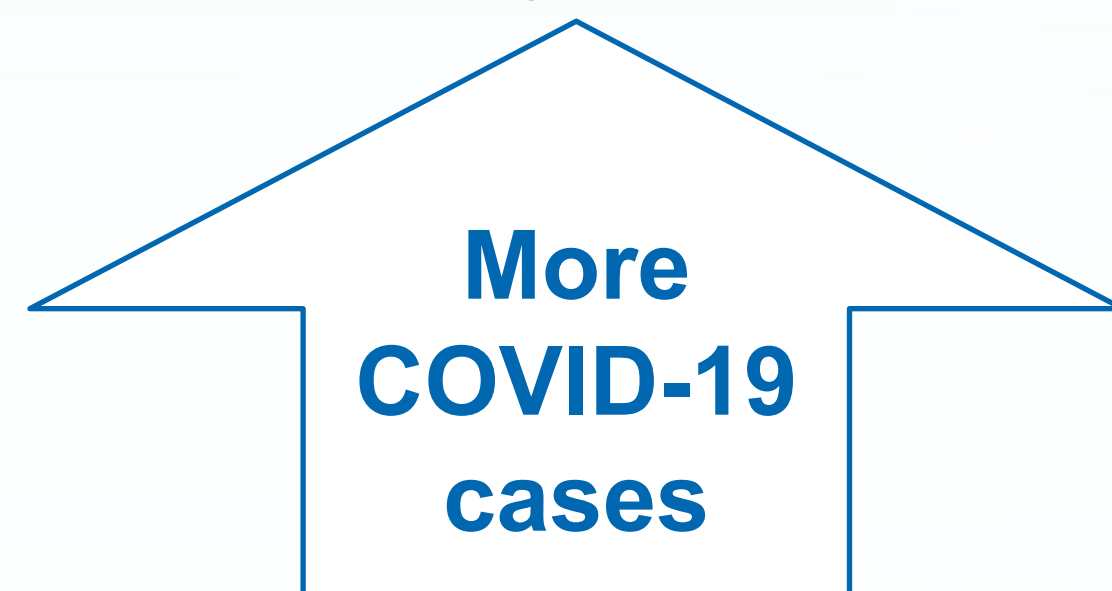
Name of school unknown

Most of the information is publicly available

School	10-Aug	17-Aug	24-Aug	31-Aug	7-Sep	14-Sep	21-Sep	28-Sep	Total
Elementary School 1						1			1
Elementary School 2						1			1
Elementary School 3								1	1
Elementary School 4			1						1
Elementary School 5									0
Elementary School 6					1				1
Elementary School 7				1					1
Elementary School 8					1	1		1	3
Elementary School 9						1			1
Elementary School 10								1	1
Elementary School 11									0
Elementary School 12									0
High School 1				1	1		1		3
High School 2				2	1				3
High School 3						2		1	3
High School 4								2	2
High School 5									0
Middle School 1					1				1
Middle School 2			2						2
Middle School 3			1			1		1	3
Middle School 4						1			1
Middle School 5					1				1
Middle School 6							7		7

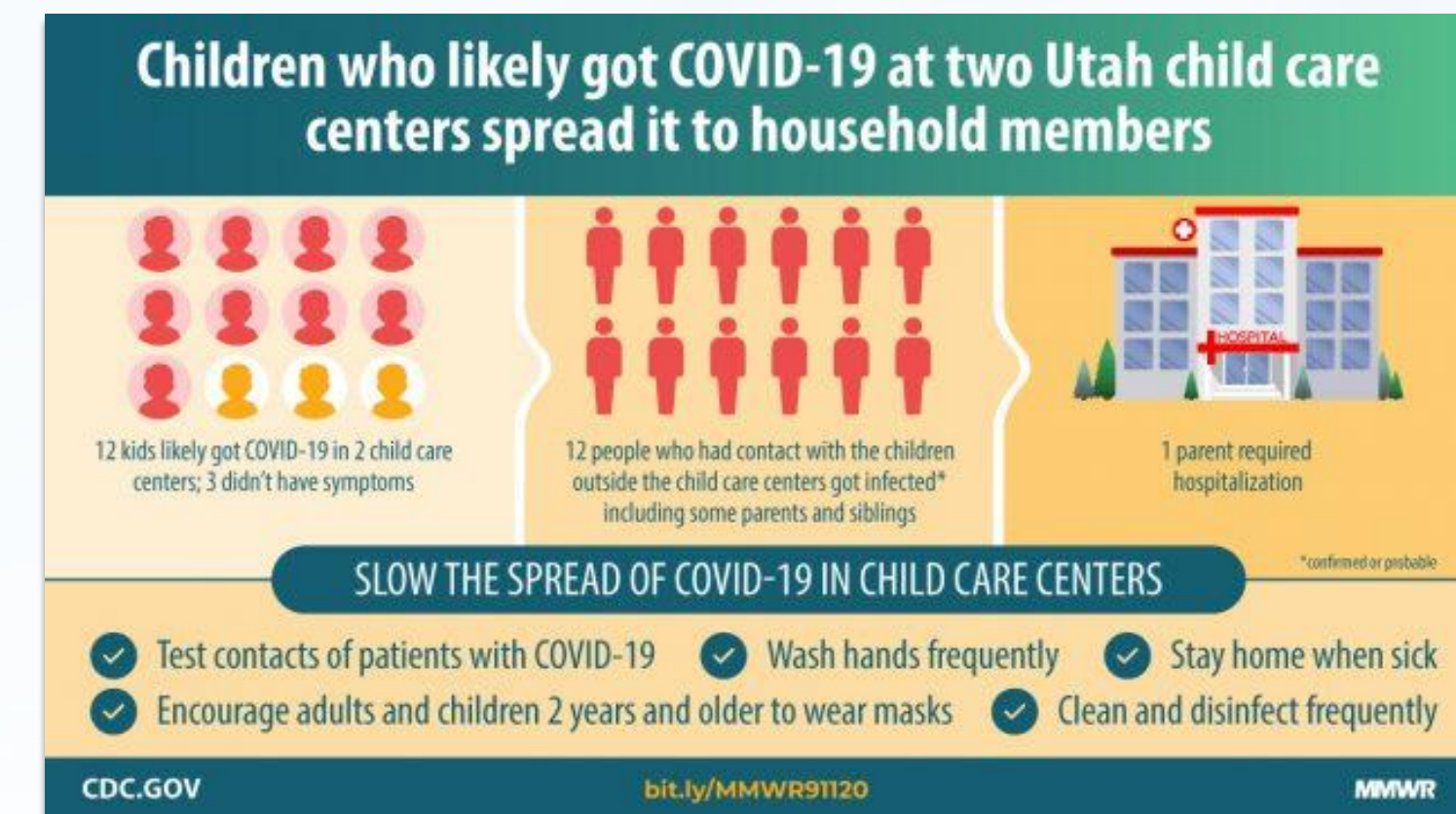
# Research Project #1 Secondary Transmission

