Healthy Youth and Schools Commission

February Quarterly Meeting

Feb. 16, 2022 | Jeff Travers, Chairperson of the Commission

Welcome

Agenda

- Welcome and Introductions
- Recap of the Previous Commission Meeting
  - Approval of Minutes
- Updates from OSSE
- COVID-19 Response and Recovery
- Comments from Commissioners on Current Work
- Final Discussion, Closeout, and Priorities for Next Meeting

Recap Previous Commission Meeting

Jeff Travers, Chairperson, Healthy Youth and Schools Commission

Recap Previous Commission Meeting

- November Quarterly Meeting
  - Date: Wednesday, Nov. 17, 2021
  - Main topics covered:
    - COVID-19 Response and Recovery Updates
    - Healthy Schools Act Implementation Updates
      - Nutrition Program
      - Physical Education
  - Approval of minutes

Updates from OSSE

General Announcements

Tia Brumsted, Interim Assistant Superintendent, Health and Wellness, OSSE

School Gardens Program Update

Sam Ullery, School Gardens Specialist, OSSE

School Gardens Program Update

School Garden Overview
2020-2021 School Year

What topics are taught using the school garden?

Gardening 98 percent

Science 87 percent

Environment 80 percent

Nutrition 76 percent

When does garden-based learning take place?

During the school day - in person 71 percent

During the school day - remote 64 percent

Extended day - in person or remote 44 percent

What type of garden spaces are being used?

Edible gardens 96 percent

Pollinator, wildlife, or native garden 69 percent

Stormwater garden 47 percent

Examples of student engagement in school gardens/ outdoor spaces in January

Activities

- Building new garden beds
- Preparing the garden for snow
- Going on nature walks
- Examining dumpster to check effectiveness of school recycling
- Caring for chickens
- Setting up compost systems
- Identifying trees, measuring their diameter, and then calculated their estimated age. Create an art project about what history that tree had seen.
- Collecting seeds
- Leaf rubbings
- Playing animal winter adaptation games outdoors

Recipes

Sweet Potato Quesadillas

Collard Greens and Browned Onions

Sweet Potato Soup

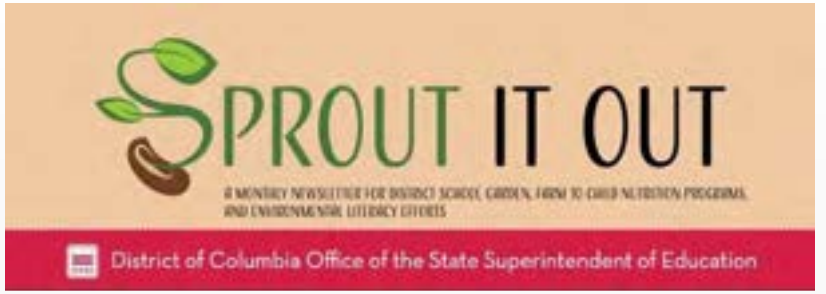
Kale Chips

Shared Roots

- Partnership between DPR and OSSE with support from FoodCorps
- Connects DC residents to shared growing spaces
- Applications are now open for sites
- Member application open in April
- Schools can have members helping in the garden as early as May
- Did not administer program in 2020 and 2021

Other Initiatives

- Sprout it Out newsletter
- Outdoor learning community of practice
- Online forum
- Site visits



Environmental Literacy Update

Grace Manubay, Environmental Literacy Coordinator, OSSE

Environmental Literacy Leadership Cadre

- Successfully recruited 12 elementary schools and two mentors to participate in Cohort 4 of the Environmental Literacy Leadership Cadre

- Schools in Cohort 4
  - DCPS
    - Brightwood Education Campus (Ward 4)
    - Burrville Elementary (Ward 7)
    - CW Harris Elementary (Ward 7)
    - Hendley Elementary (Ward 8)
    - Langley Elementary (Ward 5)
    - Powell Elementary (Ward 4)
    - Van Ness Elementary (Ward 6)
  - Charter Schools
    - Mary McLeod Bethune PCS (Ward 5)
    - Center City PCS – Brightwood (Ward 4)
    - KIPP DC PCS – Honor Academy (Ward 8)
    - Sela PCS (Ward 4)
    - Washington Yu Ying PCS (Ward 5)

US Green Ribbon Schools Nominations

- Whittier Elementary

- American University

Outdoor Learning Update

Grace Manubay, Environmental Literacy Coordinator, OSSE

DCPS Outdoor Learning Efforts

- DC Public Schools is investing $9 million to support in-person learning, including covering preliminary infrastructure costs for outdoor learning ($20,000 to $30,000 per school).
- 99 DCPS schools ordered outdoor learning supplies
- Types of items purchased through central office procurement order (last spring)
  - Tents
  - Seating (stools, chairs, carpet squares, tree stumps)
  - Storage utility carts and sheds
  - Dry erase boards, lap desks, tables
  - Picnic tables with benches
  - PA systems and Outdoor Wi-Fi extenders
  - Electric heaters (purchased this fall)

Source: dcpsreopenstrong.com/outdoor-learning-and-lunch-spaces/

Public Charter School Re-opening Facilities Grant

- OSSE released a $10 million grant program for the District's public charter schools to provide support with facilities expenses related to the return of students to classrooms for in-person instruction for the 2021-22 school year.
- Of the 48 applications processed to date, 20 charter LEAs include outdoor learning
- Examples of expenditures
  - Shade structures
  - Tents
  - Gazebos
  - Benches
  - Picnic tables
  - Patio Heaters
  - Rain gear
  - Outdoor classroom design, construction, and/or installation

OSSE's Technical Assistance Contract

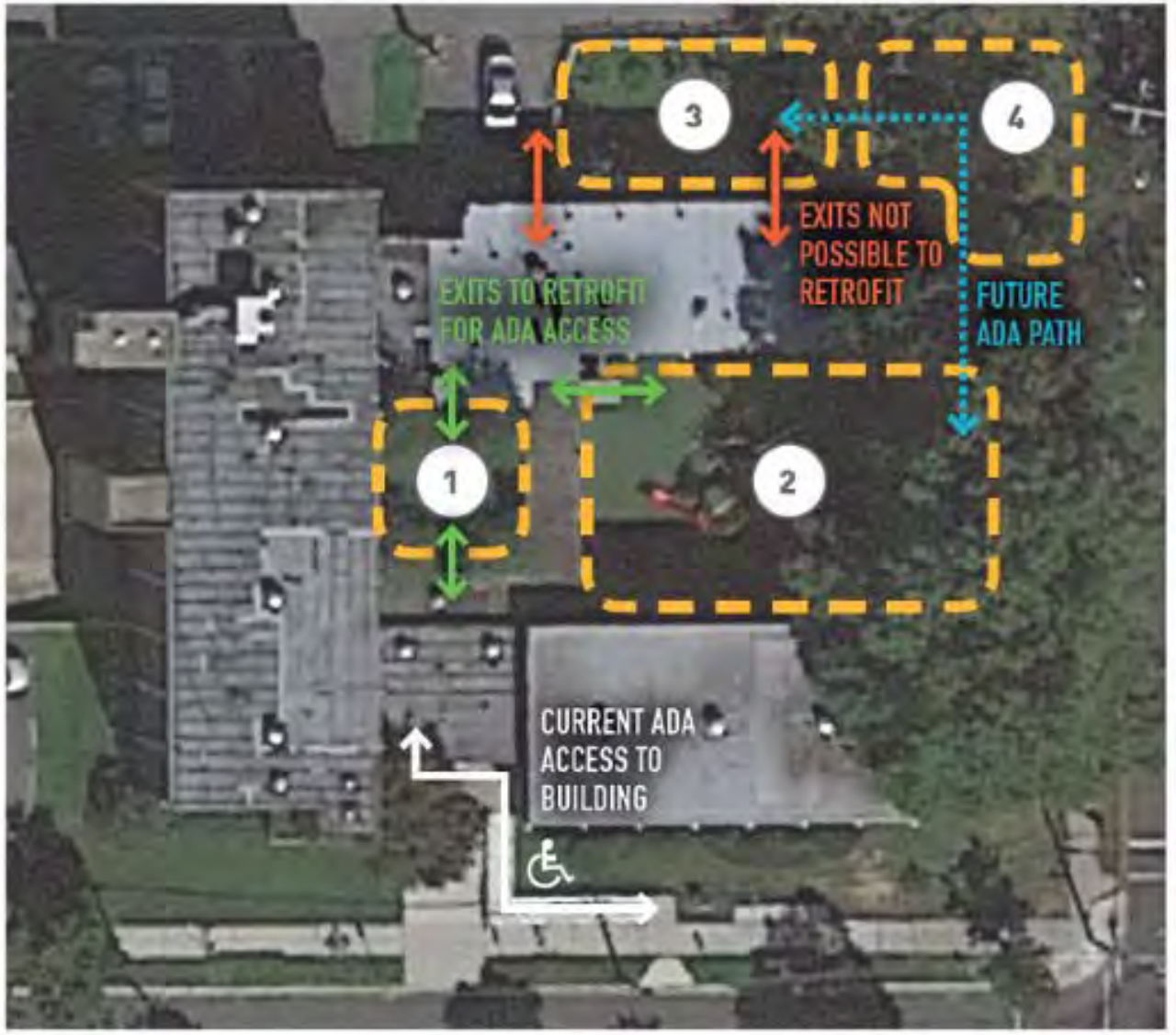
- 35 DCPS sites and 16 public charter school campuses have applied for TA
- Vendor currently working with 28 schools
- Schools receive detailed site plan and guidance document based on identified interests

Example: Shining Stars Montessori PCS

Campus Aerial Map

Map Key

1. **ATRIUM**
   Trees and umbrellas provide shade
2. **PLAYGROUND**
   Available open space to be re-imagined
3. **GARDEN**
   Active garden & potential to make a full learning lab
4. **13TH STREET CORNER**
   Flat, grassy space adjacent to the garden



Example: Shining Stars Montessori PCS

Existing Site Photos

Site Plan

Shining Stars Montessori Academy

1260 RANDOLPH ST NE
WASHINGTON, DC 20017

About the Project

Shining Stars Montessori is a Public Charter School located in Northeast DC. The philosophy of Montessori encourages outdoor and experiential learning. The school prefers neutral colors in the learning environment.

