

LSA Community Team January



MISSION: POSSIBLE
AGENTS / OF / CHANGE

Hello and welcome to the January meeting of the North Raleigh section of Longleaf's Community Teams.

My name is Laura Chapman. I have a 10th grader who is new to Longleaf this year. She likes drawing and creative writing.

Purpose of LSA Community Teams

- **Essential Agreements**

School Update

- **2021-2022 Calendar**

Discussion Topic:

- **Covid Alert Level Indicators and Thresholds**

Takeaways from Previous Meetings

Share Community Team Announcements and Celebrations for Weekly Emails



Here is our agenda for this month.

We start with a reminder of the purpose of our monthly community team meetings and the meeting ground rules.

Our discussion topic this month is a rather lengthy but hopefully clear explanation of how Ms Williams researches her recommendation for Longleaf's re-opening plan.

To finish up, I have a few takeaways from past meetings, and then I will ask for any good news you might want to share with our school community.

LSA Community Teams - What Are They?

Mission: Connect the Community

LSA Community Team Leader Role and Responsibilities:

Direct Contact and Community Representative: laura.chapman@longleafschool.com

Hosts and Facilitates Discussions - LSA Community Team meetings are held once per month online via Zoom for families to **Connect, Congregate, and Celebrate** by sharing feedback on topics impacting LSA

Provide School Information - Announce school events and encourage participation

Collect Team Announcements - Information will be shared in the school newsletter

Attend Head of School Meetings - Share questions, comments, and suggestions gathered from community meetings or email messages and convey responses

So what are Community Teams?

They are just smaller group meetings that are a nice way to welcome families into a smaller setting in order to discuss concerns, pass along information, and just get to know each other, since we can't get together in person.

I am one of 10 school representatives and you can contact me at this email.

I will be one of your monthly meeting hosts and will share with you information from Ms Williams and lead a discussion about this information with everyone's input and questions welcome.

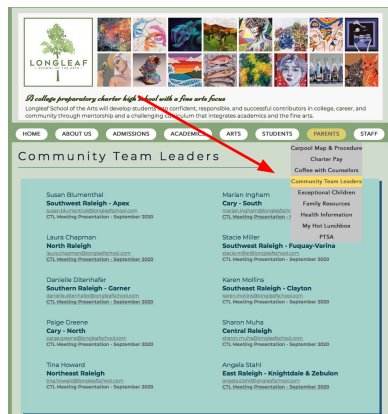
Every month I attend a meeting with Ms Williams to go over the information she would like me to share during my meeting with you.

When I meet with her I will update her about any celebrations that families would like to share with the school community, and I can also pass along suggestions from those that attended my meeting or who have emailed me.

Community Team Meeting Dates

My Zoom meetings will be on Tuesdays at 6:30pm:

02/09	05/11
03/16	06/08
04/13	



www.longleafschool.com

2020/21 Calendar

July 2020	August 2020	September 2020
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
October 2020	November 2020	December 2020
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
January 2021	February 2021	March 2021
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April 2021	May 2021	June 2021
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Weather Make Up Days

Cir 1	1/25, 1/27, 1/28
Cir 2	11/23, 11/24, 11/30
Cir 3	2/15, 3/3, 3/4, 3/5
Cir 4	4/5, 4/6

Days will be made up in the order listed for any days missed during that quarter.

Professional Development
Pre-K/last day
Exams
Release workday
Last day of the quarter
Community service day

The Community Team meetings are held via Zoom during the 2nd or 3rd week of each month. My meetings are for the North Raleigh section of the Longleaf community, though you can attend any meeting you like.

A Zoom link will be emailed out to everyone prior to the meeting.

The school webpage is where you can find the presentations from past months. From the Home page, click the Parents tab and you will see Community Team Leaders as a choice.

As a reminder, there will be multiple community team meetings held each month by each of us community leaders. You can attend whichever meeting fits into your schedule. You don't have to attend the one that corresponds to where you live, and we all discuss the same information each month.

Meeting Essential Agreements

1. Be Courteous and Respectful of all Contributors
2. Maintain Confidentiality
3. Keep Comments Brief to Allow Others to Share
4. Turn Negatives Statements into Positive Suggestions
5. Enjoy Building Relationships - **Connect, Congregate, and Celebrate** Together!

Essential agreements are just the ground rules for our meetings: basically, be respectful, be helpful, be positive, and let's enjoy getting to know each other better and learn more about our school.