- Key question
  - There will be COVID-19 this winter in students and school staff if schools are open
  - There will be COVID-19 this winter in students and school staff if schools are closed
  - The **key question**: will we have more COVID-19 as a result of in-person instruction
- Measured by clusters and secondary transmission
  - Clusters: five or more epidemiologically linked cases (imperfect), reported to the state
  - Secondary transmission: defined as transmission within school from student-to-student, student-to-staff, staff-to-staff, staff-to-student
- The key question is: as a result of school openings, do we have



# Transmission Dynamics of COVID-19 Outbreaks Associated with Child Care Facilities — Salt Lake City, Utah, April–July 2020

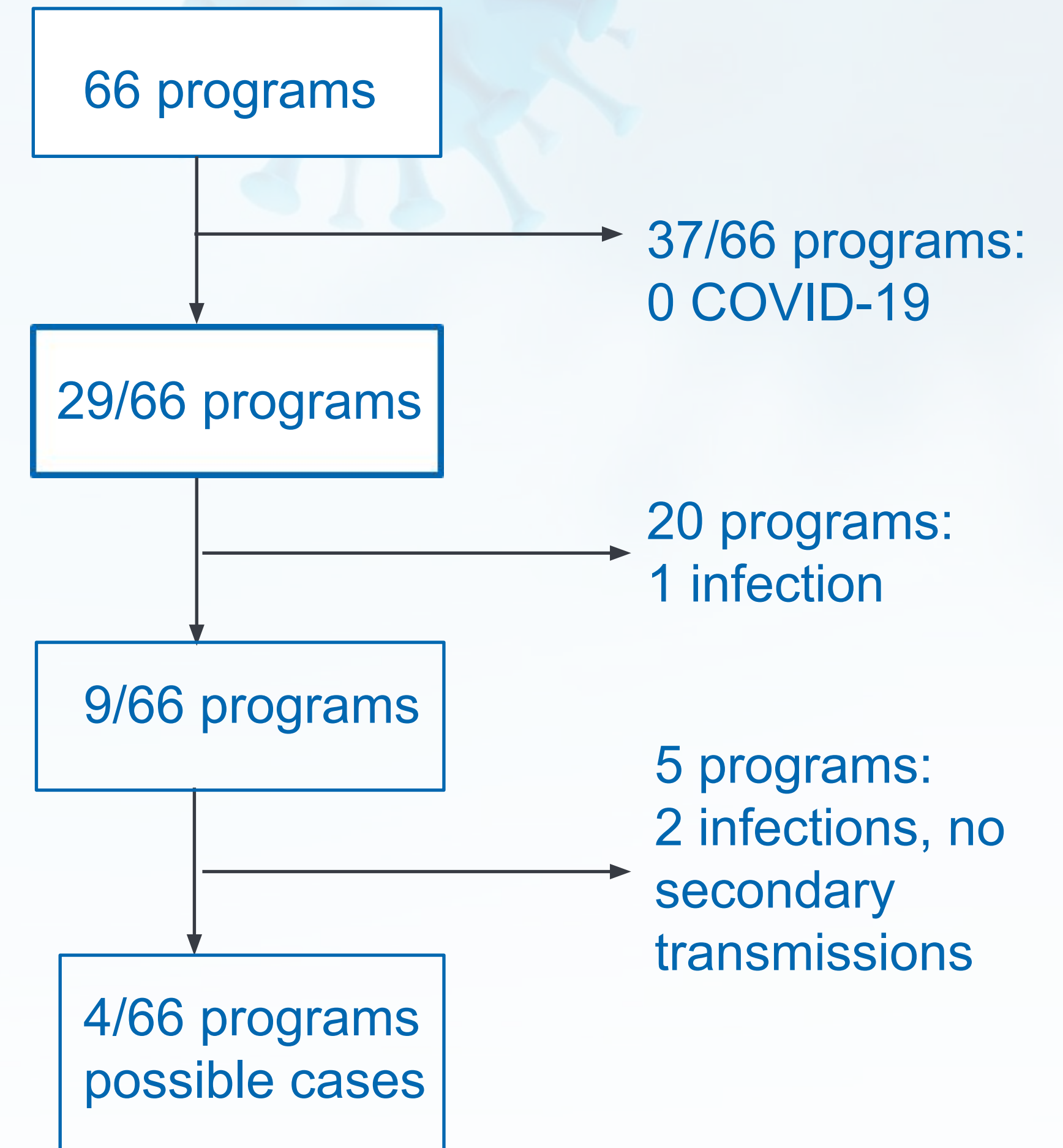
COVID-19 Precautions	Facility A	Facility B	Facility C
Mask for staff	YES	YES	NO
Index Case	Adult	Adult	Adult
Mask for children > 2 years	NO	NO	NO
Distance	NO	NO	NO
Avoid work while sick or exposed	NO	NO	NO
Temperature check & symptom screening	YES	YES	YES