This site design is divided into four areas, which could each be built in phases, or at the same time. Short term recommendations include adding movable seating, work tables, and installing whiteboards. These improvements alone will activate the spaces for learning.

Long term recommendations include re-imagining the Playground with shade sails and integrated natural play and learning features. Another long term project is building out a full learning lab connected and integrated with the existing garden, including building new fencing around the 13th Street Corner.

Map Key

1. **ATRIUM** — Add small features like math counters, movable seats, bird feeders & birdhouse
2. **PLAYGROUND** — 2a: Natural play area; 2b: Assembly area; 2c: Outdoor classrooms
3. **GARDEN** — Add work tables, veggie board signage, and a veggie farm stand weigh station
4. **13TH STREET CORNER** — Create a learning lab with split rail fencing, outdoor whiteboard, in-ground benches, earth science station, and weather station

OutTeach
Go Outside Expectations | out-teach.org

10 feet
50 feet

District of Columbia
Office of the State
Superintendent of Education

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Example: Shining Stars Montessori PCS

Outdoor Learning Resources

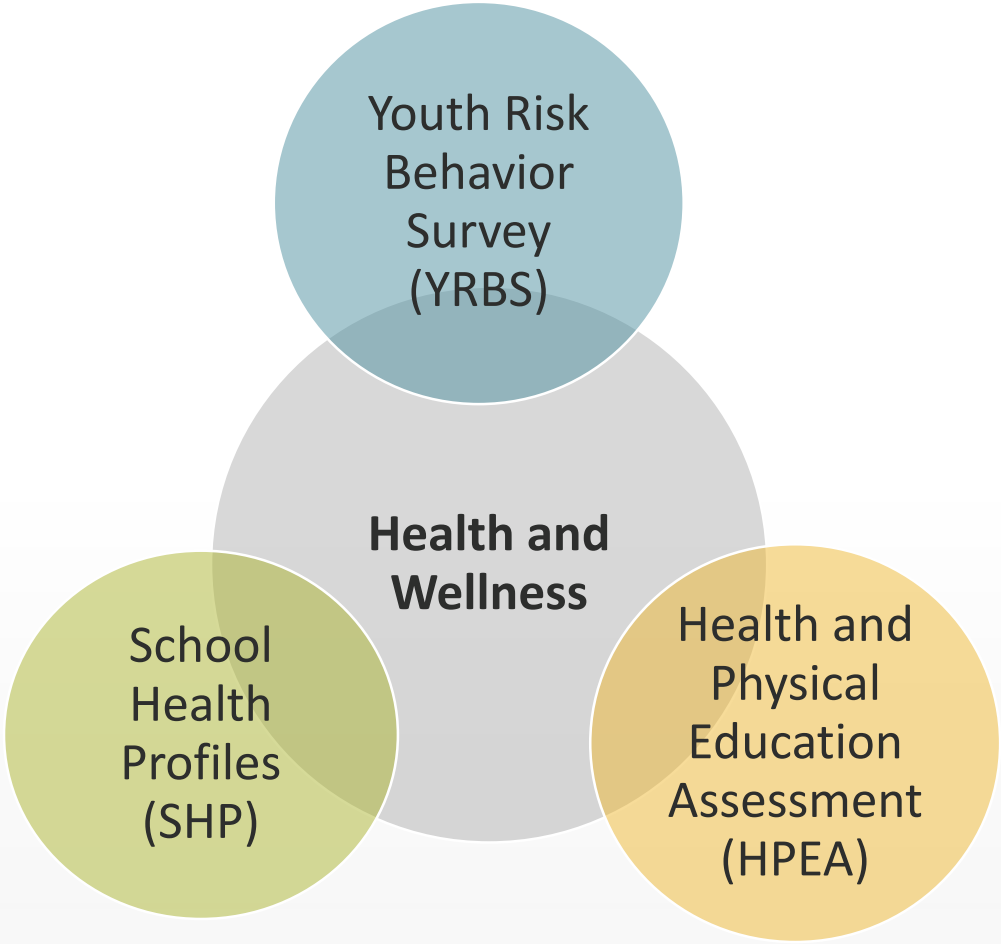
- Professional development series for various school stakeholders
  - Outdoor Learning 101
  - Creating Buy for Using Outdoor Learning Spaces
  - Planning and Creating Outdoor Learning Spaces
  - Group Management Outdoors
  - Teaching and Learning Strategies

- Resource Hub: osse.dc.gov/page/outdoor-learning-resources
  - FAQ, tip sheet, materials checklist, photo collection, procurement tool

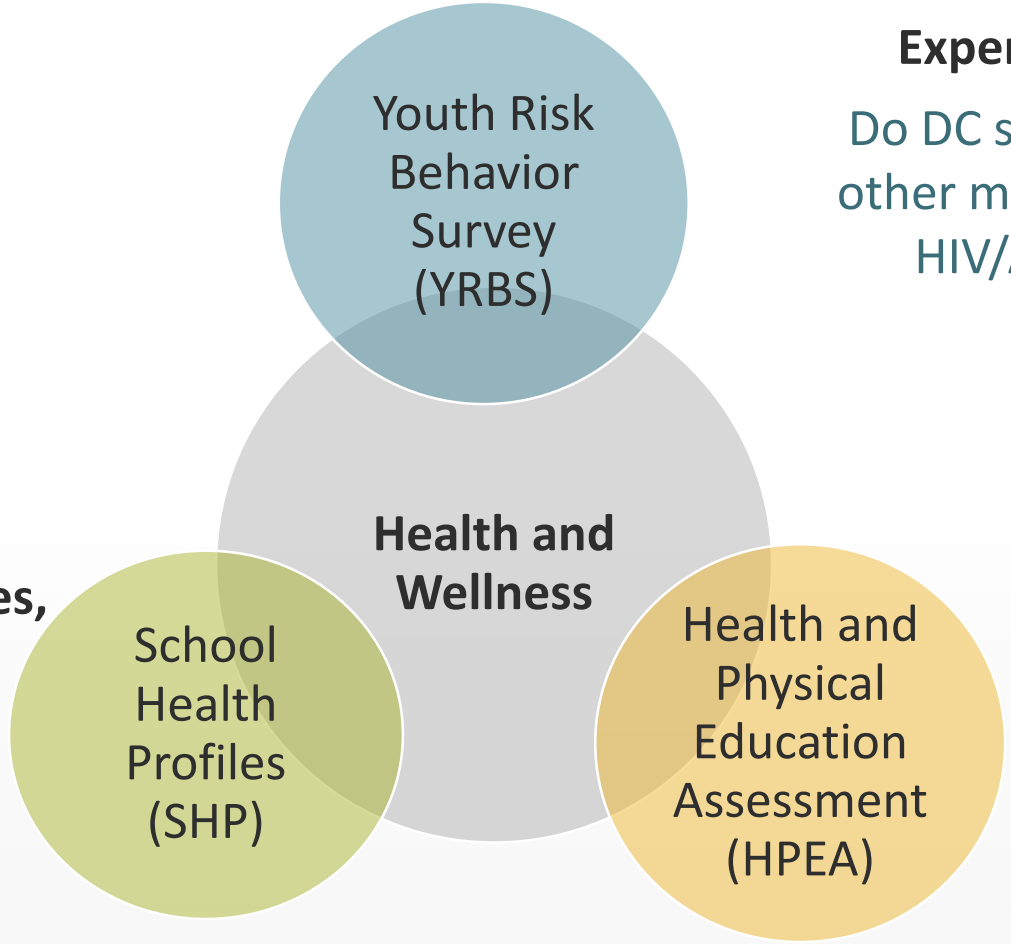
Data and Strategic Initiatives Updates

Rebecca Harnik, Management Analyst, OSSE
Tasneem Islam, Management Analyst, OSSE

Student and School Health Datasets



Student and School Health Datasets



Experiences and Behaviors

Do DC students use condoms or other methods of pregnancy and HIV/AIDS, STI prevention?

School-level Health Services, Practices and Resources

Are schools providing prevention and screening services?

Student Knowledge

Are DC students able to analyze behaviors that place one at risk for HIV/AIDS, STIs, or unintended pregnancy.? (Standard 6-8 3.7.25)

2021 YRBS Administration: Complete

- 2021 YRBS Administration is now complete across all District public and public charter middle and high schools, and data were submitted to CDC on Jan. 31.

- CDC extension to collect data in schools through January, due to escalating coronavirus (COVID-19) cases in late-December

2021 YRBS Administration: by the numbers

- School-level participation rate: **100 percent**

- Student response rates:
  - Middle School: **79 percent**
  - High School: **73 percent**

2021 YRBS Administration

Next steps for analysis and reporting:

- Data analysis by CDC throughout the next 6 months and will be posted on OSSE's webpage when received.
- Data will subsequently be returned to OSSE for further analysis and reporting
- Materials will be developed including the 2021 YRBS report, school-level data files, and fact sheets

Preventing Sexual and Dating Violence

- NEW: Sexual and Dating Violence Fact Sheet using 2019 data
- Highlights critical data on sexual and dating violence among District youth
- School Safety Omnibus Amendment Act of 2018

Health and Physical Education Assessment (HPEA)

- 2022 Administration will run April 4-June 24
- The assessment was canceled in 2019-20 and 2020-21 due to the pandemic
- **Categories**: Alcohol, Tobacco, and Other Drugs; Disease Prevention; Human Body Systems; Mental and Emotional Health; Nutrition; Safety Skills; and Physical Education

HSA School Health Profiles (SHP)

- Required for all standard K-12 schools annually by the *Healthy Schools Act of 2010 (HSA)*
- Submitted via Quickbase application
- Informs OSSE's biennial Healthy Schools Act (HSA) report to DC Council
- Informs DC School Report Card
  - Nursing coverage
  - Behavioral/mental health coverage
  - Physical activity minutes
  - School garden
- *[NEW]* Requires schools out of compliance with health education minutes to submit self-assessment and action plan to improve health education outcomes and performance.