School Update

2021-2022 School Calendar

Approved by Board Mon
1/25/21! Virtual or in-person!
1st Day of School is Wed, Aug 18!

No remote instruction
days mandated for next
year! Remote Instruction may be used
on days of inclement weather!

Freshman Boot Camp date TBD!

Holidays line up with WCPSS
but Teacher Work Days do not!

2021/2022 Suggested Calendar											
July 2021				August 2021				September 2021			
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We
			1	2	3						
4	5	6	7	8	9	10		1	2	3	4
11	12	13	14	15	16	17		5	6	7	8
18	19	20	21	22	23	24		9	10	11	12
25	26	27	28	29	30	31		13	14	15	16
								17	18	19	20
								21	22	23	24
								25	26	27	28
								29	30	31	
October 2021				November 2021				December 2021			
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We
						1					
3	4	5	6	7	8			1	2	3	4
9	10	11	12	13	14	15		5	6	7	8
16	17	18	19	20	21	22		9	10	11	12
23	24	25	26	27	28	29		13	14	15	16
30	31							17	18	19	20
								21	22	23	24
								25	26	27	28
								29	30	31	
January 2022				February 2022				March 2022			
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We
						1					
2	3	4	5	6	7	8		1	2	3	4
9	10	11	12	13	14	15		5	6	7	8
16	17	18	19	20	21	22		9	10	11	12
23	24	25	26	27	28	29		13	14	15	16
30	31							17	18	19	20
								21	22	23	24
								25	26	27	28
								29	30	31	
April 2022				May 2022				June 2022			
Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We
						1					
2	3	4	5	6	7	8		1	2	3	4
9	10	11	12	13	14	15		5	6	7	8
16	17	18	19	20	21	22		9	10	11	12
23	24	25	26	27	28	29		13	14	15	16
30	31							17	18	19	20
								21	22	23	24
								25	26	27	28
								29	30	31	
Federal Holidays 2021/22											
Jul 4, 2021	Independence Day	Nov 11, 2021	Veterans Day	Jan 1, 2022	New Year's Day						
Jul 5, 2021	Independence Day (obs.)	Nov 20, 2021	Thanksgiving Day	Jan 17, 2022	Martin L. King Day						
Day 6, 2021	Labor Day	Dec 24, 2021	Christmas Day (obs.)	Feb 21, 2022	Presidents' Day						
Oct 11, 2021	Columbus Day	Dec 25, 2021	Christmas Day	May 16, 2022	Memorial Day						
		Dec 26, 2021	New Year's Day (obs.)	April 17, 2022	Easter						
Comparison To Other Counties											
Quarter 1	8/18 - 10/22	45 days									
Quarter 2	10/26 - 1/14	42 days									
Quarter 3	1/19 - 3/25	44 days									
Quarter 4	3/29 - 6/10	47 days									
Wake - All Holidays line up. Teacher work days vary - Days LSA has school that Wake does not: 8/18, 8/19, 8/20, 9/16, 10/27, 11/2, 3/18, 5/2											
Johnston - calendar not yet published											
Durham - calendar not yet published											
Inclement Weather Days											
Quarter 1	9/7, 10/8, 10/11										
Quarter 2	11/22, 11/23, 11/29										
Quarter 3	2/18, 2/21, 3/10, 3/11										
Quarter 4	4/18										
Days will be made up in the order listed for any days missed during that quarter.											
*On weather days, admin may choose asynchronous engagement prior to using inclement days.											

I'll start with a school update: here is the calendar for next school year.

It was approved by the Board last night at the monthly meeting.

The first day of classes is Wednesday, August 18, and the final day of school is Friday, June 10.

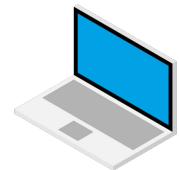
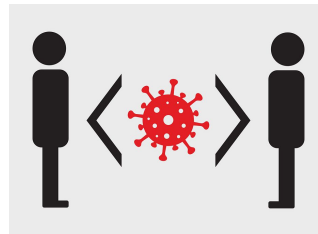
This year remote instruction days were mandated because of the late start to the school year.

The calendar for next school year does NOT include any remote instruction days, since WCPSS did not include any in their calendar.

If it turns out that remote instruction days are required, that would push our school start date forward by a week, and Ms Williams will let everyone know if that happens.

Topic: Covid Alert Level Indicators and Thresholds

- The following *proactive* metrics are used to determine a re-opening decision while teachers/staff await their turn for vaccination
- Once teachers/staff have the option to be vaccinated and in-person school is allowed, LSA will plan to reopen with masks required
 - A remote option will still be offered



Our topic this month is learning how Ms Williams currently makes her decision to recommend reopening or staying remote.

