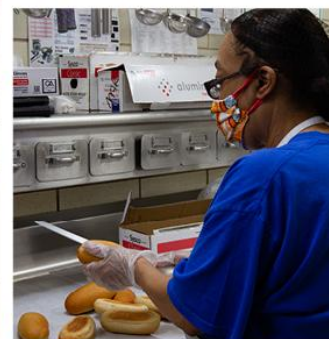




2020–2021



BOARD OF EDUCATION MEETING

October 5, 2020

TOPICS FOR TONIGHT

1. Our current data and context
2. Monitoring safety and making changes
3. Review of proposal for return to in-person learning
4. Continuous improvement efforts

Recommendation Overview

If community COVID-19 infection rates **remain stable or improve**, we will:

- Continue in-person learning for some small groups of students with exceptional needs;
- Implement a phased approach of returning all students to classrooms before the end of the calendar year; and
- Continue to monitor community infection rates, public health data, and the health and safety of our students, team, and families.



Our recommendation

IF CONDITIONS REMAIN STABLE

November 9:
Pre-K/K return in
hybrid

November 16: 1, 2, 3
return in hybrid

November 30: 4-12
return in hybrid

IF CONDITIONS IMPROVE

November 9:
Pre-K/K return in
hybrid

November 16: 1, 2, 3
return in hybrid

November 30:
Pre-K-3 shift to in-
person*

November 30: 4-12
return in-person*

IF CONDITIONS WORSEN

November 9:
Pre-K-12 remain in
distance

- Monitor conditions around physical, mental, social, and emotional health
- Consult and collaborate with health and medical experts
- Engage with school leaders, teachers, support professionals, students, families, and community

**In-person learning includes four days in-classroom and distance learning on Wednesdays*



OUR CONTEXT

Planning for consistency, stability, safety, and flexibility

- We were one of the first school districts in Oklahoma to announce our mode of instruction for return, and we developed a schedule in June that was designed to give us **consistency** throughout the school year.
- We opened on time and as scheduled giving our families and team **stability** for planning.
- We began our year in distance learning for the first quarter, which provided **safety** during the late summer and early fall. This was in response to the local data in the late summer, which saw some of our fastest growth in COVID cases.
- We have a data and information-informed process for making changes in our mode of instruction, which helps us stay both **safe and flexible**.



Welcoming our guests

- Dr. Bruce Dart: Executive Director, Tulsa Health Department
- Dr. John Forrest: Regional Chief Medical Officer, Ascension St. John Health System
- Dr. Chris Smith: Professor & Daniel C. Plunket Chair, Dept of Pediatrics, OU-TU School of Community Medicine
- Mr. Zack Stoycoff: Senior Director of Policy and Planning at Healthy Minds Initiative
- Ms. Brittany Hayes: Policy Analyst at Health Minds Initiative

Our context in July

COVID FACTORS

In July, COVID data in Tulsa County and OK was worsening

- New cases
- Active cases
- Volatility

In July, our 7-day rolling average was climbing



MENTAL HEALTH

In July, there was limited research on COVID-impact on mental health for children

- Impact of school closure
- Impact of social isolation

EDUCATIONAL NEED

In July, we had a more preliminary understanding of learning loss

- Early research on spring closure impact and learning loss

In July, there was limited data and research from other school systems.

- Relying on a few international openings for insight and data

Our context in October

COVID FACTORS

Today, our COVID data shows improvement from the summer

- 7 day rolling average, Tulsa County
- 7 day rolling average, Tulsa Public Schools
- Additional data points

Our 7-day rolling average of new cases has improved



MENTAL HEALTH

We have more insight into likely mental health implications for students

- Impact of school closure
- Impact of social isolation
- Impact of unmediated chronic stress (including economic downturn and disruption to family income)

EDUCATIONAL NEED

We have more information about learning loss

- Anticipated impact on drop-out
- Growth of the achievement gap
- Largest learning loss for low-income students

We have learned from the study of other school systems

- Information from across the region, state and nation
- Collected protocols and tested practices

Research Summary

- Research on the role of children in spreading SARS-CoV-2 is emerging and not yet fully conclusive.
- There is evidence that suggests that children under the age of 10 are less likely to be infected and less likely to transmit the coronavirus than teenagers. ¹
- Most reported SARS-CoV-2 infections in children aged <18 years are asymptomatic or mild. However, children are at risk for severe COVID-19. ²
- Precautions such as requiring masks, social distancing and filtering the air can measurably reduce infection spread. Hybrid approaches where smaller groups of students wearing masks attend in person part-time dramatically reduce the total number of likely infections in a school. ³
- Students who do not attend school in person also face health risks, including difficulty accessing health care services typically provided through school, social isolation, and limited physical activity. ⁴