SCHOOL HEALTH PROFILE SECTIONS
1. General Information
2. Health Services
3. Health Education Instruction
4. Physical Education Instruction
5. School Nutrition and Local Wellness Policy
6. Distributing Information
7. Environment

Timeline

Jan - Feb

- Data collection window: Jan. 18 – Feb. 15
- SHPs completed to date: ~60%

Feb - Apr

- Follow-up with schools
- Data validation (OIG, DAR)

Apr - Jul

- Data analysis
- DC Council Report development
- Raw data posted on OSSE website

Legislative Update

Caitlin Shauck, Policy Analyst, OSSE

Expanding Student Access to Period Products Act of 2021

- Emergency version expires April 24, 2022.
- Full version is under Congressional review, projected law date: March 19, 2022.
- Requires LEAs, private schools, University of the District of Columbia, private universities and colleges, and vocational schools to **install and maintain dispensers or similar receptacles of free-for-use period products** in women's and gender-neutral bathrooms.
- Requires OSSE to develop and implement health education standards on **menstrual education designed for all students** regardless of gender in public and public charter schools beginning in Grade 4.
- Requires OSSE to develop **signage for schools** to display near the dispensers or receptacles.

Coronavirus Immunization of School Students and Early Childhood Workers Amendment Act of 2021

- Under Congressional review, projected law date: March 8, 2022.
- Allows for electronic submission of immunization certifications.
- Requires **eligible students** to be vaccinated against COVID-19.
  - Applies to students who are of an age for which there is a **fully approved COVID-19 vaccine** in the US:
    - The Pfizer vaccine is fully approved for individuals 16 and older.
    - The Moderna vaccine is fully approved for individuals 18 and older.
- Requires all licensed child development facilities to maintain a record of COVID-19 immunization for their staff.

Coronavirus Immunization of School Students and Early Childhood Workers Amendment Act of 2021

- Student COVID-19 vaccination requirements begin March 1, 2022.
- Enforcement, including removal from school for any students out of compliance, will begin in the **2022-23 school year**.
- OSSE is in the process of updating its **Immunization Attendance Policy and supporting resources** to reflect this new requirement.
- OSSE will be working with schools to message the requirement through spring and summer 2022.

COVID-19 Response and Recovery

Data and Trends

Dr. Anil Mangla, DC Health

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February Healthy Youth and Schools Commission Meeting

February 16, 2022

Anil T. Mangla, MPH, FRSPH
State Epidemiologist

Agenda

- National Surveillance
- Local Surveillance
- Updates

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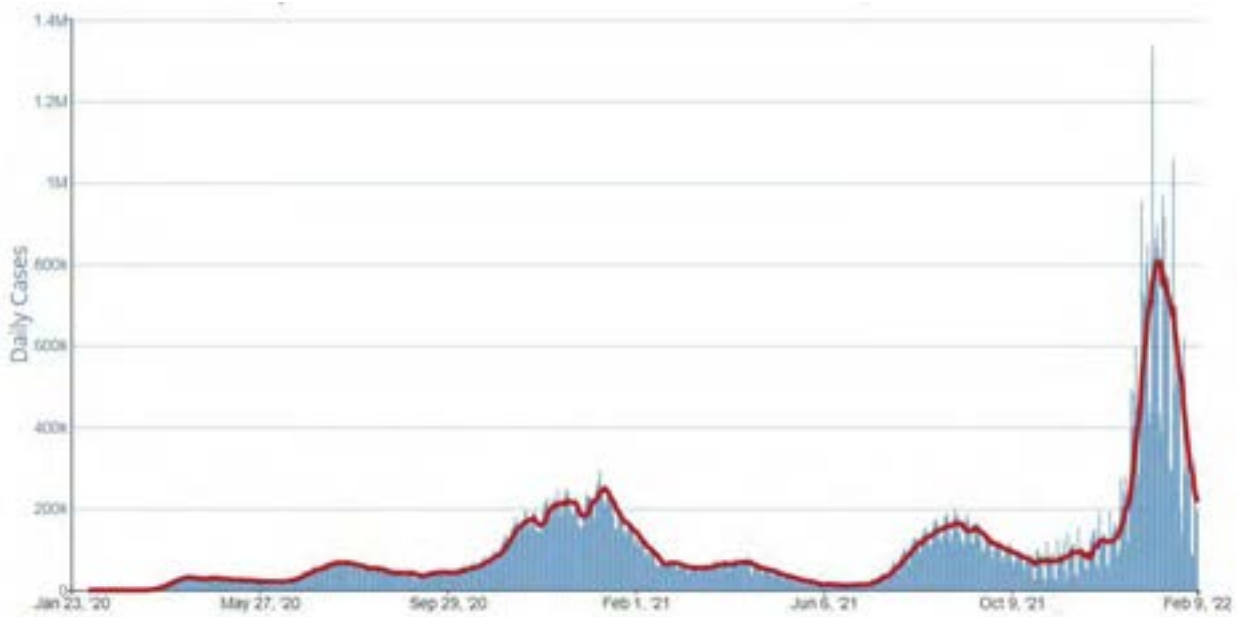
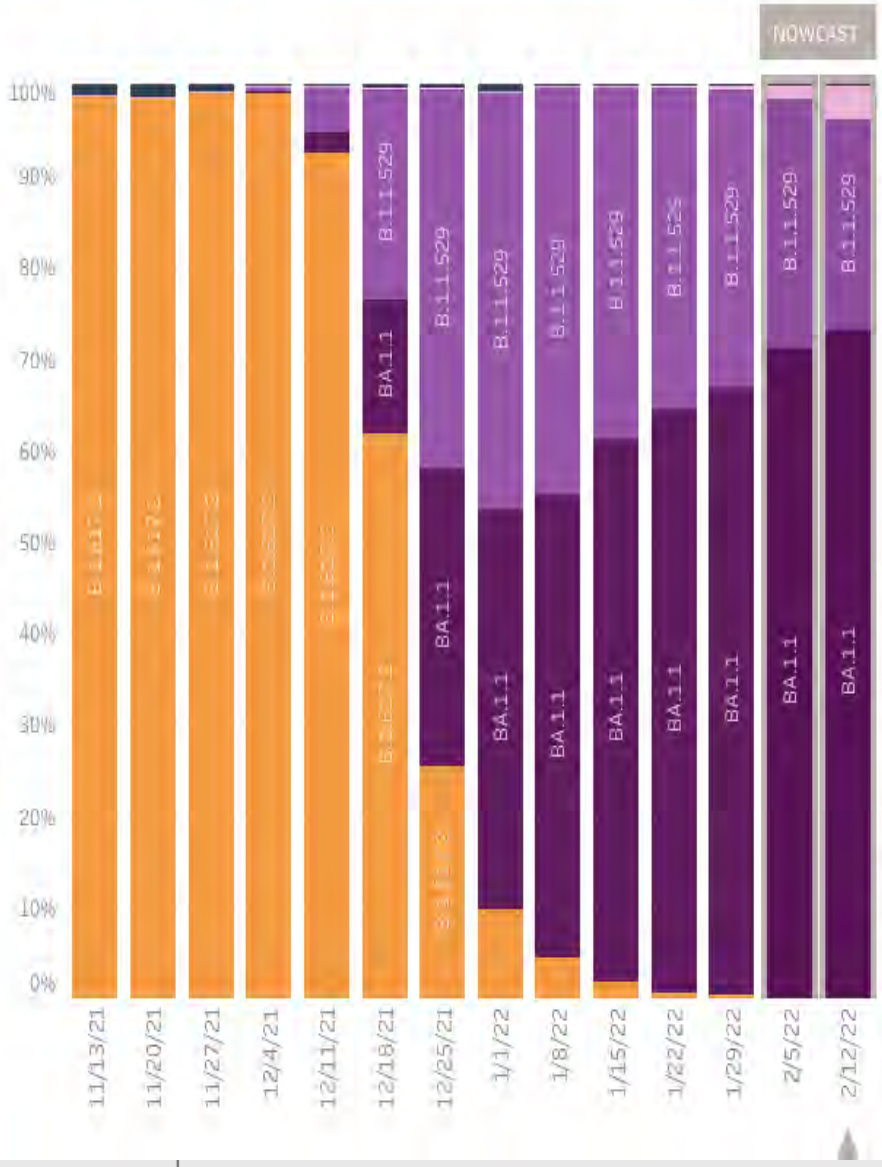
Daily Trends in COVID-19 Cases in the United States Reported to CDC



215,418
Current 7-Day Average*

-42.8%
Change in 7-Day Average since Prior Week

United States: 11/7/2021 – 2/12/2022



United States: 2/6/2022 – 2/12/2022 NOWCAST

USA

WHO label	Lineage #	US Class	%Total	95%PI
Omicron	BA.1.1	VOC	73.2%	69.0-77.1%
	B.1.1.529	VOC	22.9%	19.1-27.1%
	BA.2	VOC	3.9%	2.8-5.3%
Delta	B.1.617.2	VOC	0.0%	0.0-0.0%
Other	Other*		0.0%	0.0-0.0%

* Enumerated lineages are US VOC and lineages circulating above 1% nationally in at least one week period. "Other" represents the aggregation of lineages which are circulating <1% nationally during all weeks displayed.