These metrics apply while teachers and staff wait for their turn to be vaccinated, and are proactive versus reactive. I will explain more about that on the next slide.

Once teachers and staff have had a chance to receive their vaccine, then Ms Williams will consider how and when to reopen the school for in-person classes.

At that point, a remote option will still be offered for students who prefer to stay at home.

At this time, teacher vaccinations are anticipated to occur in March so in-person classes will likely not be an option before 4th Quarter (that's after April 5).

Keep in mind, too, that there is a waiting period of 3 to 4 weeks between the 2 doses of vaccine plus a 2-week period afterwards to develop the best level of immunity.

Proactive vs Reactive



THE ABC SCIENCE
COLLABORATIVE

Masks & PPE

What health concerns should exempt individuals from wearing a mask?	+
From a scientific perspective, is a face shield an acceptable substitute for a mask?	+
Do cloth masks have to be washed every day?	+
How long can masks be worn before they need changing?	+
Is there a pathway through the eyes or ears? Should goggles be considered?	+
I use my mask when moving throughout the school building, but should I also keep my mask on when working alone in my office?	+
What should students do with their masks during lunch? Should each have a Ziploc bag with a clip to their shirt? Is hanging a mask on a lanyard acceptable?	+

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Transmission

What metrics should lead to school closure or remote learning?	+
NC State guidance (NC Department of Health and Human Services) lists symptoms that should require students or staff to stay home, but many students and teachers have chronic conditions that also cause these same symptoms. Should staff and students stay home regardless to be safe in these circumstances, or is it recommended that we use common sense to determine the decision?	+
Many of our learning activities for young children involve singing. Should singing be avoided given potential for viral spread?	+
How to handle distancing during tricky times, like recess and during transportation to and from school?	+
Our lunch cafeteria is indoors. How will kids be safe with no mask indoors while eating?	+
Our special teachers, such as those who teach Spanish or dance, often teach across multiple classrooms. What are some strategies for keeping teachers and students safe in these situations?	+
Is there any scientific evidence for the rate of COVID-19 spread in large groups when everyone is indoors, but masked and keeping 6 feet of distance?	+
In our school, it's virtually impossible to distance when in transit between classes. What does the science tell us about the risk of infection in these "on the move" scenarios?	+
Should classes be held outside whenever possible?	+

Transmission

What metrics should lead to school closure or remote learning?

Schools and school districts will make individual decisions regarding closure and/or switching to an alternate learning model. Some examples of scenarios or metrics that would trigger discussion around closure include:

Cluster Event	Action Taken
Three clusters within a school within a two-week period	District leadership will discuss the safety benefits of school closure with the school board, an independent body, the local health department, and key stakeholders.
More than three clusters* per two-week period per 10,000 students in a school district	District leadership will discuss the safety benefits of remote instruction with the school board, an independent body, the local health department, and key stakeholders.
Substantial secondary transmission** in a school that does not rise to level of a cluster	District leadership will discuss the safety benefits of school closure with the school board, an independent body, the local health department, and key stakeholders.
Substantial secondary transmission** in a school district	District leadership will discuss the safety benefits of school closure 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 ≥8 cases of COVID-19 test positive, within-school transmission per 1,000 students per 2-week period.

wcpss.net

<https://abcsciencecollaborative.org/faq/#transmission>

Click on Read Covid-19 Updates banner

So what is meant by proactive versus reactive?

The ABC Science Collaborative is a reactive method used by WCPSS to help determine when schools should close by monitoring Covid cases during in-person instruction in 2-week time periods.

Based on the number of cases, schools then decide whether to stay open or shift to remote instruction.

Ms Williams prefers to use a proactive approach to determine Longleaf's path forward.