Engagement summary: September 21 - October 2

We spent several weeks engaging students, teachers, staff, parents, and school leaders in conversations our mode of instruction. This included:

- Eight parent focus groups
- Meetings with TCTA and AFT leadership
- ~160 teachers in two sessions
- Building leadership teams
- A staff advisory group that included support professionals
- Six student focus groups

Some findings:

- Most stakeholder groups were either conflicted or there was a clear split within the group.
- Safety is top of mind for almost everyone.
- Almost everyone agrees that we need to keep improving distance learning.
- Regardless of the instructional mode, our teachers need more time and targeted support



ASSESSING COVID CONDITIONS WEEKLY

COVID health data decision process

We have partnered with the Tulsa Health Department and other researchers to create a data-driven process to assess COVID health conditions for Tulsa Public Schools.

- We will support our approach with data and input from health experts input, and we will monitor multiple variables.
- Data selected for weekly assessment focuses on:
 - **Stability of trend** creates more stability for our system. We are using multiple weeks trend data minimize abrupt shifts for our students, families, and teachers.
 - **Triangulated data** brings greater confidence and accuracy. We are assessing Oklahoma, Tulsa County, and Tulsa Public Schools boundary area data.
 - **Additional variables** allow us to see the system-as-a-whole. We also monitor active cases, hospitalizations, PPE availability, and staffing capacity.

Foundational health and
systems data

Contextual health and
systems data

Other factors

Foundational data reviewed regularly

Tulsa County 7-day rolling average

7 day rolling average of new cases in Tulsa County helps us understand the pace of COVID's growth or contraction in our city

PPE availability

Assessment of PPE adequacy and replenishment rates to ensure adequacy

Tulsa Public School's 7-day rolling average

7 day rolling average of new cases in Tulsa Public School boundary areas helps us understand the pace of COVID's growth or contraction in our district

Rates of quarantine

Percent of students and staff in quarantine or isolation or exposed

Staffing capacity

Assessment of vacancies and sub adequacy to meet system demand

Thresholds for 7-day rolling average of new cases for Tulsa County and Tulsa Public School boundary areas

STATUS	GREEN LEVEL	YELLOW LEVEL	ORANGE LEVEL 1	ORANGE LEVEL 2	RED LEVEL
Oklahoma State Department of Education safety ranges for new cases per 100,000	<1.43	1.43-14.38	14.39-24.99	25-49.99	50+
Tulsa Public Schools safety ranges for new cases per 100,000 in: 1. Tulsa County, and 2. Tulsa Public School Boundary area	<1.43	1.43-14.38	14.39-24.99	25-49.99	50+
MODE OF INSTRUCTION	In-person instruction	In-person instruction	Staggered schedule to provide a hybrid model of instruction with strong consideration for distance instruction	Full distance instruction	Full distance instruction

Our data elements align to the Oklahoma State Department of Education alert system. This ensures that we are always *at least* as safe as the state recommends.

Contextual data reviewed weekly

Positivity rates

Positivity percentages help us understand the proportion of positive cases amongst all being tested.

Overall testing rate

Overall testing rate helps us understand how other data is impacted by change in testing rate.

Age 5-17 new cases

Increases in 5-17 new cases helps us understand the impact of school openings on COVID transmission

Other Factors

- Disparate or inequitable impact
- Geographic differences
- Multi-week trends
- Demographic breakdowns
- Local hospitalization rates and capacity
- Evolving local, state, and federal guidance
- Evolving research about COVID-19,
- Changes in policy
- Other data recommended by public health officials



DETAIL OF RETURN RECOMMENDATION

Our recommendation

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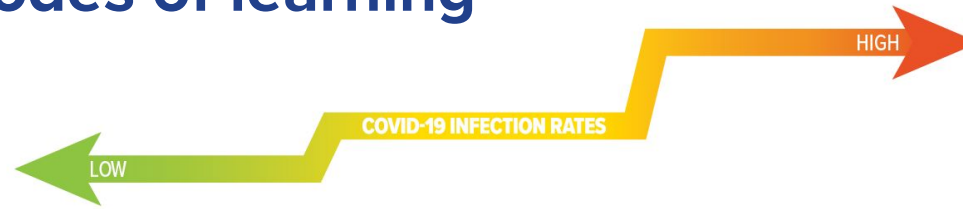
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- Monitor conditions around physical, mental, social, and emotional health
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- Engage with school leaders, teachers, staff, students, families, and community

**In-person learning includes four days in-classroom and distance learning on Wednesdays*

2020-2021 modes of learning



IN-PERSON LEARNING

Students return to school with four days of in-person learning (Monday, Tuesday, Thursday, Friday) and one day of distance learning (Wednesday).