** These data include Nowcast estimates, which are modeled projections that may differ from weighted estimates generated at later dates

AY.1-AY.133 and their sublineages are aggregated with B.1.617.2. BA.1 and BA.3 are aggregated with B.1.1.529. For regional data, BA.1.1 is also aggregated with B.1.1.529, as it currently cannot be reliably called in each region.

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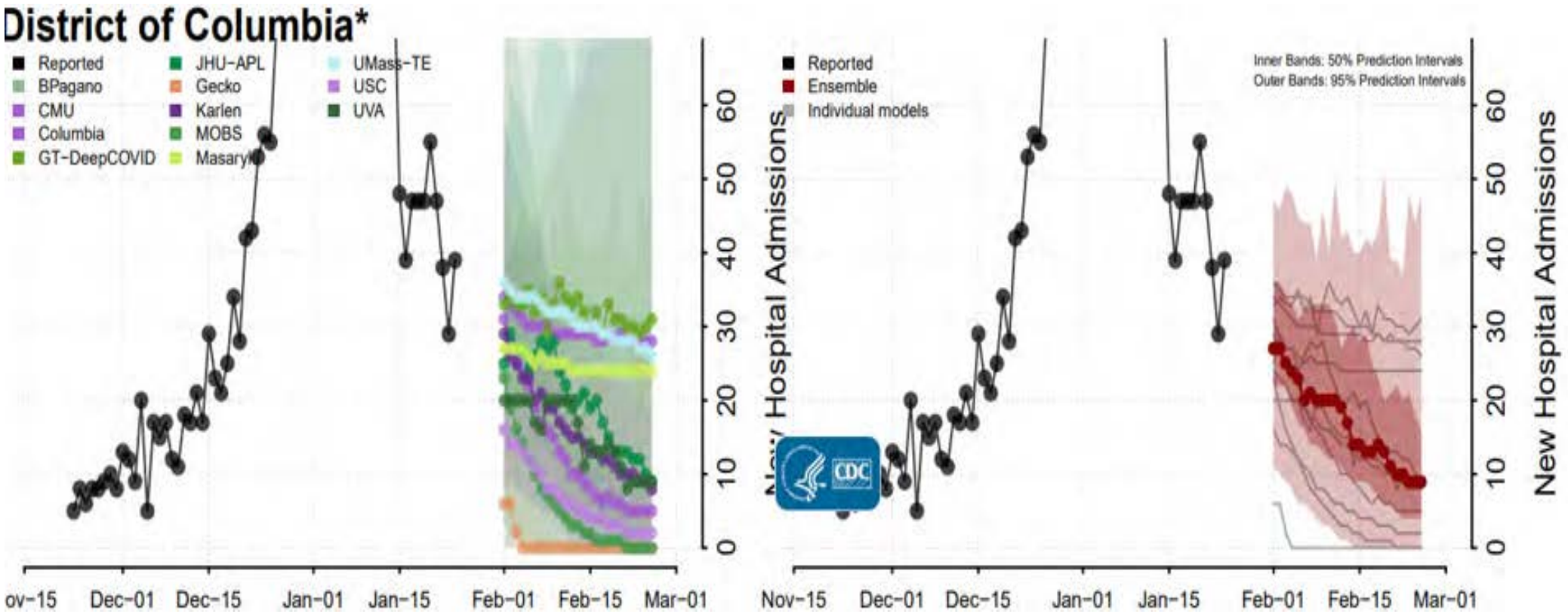
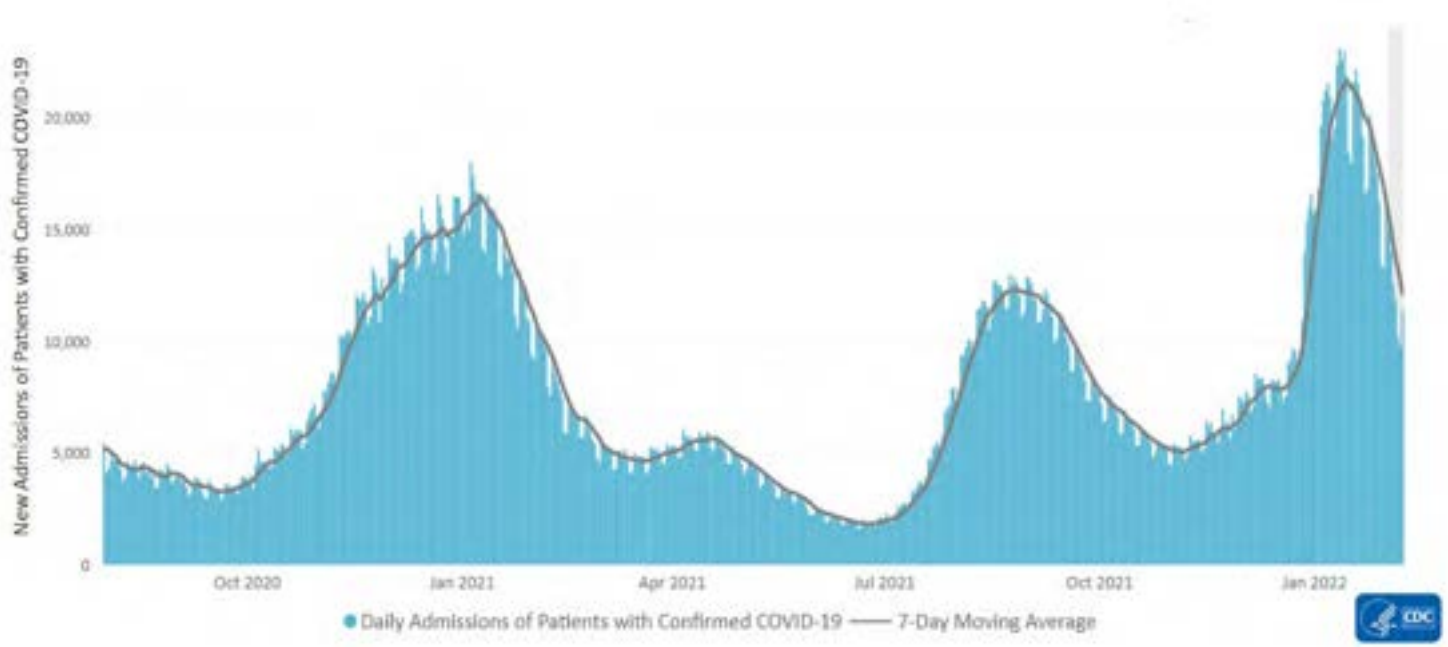

District of Columbia*
Reported
BPagano
CMU
Columbia
GT-DeepCOVID
JHU-APL
Gecko
Karlen
MOBS
Masary
UMass-TE
USC
UVA
Nov-15
Dec-01
Dec-15
Jan-01
Jan-15
Feb-01
Feb-15
Mar-01
0
10
20
30
40
50
60
New Hospital Admissions
Reported
Ensemble
Individual models
Inner Bands: 50% Prediction Intervals
Outer Bands: 95% Prediction Intervals
CDC