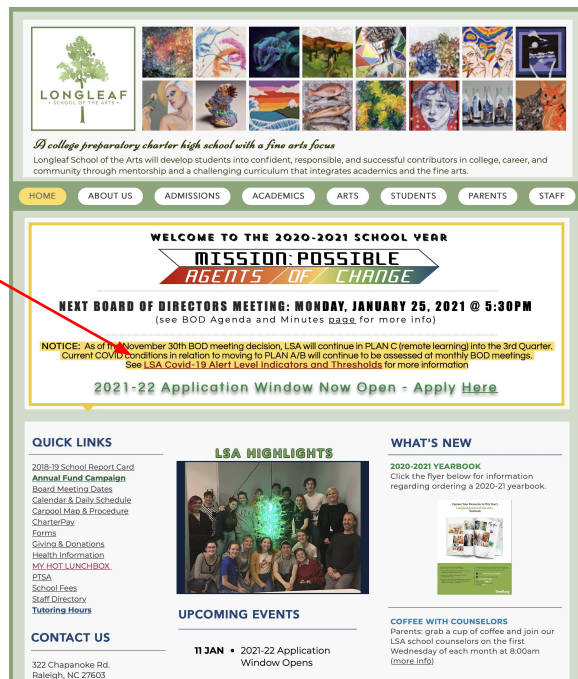
She monitors Covid data, including community spread, to make the decision whether the school can safely open in person rather than use case numbers in the school to decide when or whether to move to remote instruction.

For more information about the ABC Science Collaborative, visit their website. You can also go to the WCPSS website and click on the "Read Covid-19 Updates" banner. Even though Longleaf does not use this method, I feel like it doesn't hurt to learn about the information and methods other schools are using and the data they are reporting.

LSA's Method to Determine Re-opening

To access the information shown on the following slides, click this link on the LSA website.

longleafschool.com



This information is now available on the Longleaf website. Click the link in red to follow a detailed explanation of how a Value Score is calculated and used to determine LSA's re-opening plan.


Ms Williams does a great job of explaining her calculation and where she pulls her data from.

I encourage you to take a few minutes and go through her example on your own after this presentation.

I will try to condense her information into a few slides for you.

I will admit it took me several hours to understand her method well enough to explain it to you, so please stop me if I am going too fast or if you have any questions.

LSA Covid-19 **Scale** for Metrics Formula



Instructional Plan	Value Score	Mitigating Factors
Plan A (In-Person Instruction)	3	State approval, 95% staff availability
Plan B (Blended Instruction)	1.26 - 2.9	State approval, 80% staff availability
Plan C (Remote Instruction)	<1.25	N/A

Ms Williams has created a group that includes other local charter high schools so that the Heads of School can share information and determine a path forward during Covid.

In their first meeting last month the group devised a standardized scale to help them determine when it's appropriate to switch between remote and in-person learning based on the available data.

There are two formulas they created to calculate a number they call the "Value Score." This score determines whether a Head of School recommends to be on Plan A, B, or C.


Covid 19 Value Score for Metrics Formula

Plan A/B Formula to determine Value Score:

$$\frac{\overset{\#1}{\text{County Alert System}} + \overset{\#2}{\text{Harvard Global Health Metrics}} + \overset{\#3}{\text{CDC Positivity Rate}} \times (2) + \overset{\#4}{\text{LSA Stakeholder Data}} \times (2)}{6}$$

Until the data are in a place to return to the building, Value Score is calculated using this formula:

$$\frac{\overset{\#1}{\text{County Alert System}} + \overset{\#2}{\text{Harvard Global Health Metrics}} + \overset{\#3}{\text{CDC Positivity Rate}} \times (2)}{4}$$



Instructional Plan	Value Score	Mitigating Factors
Plan A (In-Person Instruction)	3	State approval, 95% staff availability
Plan B (Blended Instruction)	1.26 - 2.9	State approval, 80% staff availability
Plan C (Remote Instruction)	<1.25	N/A

Here are the 2 formulas that can be used to calculate the Value Score.

The first one is for use when we are on Plan A or Plan B.

Right now, since we are not in the building, the second formula is the one Ms Williams is using.

Each of the items in the formula - County Alert System, Harvard Global Health Metrics, CDC Positivity Rate, LSA Stakeholder Data - will receive a value of 1, 2, or 3 based on current data.

The number the formula spits out is the Value Score, which determines BASED ON DATA the re-opening plan recommendation Ms Williams will make.

I have numbered each of the items in the formulas to try to make it easier to show which one I'm talking about as I go through my next slides.

What can be confusing is that each item in the formula receives a number between 1 and 3, and the Value Score that's calculated by the formula will also be a number between 1 and 3.

