

RECORD OF PROCEEDINGS
MINUTES OF THE GRANDVIEW HEIGHTS SCHOOLS BOARD OF EDUCATION
Regular Meeting – February 22, 2021

The Grandview Heights Schools Board of Education met in special session via video conference due to the COVID-19 pandemic.

Call to Order: President Jesse Truett called the meeting to order at 6:00 p.m. and read the following statement:

Good evening, I'd like to call to order this special meeting of the Grandview Heights Board of Education on Monday, February 22, 2021, at 6:00 p.m.

We are holding this meeting using videoconferencing technology. The Ohio General Assembly and Attorney General have approved the use of virtual meetings as a viable alternative to conducting public hearings during this time, and the district's alternative complies with the new statutory directives.

We will be broadcasting this meeting via our Grandview Heights YouTube channel. The link to the YouTube Channel is currently available on the district's website. The live-stream of this meeting is being recorded and will remain available on the district's website.

Although this is a special meeting, we will be allowing public participation.

Roll Call

Members Present:

Eric Bode
Emily Gephart
Kevin Gusé
Jesse Truett
Molly Wassmuth

Members Absent:

Public Participation

Dr. Elisabeth Root read the following statement to the Board of Education:

Thank you for the opportunity to speak and share my understanding of the research and scientific evidence on COVID in schools. It is my hope that the school board will carefully consider this evidence and develop a plan for "all in" schools that adheres to the best public health guidelines available.

First, I'd like to say that I am not completely opposed to full time school. However, I do think we need to closely monitor the situation for a bit longer before we 100% commit to going back full time. If COVID rates continue to decline over the next 3-4 weeks, community risk should be low enough that we will be ready to go "all in."

That being said, as a public health professional, I believe that the current mitigation measures we have in place in Grandview Schools have been key to controlling the spread of COVID in our buildings. I am concerned that the decision to go "all in" will require cutting back on those measures when, in reality, we need to be even more diligent in order to ensure the safety of our children in what will become a riskier environment.

As many of you know, I've been working with the Ohio Department of Health and the Ohio Department of Education on the school surveillance efforts. As part of this, I've been closely monitoring the research on COVID. Related to our children, and schools, generally the scientific literature confirms that schools do not seem to be any higher risk than other places in the community. This does not mean that schools have no risk, it just means they have similar risk to other places in the community. There are a quite few caveats to this finding which people tend to overlook or ignore when they want to use this finding to justify decisions about learning mode. I want to emphasize 4 points:

First, when rates are high in the community, rates are high in schools. This is the most consistent finding in the literature. When community transmission is low, there is almost no association between in-person learning and community spread. However, "low" transmission in these studies was <100 cases per 100,000 population per week. We are still nearly twice this in Franklin Co and the main reason I think it's important to monitor the situation for another 3-4 weeks to see if we get closer to this benchmark.

This means it is very important to continually monitor COVID rates and have rules about when community risk becomes too high to continue with "all in" school.

Second, there have been outbreaks in schools, but they appear to occur when mask wearing is not strictly adhered to (several recent studies I read traced outbreaks to lunch, sports, or Kindergarten classes where masks were not required). Thus, mask wearing is possibly the most important guideline to follow.

This means that we need to carefully consider how to minimize any sort of situation where kids are together without masks. For example, what is the plan for lunch? How can we more strictly enforce mask guidelines - including "no gaiters" or purchasing masks to give to children with ill-fitting or problematic masks?

Third, when a combination of mitigation strategies is implemented and strictly adhered to, the risk of transmission in the school setting appears to be about the same as the risk of transmission in the community. Nearly all the studies that claim little or no risk of in-school transmission show those effects when multiple strategies are used. This includes:

- Physical distancing: Studies emphasize the importance of reduced student capacity, minimizing interaction of children in large groups, and maintaining a 3-6 foot distance between children. Is it even possible to reconfigure our learning spaces once we go "all in" to continue to maintain distancing protocols?
- Quarantine: The distancing protocols have allowed us to reduce the number of children we have to quarantine (because all kids are always 6 ft apart). I have heard parents say that that when we go "all in" there will be no need for quarantine. There is no guideline from ODH, ODE or CDC that recommends school stop quarantine procedures. Quarantining procedures will become even MORE important because we will be packing more children into small spaces.

Fourth, while it's truly wonderful that our teachers have been vaccinated, the CDC has stated that vaccinating teachers should not be a criterion for going back to school. That's because vaccinating our teachers only prevents THEM from getting COVID and passing it to children. It does next to nothing to prevent our children from getting COVID from their peers and unvaccinated family members.

The Centers for Disease Control finally released comprehensive school guidelines on Feb 11 with very clear measures (based on the best scientific evidence we have) that schools can take to ensure the safety of our children. My question to the school board is have you considered these guidelines and what is your plan for making sure we implement these guidelines to the best of our ability? As a concerned parent and a public health professional, I expect that you will have taken this step before you choose to send our community's children back full time in the classroom.

I am asking you to carefully plan this return to "all in." Let's make sure community transmission continues to decline for several weeks. Don't rush it. Do it right, and make sure we're adhering to recommended public health guidelines.

Thank you for your time.

Mr. Jon Conlon addressed the Board of Education as follows:

I currently have three children in the district, one in second grade and two in kindergarten. First, I wanted to personally thank Mr. Culp for the job he has done during the pandemic. I appreciate his consistent leadership, clear communication, and making himself available to all of us as parents. I'm not sure how he gets any work done with the volume of emails he must be answering, myself included.

Secondly, I want to thank the teachers and staff for the work they've done this year, which will certainly be the most difficult year of their entire careers. I genuinely believe they are doing a great job in a pretty terrible situation.

Moving on, I wanted to speak tonight regarding a full return to school. In short, it is time. It is, in fact, well past time. This Board needs to fulfill its duty, the education of the children of this community. A full year of half-school, at best, is a huge disservice to our children's learning.

At this point I am no longer willing to be nice and polite for the sake of not ruffling feathers or offending friends. At this point, my children's future is affected. When their education is threatened, action must be taken. This Board needs to vote to return our children to school full time. It cannot put off the decision until next month or even next week.

We can always find reasons to delay a return, if that's new virus strains, the timing of spring break, or any other whataboutism. There have been many organizations, government, science-based, etc... that are saying it's probably a

good time to go back to school, not to mention plain old common sense. Children need to be in school getting a full and complete education.

I also heard lots of talk from the previous meeting about the distancing. While it's a useful tool, aren't there many more effective tools for our using? My response to the concern over the move from six feet to three feet is yes, it's than ideal, but it is a tradeoff. Is it not far down the list of things we are doing to prevent the spread?

Mandatory masking, vaccines, natural immunity, plexiglass, HVAC upgrades, and your own immune system are excellent tools to stop the spread. And probably, and most importantly, the substantial and sustained decline in overall cases in the surrounding community. You cannot catch a virus that you have not come into contact with. If people can fly safely on airplanes every single day sitting next to a complete stranger for hours, I think we can do school safely. Yes, in a perfect world, kids would be further apart. But in reality, the distancing provides a marginal benefit compared to all the other factors we are already doing.

In conclusion, I implore this Board to make the correct decision and let our children go back to school full-time. Let the teachers teach, let the students learn. Do not hide behind uncertainty and the false idol of complete safety. Life has risks. Walking to school is a risk, but we let our kids do it every single day. School can and must safely be restarted on or before March 15th. Thank you for your time and consideration.

Ms. Lauren King addressed the Board as follows:

We currently have a first grader and an upcoming kindergartener. First, I just want to thank you all for the opportunity to speak tonight. Like everyone else speaking so far, I am definitely in support of going back full-time. I feel very comfortable with the teachers, the health care professionals, elderly and now even some of the younger population with health issues having access to the vaccine.

We're very lucky that this virus does not seem to affect children, for the most part. Of course, there are certain cases, but they can usually tolerate the virus very well. So, I am hoping to have an optimistic view as more people get vaccinated, and the less cases we have, that we will continue to see that trend as the daily cases trend downward. And I know you talked about that in the last meeting, that you wanted to see case numbers go down in order for the kids to go back to school. I think we have seen that just in the past week since you have last been together, so I think that is a positive.

The next thing I want to talk about is data. I heard a lot in the last meeting about wanting to see more data. I'm curious to see what data you have looked at to support going back in or keeping you out. Data can be very scary right now because there is a whole lot of it out there and it can be easily manipulated to either support or oppose any issue. So, I hope the data that you look at really is focused on our community and schools and our children.

The next thing is distancing, which seems to be a cause of concern for some because we have become accustomed to six feet is best. It certainly is, but I know in the last meeting one of the Board members mentioned that cutting in half the distance does not mean doubling the risk. That really resonated with me and I have thought a lot about that. Just like others have said, it is worth the risk. We have to decide what risks we want to take as a tradeoff to education for our children. I know we have great teachers and great staff and they will do the best they can to keep them distanced as much as possible, especially at lunch time. I know there has been talk about letting the kids go home for lunch if that is the best thing for the child and for the parents. So, there are some options if you're feeling uncomfortable, and some extra safety measures that will help out in that case.