# Secondary Transmission Background:

Cases in the community will mean cases in schools but **this does not equal disease spread**

- Rhode Island child care programs: 66 programs with nearly 20,000 people
- No confirmed secondary transmission
- Four programs had possible secondary transmission(s) related to **lack of adhering to protocols** representing 17 cases



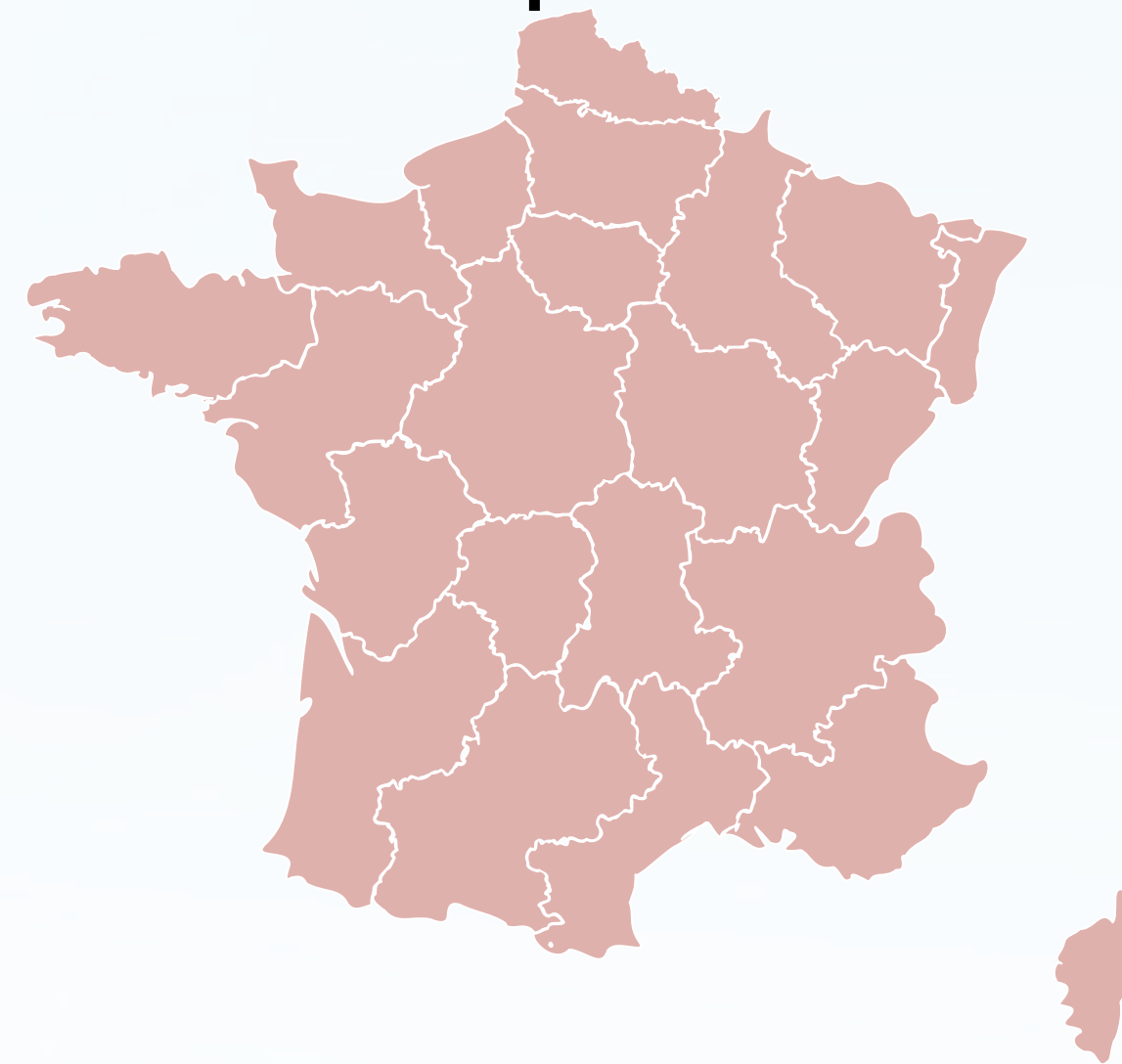
# COVID-19 Transmission and Children: The Child Is Not to Blame