Data Required for Formula(s)

$$\frac{\text{\#1} \quad \text{\#2} \quad \text{\#3}}{\text{County Alert System} + \text{Harvard Global Health Metrics} + \text{CDC Positivity Rate} \times (2)} = 4$$

Assigned value
to use in
formulas

Items whose
current number
needs to be
found

	Normal Level Plans A and B	Alert Plan B	High Alert Plan C
Description	Identified Cases are rare and transmission controlled	Moderate number of cases with most from a known source	Many Cases including community spread with some undetected cases
Value	3	2	1
#1 Covid-19 County Alert System: Wake County	Significant	Substantial	Critical
#3 CDC Positivity Rate: 14 Day - cases per 100,000 residents	<5 to <20	20 to <50	50 to 200+
#2 Harvard Global Health Metrics - daily new cases Per 100,000 residents	<1	1 to <10	10+
#4 LSA Stakeholder Data: Percentage of students and staff in quarantine, symptomatic, or positive.	<3%	3% to 5%	>5%

This chart is what assigns a value of 1, 2, or 3 to each piece of the data required by the formulas.

After finding the current number for each item by visiting a specific website, its assigned value can be determined and used in the formula.

The items whose current numbers must be found are County Alert System level (which I'm calling #1), the CDC 14-Day Positivity Rate (#2), Daily New Cases per 100,000 Residents from the Harvard Global Health website (#3), and a percentage called "LSA Stakeholder Data" (#4).

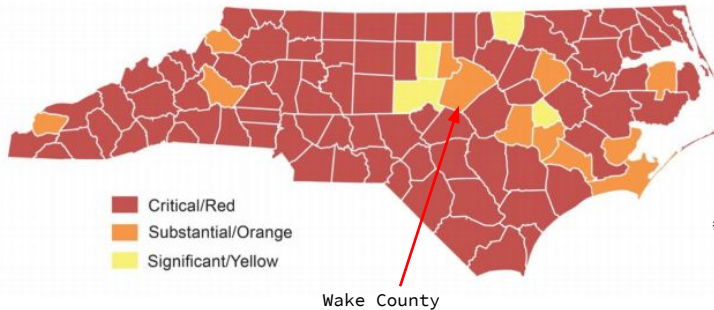
If this isn't clear to you, stop me. This is where I myself had a lot of trouble, until I realized that the Value Score is NOT the same 1, 2, or 3 as the numbers that are used in the formulas.

County Alert System Number (#1)

COVID-19 · County Alert System: 86 Counties Red and 13 Counties Orange. [Read the report](#)

Wake County	Substantial/Orange	648.2	8.8%	Medium Impact	Substantial/Orange
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NC Counties by Tier: Data from December 20 through January 2, 2021



#1

	Normal Level Plans A and B	Alert Plan B	High Alert Plan C
Description	Identified Cases are rare and transmission controlled	Moderate number of cases with most from a known source	Many Cases including community spread with some undetected cases
Value	3	2	1
Covid-19 County Alert System: Wake County	Significant	Substantial	Critical
CDC Positivity Rate: 14 Day - cases per 100,000 residents	<5 to <20	20 to <50	50 to 200+
Harvard Global Health Metrics - daily new cases Per 100,000 residents	<1	1 to <10	10+
USA Stakeholder Data: Percentage of students and staff in quarantine, symptomatic, or positive.	<3%	3% to 5%	>5%

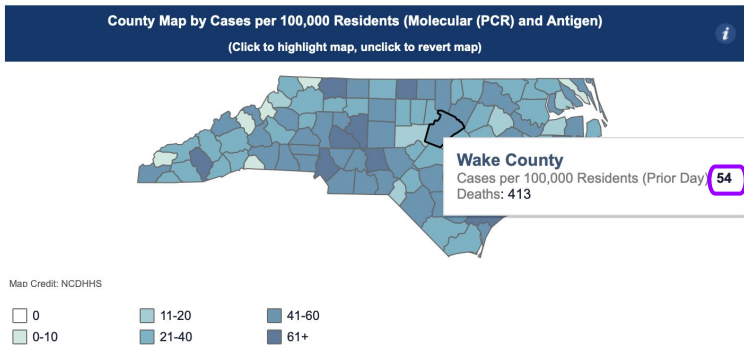
<https://covid19.ncdhhs.gov/dashboard>

#1 - The County Alert System number is found on the NC Dept of Health & Human Services Covid Dashboard site.

Wake County is colored orange and designated “Substantial” as of Jan 16.

This corresponds to “Substantial” from the chart of data values required for the formulas and thus earns a “2” for the formula.