HYBRID LEARNING

Each week, students engage in two days of in-person learning and three days of distance learning. To allow for safe distancing, students learn in either "A" or "B" cohorts. Cohort A is in-person on Mondays and Tuesdays, and Cohort B is in-person Thursdays and Fridays.

DISTANCE LEARNING

Each week, students engage in five days of distance learning, and only small groups of specific students will be engaged in learning at school as scheduled by school teams.

IN-PERSON LEARNING

For Students	For Teachers
Engage in in-person learning on Mon., Tues., Thurs., Fri.	Provide in-person instruction on Mon., Tues., Thurs., Fri.
Distance learning on Wed.	Professional learning and collaboration on Wed.
Some students receive additional in-person support on Wed.	Provide additional support for some students on Wed.

HYBRID LEARNING

For Students	For Teachers
Group A attends school in-person on Mon. and Tues. / Group B attends school in-person on Thurs. and Fri.	Provide instructional support for Group A on Mon. and Tues. / Provide instructional support for Group B on Thurs. and Fri.
Group A and Group B students engage in distance learning on Wed.	Lesson planning, professional learning and collaboration on Wed.
Some students with special needs engage in small-group in-person learning Mon. - Fri.	Some teachers provide small-group in-person teaching Mon. - Fri. for students with special needs

DISTANCE LEARNING

For Students	For Teachers
Engage in distance learning Mon. - Fri.	Provide distance instruction Mon. - Fri.
Some students with special needs engage in small-group in-person learning Mon. - Fri.	Some teachers provide small-group in-person teaching Mon. - Fri. for students with special needs

If COVID conditions in Tulsa remain stable

	October 1-15	October 16 - 31	November 1-15	November 16-30	December 1-18	December 19 - Jan 3
Exceptional Student Services, Tier 3 and 4	Continue in-person instruction					Winter Break
PK-K			Intersession	11/9 Hybrid		
Grades 1-3				11/16 Hybrid		
Grades 4-12				Thanksgiving	11/30 Hybrid	

- Tulsa Virtual Academy students remain in virtual learning with the option to transfer at semester.
- Parents have the flexibility for students to continue in distance learning from home.

If COVID-19 conditions in Tulsa improve

	October 1-15	October 16 - 31	November 1-15	November 16-30	December 1-18	December 19 - Jan 4
Exceptional Student Services, Tier 3 and 4	Continue 4 days/wk in-person instruction					Winter Break
PK-K			Intercession	11/9 Hybrid	In-person instruction	
Grades 1-3				11/16 Hybrid	In-person instruction	
Grades 4-12					In-person instruction	
				Thanksgiving		

- Tulsa Virtual Academy students remain in virtual learning with the option to transfer at semester.
- Parents have the flexibility for students to continue in distance learning from home.

Conditions for a successful return to in-person learning

As we prepare for a transition to in person learning, **we will plan for:**

- **Increasing outdoor time** and play in elementary to support social emotional learning;
- **Limiting transitions and movement** around campus for elementary and secondary students;
- Creating **consistent groupings of students** as much as possible at all grade levels;
- Supporting the **mental and physical health** of students, principals, teachers, and support professionals;
- Building student knowledge and **skill with Canvas** in school;
- Improving the **consistency of student and parent experiences with Canvas**;
- Maintaining **distance learning protocols** so students are supported both in school and at home; and
- Providing **flexibility for parents who wish to keep their children at home** in distance learning.

As we prepare for a transition to in person learning, **we will continue to:**

- Focus on **social and emotional needs** of students;
- Ensure that **teachers are not delivering two different modes of instruction** at the same time as much as possible based upon the differences between elementary and secondary;
- Leverage **weekly learning plans on Canvas** to support student ownership of their learning;
- Support flexibility for families by **tracking attendance based on assignments** completed Monday morning through Sunday evening.



HEALTH AND SAFETY

Health and safety at-a-glance



New building signage: Our schools and sites will have signage about hygiene, safe distancing, and safe and healthy behaviors (i.e. minimizing contact, wearing masks)



Sanitizing high-touch surfaces: Custodians will have a focus on cleaning and disinfecting frequently touched surfaces and objects: tables, doorknobs, light switches, countertops, handles, desks, phones, toilets, sinks, handrails, and water bottle filling stations



Safe distancing: Maintaining safe distancing (6' apart) between students and adults



Child nutrition: Meals will be served using the same grab-and-go system as the current Summer Café model



Health checks: We will require temperature checks for adults and ask parents to complete a health screening for students before school; anyone feeling unwell will be safely separated



Ventilation: Improved air filtration systems at each school to minimize the potential airborne transmission of the virus in schools