Another thing I want to talk about is other school districts. We are small, we do not have busses, we have a unique situation. We are strong community and we will pull together. If we need to help out, if I need to be a crossing guard for lunch time, I'll be out there. So, I think we just need to think a little creatively to make this happen. We are not a D1 school where we have thousands of kids. We're small, so, again, I think we will have to get creative to see what we can do to keep our kids as safe as possible.

With that said, I hope you guys make this decision and don't feel fearful of what we have gone through for the last year because we have really learned a lot. We didn't know anything about this virus when we shut the schools down last March. Now, we have a lot more to go off of. We have testing. We have a vaccine. We know how to treat it better. And we can only be hopeful that the more people that get vaccinated, the better. The cases are going to continue to go down and quarantine will be less likely. However, I do hope that you guys have something in place or you think about what's the plan if you have to quarantine for these kids. What kind of work can they expect to be doing? But, again, I hope that kind of trends downward as well.

So, I think this decision has to be made to keep in mind what is best for everybody, what's best for the children. And as many people that have been able to deal with hybrid and able to work from home, there are some people that haven't, and some kids that have struggled every day and they don't know who is going to watch them, and they don't have the support all the time. That is a big consideration. So, I hope that you will consider going all-in and doing the best you can to keep our kids safe. Thank you.

Ms. Allison Binkley addressed the Board as follows:

I am a parent to a fourth grader at Edison. First, I want to start off by thanking everyone - the Board, the administration, the teachers, and the staff for your commitment to our children and for your service.

I'll start off by saying I am in favor of an all-in return, although I certainly say that with reservation and some anxiety, as I think many parents have. I do think that a return to all-in school will help their social, emotional, and educational growth and development, but I certainly acknowledge the health risks that come with them. Rather than try to convince you of an all-in return, I have a few requests and considerations for you to think about if you choose this path and many of these are under the guise of trying to mitigate risk as much as we can.

The first consideration is spacing and classroom layout. I have never been in my daughter's classroom. I don't know what it looks like. I think a lot of parents would appreciate being shown diagrams or pictures of the classroom space. How are the desks aligned? How close are they to each other? Is there plexiglass? I would much rather look at data and try to assess the risk than wonder and be fearful of the unknown.

As was mentioned by others, open lunch. Given what we know about how the virus transmits, I frankly don't want my daughter to attend lunch at school. I ask that you give parents, those of us who are able and willing to pick-up our children, the opportunity to do so, so that they don't need to eat lunch at school. I think an added benefit of that would be to free up spacing so that you're able to spread the children out more.

Third, outdoor learning spaces. Once the weather improves, I ask that you commit to using outdoor learning spaces when safely possible. And I recognize that COVID is not the only safety concern that we have. Students are going to need breaks from masking all day and that is a great opportunity to do so. You could have students spread out more than six feet, and I ask that this be taken advantage of whenever possible. It didn't really seem like that was happening a lot in the fall but I think it would be a great tool to help mitigate risk.

Fourth, live-streaming of classes. If we do return all-in and students are quarantining, I think it is important to make this an option for most, if not for all, grades. I recognize that many of the teachers and administrators see limitations with this, and I understand that and the skepticism that goes along with that. But I do think it's an important option for students who are isolated at home. There's a social advantage or benefit they will receive from seeing their peers on the screen and I think it's important that they stay connected and are able to listen to some of the lessons. I certainly wouldn't expect the teachers to be teaching and interfacing with them directly, but I do think that connectivity and being able to see their teachers during parts of the day and listening to the lessons will be very important. I worry when we have multiple quarantines, how much school a student is going to miss and the impact on their education. It seems like there has been a lot of growth and development and I don't want to see a backslide away from that.

One additional point, as a family with two working parents who have really struggled with asynchronous learning, I think this option would be critical for us and very, very beneficial.

And, lastly, and Lauren alluded to this a little bit, what data do we have? What other school districts out there are similarly situated? There are a number of them across the state that have been all-in all or most of the school year, and I imagine some have the same spacing issues that we have. What are they seeing? How is spread happening? Is it mainly at lunch? Is it also happening in the classroom? What are their quarantine levels like? This might give us a picture of what might be coming our way if an all-in return happens.

Thank you very much for your consideration.

Miss Stephanie Kramer addressed the Board as follows:

I am a senior at the high school with growing concerns about going in to full-time school. I am addressing this as a self-sufficient student who can take care of myself during the day. I know a majority of the district is much different and taking care of kids right now is a huge concern. My situation is a lot different and I am viewing this differently.

Overall and within the community, I am not comfortable moving to all-in school. And unfortunately, if that happens, I have no other option. The Florida Virtual School Plan is not an option for me and many others who take AP classes as well as performing arts classes. That leaves me with going to school in an uncomfortable environment.

Not all of my peers and their families are taking COVID-19 seriously. For those of us that are, it's a slap in the face to be moving to a potentially riskier environment with twice as many people as we normally see, again not all of who are cautious outside of school. If the timeline is coming back after spring break, and there are community members who will inevitably be travelling, that is not ideal to students staying safe that have no choice to be in contact with these people.

In the school environment, the entirety of the boys' basketball team is out of school right now. I think athletics right now are a different problem, not to be addressed today, but I ask how can any move into a higher populated school building be helpful when sports teams cannot contain themselves anyways, and how this can be justified.

Reasonably, no majority of the students will be vaccinated by March. Not every student wipes down their seat, not everyone wears their mask correctly. I do not feel comfortable with an increase of people, and a decrease in personal space when easy and simple precautions are not currently taking place, when an increase in these precautions is necessary. If things as simple as wearing a mask and wiping down a seat, and maintaining a distance that can help this, and those choices aren't being taken, I ask how an increase in people surrounding that environment will be better. Those conditions obviously need to be addressed and those precautions taken more seriously.

Lastly, this decision on full in school is going to upset people no matter what. I recognize you're making a hard decision as the Board. We have hit a landmark today and have lost 500,000 lives in the United States since last year. If there are two options, one being riskier and one being safer, with the same consequence of upsetting people – why would you not take the safer option? I ask that you make a difficult decision that will obviously beget frustration, but take your risk and opt for the physically safe conditions the school can provide by maintaining hybrid learning.

I appreciate your time. Thank you.

Mrs. Marissa Krouse addressed the Board as follows:

Hello everyone. Thank you to the Board and to Superintendent Culp for offering a space welcoming all in our district to share. I know there are a lot of demands on everyone's time these days and it feels like somehow, we are all busier than ever during this pandemic.

My co-parent and I are Grandview residents and are so grateful for the opportunity to raise our only child in the same District that elevated and shaped her dad's childhood decades ago. We value education and the collective work within our community to facilitate the growth of our children into strong and healthy, resilient, and empathetic human beings

I take great pleasure in saying how much many of us in the district appreciate the Board's and the schools' commitment to working collaboratively to keep our community safe during this unprecedented time. The pandemic has shown us how everyone's health depends on cooperation. We can't thank you enough for providing very clear and consistent guidance, all while continuing to be flexible and pivot when circumstances warrant yet another shift.

This experience has presented new challenges for all of us, none of which of is convenient or easy. Working together to boldly lead, and build and maintain relationships via Zoom calls and screen time is not an easy feat, as we are all so keenly aware during this time, but necessary when connection and accessibility has to be limited to prevent community spread.

We've come so far in our community, with in-person learning at Grandview Schools largely open, in some capacity, all year. We've demonstrated that we are capable of cooperation at a scale that probably few of us imagined possible – shifting to different learning models when necessary – while continuously placing the physical and emotional wellbeing of our students and staff at the very front of the conversation.

The division and doubt expressed by those in favor of a more aggressive approach to getting back to brick and mortar school fulltime, undermines the collective action we need to make it through and recover from this pandemic – not only within our Grandview Schools community, but the larger community outside the boundaries of this district.

I would like to share my support for continuing to follow the guidance set in place, based on scientific evidence and recommendations from health experts. I fully support continuing with the hybrid learning model for now – and if the data supports it, transition back to full time, in person learning – but not before then.

With the virus still present, and new strains occurring in Ohio, straying from the path now would jeopardize lives and make recovery even harder. Every person's grief in this community is valid, and as someone who has worked remotely for years prior to all of this – I too am feeling the zoom and screen time fatigue. But, we are almost there, we mustn't let our guard down. Instead, continue to come together to follow the guidance set in place to protect one another. Let's maintain the incredible work we've been doing. We can do this.

We are so fortunate in Grandview to have maintained some degree of in-person school safely through much of the pandemic. Fortunate that our children have not been at increased risk of loss of opportunity, loss of health and emotional wellness checks by school staff, or increased risk of food insecurity with free lunches at times even delivered to our doorsteps.