Benjamin Lee, MD, William V. Raszka, Jr, MD

**China: 68 kids, Jan 20 – Feb 27, 65 (96%) had prior adult contact**



**France: 9 yo M with SARS-CoV-2, Flu and picoRNA. 80+ contacts at 3 schools. No secondary contacts with COVID-19 despite +ve flu**



**Australia: 9 students and 9 staff in 15 schools contacts with 735 students and 128 staff. Only 2 secondary infections (staff & student)**



SARS-CoV2 transmission in schools may be less important in community transmission than initially feared

Danis K, Epaulard O, Bénet T, et al; CID. 2020  
Cai J, Xu J, Lin D, et al. CID. 2020  
Wu Q, Xing Y, Shi L, et al. Pediatrics. 2020

**PEDIATRICS**<sup>®</sup>  
OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

# Risk in Schools

IDEAS

*The Atlantic*

## Schools Aren't Super-Spreaders

Fears from the summer appear to have been overblown.

OCTOBER 9, 2020

**Emily Oster**

Economist at Brown University

- Schools do not, in fact, appear to be major spreaders of COVID-19.
- 200,000 kids in 47 states from the last two weeks of September revealed an infection rate of 0.13 % among students and 0.24 % among staff.
- About 1.3 infections over two weeks in a school of 1,000 kids, or 2.2 infections over two weeks in a group of 1,000 staff.

# Clusters in North Carolina Traditional Public Schools

- A cluster defined as 5 or more cases that are linked
- Source DHHS website; not included are clusters
  - While schools were not in session
  - At private or charter schools
  - Since October 26<sup>th</sup> 2020
- Total source population: ~500k students over 9 weeks (Q1) instruction
- Small districts <5,000
- Medium sized 5,000-15,000 Sampson, Wilkes
- Large districts >15,000
- 15 clusters, 119 cases

district size	cases
large	5
medium	12
large	5
large	6
large	19
small	5
small	7
medium	6
large	5
medium	6
large	5
medium	6
medium	6
large	6
medium	20

# Secondary Transmission in North Carolina

- Districts track COVID-19 by school by week
- Work with health department to determine secondary infections
- From this, we can determine within school spread for schools and for districts
- Primary analysis, limited to schools within the collaborative with hybrid model instruction for 9 weeks, gives time to observe infections
- We now have enough data from enough districts to do a top-line interim analysis and preliminary interpretation of the data

School	Week	Primary	Secondary
High School A	10-Aug	1	0
High School A	17-Aug	0	0
High School A	24-Aug	0	0
High School A	31-Aug	0	0
High School A	7-Sep	0	0
High School A	14-Sep	1	0
High School A	21-Sep	1	0
High School A	28-Sep	1	0
High School A	5-Oct	4	0
High School A	12-Oct	0	0

# Secondary transmission

- First cut of the data, nearly 60,000 children and adults from across NC
  - 197 primary infections
  - 8 secondary transmission infections
  - No child-to-adult transmission
- Comparisons
  - Transmission in the community vs within schools
  - Comparing apples to apples with respect to testing
  - Higher rates of COVID-19 in the community did not impact secondary transmission
  - Remote vs. hybrid learning

County	Cases/100,000 population
Iredelle	271
Jones	149
Moorre	180
<b>Orange</b>	<b>176</b>
Surry	584
<b>Wake</b>	<b>220</b>

# Secondary Transmission Implications

- If opening without adherence to 3Ws, failure is likely
- If K-12 adheres to 3Ws schools can re-open safely with no additional risk as it relates COVID-19\*--this is now supported by NC data
- Keeping schools closed may be worse for COVID-19 prevention than safe opening\*
  - Think in terms of public health vs individual decisions
  - Schools expert at keeping children and adult safe
  - Hours could be spent in school (with 3 W's enforced) vs the community where the 3 W's are often not enforced

\*Applies only to schools and school districts with high compliance with COVID-19 prevention strategies (the 3 W's)

# Interpretation and metrics to open schools

- In a hybrid model, following the 3W's, then secondary transmission is extremely low
  - NC data from 1<sup>st</sup> quarter hybrid instruction: schools following the 3W's do not contribute to community spread of COVID-19\*.
  - Time spent in school is likely safer for children and adults than in the general community
  - If schools adhere to the 3 W's and start in hybrid, **the amount of COVID-19 in the community has not predicted success or failure in opening schools.**
  - We don't have data to support or challenge the safety of Plan A
- \*Following the 3 W's also includes mask compliance, a detailed plan for school operations to ensure distancing, hand hygiene, no mask breaks except for meals and water. Schools should also have infection data transparency, and develop a culture of safety. These data should not be interpreted as "schools should open". Rather, they should be interpreted as: schools can open safely. Because if the schools do not mask, distance, hand hygiene, then failure is very likely

# Metrics for continuing in person instruction or move to remote instruction

- Metrics for considering a move to remote learning are clusters and secondary transmission
- NC school-based data to inform school and district level decisions
- Metrics that are not school-specific (e.g., % positive cases, or cases/100,000 population) are not supported by NC data
- COVID-19 safety is much like any other public health problem, and the targets for those problems is within schools
- The proposed metrics are directly impacted by district policies and the behaviors of school employees and students in school.