Transportation: Capacity on our buses will be reduced by approximately 30%; the buses will be disinfected, staff and students will wear face coverings and the windows open for ventilation



Personal protective equipment: We will be prepared to provide the appropriate personal protective equipment to our students and employees



Enhancing personal hygiene: All schools and buildings will have hand-washing stations and hand sanitizer dispensers, disinfectant cleaner and wipes in the classroom



Intensified cleaning techniques: Custodians will use backpack electrostatic sprayers and handheld electrostatic sprayers to increase effectiveness and efficiency in disinfecting procedures

IMPROVED AIR FILTRATION AND/OR VENTILATION STRATEGIES AT EACH SCHOOL TO MINIMIZE THE POTENTIAL AIRBORNE TRANSMISSION OF THE VIRUS INCLUDE A COMBINATION OF:

WINDOW VENTILATION



MERV 13* FILTRATION EMS



DEMAND RESPONSE SYSTEM



Personal protective equipment and other safety enhancements

Key Safety Activities to Support Hybrid Model	Supporting Information	Key Challenge
<ul style="list-style-type: none"> • Safety guidelines and protocols established and communicated to all team members • Safety training for all team members • Appropriate PPE provided to specialized teams (health services and ESS) • PPE delivered to all locations for staff and students • Safety signage installed at all locations • Purchased new electrostatic sprayers for custodial teams, transportations and athletics • Schools have prepared classrooms, hallways and other spaces to accommodate the social and physical distancing guidelines • Screening stations have been created at multiple entrances to welcome staff and students when they arrive • Desk and counter shields have been installed where physical distancing is not possible • Isolation rooms established for staff or students who may start to exhibit symptoms while at school 	<p><u>Guidance for K-12 School Administrators on the Use of Masks in Schools</u></p> <p>Union Public Schools: Until the threat of COVID-19 spread is considered minimal, students and staff will be required to wear a face covering at all times while in a school building or vehicle UNLESS they are alone in the room or vehicle.</p> <p>Broken Arrow Public Schools: masks optional for pre-K-2, mandatory for grades 3-12, unless approval by site principal or student has a medical condition that prevents them from wearing a mask. Mask requirement for all staff, unless they are outside, alone in a room or in school-owned vehicle. All employees will be provided with a mask and face shield should they choose to wear both. Face shields cannot be used in lieu of a mask.</p>	<ul style="list-style-type: none"> • Staff and students not following the safety guidelines and protocols.

Response to exposure or confirmed cases

IDENTIFICATION, CONTACT TRACING, AND NOTIFICATION PROCEDURES:

HEALTH CHECKS



Temperature checks are required for adults, and we ask parents to complete a health screening for students



IF STUDENTS & STAFF ARE SICK:

- For students: parents should keep their children home and notify their teacher/school(s).
- For staff: notify immediate supervisor and stay home.
- If a staff or student become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case, they should notify their health care provider, Tulsa Health Department (THD), their immediate supervisor, and school officials.

SHOULD STAFF (AND/OR ANYONE IN OUR BUILDINGS) REPORTS THEY HAVE COVID-19 SYMPTOMS AND HAVE TESTED POSITIVE



Each location will identify an isolation room and will have information available to contact Tulsa Health Department for access to free testing.



Information will be logged to help monitor data and contract tracing.



District personnel will notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.



Areas used will be closed off immediately for 24 hours and will not be used until cleaning and disinfecting measures are performed.



People who test positive will not return to the building until they have met the criteria to discontinue home isolation according to CDC and Tulsa Health Department guidelines.



Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow CDC and Tulsa Health Department guidance. If symptoms develop, and/or guidance for home quarantine. Staff will follow-up with Talent Management for guidance.

Rapid testing screening support

The Tulsa Health Department (THD) and Tulsa Public Schools plan to launch a pilot COVID-19 rapid testing program at schools in November 2020.

- Goals are to reduce infection rates, keep educators in the classroom and guide the district's decisions to manage in-person instruction in the healthiest and safest way possible.
- Providing the necessary testing will allow district and health department officials to preemptively identify possible exposures.

These testing capabilities will be a valuable resource to help TPS safely reopen schools and keep them open to in person instruction.