This is hard and we are all struggling but I find comfort in the bold leadership of our Board, the wealth of resources we do have, and the lessons learned for our children, lessons of resiliency and shared responsibility. If nothing else, this pandemic has taught us how much we exist because of another's actions – a solid groundwork for lessons in cooperation for years to come for our kids. We can be heroes – our kids are doing the impossible and they are doing an excellent job. You are all doing a great job. So, thank you for all your hard work and thank you for considering my ask to forge ahead with our current path.

Ms. Sandra Binning addressed the Board as follows:

I currently have three children in the Grandview School District as well as one graduated student. Presently, I serve as the President of the Stevenson Elementary PTO but tonight I am speaking as a parent so I am not here in the capacity as the PTO President.

First of all, I want to thank the members of the Board of Education. For most of you, this is not your full-time job although I am sure it has felt that way this year. I know that the Board has had to make some tough decisions in the last 12 months. I believe that you have done so with careful consideration and I believe you have thoughtfully chosen the best education options for our students to keep them safe, most importantly, and growing academically.

I am sure you have unwittingly become COVID experts by now and I appreciate you making decisions based on science and safety, even if they have not been the easiest, the most convenient, or the most popular choices. I know some of you have had to deal with angry ugly rhetoric and I am sorry that you have experienced that. Your job is to make the best decisions for the children of Grandview, not the adults. And, that includes myself.

I was not a fan of sending my children to school in the hybrid model when they went back in the fall, but I spoke with teachers and principals and staff members, and I discussed safety protocols and, with a bit of skepticism, I did send my children to school and I am very glad I did. They have actually flourished this year despite, and perhaps because of the challenges they faced, and they seem even more resilient and a little bit more tolerant of each other at home, which has been a bright spot. Similarly, I have spoken with a teacher who said she has seen a decrease in some discipline problems in the hybrid model, maybe because of the shorter school day, so there is another bright spot.

Tonight, as you consider returning to full-day school, I would encourage you to use that same thoughtful, careful consideration when making the decision. I urge you to err on the side of safety and not convenience. My family, and many others have given up a lot more than we have in the last year, and it feels like we are so close to coming out on the other side safely that I hate for our sacrifices to be for nothing, especially to go back for eight weeks.

Our younger and middle school students will likely spend a good portion of that learning or re-learning new routines. Some of these students have never been to school for more than three hours. I really emphasize that we really need to consider those elementary students as kind of the weakest link and think of what is best for them.

My last hope is that, whether we stay in hybrid or go back full-day, the district does make a strong effort to review and post the "rules" of COVID. I know that they change often and I understand that it is hard to keep up with the current protocols and precautions. I don't know if that is the problem where some people have chosen to ignore the rules – things like:

- Wearing a mask even if you have had COVID or the vaccine.
- You and your children should stay home while you're waiting for test results to come back.
- Quarantine means home is our school, not the park.

- 10-day out-of-school quarantines are still very much in play; they have not gone away.

We are Grandview; we hear that all the time. So, we are Grandview, we are not UA, we are not Hilliard or Dublin or any other district that had to send their kids on a two or three-day rotation, which I think has not been very beneficial. Our children see their peers and their teachers every school day because, I think, the District was visionary, came up with a solution that fit our kids.

We are Grandview also means that I don't know that we have the space in our schools to socially distance in the classrooms. I don't know that, but my understanding is that some of the middle school students are already in assigned seats within three feet and I wonder what happens when we all go back. And I have the same concerns for Stevenson. All of my children have gone there and with those classrooms less than 600 square feet, I worry that the students are going to be less than three feet from each other most of the time and I don't know what the solution is for that.

In the end, I wish you luck. Good luck in your decision-making process. I urge you to please, please continue to do the job that we voted for you to do, which is to make the best and safest decisions for our children, not what's best for me or my neighbor, or another district, but what is best for the children of Grandview Heights. Thank you so much.

Board Member Kevin Gusé requested to read the following statement, based on the upcoming evaluations of the Superintendent and Treasurer.

Ahead of our Board's formal evaluation on Wednesday, I would like to publicly take an opportunity to acknowledge the spectacular leadership of our Superintendent and Treasurer, Andy Culp and Beth Collier.

Under nearly impossible circumstances, you both have displayed true leadership by taking decisive action, after careful consideration of academic, operational, safety, and financial factors. There were certainly no clear-cut answers during this process but you gathered data, consulted with healthcare and epidemiological experts, conducted staff and community surveys, and patiently responded to community members with grace and dignity, without haste.

This school year has certainly had its challenges. You both have risen to the occasion countless times as we have navigated these uncertain waters. Our community owes you a debt of gratitude for your efforts and they have not gone unnoticed by this Board or the community at-large. Thank you both for your considerable and tireless work throughout this school year.

Discussion – COVID-19 and Possible All-In Return to Learning

Superintendent Culp presented the following update to the Board of Education:

COVID-19 Current dashboard data:

- COVID-positive: 4
- Quarantine: 23 (primarily boys basketball team members)
- Positivity Rates: 8.1% down from 9.6%
- Case Rates: 414 down from 550
- CATS Data Case Rates for GH/Marble Cliff: 400/100K - two-week average
- I will get an update tomorrow morning with regard to these important metrics. I'm optimistic and hopeful that we will continue to see the dramatic decrease that we have seen for the past 4 weeks.
- Staff vaccine administration of Pfizer/Kroger has gone very well. Round 2 will begin tomorrow, Tuesday, February 23rd, and go through Saturday, February 27th. Around 90% of staff will have been vaccinated. This is clearly a huge mitigation with and for our staff.
- The research around the benefits of students being in school full time socially, emotionally, behaviorally, and academically are clear and something that this Board has indicated is a priority.

Considerations for an ALL IN Return:

- The Board and leadership team has been reviewing and discussing an all-in return to school based on a decrease in numbers and the fact that around 90% of our staff will have been vaccinated by Saturday, February 27th.
- Key Factors of Consideration: 1) Student and staff safety; 2) Adding to the spread of COVID-19 (linked cases); and 3) School district operations.
- We are not seeing linked spread occurring during the school day among staff or students.
- Should we choose to return all in it would significantly decrease our ability to maintain 3 to 6 feet of distancing at our current levels. It would more likely be 2 to 3 feet of distancing in a classroom setting. This would increase the number of students that would/will have to quarantine when there is a positive case in the classroom and, in particular, for extra-curricular events.

Important dates to consider:

- March 11 – start of 4th quarter
- Spring Break – March 22 to March 26; therefore, if we were to return on March 15 all-in, then this would be one week of school before spring break.
- Return after spring break would be Monday, March 29.

Other Important Information

- The current quarantine requirements have been modified in the last three weeks. Quarantining was initially required for an individual exposed less than 6 feet distance for at least 15 minutes. That has been modified to less than 3 feet in classroom settings for 15 minutes of exposure with a 48-hour lookback period from when symptoms began, for a period of 14 days. This means exposure between 3-6 feet in a classroom no longer requires quarantining from the classroom, but would still require quarantining from extracurriculars.
- An all-in return is likely to result in a greater number of quarantines.
- Lunch does require a minimum of 6 feet of distancing between students. Our principals have formulated plans to maintain this required 6 feet of distance for lunch using all spaces to eat including classrooms, gyms, cafeterias and media centers where needed. We will be offering students and families the ability to go home for lunch provided this is done consistently by parents. We also encourage students to pack their own lunch.
- If we do go all-in I have asked Principals to communicate options for parents' consideration. At the same time, they will be assessing students going home for lunch.

Presentation

Superintendent Andy Culp and Principals Rob Brown, Quint Gage, and Angie Ullum presented to the Board on academic and operational details of a possible all-in return to school. A copy of that slide show is attached to these minutes.

GHHS Presentation – Mr. Rob Brown**Board Questions/Discussion:**

Mr. Truett: What is your total enrollment?

Mr. Brown: Approximately 352.

Mrs. Gephart: Lunch could potentially be problematic because when students leave for open lunch, they could go together.

Mr. Brown: That is correct. We do see good compliance in our buildings but we can't control what students do when they leave the building.

Ms. Wasmuth: How many instances of classrooms with less than 3 feet of distancing will there be with a full return to school?

Mr. Brown: In an 8-period day we have about 22 classes going on at any given time. In 16-17 classrooms, students would be in a classroom with someone (typically just one person) less than 3 feet away.

Mr. Truett: One of the advantages of GHHS is that teachers have their own classroom. Have we looked at class sizes and worked to prioritize moving the largest classes to our largest building spaces instead of staying in specific teacher classrooms? Our large spaces include the gym, media center, auditorium, choir room, and band room.

Mr. Brown: We have done a great deal of planning around prioritizing large spaces for larger class sizes, but there is probably more work we can do to take advantage of these spaces.

Mr. Gusé: What have been the challenges academically for students having only half of their day in school?