# Data-driven metrics

Cluster Event	Action Taken
<b>Three clusters within a school within a two-week period</b>	District leadership discusses the safety benefits of remote learning for the individual school with the school board, an independent body, local health department, and key stakeholders.
<b>More than three clusters* per two-week period per 10,000 students in a school district</b>	District leadership discusses the safety benefits of district-wide remote instruction with the school board, an independent body, the local health department, and key stakeholders.
<b>Substantial secondary transmission** in a school</b>	District leadership discusses the safety benefits of remote instruction for the individual school with the school board, an independent body, local health department, and key stakeholders.
<b>Substantial secondary transmission** in a school district</b>	District leadership discusses the safety benefits of district-wide remote instruction with the school board, an independent body, the local health department, and key stakeholders.

\* In school districts of <10,000, greater than two clusters

\*\* Substantial secondary transmission is defined as >5 cases of COVID-19-test positive, within-school transmission per 1,000 students per week

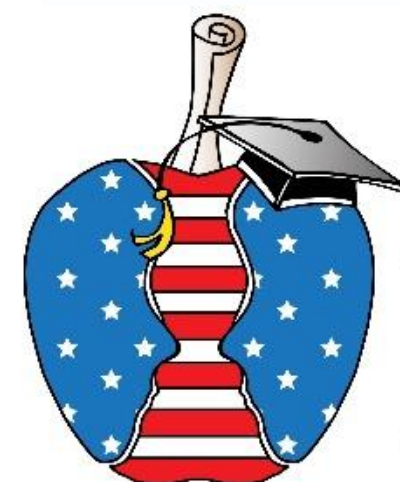
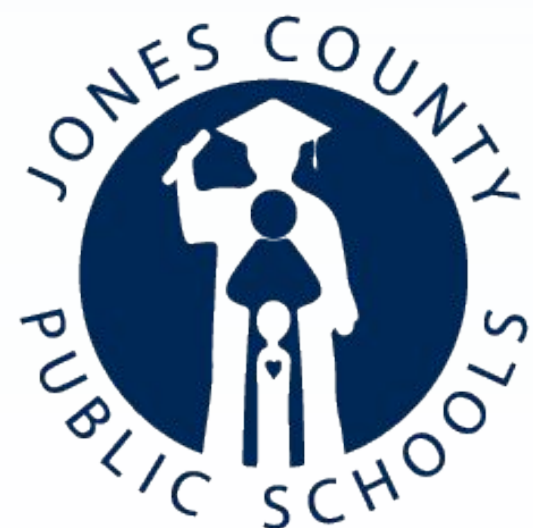
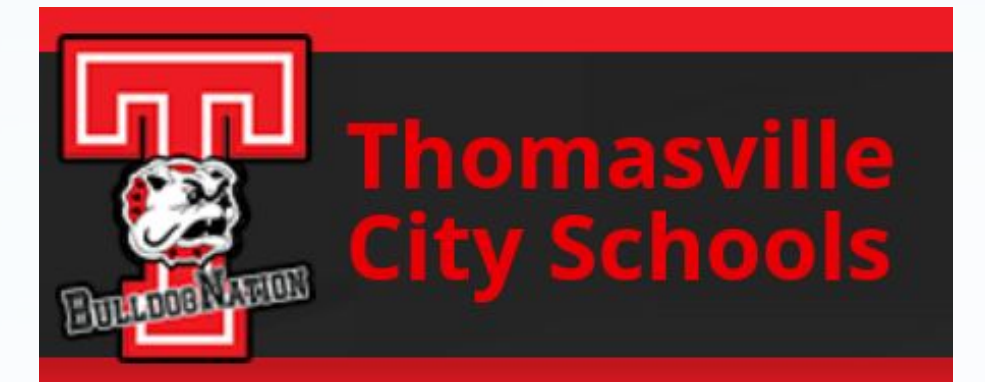
# Districts with MOUs



Guilford  
Public Schools



Hickory County  
Schools



# Power of compliance, transparency, lessons learned

- Push for long-term compliance and a culture of safety
- Lessons learned can go across districts
- Transparency, school level reporting of any infections is important, not just clusters
- Details of compliance improvement need staff involvement
  - Hand washing history and hospitals
  - Machine learning
  - Support for improvement rather than identification for punishment
- Detailed plans now available, password protected, to districts in the ABC



# Informing our School Community

## COVID-19 Metrics Dashboard

Tim Simmons, Chief Officer, Office of Communications

# COVID-19 Metrics Dashboard

- Go to [wcpss.net](http://wcpss.net) > Read Updates about the 2020-21 School Year > COVID Metrics
- Data reported weekly
- Families and staff also are notified via email and text when a confirmed COVID-19 case is reported at their school or administrative office.

**WAKE COUNTY PUBLIC SCHOOL SYSTEM** BACK TO SCHOOL 2020-21  
Information for Wake County families

Translate User Options

HOME LEARNING ENVIRONMENTS HEALTH SCREENING MAINTAINING HEALTHY SPACES SOCIAL AND EMOTIONAL HEALTH

SPECIAL EDUCATION CHILD NUTRITION SERVICES UPDATES WCPSS VIRTUAL ACADEMY FAQs

Edit Page

### COVID-19 Metrics

Starting with the return of in-person instruction Oct. 26, families and staff will be notified via email and text whenever a confirmed case of COVID-19 is reported at their school or administrative office. We will also provide weekly updates on the number and location of confirmed COVID-19 cases in the tables below.

Cases are reported for each school community, meaning staff and students combined. This is done to help maintain individual privacy and emphasize the fact that it is the spread of the virus inside a school, not among individual groups inside the school, that matters most. Anyone considered to be a close contact of an affected individual will be contacted by the school district or Wake County Public Health.