Approach

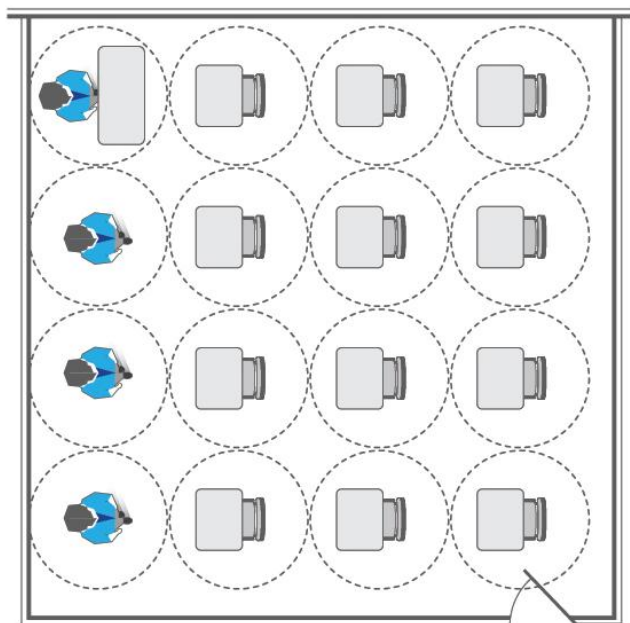
- Screen teachers and school-based support professionals
- Rotate testing by groups of schools (potentially feeder patterns)
- Will leverage Abbott Rapid Antigen Point of Care Test or BD* Veritor System + PCR** (24 hour results) based on availability

*Becton, Dickinson and Company

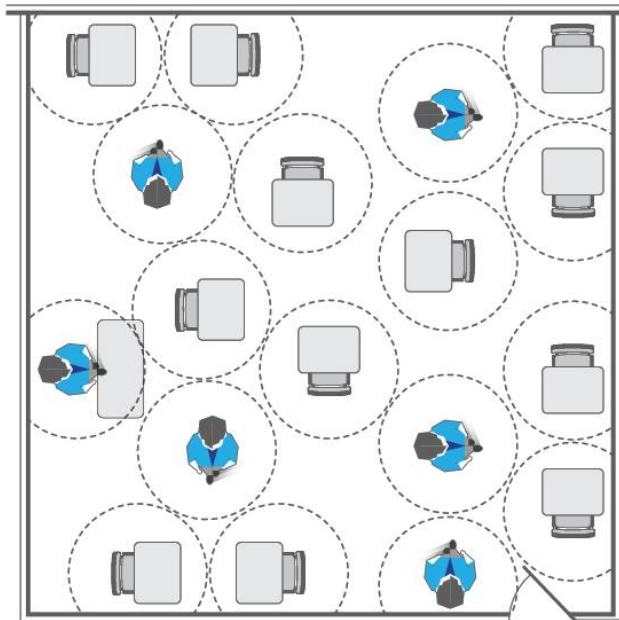
** Polymerase chain reaction

Classroom safety modifications

SMALL GROUPS



FACING SAME DIRECTION



Minimized contact points: students will use only their own classroom supplies; classroom materials will be cleaned and disinfected; restrooms will be modified for safe distancing; and students will use refillable water bottles to avoid hands and mouths on water fountains.

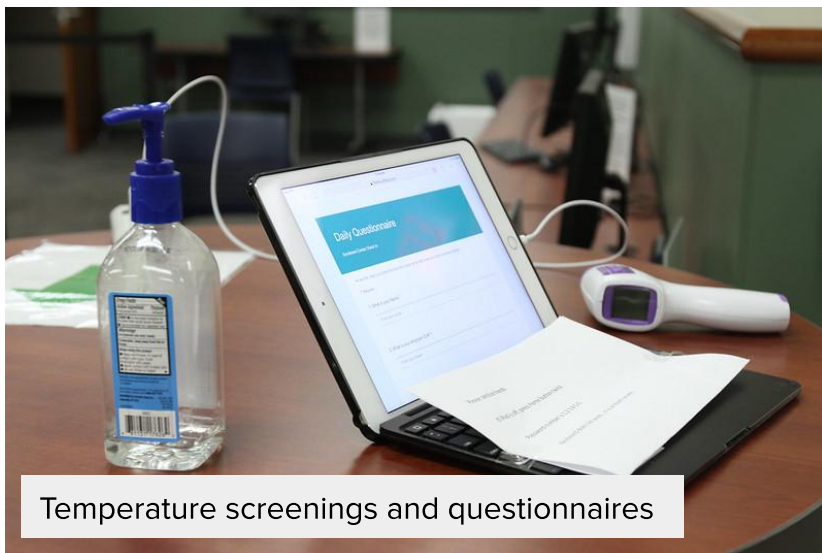
SOCIALLY DISTANCED

- Maximizes distance between students
- Allows paths for safe circulation of educators
- Limits physical modifications to furniture
- Follows guidance from health professionals



Safe distancing: schools will have practices, routines, and related signs and markings in place to manage safe distancing during arrival, dismissal, and while students are moving through the building.