Mr. Brown: It has been very difficult for students. During the time they are not at school, it is very challenging to keep them engaged, logging-in, etc... Even when kids are at school, they are very robotic and even numb; it's just not the same. They're wearing masks, they are distanced from their friends, and the level of engagement just isn't there. Our teachers are doing a fabulous job of eliminating deadlines and giving kids alternative assignments. When kids are quarantining, each teacher has an individualized plan for those students. The D and F list is similar to last year, so this is working, but it's difficult. Teachers have spent a lot of time cutting out information that is not tied to end-of-course exams and AP. Things are going as well as can be expected, but the time at home for students is very challenging. We do have kids on IEPs and in the MTSS process who are attending for a full day, so that system has worked well.

EI/LMS Presentation – Dr. Quint Gage

Board Questions/Discussion:

Mr. Gusé: Are outdoor learning opportunities an option for students?

Dr. Gage: The EI/LMS playground is much smaller due to construction work, so it is very difficult to use that space for learning opportunities.

Mrs. Gephart: What is the possibility of mask breaks for students?

Dr. Gage: Mask breaks will be very difficult for EI/LMS students because of the small size of the outdoor space and inability to allow all students to be outside. Hopefully, families will take advantage of the open lunch option and kids can get a break from their masks while leaving for lunch.

Ms. Wassmuth: I appreciate your transparency in sharing this information. How many instances will there be of classrooms with less than 3 feet of distancing?

Dr. Gage: About half of our 26 classrooms will be able to maintain at least 3 feet of distancing.

Mrs. Gephart: While this will likely be more difficult with older students changing classes, to the degree possible it would be beneficial to try to minimize close contacts and keep kids sitting with the fewest other kids as possible.

Dr. Gage: The fourth and fifth graders are easier to keep in pods. Beginning with sixth grade, that becomes much more difficult.

Stevenson Elementary Presentation – Mrs. Angie Ullum

Board Questions/Discussion:

Ms. Wassmuth: Thank you for thinking of our youngest learners with your plan for a staggered start. Out of your 21 classrooms, how many rooms will you have where students can maintain at least 3 feet of distancing?

Mrs. Ullum: 2 classrooms would be able to maintain 3 feet of distancing in an all-in return to school.

Mrs. Gephart: Recess is a challenging time for contact tracing. What is the likelihood an entire class gets quarantined because we will not be able to contact trace at recess?

Mrs. Ullum: We cannot contact trace at recess. We will have to trust children regarding who they played with. The goal is to keep classrooms together though.

Mrs. Gephart: Is recess considered a classroom setting for the 3 feet distancing rule?

Mr. Culp: No, recess would not count. The 6 feet rule applies for recess.

Mrs. Gephart: Have you had a chance to speak to other districts about organized play at recess?

Mrs. Ullum: Yes, I have been collaborating with other districts on the challenges and plans for recess.

Cleaning, Sanitizing, Quarantining, & Lunch Protocols Presentation– Mr. Andy Culp

Board Questions/Discussion:

Mr. Gusé: To ensure continuity and to allow students to stay connected socially, will it be possible to live-stream classrooms for kids at home quarantining?

Mr. Culp: We do have the technological capability in each classroom. Depending on the developmental appropriateness, we will work collaboratively with families to try to accommodate when possible.

Mr. Truett: We are charged with making a decision for our school district. What have you learned from your collaboration with Superintendents of other school districts?

Mr. Culp: About 20-30 central Ohio Superintendents meet weekly. A smaller cohort of Superintendents, including Bexley, Upper Arlington, Westerville, Dublin, Hilliard, Grandview Heights, and Worthington also talk more frequently. From a benchmarking standpoint, each of these districts has plans to return all-in on varying dates in March. Also, New Albany has

been all-in for a period of time and they are not seeing spread in classroom settings. They are seeing linked spread from weekend and athletic activities, however. New Albany is also experiencing an increase in quarantines.

Ms. Wassmuth: Thank you to the parents, educators and administrators for making hybrid work. Thank you to the administrators for the presentations tonight.

Mr. Bode: Thank you to the principals for their presentations. The single biggest question/issue is the 3 feet distancing. There is not one strategy that is going to fully address that, but there may be multiple smaller things we can do to help achieve distancing. I would encourage the administrators to evaluate each and every option that may help our distancing effort, however small it may be, including evaluating the purchase of individual desks, playground items, etc...

Mr. Truett: If we need to purchase equipment to help maintain 3 feet distancing, let's do that. However, let's make sure we look at other creative ways to distance too. To validate Mr. Bode's point, this may involve multiple strategies. In evaluating a return all-in to school, there are two lines in the sand in my perspective: the 6 feet distancing requirement when eating lunch, and adhering to masking requirements and best practices.

Ms. Wassmuth: Our district has a fabulous hybrid model, which is already conducive for state testing. While I am not against all-in, I believe we need to pause and consider whether we are really there yet. And, going back before spring break is problematic in my view.

Mrs. Gephart: We need to make a decision in advance to allow parents and students time to plan. Based on the trends we are seeing, by the time we would return to all-in school on either March 15th or 29th, we have reason to believe the situation will continue to improve. My hope is that by those dates we will have reached or be much closer to the target numbers we have set. What has prompted this discussion to return to all-in is the fact that teachers are now being vaccinated. People in the community who are most at risk are also getting vaccinated. This is never going to be an easy decision with so many factors to consider, but I am comfortable saying our kids need to return to school full-time.

Mr. Gusé: At this point in time, I agree with Emily. The case numbers are dropping drastically over the last several weeks. At this time, we are planning for three or five weeks out and it is expected the numbers will continue to decrease. We also have another meeting before a potential return (March 10th) to potentially address any unusual changes, but I agree that it is time to go back.

Mr. Bode: The Board has received a great deal of input on this issue and, as evidenced by the speakers tonight, different people have reached different conclusions, each after much careful and thoughtful analysis. We have learned so much over the last year and know more now. Some districts were willing to take more risk and we have not seen the worst-case scenarios from those districts going all-in. We have seen in models with proper protocols, risks are significantly mitigated. Science is very important. Franklin County's case rates are now under 100 per 100,000 and going down. These numbers are at about ¼ of where they were at the peak of the outbreak. Weighing the risks, I believe we are at the point in time to return students to all-in school. We know the best learning occurs when students are in-person. If we return to school on March 15th, students will have more in-class time the last quarter of the school year than they did for the entire school year so far. That will help salvage the school year. I think we are ready and I am in favor of a March 15th return.

Motion 21-079 (Action Taken by the Board of Education) Mr. Bode moved to approve the following resolution, with the understanding that flexibility would be given to the principals to phasing-in the return of students in lower grade levels:

1. RESOLUTION REGARDING THE LEARNING MODE FOR THE LAST QUARTER OF THE 2020-2021 ACADEMIC YEAR

WHEREAS, the challenges brought about by the COVID-19 pandemic have created an environment that requires flexibility and ongoing evaluation of learning modes, and

WHEREAS, given the extraordinary circumstances of COVID-19 the Board of Education of Grandview Heights Schools, Franklin County, Ohio set as district priorities: The health and safety of our students and staff, and the academic success of our students through increased contact time and consistency between teachers and students to the maximum extent safely possible in the current circumstances, and

WHEREAS, the Board adopted a Learning Mode Framework to guide potential future changes to instructional modes, and

WHEREAS, the Superintendent has reviewed that recommendation along with the administration and has concluded that a change in learning mode to all-in instruction would best support our students' academic and mental health and can be implemented with appropriate mitigation strategies, and

THEREFORE, BE IT RESOLVED by the Board of Education of the Grandview Heights Schools, Franklin County, Ohio, that the district shift to an "all-in" learning mode beginning on Monday, March 15, to continue through the end of the 2020-2021 school year.

BE IT FURTHER RESOLVED, "all-in" shall be defined for the purposes of this resolution as:

Distancing of a goal of 3' between students at all times, and 6' whenever possible but understanding we will not be able to meet this goal in all cases;

Compulsory masking of all staff and students;

Enhanced hand-hygiene protocols (at entry and exit from the building and with each classroom transition);

Lunch will be held in classrooms, cafeteria, gymnasium and media center in an effort to assure 6 feet of distancing, since masks cannot be worn while eating;

Continued case investigation and contact tracing of every student and staff case;

Full vaccination of all staff who consent (currently 90% of those eligible have elected to be vaccinated);

Continuation of all existing precautions for extracurricular activities (masking, 6' spacing, practice pods, etc.);

BE IT FURTHER RESOLVED, this action is specifically limited to the 2020-2021 school year unless it is specifically extended by the Board, and it creates no binding practice or precedent for future school years.

BE IT FURTHER RESOLVED, the Board authorizes and directs the administration to take all actions necessary and consistent with this resolution.

Mr. Gusé seconded the motion.

Discussion:

Ms. Wassmuth: Going back to school before spring break is problematic with people going on vacation. I would like to see the numbers come down further. I want to make sure we are returning students to school as safely as possible. Considering this will be a monumental educational shift, I believe March 15th is too soon. March 29th would be a better option as it is a natural break in the school calendar and closer to outside time and warmer weather.