HOW TO READ THIS DATA: A school system cannot eliminate COVID-19 from the community. It can, however, slow and even stop the spread of the virus inside a school by strictly following health guidance about face coverings, social distancing and hand washing. Single cases in a school are inevitable. The spread of the virus is not. That is why single cases are specifically marked in the table below. Cases marked as "linked" in the notes mean someone in the school spread the virus to another person in the school while on campus. The goal of compliance is to reduce or eliminate linked cases on campus.

Clusters, which are defined as 5 or more linked cases, are confirmed by Wake County Public Health.

\*Please note: Each case listed in the table below does not always equal a different individual. For example, if an individual who tested positive for COVID-19 was in three different schools on the same day, that would count as a separate case in each school. A more detailed description of what happens where there is a COVID-19 case on a campus [can be found on this page](#).

REDUCE SPREAD: Wear a face covering. Wait to maintain social distance. Wash your hands.

### Total Cases

Week of Oct 26-28 | 5 cases

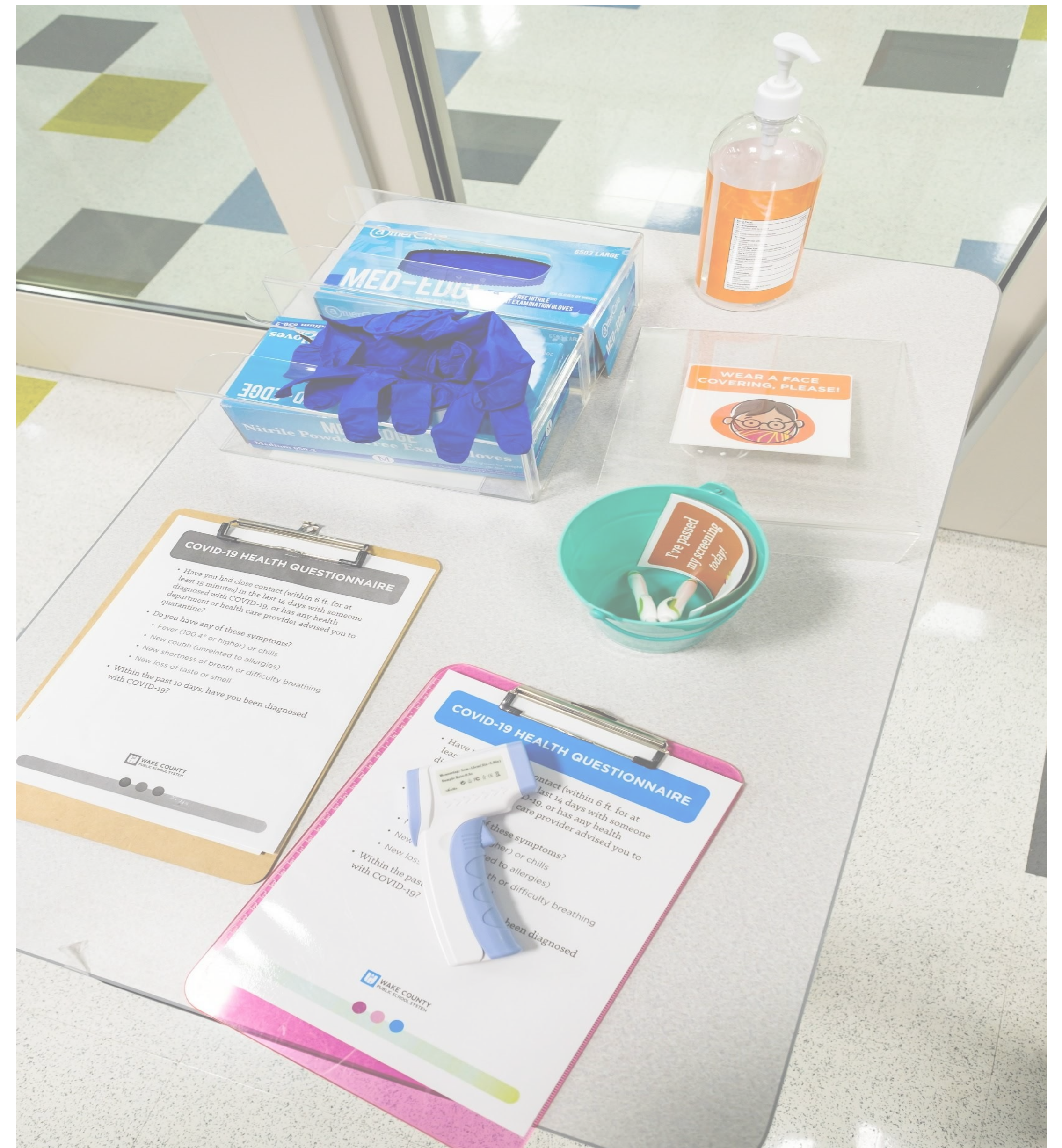
### More information

- [Public Reporting of COVID-19 Clusters in NC Schools and Child Care Settings](#)
- [NC Department of Health and Human Services Data \(Use map for Wake County data\)](#)

Notification Date	Location	Cases Confirmed	Notes
Oct 27	Fuquay-Varina High School	1	
Oct 27	Panther Creek High School	1	
Oct 27	Heritage High School	1	
Oct 28	Fuquay-Varina High School	1	
Oct 28	Forest Pines Elementary	1	