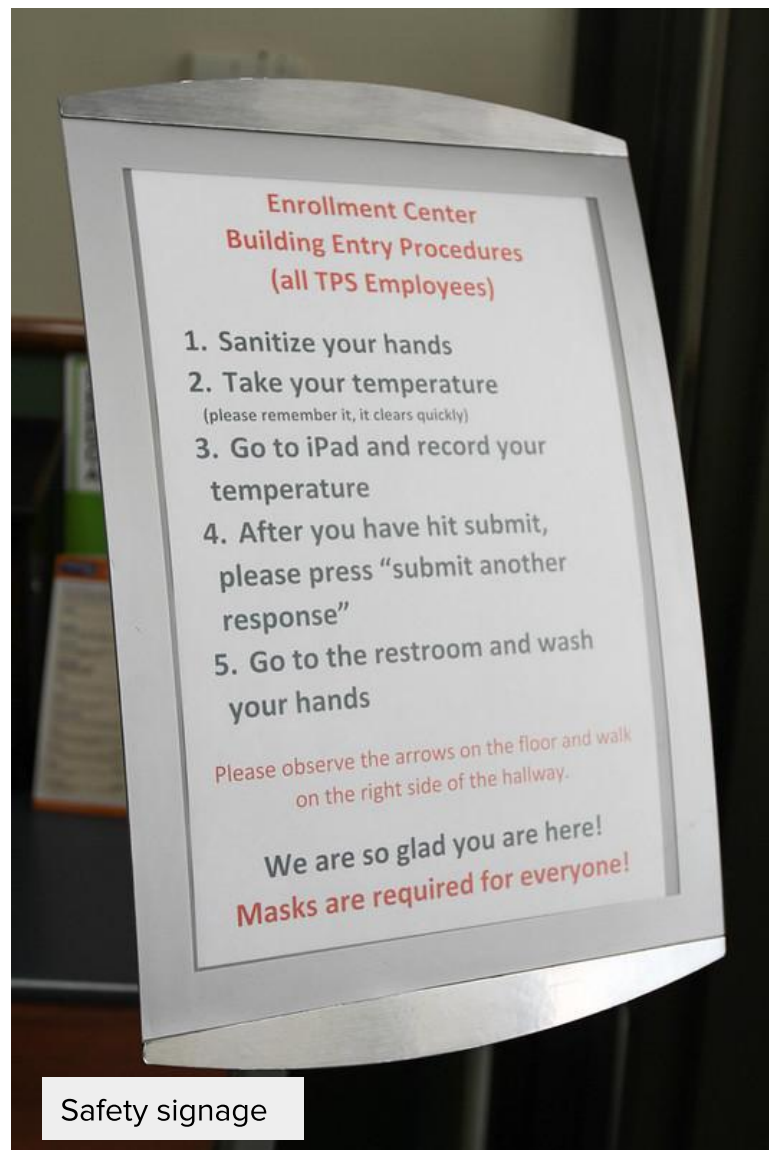
Building safety modifications



Temperature screenings and questionnaires



Plexiglass shields where possible



Safety signage

Cleaning practices in our schools and buildings

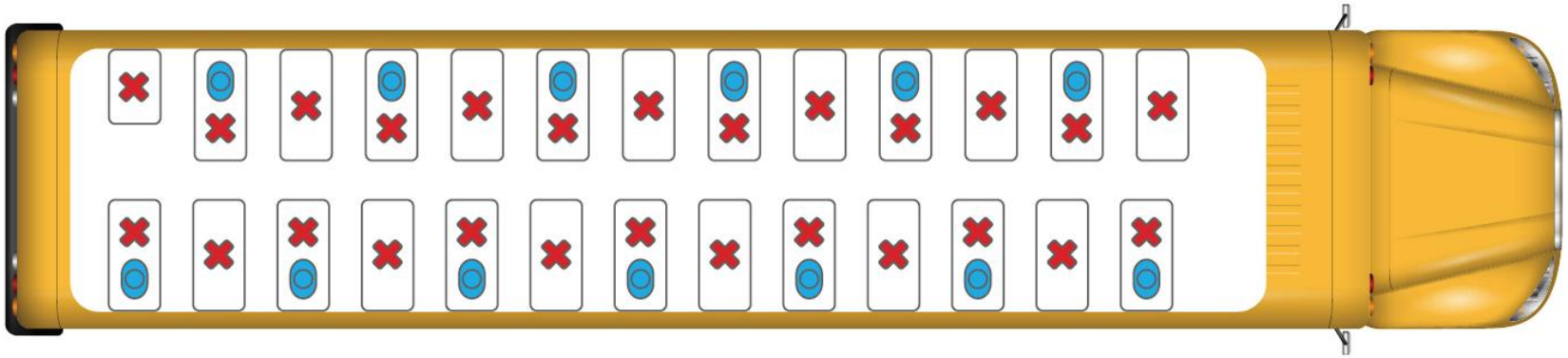
Key Safety Activities to Support Hybrid Model	Supporting Information	Key Challenge
<ul style="list-style-type: none"> Disinfectants from the EPA and CDC approved list are used to clean and disinfect all surfaces. Custodians will clean and disinfect frequently touched surfaces and objects repeatedly throughout the day Spray bottles of Virex 256 will be available in each classroom, clinic, office areas and other spaces for the teachers and other support professionals to use throughout the day <p>If a case of COVID-19 is confirmed:</p> <ul style="list-style-type: none"> Close off areas for 24 hours, before cleaning and disinfecting with the electrostatic sprayer Open doors and windows if possible <p>Evening Custodians will clean & disinfect all surfaces during the evening shift, using the electrostatic sprayer as needed</p> <ul style="list-style-type: none"> If there are multiple cases reported, the BioSpray machines will be used throughout the entire building 	<p><u>Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes</u></p> <p><u>GUIDANCE FOR CLEANING AND DISINFECTING</u> (page 4)</p> <ul style="list-style-type: none"> Broken Arrow Public Schools: All school sites, teachers and staff members will be provided with Tersano Stabilized Aqueous Ozone (SAO) to utilize throughout the school day to disinfect high touched surfaces, including desks. District uses the Clorox Total 360 system when there is an outbreak. Union Public Schools uses Spartan Super HDQ Neutral in secondary sites and Buckeye E23 Eco Neutral Disinfectant in elementary sites. The classroom disinfectants are provided for teacher use at their discretion. 	