Mr. Truett: I have struggled with the same issue of when it would be best to return. I agree with the speaker who stated that she was in favor of returning with reservation and anxiety. My reservation is the same regardless of the return date. In my experience, it could actually be a very positive experience having a full week of all-in learning followed by a week of spring break to reflect and reset.

Mrs. Gephart: I also struggled with the date of when best to return. In Mr. Culp's recent 'Coffee and Conversation,' one participant pointed out that with a March 15th return, teachers and administrators could use the week of spring break to think about what could be changed or improved after bringing students back full-time, and that resonated with me. I have thought about whether those two extra weeks would give people with reservations any additional comfort and, in particular, hearing the student who spoke tonight with concerns was heart-wrenching. I am really divided on the issue and there is a lot to consider. Would two additional weeks help the numbers go down? Or would it be better, to Mr. Truett's point, to have a week in school and then have spring break week to reflect and adjust. There are definitely arguments for and against each option.

Ms. Wassmuth: I, too, am in favor of returning, with reservation and anxiety. I have strong reservations about returning on March 15th, though.

Mrs. Gephart: What happens procedurally with the motion made with March 15th as the return date?

Mr. Truett: The motion is on the table and needs to be voted on. If that got voted down, I would entertain another motion with a different date. But we need to focus on the motion currently made.

Mrs. Gephart: Mr. Culp, what would your recommendation be?

Mr. Culp: I am comfortable with either option and I think there are pros and cons to both. The idea of returning on the 15th and having spring break to reflect and refine also resonated with me. I have talked to the principals and the entire leadership team, and the prevailing view seems to be March 15th in an effort and desire to get kids back physically. Having them back in school all day is better for them academically, emotionally, socially, and behaviorally. If we can mitigate spread, I am in favor of returning on March 15th. However, Ms. Wassmuth makes very good points.

Mr. Truett: When kids each lunch are we 100% sure they can do so with 6' of distancing?

Mr. Culp: Yes, that is non-negotiable.

Mr. Truett: Secondly, Mr. Culp, will you look at our mask policy and ensure it meets best practices in terms of what types of masks we allow?

Mr. Culp: Yes.

Mr. Truett: Also, now that it seems like a decision is imminent, can we also make a commitment that we will continue to sharpen the saw with respect to the 3 feet distancing goal? If we are able to make changes to meet 3 feet distancing in just one more classroom, we want to do that.

Mr. Culp: Yes, we are committed to working with principals to make that happen.

Mr. Gusé: Just to clarify, I will be voting tonight with the assumption that the Superintendent will pull the plug on an all-in return to school if cases increase.

Mr. Culp: The framework we will continue to follow is when I get the COVID updates every Tuesday, we will closely watch and monitor those. Our framework has a positivity rate of 5% and a case count of 200 per 100,000. So, getting up to around 350 and/or 10% would cause us to reconvene this group to further evaluate.

Board of Education Vote

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mr. Truett, aye; Ms. Wassmuth, no.

Motion carried 4-1.

Additional Discussion:

Mr. Bode: As we move on, I really appreciate Molly bringing up great points. I think it is reflective of where our community is. Regardless of the date and the decision, there will be genuine and informed and worthwhile opinions that are different than the outcome. I appreciate Molly bringing up her points and sticking to her beliefs. I also appreciate that we are modeling for Grandview and I will continue to listen to Molly as we adapt and move forward.

Mrs. Gephart: I am excited for our next steps, but it is bittersweet. It does hurt knowing that people I think very highly of are unhappy with this decision.

Ms. Wassmuth: Thank you to everyone, including the community. This is a tough situation. We made a decision, and we are moving forward. I also want to thank the administrators and the educators. Also, thank you to the other board members for hearing my perspective. I appreciate that we are in an environment where we can disagree.

Mr. Truett: We have a special board meeting Wednesday. There is one resolution that will be considered regarding state testing, but there will be no public participation. Our next regular meeting is on March 10th. We need to discuss whether we will continue virtual meetings or move to in-person meetings.

Mr. Gusé: I have no preference.

Mr. Bode: I do not have a strong preference but it makes sense for us to go back to in-person meetings considering we voted to bring students back to school full-time.

Mrs. Gephart: I agree that we hold our meetings consistent with the decisions we have made for educating our students. Also, I believe communicating in person is easier.

Mr. Truett: I don't have a strong preference either way.

Ms. Wassmuth: Since our kids are coming back, we should go back to in-person meetings too.

Mr. Truett: I will work with Andy Culp and Beth Collier arrange for the March 10th meeting to be held in-person.

Motion 21-080 (Adjourn) Mr. Gusé moved to adjourn the meeting. Ms. Wassmuth seconded the motion.

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mr. Truett, aye; Ms. Wassmuth, aye.

President Truett declared the meeting adjourned.

ATTEST:

President

Treasurer



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All In Plan

Option 1: IN PERSON

All day every day with mitigation policies

All Students In Person Every Day
Goal of 3' Physical Distancing With Masks



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Option 1: IN PERSON

All students in school every day with increased mitigation policies

Goal of 3' Social Distance - Daily Attendance

Plan may apply to a building or entire district

- Parents assess student health before school
- Face masks required K-12 per district expectations
- Increased hand washing and sanitizing
- One-way hallways/stairwells when possible
- Enhanced disinfecting of surfaces
- Grab and go lunch from cafeteria - eat in classrooms, cafeteria, gymnasium, and media center.
- No shared student supplies
- Lockers restricted/unavailable
- Breakfast available for grab and go
- No visitors or volunteers including lunch
- School entrances/exits assigned by grade level
- No field trips until further notice
- Work to establish similar seating charts with special teachers.

All plans are subject to change based on evolving conditions, data about the status of the pandemic, and recommendations and guidance from public health authorities and the scientific community.



GRANDVIEW HEIGHTS
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Option 2: Online Learning Overview

- Families choosing for their child(ren) to remain at home to receive 100% full-time virtual learning will be able to access online courses through **Florida Virtual School** (<https://www.flvs.net/>) specializing in online learning, paid for by the district pending satisfactory progress or course completion.
- Students will have the opportunity to take grade-level appropriate courses provided through **Florida Virtual School**. A GHS teacher, our media center specialists, will monitor instruction and progress. Currently, we have over 60 students enrolled in FLVS.
- We are going to be flexible with regard to moving them from this option and returning to the our current school condition under option 1 (all day, hybrid, or virtual). We recommend that families and students commit to participating for the remainder of the school year.
- Students will be able to participate in district athletics, extra-curricular activities, and after-school functions, in accordance with the same eligibility and health guidelines required for all other students in our school district.

All plans are subject to change based on evolving conditions, data about the status of the pandemic, and recommendations and guidance from public health authorities and the scientific community.



GRANDVIEW HEIGHTS
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Option 2: Online Learning

- Students will not come to a school building for instruction and will not be in the same classes or have the same teachers as students attending school in person.
- The online curriculum will meet the same standards as our Grandview Heights Schools' curriculum, but it will not necessarily match the same pacing or activities that are delivered in school buildings.
- Students will have access to courses in all core areas (English language arts, mathematics, sciences, and social studies).
- Students may have limited access to special area courses (K-5) and elective courses (6-12); Electives originally chosen by students in grades 6-12 may not be available in the online platform. Adjustments will be made as necessary.



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All plans are subject to change based on evolving conditions, data about the status of the pandemic, and recommendations and guidance from public health authorities and the scientific community.

Option 2: Online Learning

- Grades earned in the online learning platform for high school credit will calculate in the student's grade point average and will appear on the student's transcript.
- Daily support of students by a parent/guardian at home may be required in the learning program.
- If state or local regulations require a school closure, students participating in this option will continue uninterrupted using the same online curriculum and platform.
- Students remain subject to all policies and procedures of the Grandview Heights Schools while attending school virtually during the 2020-21 school year.



All plans are subject to change based on evolving conditions, data about the status of the pandemic, and recommendations and guidance from public health authorities and the scientific community.



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Next Steps for Families

Choose the option that is best for your student

1

Option

- There is NO action step required if you are planning to send your student(s) to school in-person.
 - Principals will be assessing families choice around going home for lunch.
-

2

Option

- In order to move our planning process forward, we need to know which families intend to keep their child(ren) in FVLS online school for the remainder of the 2020-21 school year.
- After the BOE makes a decision on February 22nd, principals will send a follow up email to enroll in the Florida Virtual School (<https://www.flvs.net/>)
- Florida Virtual School decisions need to be made by March 4th.



GRANDVIEW HEIGHTS
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Grandview Heights High School

- Class size varies greatly depending on the content area/ period.
- 21 academic classrooms (not counting band, choir, art) break down to 15 classes with tables and 6 with desks. In most instances, classrooms with desks can distance almost exactly 3' all around. Classrooms with tables can only distance from the person next to them between 1'2" to 2'6" depending on the size of the table/ room/ etc. (visuals attached). All large areas will be utilized (gym, auditorium, cafeteria).
- Lunch: Students will have 1 hour for lunch each day, and they will be encouraged to leave the building (grab and go lunches available). Students will be 6' apart for lunch, which may mean use of the gym, cafeteria, and media center depending on how many stay. Since the vast majority of students leave for lunch, classrooms will not be needed. Teachers generally use that lunch period to meet with small groups of students for support. *Full schedule on the next slide*
- Challenges: 1) amount of students who may have to quarantine, especially during April (end-of-course exams). number of students who will opt into FVLS.