Harvard Global Health Metrics (#2)



	Normal Level Plans A and B	Alert Plan B	High Alert Plan C
Description	Identified Cases are rare and transmission controlled	Moderate number of cases with most from a known source	Many Cases including community spread with some undetected cases
Value	3	2	1
Covid-19 County Alert System: Wake County	Significant	Substantial	Critical
CDC Positivity Rate: 14 Day - cases per 100,000 residents	<5 to <20	20 to <50	50 to 200+
Harvard Global Health Metrics - daily new cases Per 100,000 residents	<1	1 to <10	10+
USA Stakeholder Data: Percentage of students and staff in quarantine, symptomatic, or positive.	<3%	3% to 5%	>5%

#2

<https://covid19.ncdhhs.gov/dashboard>

Back to the formulas.

#2 - To find the value earned by the Harvard Global Health metric data, again we go to the NC Dept of Health & Human Services Covid Dashboard.

I can filter the county map for single-day number of cases per 100,000 residents, and it showed 54 cases when I visited the site yesterday.

54 is well into the "10+" category on the formula chart and earns a "1" for the formula for the Harvard Global Health Metric value.

Covid Risk Level	Case Incidence	
Red	>25	daily new cases per 100,000 people
Orange	10<25	daily new cases per 100,000 people
Yellow	1<10	daily new cases per 100,000 people
Green	<1	daily new case per 100,000 people

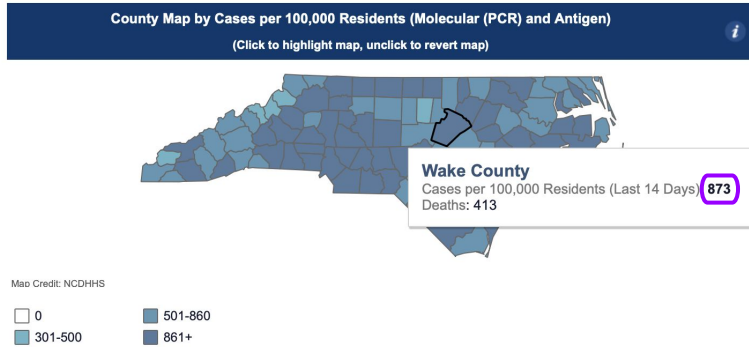
Risk Levels	Strategy for Pandemic Resilient Teaching and Learning
Red	Stay-at-home orders in place; all learning remote for all learners; districts, states, and federal government invests in remote learning.
Orange	<p>1st priority for re-opening: Grades preK-5 and in-person special education services at grade levels preK-8 open if conditions for pandemic resilient teaching and learning spaces can be achieved at scale; districts, states, and federal government invest in healthy buildings and healthy classrooms; in the absence of conditions for pandemic resilient teaching and learning spaces, schools continue with remote learning.</p> <p>2nd priority for re-opening: Grades 6-8 and in-person special education services at grade levels 9-12 open if conditions for pandemic resilient teaching and learning spaces can be achieved at scale; districts, states, and federal government invest in healthy buildings and healthy classrooms; in the absence of conditions for pandemic resilient teaching and learning spaces, schools continue with remote learning.</p> <p>Not a priority for re-opening: Grades 9-12 maintain remote learning for all learners; districts, states, and federal government invest in remote learning.</p>
Yellow	<p>1st priority for re-opening: Grades preK-5 and in-person special education services at grade levels preK-8 open if conditions for pandemic resilient teaching and learning spaces can be achieved at scale; districts, states, and federal government invest in healthy buildings and healthy classrooms; in the absence of conditions for pandemic resilient teaching and learning spaces, schools continue with remote learning.</p> <p>2nd priority for re-opening: Grades 6-8 and in-person special education services at grade levels 9-12 open if conditions for pandemic resilient teaching and learning spaces can be achieved at scale; districts, states, and federal government invest in healthy buildings and healthy classrooms; in the absence of conditions for pandemic resilient teaching and learning spaces, schools continue with remote learning. In-person opportunities for special needs students at grade-levels preK-8 are also included.</p> <p>3rd priority for re-opening: If sufficient pandemic resilient learning space is available AFTER allocation to K-5, grades 9-12 open on a hybrid schedule, with only a subset of students on campus at any particular point of time to facilitate de-densification; districts, states, and federal government invest in healthy buildings and healthy classrooms AND in remote learning.</p>
Green	All schools open if conditions for pandemic resilient teaching and learning spaces can be achieved at scale; districts, states, and federal government invest in healthy buildings and healthy classrooms

globalhealth.harvard.edu

As a side note, if you visit the Harvard Global Health Institute website you can find these charts.

That same 54 from the NC Covid Dashboard, which is the single-day number of cases, shows that the Institute's recommendation is that all grades should be learning remotely for any daily case number over 25.