<ul style="list-style-type: none"> Custodial staffing issues coupled with volume and scope of day to day sanitization needs.

Keeping students safe in transit to school

Key Safety Activities to Support Hybrid Model	Supporting Information	Key Challenge
<ul style="list-style-type: none">Establish protocols for number of students per seat (buses 30% capacity) using the CDC guideline for social distancing.Prepare school administrators for early arrivals and late departures.Some routes will be double scheduled resulting in early morning pick-ups and drop-offs at schools and force a later end of day pick-up schedule in the afternoons.Provide hand sanitizer for students and bus drivers.Face coverings required for bus drivers and students.Clean and disinfect frequently touched surfaces on each bus daily using electrostatic sprayers.Keep windows open as much as possible for fresh air flow.	<p>Union Public Schools: Face masks required on buses; closing off first two rows in each bus</p> <p>Jenks Public Schools: Face mask required on buses; filling seats from back to front; some sites are staggering releases on loading and unloading; buses disinfected after runs; hand sanitizer dispenser on buses</p> <p>Owasso Public Schools: Face mask required on buses; distancing students as possible; keeping windows open; sanitizing between runs and cleaning at the end of each day.</p>	<ul style="list-style-type: none">Driver shortage resulting in extended working hours.

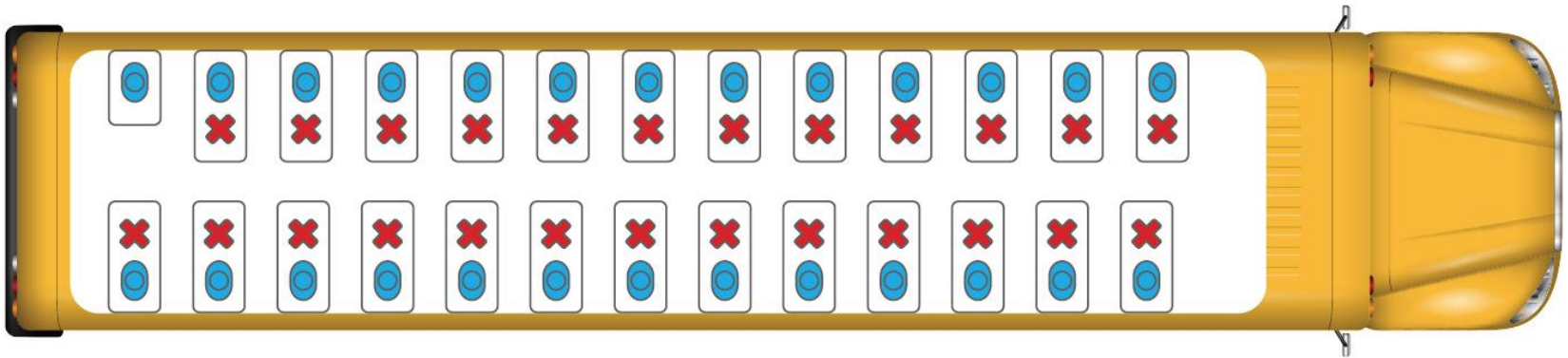
Keeping students safe in transit to school