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GRANDVIEW HEIGHTS
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Grandview Heights High School

Grandview Heights Schools, Grades 4th -12th Class Schedule (All -In Learning, Spring 2021)					
	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period	8:00 - 8:43	2nd BLOCK	1st BLOCK	8:00 - 8:43	8:00 - 8:43
2nd Period	8:46 - 9:29	8:00-9:29	8:00-9:29	8:46 - 9:29	8:46 - 9:29
3rd Period	9:32-10:15	4th BLOCK	3rd BLOCK	9:32-10:15	9:32-10:15
4th Period	10:18-11:00	9:32 -11:00	9:32 -11:00	10:18-11:00	10:18-11:00
Lunch	11:00 - 11:57	11:00 - 11:57	11:00 - 11:57	11:00 - 11:57	11:00 - 11:57
5th Period	12:00 - 12:43	6th BLOCK	5th BLOCK	12:00 - 12:43	12:00 - 12:43
6th Period	12:46 - 1:29	12:00 -1:29	12:00 -1:29	12:46 - 1:29	12:46 - 1:29
7th Period	1:32 - 2:15	8th BLOCK	7th BLOCK	1:32 - 2:15	1:32 - 2:15
8th Period	2:18 -3:00	1:32 -3:00	1:32 -3:00	2:18 -3:00	2:18 -3:00

We kept 'block days' due to the exam schedule in April (need 90 min blocks twice per week)



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HS ELA classroom. Approx 20 students per period, 2 to a table (2 feet apart from the person at the same table; over 3' from everyone else)



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9th grade classroom,
which has 18-25 students
depending on the period.
Students will be 1'10
inches apart to 1 other
person, but 3' from anyone
else



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HS Comp Lab -- 2 to a table,
2'5" apart



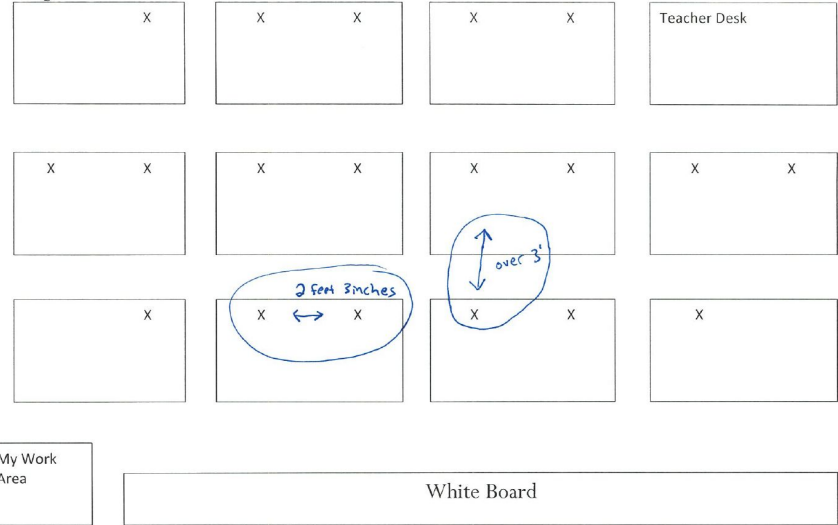
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Meister Seating Charts

Largest Class if All In – 19 students



These images are from Emily Meister's HS classroom. The largest class is 19 students, but due to space, we have to sit 2 at a table (2 feet, 3 inches apart, from face to face).



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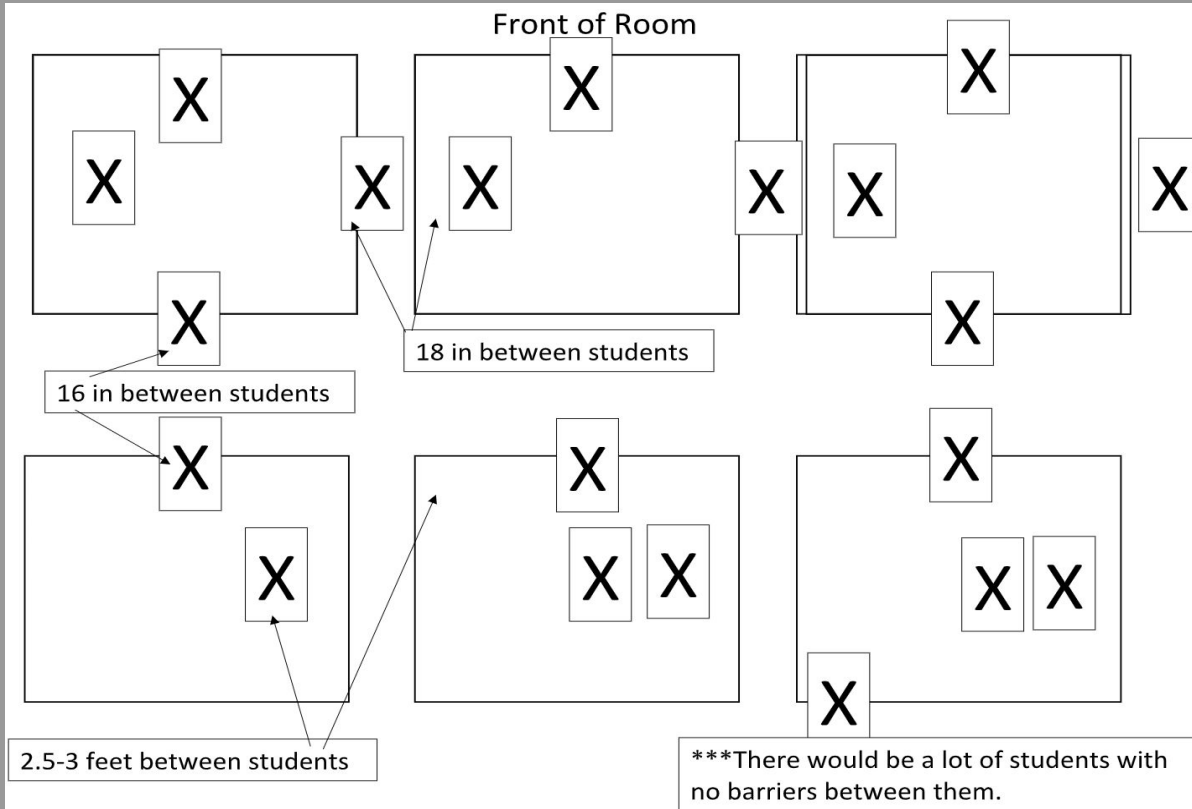


This is another example of a high school classroom (taken from the very back of the room) demonstrating space concerns; this classroom has between 17-24 students depending on the period.



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This is an example of a HS room (science) with fixed tables/ space.



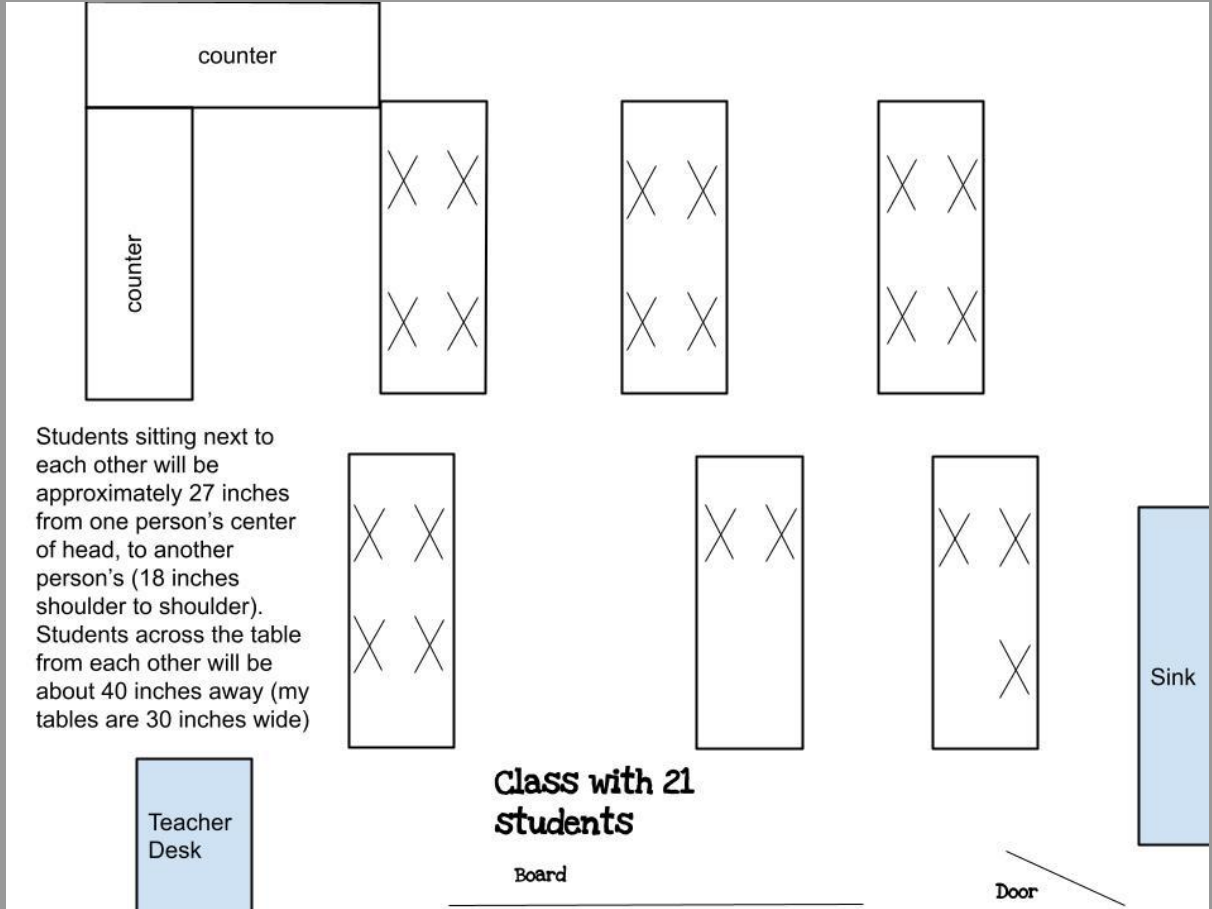
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Edison Intermediate Larson Middle