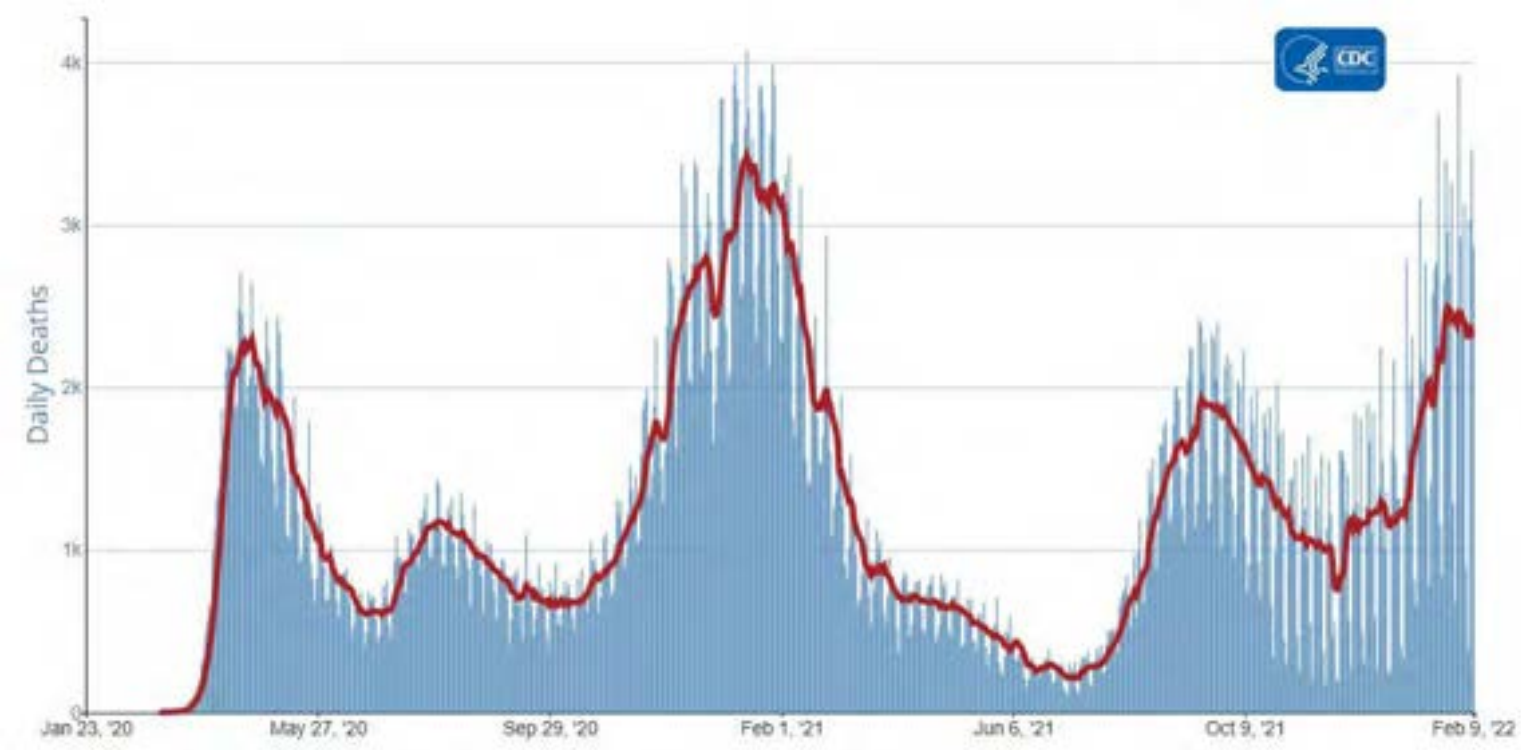
Hospitalizations



- **12,099**
Current 7-Day Average*

- **-25%**
Change in 7-Day Average Since Prior Week

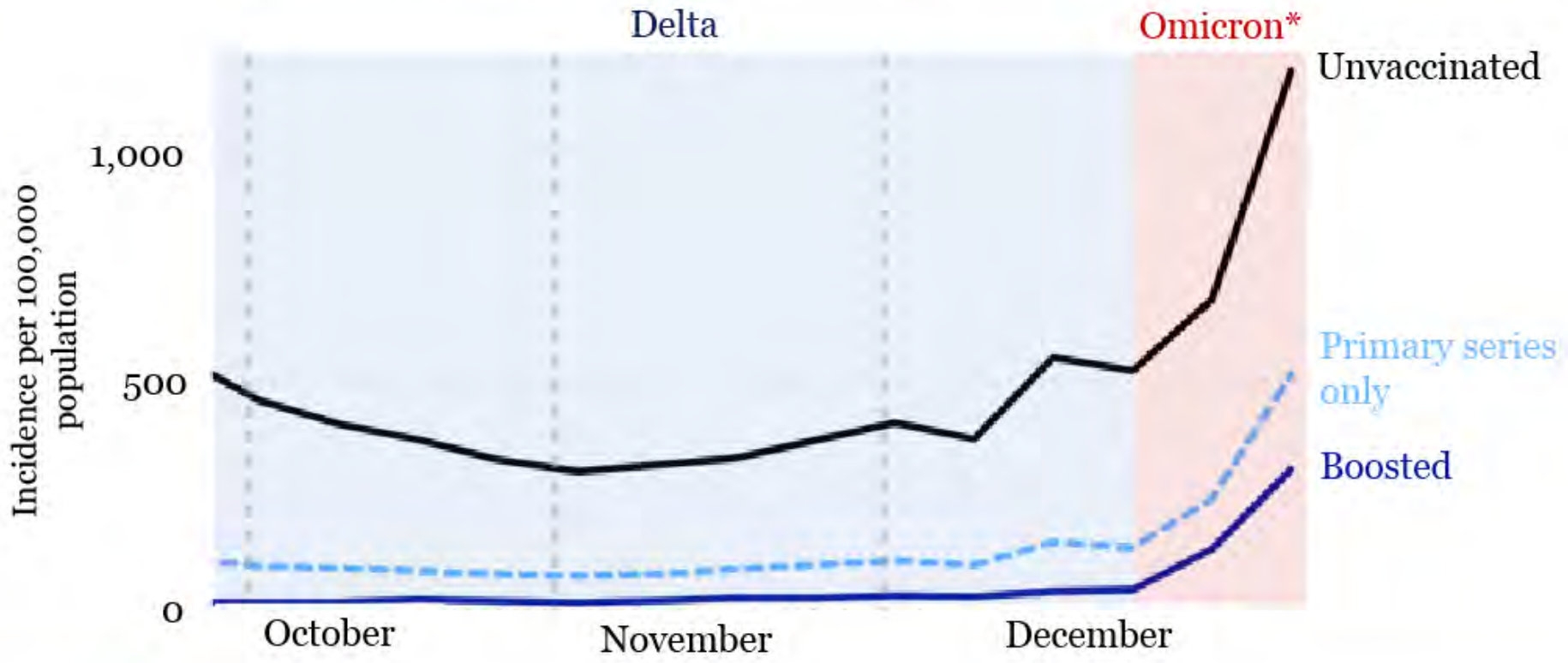
Deaths



- **2,313**
Current 7-Day Average*

- **-5.9%** Change in 7-Day Average Since Prior Week

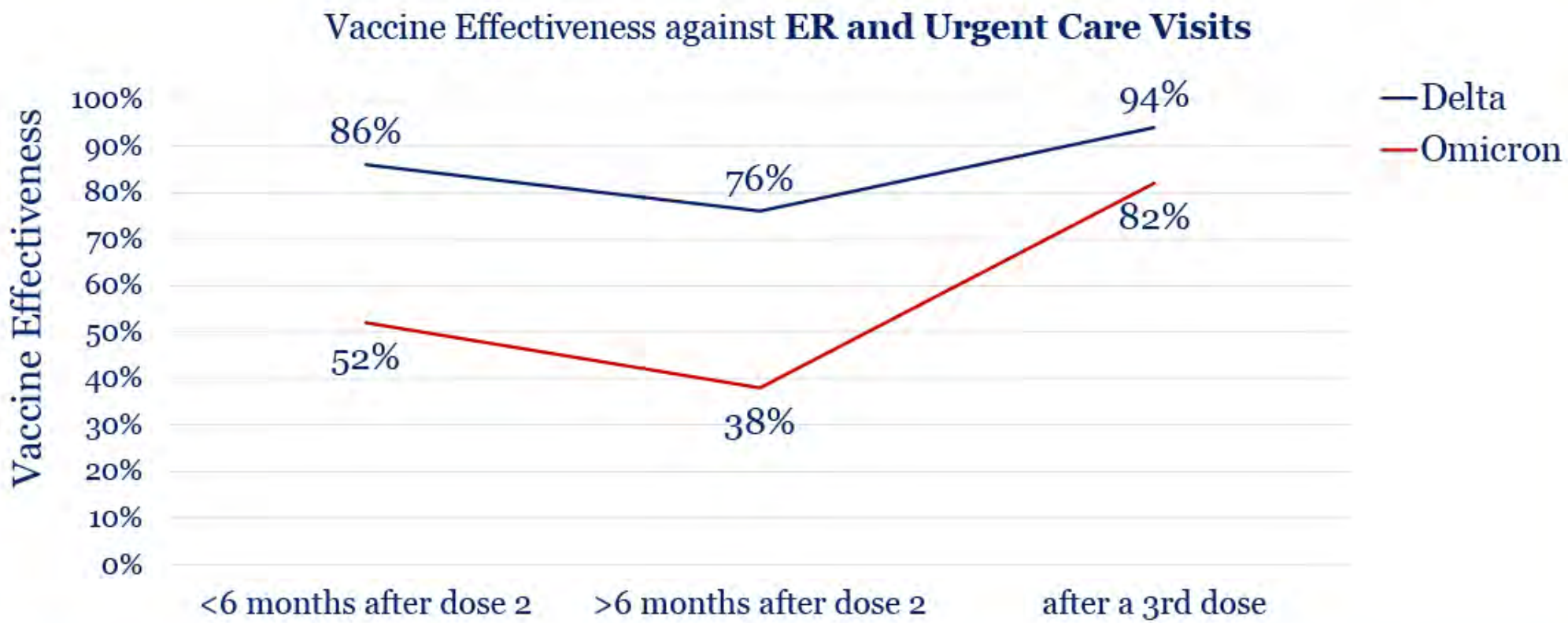
Rates of COVID-19 Cases by Vaccination Status and Booster Doses



*On December 1, 2021, the first case of COVID-19 attributed to the Omicron variant was reported in the United States.

Source: CDC COVID Data Tracker - Rates of COVID-19 Cases and Deaths by Vaccination Status

Vaccine effectiveness of 2 vs 3 doses of mRNA vaccines for Delta and Omicron



Source MMWR: http://dx.doi.org/10.15585/mmwr.mm7104e3.