Examples of potential bus seating arrangements:






● 1 Student passenger per row maximum

✗ Passenger seat not available



Safe and healthy outdoor spaces

Key Safety Activities to Support Hybrid Model	Supporting Information	Key Challenge
<ul style="list-style-type: none">● Staggered times for groups of outdoor play● Limit the use of shared toys● Wash/sanitize hands before and after playground/outdoor space usage● Teaching and enforcing basic hygiene practices	<p><u>CDC Guidance for visiting parks and recreational facilities</u></p> <p>Broken Arrow Public Schools maintains usage of playgrounds and also encourages playground handwashing before and after use.</p>	<ul style="list-style-type: none">● Keeping the playground structures clean and sanitized between groups of students● Keeping large groups of students from gathering close together without masks for long periods of time (not socially distancing)
		

Ventilation and air circulation in our buildings

Key Safety Activities to Support Hybrid Model	Supporting Research / Benchmarks	Key Challenge
<ul style="list-style-type: none"> Improved air filtration and/or ventilation strategies at each school to minimize the potential airborne transmission of the virus include a combination of window ventilation and Merv 13 filtration <ul style="list-style-type: none"> Inspect and repair windows in all classrooms to insure at least one is operable in all rooms where possible Completed inspection and evaluation of every HVAC unit Installed MERV13 filters in HVAC in every building Install filter sensors on all capable systems The district is also investing on expanding EMS demand response system to install “on demand” systems for automated forced air (in schools with EMS). <ul style="list-style-type: none"> Upgrade newer HVAC units (2009 forward) with energy management systems tied into the outside air damper. Replace aging HVAC systems, pre 2009, with entirely new units, EMS, and “on demand”. 	<p>CDC Interim Guidance for Businesses and Employers Responding to COVID-19</p> <p>Technical resources from the American Society of Heating, Refrigerating and Air-Conditioning Engineers</p>	<p>Time and fund availability to get all the necessary changes in place.</p>

Protocols for safe meal services

Key Safety Activities to Support Hybrid Model	Supporting Information	Key Challenge
<ul style="list-style-type: none"> Students and children 18 and younger will continue to receive meals free of charge for the remainder of the school year. Elementary students will eat pre-packaged meals in classrooms Secondary students will eat grab & go meals in designated areas (with safe distancing). Remote Learning and Virtual Learning Academy students and families can pick up breakfast, lunch and supper daily at any school location. 	<p>Proven success with Tulsa Public Schools safe meal services protocols used from March 2020-present</p> <p>Information from area districts is that students are eating lunch in cafeterias; one rural district provides lunch in cafeterias with distancing between students.</p>	<ul style="list-style-type: none"> Staffing to provide service if there is a reduced number of employees available and/or meal volume increases.





CONTINUOUS IMPROVEMENT EFFORTS

Improving in-person and distance learning

1. A continued, systems-wide focus on improving the quality of the distance learning:
 - Improving attendance-taking procedures
 - Making Canvas more manageable for students, parents, and teachers
2. Starting in the late fall, expand in-person supports at the secondary level in ways that are manageable for each school community. These might include:
 - Drop-in hours and spaces for students
 - Targeted face-to-face meetings with unique subsets of students
 - Careful opening of supervised spaces for student use
3. When elementary students return, provide expanded outdoor play for elementary students in hybrid, with the goal of:
 - Increasing time outdoors, where conditions are safer
 - Building our capacity for enhanced, safe outdoor play and learning

Responding to teacher needs

Since the start of the school year, we've been meeting and learning from teachers. In these conversations, they've been clear that:

- Distance learning is incredibly demanding.
- Many teachers are working harder than ever.
- They need more time for planning and highly-targeted professional development.

We continue to work with TCTA and teacher advisory groups to improve the conditions for teachers and teaching.

References Cited (slide 10)

- ¹ [COVID-19 Trends Among School-Aged Children — United States, March 1–September 19, 2020](#) (CDC, October 2, 2020)
- ² [Hospitalization Rates and Characteristics of Children Aged <18 Years Hospitalized with Laboratory-Confirmed COVID-19 — COVID-NET, 14 States, March 1–July 25, 2020](#) (CDC, August 14, 2020)
- ³ [Operating Schools in a Pandemic: Predicted Effects of Opening, Quarantining, and Closing Strategies](#) (Mathematica, September 16, 2020)
- ⁴ [Children's Health and Well Being During the Coronavirus Pandemic](#) (Kaiser Family Foundation, September 24, 2020)



DISCUSSION