- Class size varies greatly depending on the grade level, content area and class period.
- 26 academic classrooms (not counting choir, PE) break down to most classes with tables (16), not desks (5) and some with a mix of tables and desks (5). Where we have desks in 4-6 grade classrooms we can maintain 6 feet of distance. In most classroom with tables we will be under 3 feet of distance. Classrooms with tables can only distance from the person next to them between 1'2" to 2'6" depending on the size of the table/room/ etc. (visuals attached). All large areas will be utilized (gym, cafe and library)
- Students will have 1 hour for lunch each day, and they will be encouraged to leave the building (grab and go lunches available). Students will be 6' apart for lunch, which may mean the use of the gym, classrooms, or library depending on how many stay in the building. While maintaining 6 feet between students, we can fit 66 students in the cafe for one seating.
- Challenges: 1) amount of students who will have to quarantine, especially during April (state tests for 4-8). 2) number of students who will opt into FVLS.

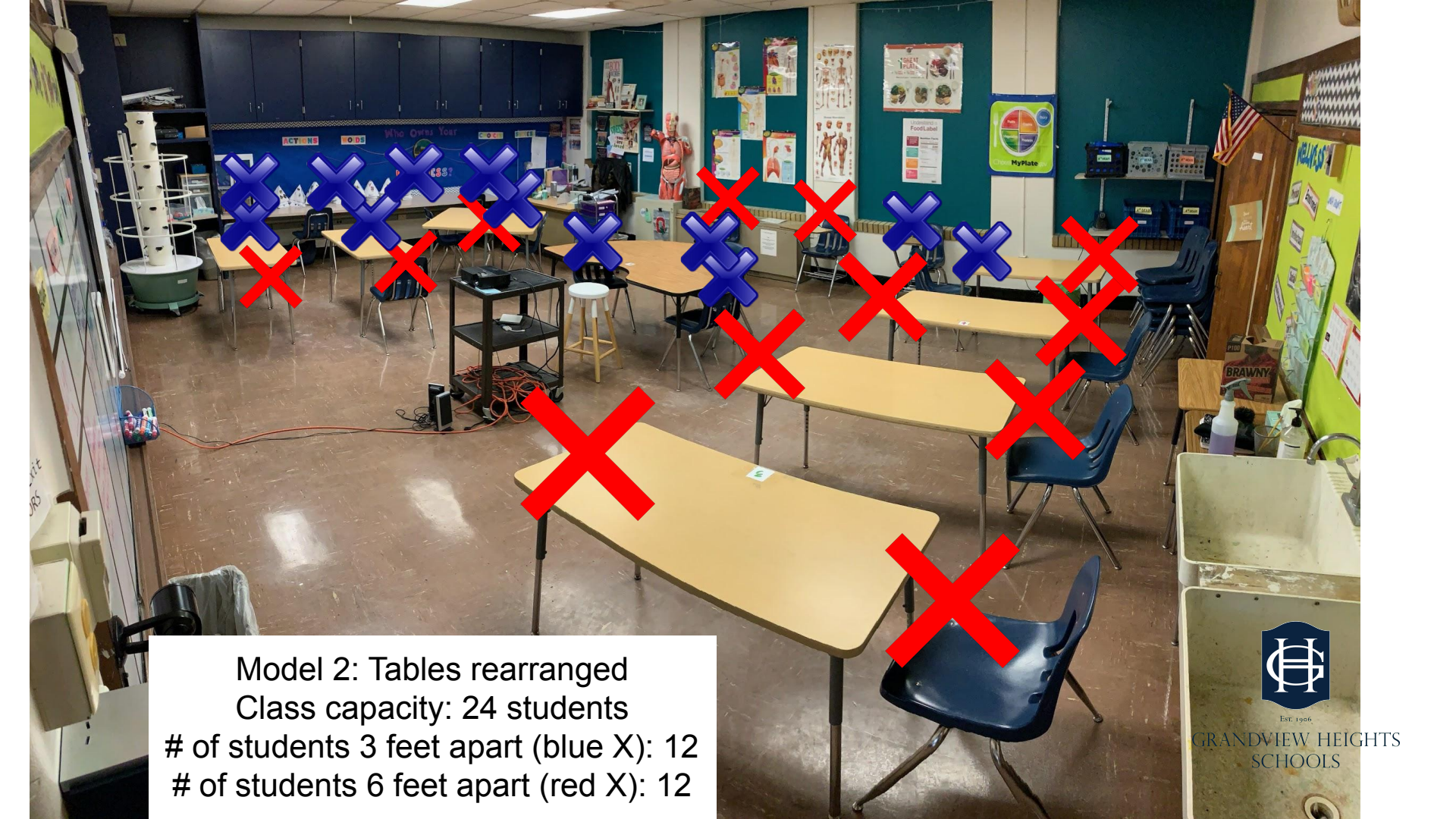




This is the 8th grade science class

- 21 students in this classroom
- Student can maintain approx 27 inches from head to head when seated side by side
- Students sitting across from each other can maintain 40 inches from head to head.



A photograph of a classroom with several long, light-colored tables and blue chairs. The room has blue walls with various educational posters, including one for 'MyPlate' and another for 'FoodLabel'. There are also anatomical diagrams on the wall. A black cart with a printer is in the center. A sink is visible on the right side. The floor is a light-colored tile. The tables are arranged in a way that allows for social distancing. Blue 'X' marks are placed on some chairs, and red 'X' marks are placed on others, indicating the number of students that can be seated at each distance.

Model 2: Tables rearranged
Class capacity: 24 students
of students 3 feet apart (blue X): 12
of students 6 feet apart (red X): 12



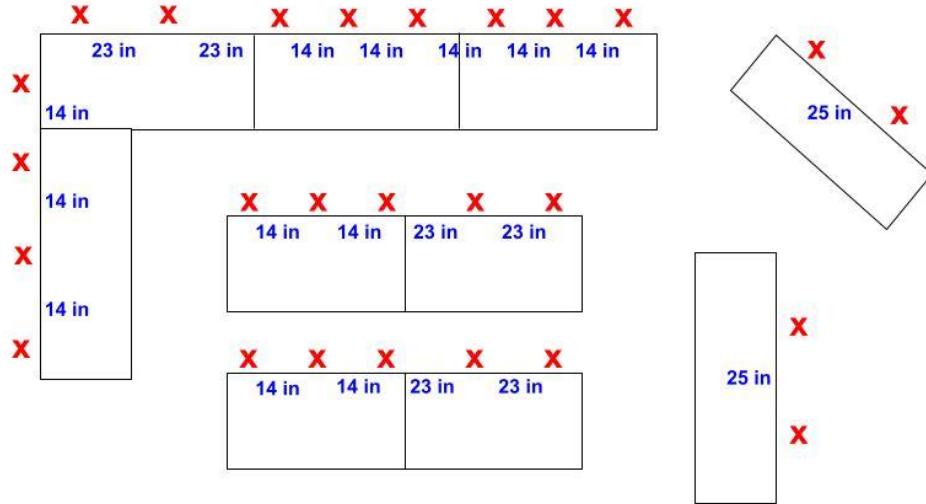
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Meredith Beam (7th Grade)

Example of Seating Chart - **Largest class is 26 students**

x = where a student would need to sit



7th grade math classroom

- Students can maintain between 14 and 25 inches when seated beside each other at tables.
- Largest class is 26 students



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Lunch/Cafe

- Can maintain 6 ft distance
- Capacity is 66 students per lunch period
- 3 -20 minute lunch periods = 198 students eating at school in the cafe.
- Assigned seats required
- Free grab and go lunches are available for all.