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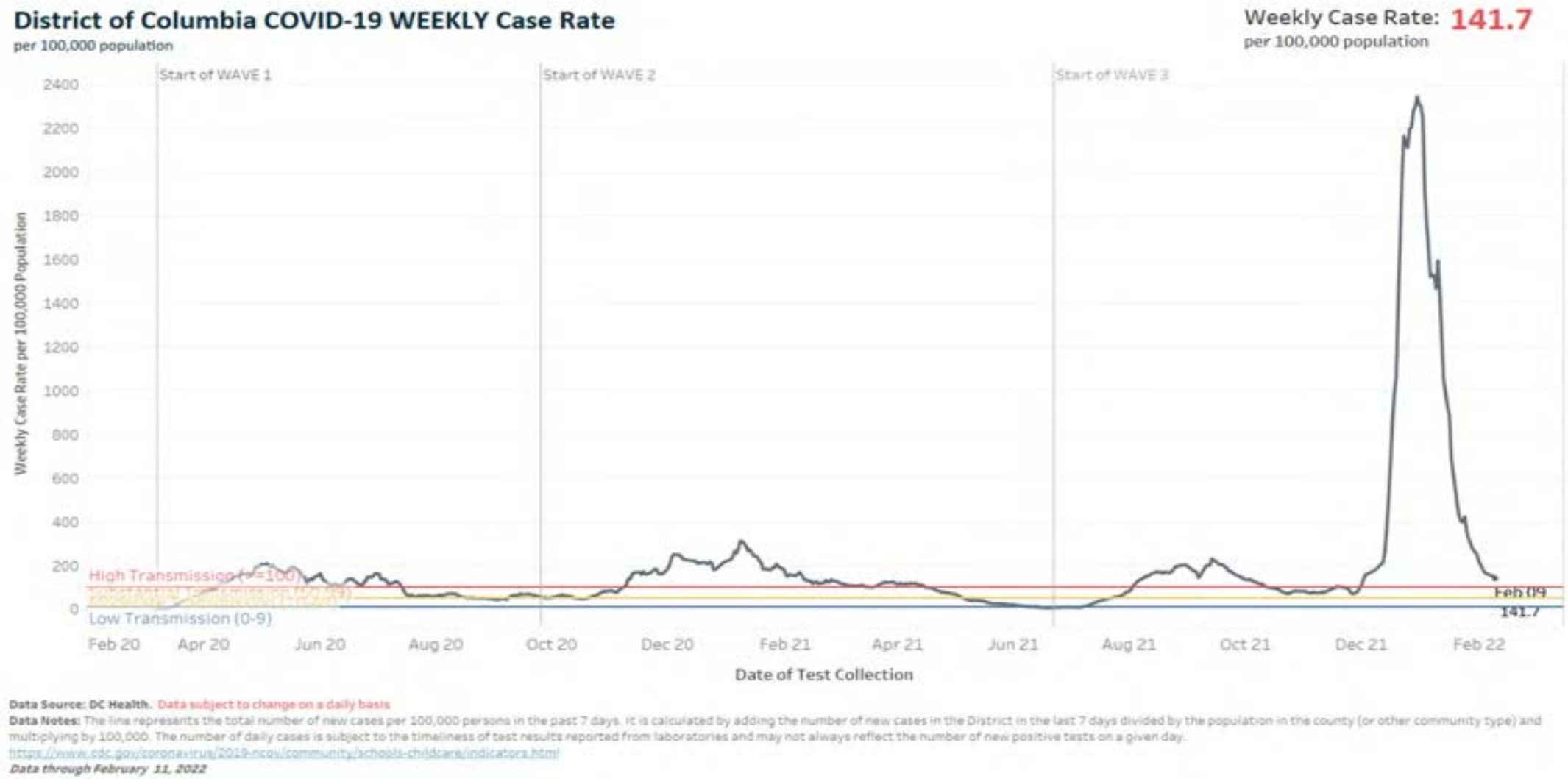
LOCAL

WEEKLY Case Rate



Data Source: DC Health. Data subject to change on a daily basis

Data Notes: The line represents the total number of new cases per 100,000 persons in the past 7 days. It is calculated by adding the number of new cases in the District in the last 7 days divided by the population in the county (or other community type) and multiplying by 100,000. The number of daily cases is subject to the timeliness of test results reported from laboratories and may not always reflect the number of new positive tests on a given day.

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html

Data through February 11, 2022

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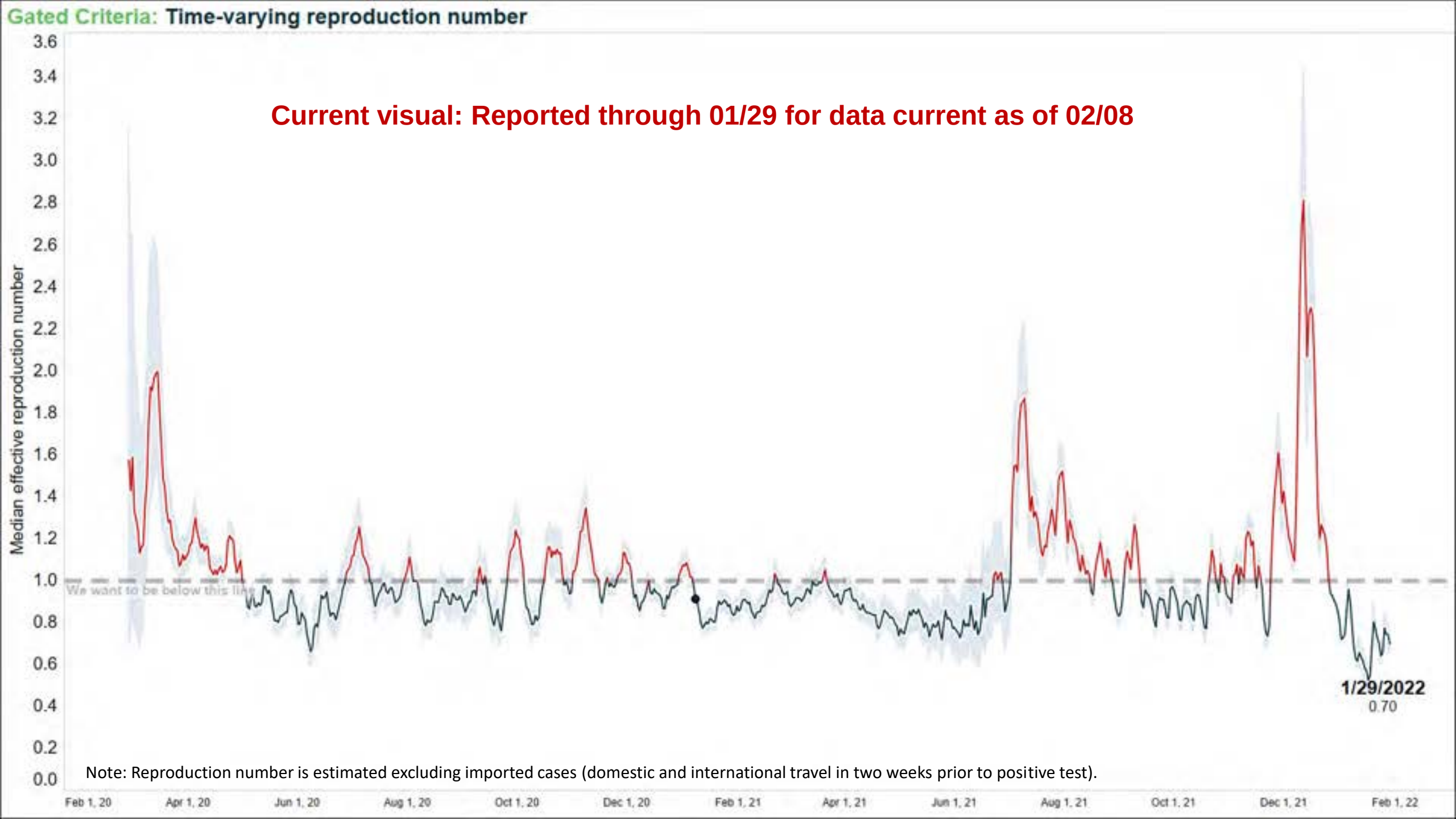
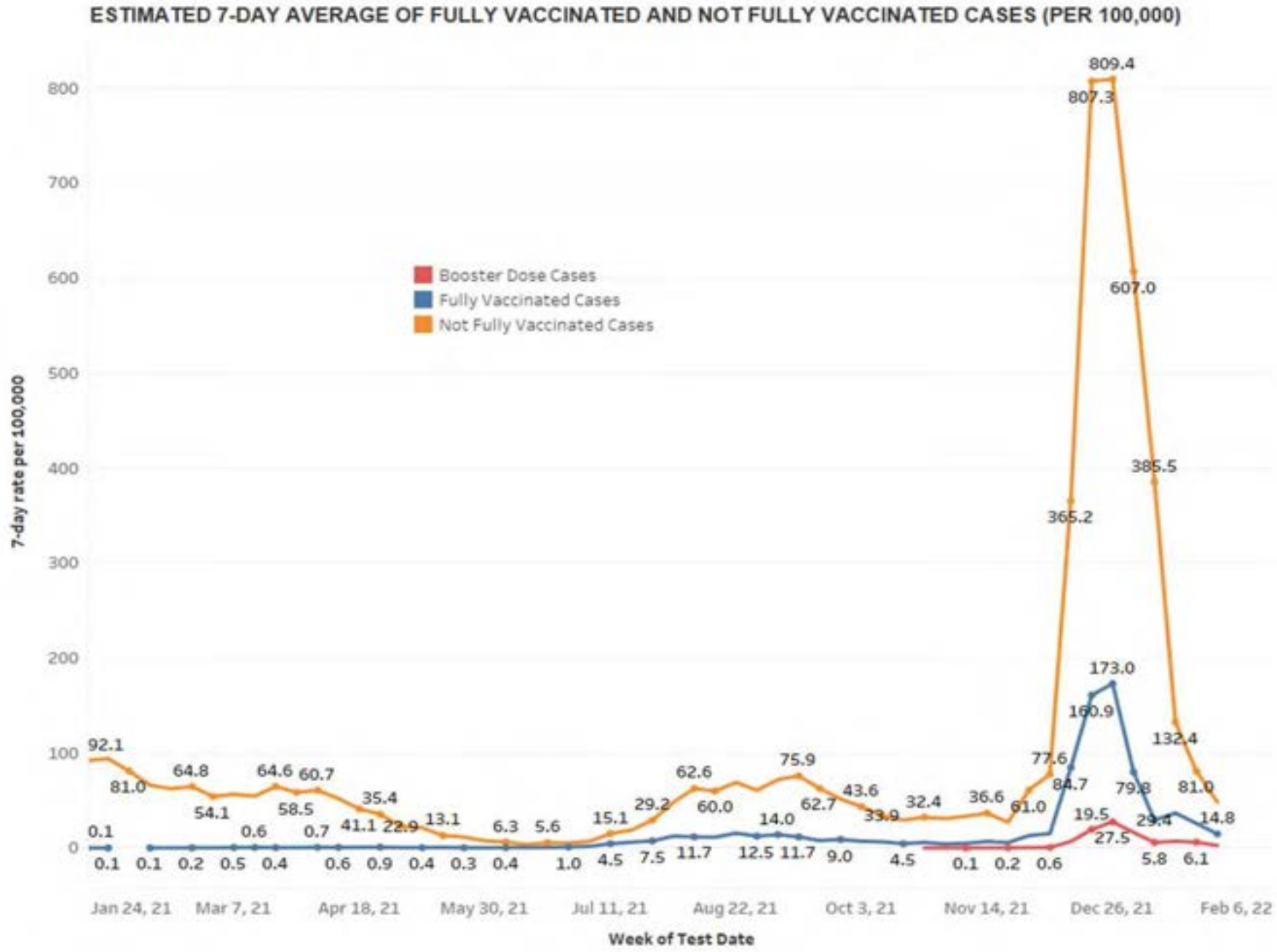
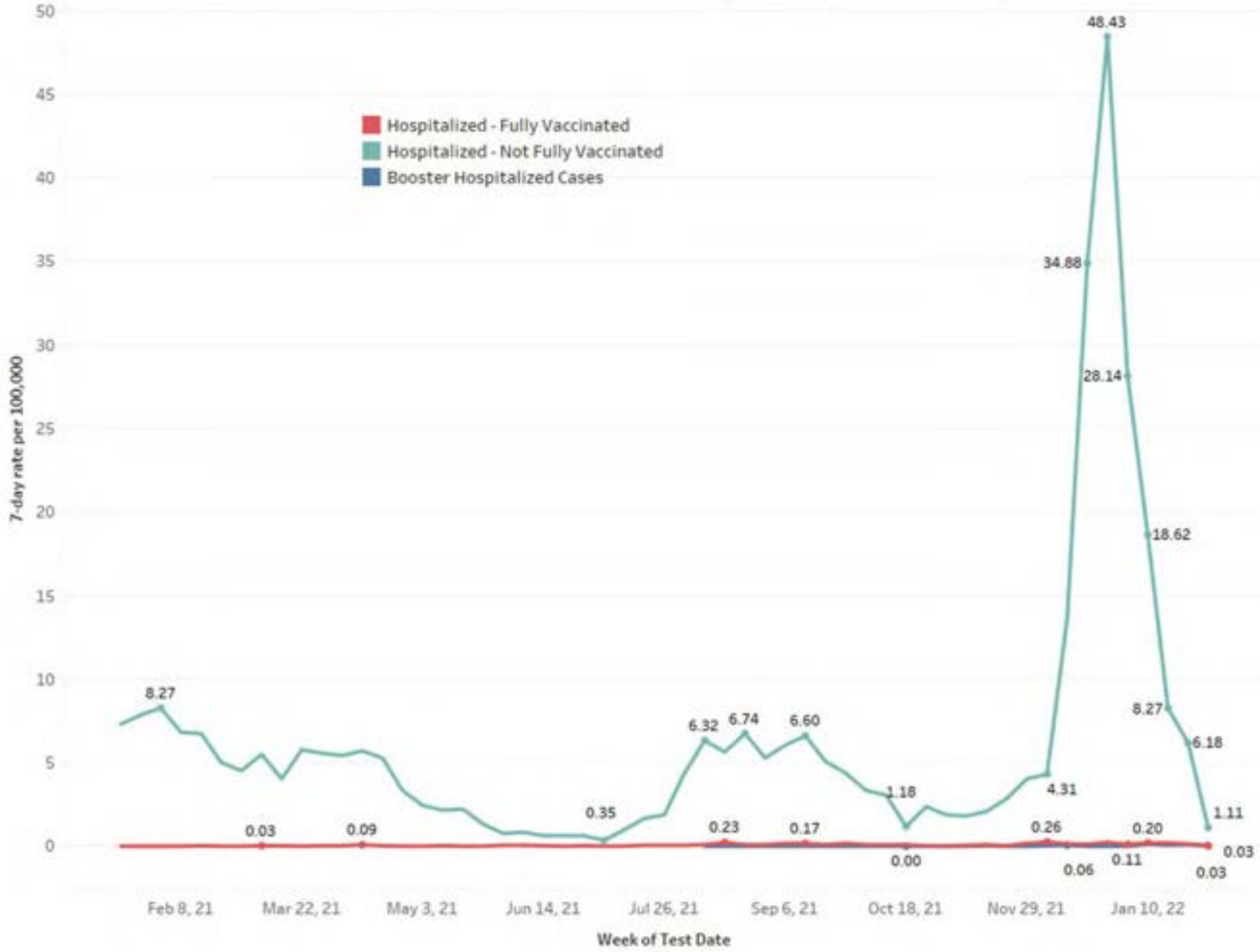