# Supporting Staff and Students

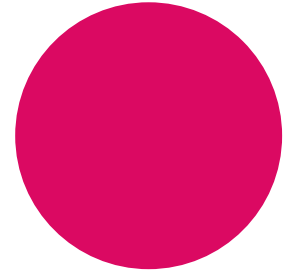
Jon Enns,  
Southwestern Area Superintendent





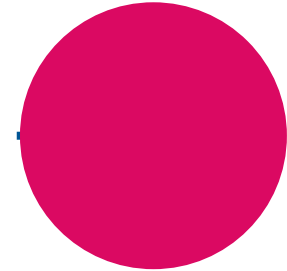
# Supporting Consistent Implementation

## COVID-19 Readiness Assessment Survey



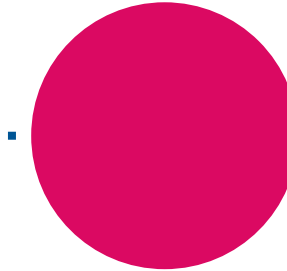
Opportunity for ongoing and consistent input about the effectiveness of health and cleaning protocol implementation in schools and other WCPSS workspaces.

## Confidential Feedback Reporting



Opportunity for staff and community to provide confidential information to school and district staff (not connected to their name or role unless they choose to provide that information),

## School Visits



Opportunity for district leadership to gather information and input around the implementation of health and cleaning protocol implementation while in schools.

# Tools: COVID-19 Readiness Assessment Survey

## No issues or concerns:

- Check the box
- Confirm that you have no issues or concerns
- Survey ends

## Issues or concerns:

- Check all that apply

The screenshot shows the 'COVID-19 Readiness Assessment Survey' interface. At the top, there is a red header with a clipboard icon and the title 'COVID-19 Readiness Assessment Survey'. Below the header, there is a section titled 'Please read the list below.' with a clipboard icon. The text below this section reads: 'If you have not experienced any issues or concerns with anything on the list today, check the box confirming that, "I have no issues with or concerns about anything on this list."' Below this text, there is a checkbox with a checkmark and the text 'I have no issues with or concerns about anything on this list.' Below the checkbox, there is a dark grey button with the text 'Confirm you have no issues or concerns'. Below this section, there is another section with the text: 'If, however, you do have issues or concerns with anything on the list, please check the items that you have concerns about.' Below this text, there is a section titled 'Health Screening' with two checkboxes: 'Health screening of students' (checked) and 'Health screening of staff' (unchecked).

# Tools: Confidential Feedback Reporting

- File concerns anonymously at any WCPSS school or administrative department
- Concerns that are submitted will be researched for any appropriate action
- If follow-up is desired, staff are asked to provide appropriate details

Please select your school or department\*

Select

What would you like to submit?\*

Question  Comment  Suggestion  Concern  Compliment

What's on your mind?\*

Subject

Description

Tell us who you are\*  
(Select one or more)

Wake County Public School System Student  Wake County Public School System Parent/Guardian  Wake County Public School System Employee  Community Member



## School Visits

Area Superintendents visit schools regularly on a weekly basis, reviewing health and safety guidance in order to support schools with areas of need.

### Areas of Focus

- Principal check-in
- Covid 19 Coordinator check-in
- Health screening protocols
- Observation of 3Ws
- Care Center
- Bus Attestations
- Arrival and dismissal

# Schools

Back to In-Person Learning



# A Principal's Perspective

**Mariah Walker**

Principal

Hilburn Academy



# A Principal's Perspective

**Cayla Green**

Third Grade Teacher

A.B. Combs Magnet  
Elementary School



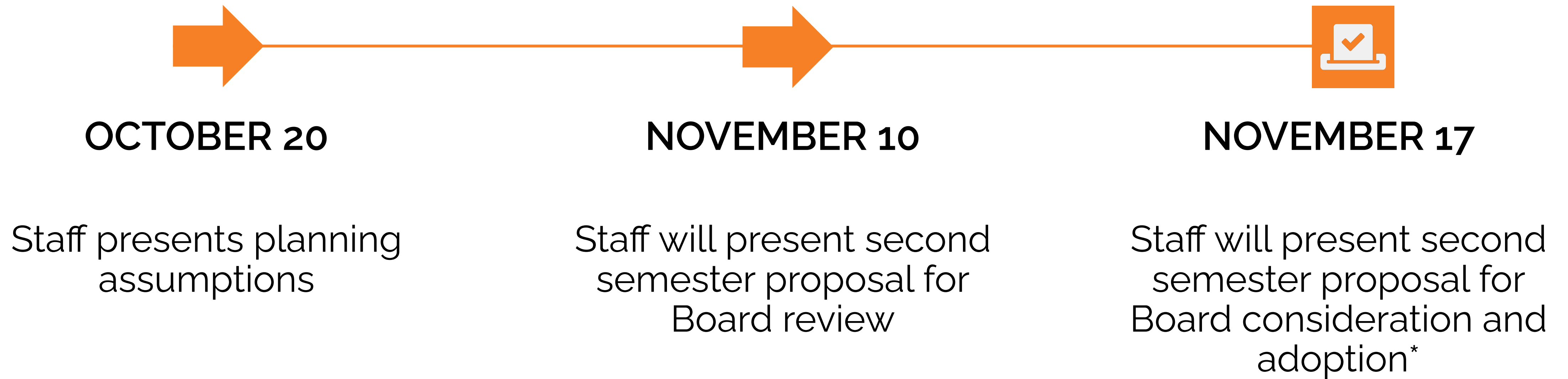
# Second Semester

## Proposal





# Timeline to Decision



\*Implementation of any proposed and/or adopted plan is subject to modification due to evolving local and state guidance.