CDC 14-Day Positivity Rate Number (#3)



#3

	Normal Level Plans A and B	Alert Plan B	High Alert Plan C
Description	Identified Cases are rare and transmission controlled	Moderate number of cases with most from a known source	Many Cases including community spread with some undetected cases
Value	3	2	1
Covid-19 County Alert System, Wake County	Significant	Substantial	Critical
CDC Positivity Rate: 14 Day - cases per 100,000 residents	<5 to <20	20 to <50	50 to 200+
Harvard Global Health Metrics - daily new cases Per 100,000 residents	<1	1 to <10	10+
USA Stakeholder Data: Percentage of students and staff in quarantine, symptomatic, or positive.	<3%	3% to 5%	>5%

<https://covid19.ncdhhs.gov/dashboard>

#3 - The CDC 14-Day Positivity Rate per 100,000 Residents is also found on the NC Dept of Health & Human Services Covid Dashboard.

873 is in the "50 to over 200" category and thus earns a score of "1" in the formula.



CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200

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

As a side note, a value of 873 as the CDC 14-Day Positivity Rate per 100,000 Residents indicates the highest risk of transmission in schools.
You can visit this document I'm showing at the CDC website I list here.

Covid 19 Value Score for Metrics - Calculation

Plan A/B Formula to determine Value Score:

$$\frac{\text{#1 County Alert System} + \text{#2 Harvard Global Health Metrics} + \text{#3 CDC Positivity Rate} \times (2) + \text{#4 LSA Stakeholder Data} \times (2)}{6}$$

$$\frac{\text{#1 County Alert System} + \text{#2 Harvard Global Health Metrics} + \text{#3 CDC Positivity Rate} \times (2)}{4}$$

$$\frac{2 + 1 + 1 \times (2)}{4} = 1.25$$

Instructional Plan	Value Score	Mitigating Factors
Plan A (In-Person Instruction)	3	State approval, 95% staff availability
Plan B (Blended Instruction)	1.26 - 2.9	State approval, 80% staff availability
Plan C (Remote Instruction)	<1.25	N/A

Two likely ways to move from Plan C to Plan B would be:

1. The CDC Positivity Rate would need to fall to less than 50 (currently **892**).
OR
2. Harvard Global Health Metrics would need to fall below 10 (currently **54**)
AND the County Alert System (Wake County) would need to remain below the Critical level.

#4, the LSA Stakeholder data, I do not have a value for because we are not in the building.

Ms Williams would calculate that percentage from parent and staff input.

It is the percentage of LSA students and staff who are in quarantine, have tested positive, or are symptomatic.

So I will use the numbers we just found to calculate the Value Score using the second formula.

I got 2 for the County Alert Value, 1 for the Harvard value, and 1 for the CDC value.

Using the formula I get 1.25, which places us at Plan C.

The utility in this method of determining the re-opening plan lies in it being data-based and standardized.

It's less subjective than other methods, and as mentioned before, it's proactive rather than reactive.

One question you might have is, What needs to change to get us off Plan C?

Per the explanation provided on the LSA website link, in order to move from Plan C to Plan B, the CDC value would need to fall to less than 50 (from its current 892), or the Harvard metric would need to fall from its current 54 to below 10 PLUS the County Alert System value would need to remain below Critical/Red level (currently it is below Critical, at Substantial/Orange).

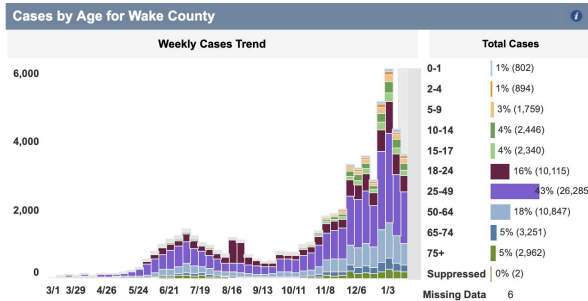
Emergency Situations

LSA's Board of Directors retains the right to change the instructional plan in emergency situations related to COVID-19. This would include reverting to remote learning outside of the outlined timeframe if matrix data has a significant change that threatens the health and safety of Longleaf School of the Arts staff and students.

Of course, the Board of Directors retains the right to override the Value Score re-opening decision in the event of an emergency.