Note: Reproduction number is estimated excluding imported cases (domestic and international travel in two weeks prior to positive test).


ESTIMATED 7-DAY AVERAGE OF FULLY VACCINATED AND NOT FULLY VACCINATED CASES (PER 100,000)
Booster Dose Cases
Fully Vaccinated Cases
Not Fully Vaccinated Cases
7-day rate per 100,000
Week of Test Date
Jan 24, 21
Mar 7, 21
Apr 18, 21
May 30, 21
Jul 11, 21
Aug 22, 21
Oct 3, 21
Nov 14, 21
Dec 26, 21
Feb 6, 22

ESTIMATED 7-DAY AVERAGE OF HOSPITALIZATIONS FULLY VACCINATED AND NOT FULLY VACCINATED (PER 100,000)



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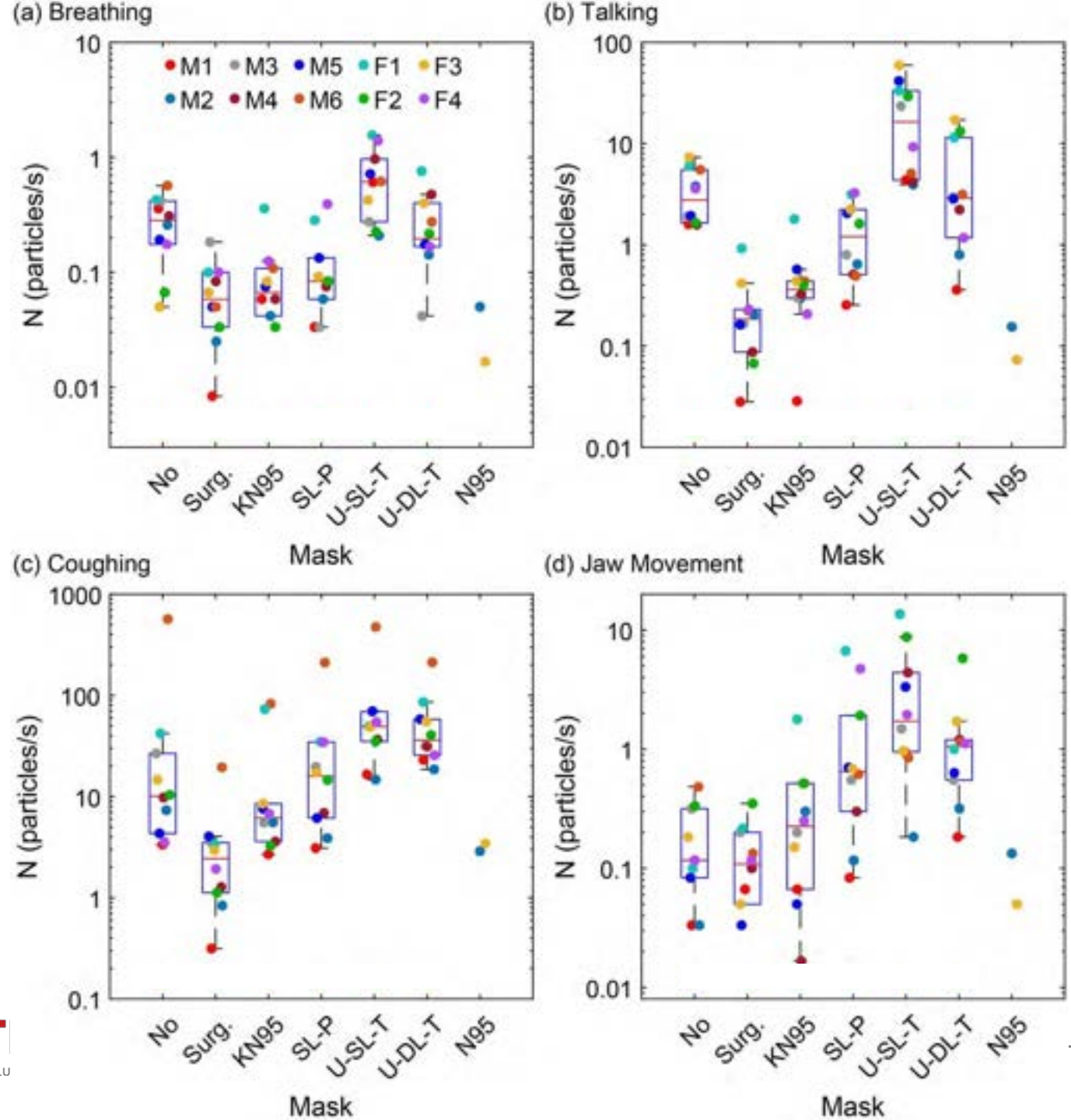
Efficacy of masks and face coverings in controlling outward aerosol particle emission from expiratory activities

Sima Asadi1, Christopher D. Cappa2, Santiago Barreda3, Anthony S. Wexler2,4,5,6, Nicole M. Bouvier7,8 & William D. Ristenpart


(a) Breathing
(b) Talking
(c) Coughing
(d) Jaw Movement
M1 M3 M5 F1 F3
M2 M4 M6 F2 F4
N (particles/s)
Mask
No
Surg.
KN95
SL-P
U-SL-T
U-DL-T
N95

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Effectiveness of Face Mask or Respirator Use in Indoor Public Settings for Prevention of SARS-CoV-2 Infection — California, February–December 2021

Kristin L. Andrejko1,2,*; Jake M. Pry, PhD2,*; Jennifer F. Myers, MPH2; Nozomi Fukui2; Jennifer L. DeGuzman, MPH2; John Openshaw, MD2; James P. Watt, MD2; Joseph A. Lewnard, PhD1,3,4; Seema Jain, MD2; California COVID-19 Case-Control Study Team
Early Release / Vol. 71 February 4, 2022 Morbidity and Mortality Weekly Report

TABLE 3. Types of face mask or respirator worn in indoor public settings among persons with positive or negative SARS-CoV-2 test results — California, September–December 2021

	SARS-CoV-2 infection status, no. (%)		Odds ratio (95% CI)	
Mask type*	Positive (case-participant) N = 259	Negative (control-participant) N = 275	Unadjusted† [p-value]	Adjusted§ [p-value]
None (Ref)	24 (9.3)	11 (4.0)	—	—
Cloth mask	112 (43.2)	104 (37.8)	0.50 (0.23–1.06) [0.07]	0.44 (0.17–1.17) [0.10]
Surgical mask	113 (43.6)	139 (50.5)	0.28 (0.18–0.81) [0.01]	0.34 (0.13–0.90) [0.03]
N95/KN95 respirator	10 (3.9)	21 (7.6)	0.22 (0.08–0.62) [<0.01]	0.17 (0.05–0.64) [<0.01]

Abbreviation: Ref = referent group.