# Instructional Scheduling Frameworks

## OVERVIEW AND KEY CONSIDERATIONS

Live instruction will be provided in each environment at each level:

- **Daily In-Person:** Full Day of Instruction
- **Rotation Week (In-Person):** Full Day of Instruction
- **Rotation Weeks (Remote):** A minimum baseline of 5 hours of synchronous instruction per week across all schools along with approximately 3-4 hours per day of asynchronous learning activities
- Overall, we anticipate approximately 25-30 hours of live instruction/activity in each 3 week rotation
- **Virtual Academy:** A baseline of 2-3 hours of synchronous instruction per day

*Note: Times are a baseline and do not replace teacher decision making*



## Drivers Impacting Decision Making for Second Semester

- New and/or Additional Executive Orders from the Governor
- Collaboration with and learnings from the ABC Science Collaborative
- Monitoring implementation of our district's current plan and programming

# Return to In-Person Instruction: Review of Second Semester Assumptions

	First Semester Plan	Second Semester Assumptions
<b>K-12 Regional Programs</b>	Three-week rotation, then daily in-person	Daily in-person
<b>PreK - 3</b>	Three-week rotation, then daily in-person	Daily in-person
<b>Grades 4-5</b>	Three-week rotation	Daily in-person
<b>Grades 6-8</b>	Three-week rotation	Three-week rotation
<b>Grades 9-12</b>	Remote	Three-week rotation

## Drivers

- New and/or Additional Executive Orders from the Governor
- Collaboration with and learnings from state/local health officials and the ABC Science Collaborative
- Monitoring implementation of our district's current plan and programming



# PreK-3 and K-12 Regional Programs

## First Semester Plan

**October 26:**  
Three-Week Rotation

**November 16:**  
Daily In-Person

## Second Semester Proposal Daily In-Person

### Considerations

- Revised Executive Order
- Guidance from local health officials



## Grades 4-5

### First Semester Plan

November 16:  
Three-Week Rotation

### Second Semester Proposal Daily In-Person

#### Considerations

- WCPSS Virtual Academy registration
  - The ability of all year-round schools to remain on a single track
- Monitoring student, family, and WCPSS staff experiences as they return to school
- Assessing staffing needs
- Compliance of school community with regards to Health and Safety processes and protocols
- Learning and collaboration with the ABC Science Collaborative
- Revised Executive Order



## Grades 6-8

### First Semester Plan

#### November 9: Three-Week Rotation

### Second Semester Proposal Three-Week Rotation

#### Considerations

- WCPSS Virtual Academy registration
- Monitoring student, family, and WCPSS staff experiences as they return to school
- Assessing staffing needs
- Compliance of school community with regards to Health and Safety processes and protocols
- Learning and collaboration with the ABC Science Collaborative
- **Executive Order providing option of Plan A**
  - **The ability of all year-round schools to remain on a single track**



## Grades 9-12

### First Semester Plan

### Remote Learning

### Second Semester Proposal Three-Week Rotation

#### Considerations

- WCPSS Virtual Academy registration
- Monitoring student, family, and WCPSS staff experiences as they return to school
- Assessing staffing needs **and course request needs**
- Compliance of school community with regards to Health and Safety processes and protocols
- Learning and collaboration with the ABC Science Collaborative
- **Executive Order providing option of Plan A**

# Return to In-Person Instruction: Second Semester Proposal

<u>K-12 Regional Programs</u>	Daily in-person
<u>PreK - 3</u>	Daily in-person
<u>Grades 4-5</u>	<b>Daily in-person</b>
<u>Grades 6-8</u>	Three-week rotation
<b>Grades 9-12</b>	<b>Three-week rotation</b>

## Drivers

- New and/or Additional Executive Orders from the Governor
- Collaboration with and learnings from state/local health officials and the ABC Science Collaborative
- Monitoring implementation of our district's current plan and programming



# WCPSS Virtual Academy Registration Update

- Registration window for spring semester closed for Middle and High Schools on November 4
- Spring semester confirmation letters are being sent to Middle School and High School families by November 11
- Middle and High schools are in the process of using the WCPSS Virtual Academy registration data to make adjustments to their spring semester master schedules.
- Registration window for Elementary Schools: December 2-9



# Remote Learning/Asynchronous Days

## Purposes:

- Provide students with support structures that can enhance their success and ability to fully engage in the learning process while maintaining strong mental health and well-being.
- Provide teachers with a clear opportunity to continuously engage in Professional Learning Teams (PLTs) so that learning between “Plan B” and Virtual Academy remains aligned to provide equally rigorous, engaging, responsive, and effective learning opportunities for all students.

## Expectations:

- Instruction and student learning continues
- Prioritize PLT time
- Activities are data-based & intentional



# Preview of November 17 Return to In-Person Topics

## Work Session

- 2020-2021 Quarter 1 Grading and Attendance Update
- Arts and Athletics Update

## Board Meeting

- Second Semester Plan Action Item
- ABC Science Collaborative/WCPSS Data Use Agreement Action Item

WHAT     
STARTS  
 HERE  
CHANGES  
 EVERYTHING.