There's a Ton of Data on the Covid Dashboard

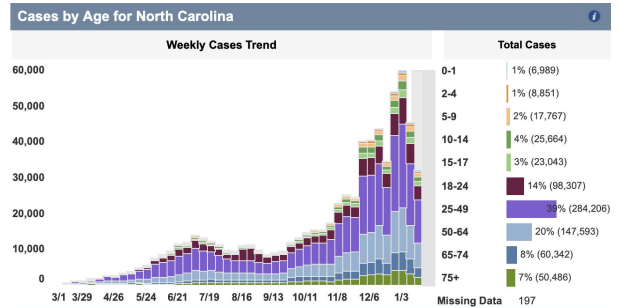
Cases for Wake County by Age Group



<https://covid19.ncdhhs.gov/dashboard>

Click on Cases Demographics

Cases for North Carolina by Age Group



And finally, a last mention of the NC Covid Dashboard.

One of the many things you can do on the NC Covid Dashboard is look at all the ways the data can be graphed and displayed.

Usefully for Longleaf, Wake County recently broke out cases in the 15- to 17-year age range.

This matches our students much better than the previous 10- to 17-year age range.

These particular graphs include data from March 1 last year until Jan 23 this year, and the data are updated every Monday.

Here I am looking at cases broken down by age range and comparing Wake County to the entire state of North Carolina.

There is a lot you can learn just poking around on the Covid Dashboard.

Takeaways from previous meetings

- Please participate in school functions and meetings, and by answering school and teacher surveys, emails, and other communications.
- Make use of the school website for information, such as links to [Coffee with Counselors](#), [Community Team](#) meetings, and [Board](#) meetings. Teachers' tutoring hours can be found under the [Academics](#) tab (choose [2020-21 Tutoring Hours](#)). Also check out the [Students](#) and [Parents](#) tabs to see what is available.
- Do not hesitate to contact your student's teacher or counselor for advice, or if you have questions. Emails are available on the school website, on the left where it says [Staff Directory](#).
 - We have a new counselor, Ms Gregory, devoted exclusively to students' mental health. Information about her will be out soon, but if you would like to contact her sooner, please email Ms Williams.

longleafschool.com

Thus begins the conclusion portion of tonight's meeting.

This slide lists some takeaways from previous Community Team meetings.

Please involve yourself as much as you can in school events. ESPECIALLY any surveys! Make your voice heard so that your viewpoint is considered.

With Zoom being the preferred meeting method these days, it's even easier to attend school meetings.

I attend the Board meeting every month, so I can hear information and discussions firsthand and understand why and how certain decisions are made.

Ms Williams always gives a detailed presentation about her re-opening recommendation.

Keep in mind there is a lot of information available on the school website, including previous presentations from Community Team meetings and from the monthly Coffee with Counselors meetings, as well as Board meeting information if you weren't able to attend.

Please make sure to contact your teachers or the school counselors if you have questions or need help resolving a problem. If staff don't know you need help they cannot provide it.

Note that there is a new counselor for students' mental health needs. You will be receiving information about her soon but you can contact Ms Williams if you need to speak with her sooner.

Random Useful Information

- EOCs, scheduled for June 7-10 and separate from teachers' Final Exams, are thus far required to be taken in-person.
 - Math I and III, English II, and Biology I
- Ms Williams is considering adding a "Remote Participation Grade" in order to recognize that LSA students are investing in significantly more online class time than other schools.
- Should Plan B (hybrid) become a possibility during Q3, it will likely consist of half of students attending Mon-Tues (A-B), Wed for cleaning the building, and the second half of students attending Thurs-Fri (A-B).
 - Parents will receive a survey so they can indicate whether their student will attend in-person
- Longleaf already has over 130 applications for new students for Fall 2021!
- SGA's [Virtual Trivia Night](#) is this Friday, Jan 29, at 5:30pm.
 - Zoom link will be emailed and put into the LSA Google Classroom

Here is some random information I have come by that I thought you might find useful.

Announcements and Celebrations

Please share anything you would like announced to the entire school community in the next weekly email.



Email me!

laura.chapman@longleafschool.com

Next meeting is **Tuesday, Feb 9**, at 6:30!

And that brings us to the very last part of our January meeting.

If anyone has an announcement to share with the Longleaf community, you can email it to me at any time.

You can also email any discussion topics you'd like to see in future meetings, or any suggestions you have about the meetings.

Don't forget that my next meeting is Tuesday, Feb 9, at 6:30pm. Thank you so much for attending and offering your comments and suggestions.

Don't forget that you can review the slides and notes from any of my presentations on the Longleaf website. They are posted a few days after my meetings each month.