* Trained interviewers administered a structured telephone-based questionnaire and asked participants enrolled after September 9, 2021, to identify the type of face covering typically worn in indoor public settings during the 2 weeks before seeking a SARS-CoV-2 test. Participants who indicated typically wearing multiple different mask types were categorized as wearing either a cloth mask (if they reported cloth mask use) or a surgical mask (if they didn't report cloth mask use).

† Conditional logistic regression models were used to estimate the unadjusted odds of mask use by type of face mask or respirator worn in indoor public settings during the 2 weeks before testing. Models included matching strata defined by the week of SARS-CoV-2 testing.

§ This analysis was not restricted to persons with no self-reported known or suspected SARS-CoV-2 contact given that this secondary analysis was underpowered upon exclusion of these participants (N = 316) because adjusted models did not converge. Instead, models adjusted for history of known or suspected contact as a covariate. In a sensitivity analysis restricting to participants who did not report known or suspected contact (N = 316), conditional logistic regression models were used to estimate that the unadjusted odds ratios of face mask use by type of face mask with matching strata defined by the week of SARS-CoV-2 testing: 0.13 (95% CI = 0.03–0.61), 0.32 (95% CI = 0.12–0.89), and 0.36 (95% CI = 0.13–1.00) for N95/KN95 respirators, surgical masks, or cloth masks, respectively, relative to no face mask or respirator use.

TABLE 2. Face mask or respirator use in indoor public settings among persons with positive and negative SARS-CoV-2 test results — California, February–December 2021

Mask type and use*	SARS-CoV-2 infection status, no. (%)		Odds ratio (95% CI)	
	Positive (case-participant) N = 652	Negative (control-participant) N = 1,176	Unadjusted† [p-value]	Adjusted§ [p-value]
None (Ref)	44 (6.7)	42 (3.6)	—	—
Any use†	608 (93.3)	1,134 (96.4)	0.57 (0.37–0.90) [0.02]	0.51 (0.29–0.93) [0.03]
Some of the time	62 (9.5)	76 (6.5)	0.81 (0.47–1.41) [0.49]	0.71 (0.35–1.46) [0.36]
Most of the time	153 (23.5)	239 (20.3)	0.64 (0.40–1.05) [0.08]	0.55 (0.29–1.05) [0.07]
All of the time	393 (60.3)	819 (69.6)	0.49 (0.31–0.78) [<0.01]	0.44 (0.24–0.82) [<0.01]

Abbreviation: Ref = referent group.

* Trained interviewers administered a structured telephone-based questionnaire and asked participants to indicate whether they attended indoor public spaces during the 2 weeks before seeking a SARS-CoV-2 test. Participants who indicated attending these settings were further asked to specify whether they typically wore a face mask or respirator all, most, some, or none of the time while in these settings.

† Conditional logistic regression models were used to estimate the unadjusted odds of mask use by type of face mask or respirator worn in indoor public settings during the 2 weeks before testing. Models included matching strata defined by (for the period before June 15, 2021) the reopening tier of California in the county of residence and the week of SARS-CoV-2 testing.

Health and Safety Guidance Update

Caitlin Shauck, Policy Analyst, OSSE

DC Health Guidance for Schools

- Released by DC Health on Jan. 31.
- Updates include, but are not limited to, the following:
  - Updated isolation lengths for COVID-19 positive individuals, including an option to end isolation early with a negative antigen test;
  - New guidance on Test to Stay for close contacts in schools;
  - New definition for being “up to date” on COVID-19 vaccinations, which requires individuals age 18 and older receive a booster dose when eligible in order to be considered up to date;
  - Updated guidance on whom should participate and the type of test to use for screening testing;
  - Updated information on acceptable test types for meeting return to school criteria; and
  - Updated list of high-risk conditions.

COVID-19 Testing Opportunities for Schools

Dana Carr, Senior Advisor, COVID-19 Response, OSSE
Dorothy Lowry, OSSE

Asymptomatic Testing

- Purpose is to maintain an understanding of the prevalence of COVID-19 in the school population and quickly identify and isolate positive individuals.
- Since September 2021, more than 126,000 asymptomatic tests have been administered to DCPS and public charter school students through OSSE's centralized school-based testing program.
  - OSSE's centralized program uses PCR tests, results returned in about 12 hours.
- Schools have a goal of testing 20 percent of enrolled students per week.
  - Schools in the centralized program may test up to 30 percent of students learning in-person for testing during times of high cases for the remainder of the 2021-22 school year.
- LEAs not part of OSSE's centralized testing program could design their own testing protocols and contracts but are still required to test at least 20 percent of enrolled students per week.

Symptomatic Testing

- Intended to quickly screen an individual who has symptoms consistent with COVID-19 to isolate the person as quickly as possible and refer to a healthcare provider for examination and treatment (if needed).
  - Vendor provides PCR tests to all students and staff at school who present with symptoms consistent with COVID-19.

Mail to Home PCR Tests for Pre-K Students

- This program is designed for pre-K students who have trouble providing a saliva sample in school.
- Parents and guardians of pre-K students can register to receive free mail-to-home tests.
  - Vendor mails kits to homes, parents administer the nasal swab for the PCR test.
  - Results are available within two to five days, accessed via patient portal.
- The program will provide a test kit to 25 percent of registered students each week. If selected as part of a school's random test cohort, pre-K students may opt to use the saliva-based test.

Mail to Home PCR Tests for Close Contacts

- Free mail-to-home COVID-19 test kits for close contacts of a positive COVID-19 case occurring in school.
  - Vendor mails kits to homes, parents administer the nasal swab for the PCR test.
  - Results are available within two to five days, accessed via patient portal.
- Available to students and school-based staff in public and public charter schools in the District.
- Close contacts can request up to two test kits.

Test to Return

- For the remainder of the 2021-22 school year, OSSE and DC Health will distribute nasal based rapid antigen tests to all public and public charter schools after a school break of one week.
  - Tests will be distributed before the break so no additional instructional days will be needed.
- During periods of high rates of COVID-19, OSSE and DC Health will distribute rapid antigen tests to LEAs for pre-K students and staff.
  - DCPS is requiring all pre-K students to submit test results for school on Monday.

Test to Stay

- Test to Stay is an evidence-based approach to balance health and safety with access to education.
  - Designed for unvaccinated close contacts.

- Instead of quarantine, students would test daily to remain at school.
  - The individual must wear a well-fitting mask and be separated from others when a mask is not worn.
  - The individual must not participate in high-risk activities or extracurricular activities.

- The exposure must have been determined to have occurred at school and when both the person with COVID-19 and the person exposed were properly masked.

- More information on Test to Stay can be found here.

School Success Stories

Sharon Bostic, DNP, Consultant
Diana Bruce, MPA, Consultant

COVID out! Students in!

LEAs Respond to COVID-19

Sharon Bostic, DNP and Diana Bruce, MPA
Health and Safety Consultants
February 16, 2022

Getting Started

Introductions -- **Sharon Bostic** and **Diana Bruce**

Agenda

- What's going well in charter schools?
- How do data inform operations?
- How are families engaged in the process?

DC Schools Are Doing a Great Job!

Stop COVID before it can spread.

Schools, for the most part, aren’t seeing widespread transmission within school.

What happens outside of the school day is harder to control – staff gatherings, student birthday parties, play dates, etc.

Why are they successful?

Strong mitigation strategies in place!

Willingness of school communities to keep schools safe.

What more can be done?

Keep mask above nose at all times

Stay home when sick

Minimize gatherings outside of school

Vaccinate! Boost!

So, what's the goal?

Maximize students learning in person!

Guidance principles (ED and OSSE)

- Safe reopening
- Student and staff wellbeing
- Accelerated learning

How Data Inform Operations

- In-person v. virtual attendance
- Students/staff isolated
- Students/staff quarantined
- Sampling #s for testing
- Testing participation (20+%)
- Supplies and inventory
- Spikes in cases

Looking Ahead: Keeping Students in School

Vaccinate! – track primary series and boosters

Reduced isolation – track increase in days at school

Test To Stay – track secondary and tertiary transmissions

Engaging Families

- **First, build trust!**
- Get staff, families and students on board with mitigation plan
- Frequent, clear, consistent, honest communication
- Clear instructions on when to test and when to return
- Understand testing after infection
- **You may not like it, but we've got you!**

What's the best thing about having all the students back at school? *(recent session w educators)*

Don’t Hesitate to Reach Out!

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Commissioners' Current Work

Commissioners

Closeout and Priorities for Next Meeting

Jeff Travers, Chairperson, Healthy Youth and Schools Commission