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Stevenson Elementary

- Stevenson class sizes vary from 17 to 22 students per class. If FLVS students return class sizes could increase 1-3 students per room.
- 19 out of 21 classrooms have tables. In most instances, classrooms with desks can distance between 2' and 3 feet all around. Classrooms with tables can only distance from the person next to them between 1'2" to 2'6" depending on the size of the table/ room/ etc.
- We plan to have 4 lunches with recess running from 11:00 to 1:00. Lunch will occur in the cafeteria, gym, and library, and hallway to ensure students can be 6' apart for lunch.
 - Lunch room holds 42 students
 - Gym will hold 49 students
 - Library and hallway will hold 11 students
- Students will be assigned a section of the playground so they can stay with their classmates. Student will not be 6ft. apart when walking across the street for recess and returning to their classrooms.
- Challenges: 1) amount of students who will have to quarantine, especially during April (State Testing).
2) number of students who will opt into FVLS .



Stevenson Daily Schedule

Core Academics and Social Emotional Learning	5 hours	Students remain in their classrooms but not socially distanced.
Recess	20 minutes	Assigned area on the playground and time chosen by the classroom teacher.
Lunch/Recess	25 minute lunch 5 minute transition 30 minute recess	11:00- 12:00 - 2 grade levels 12:00 - 1:00 - 2 grade levels Assigned area on the playground with their class only
Special Areas	40 minutes daily	Students will travel to art, music, physical education or Spanish and there will be 15 minutes between session to clean.

Student will not be socially distanced while traveling in lines to lunch, recess, and special areas.



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Stevenson Elementary

Stevenson would like to propose a staggered start to help transition students to all day routines with their small pods before rejoining all of their classmates. As an example we will use March 15th as a possible start date.

Monday, March 15 - A-K comes all day.

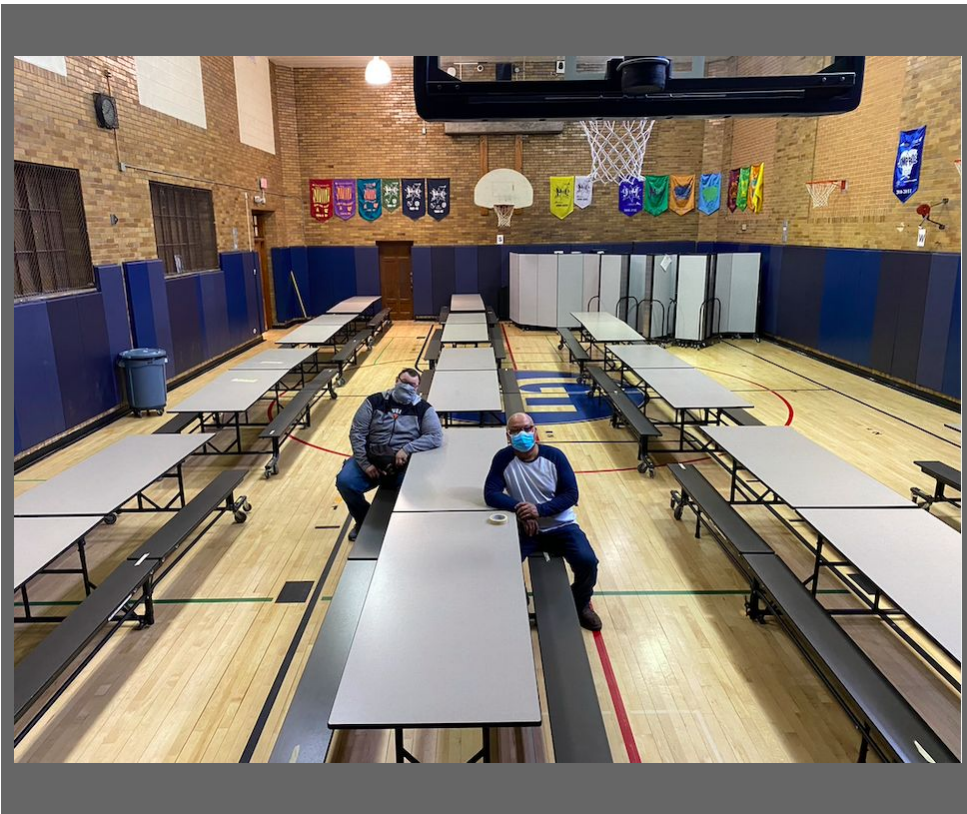
Tuesday, March 16 - L-Z comes all day

Wednesday March 17 - All students return to school.

Routines and rituals are important in primary grades and we are concerned about losing academic time to teaching are new all days routines. Having the time with smaller groups will allow for more time to explain, model and make adjustments to ensure success for all students.



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This is the gym setup with existing tables and it holds 36 with students 6 feet apart.



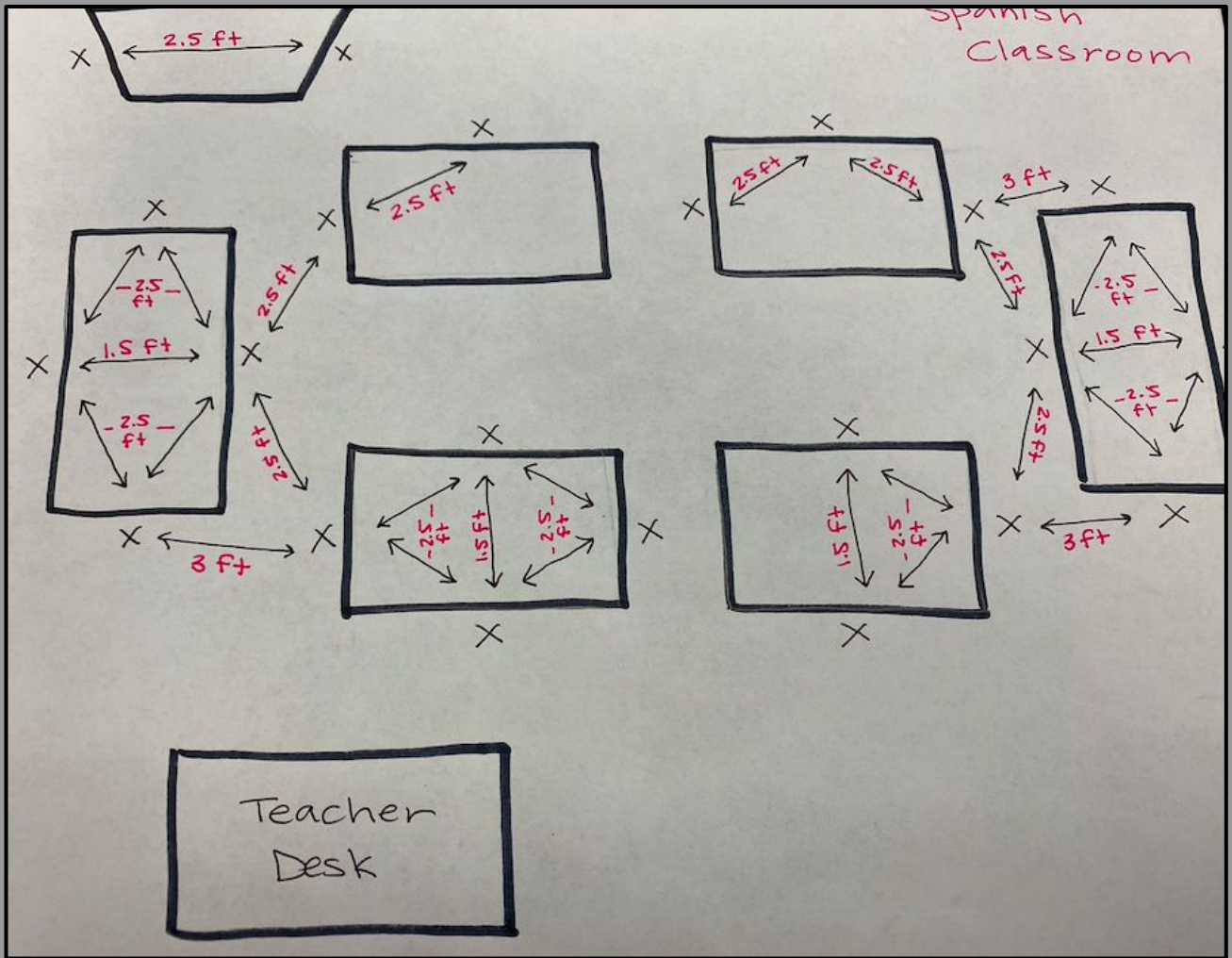
We will be purchasing 65, chairs.



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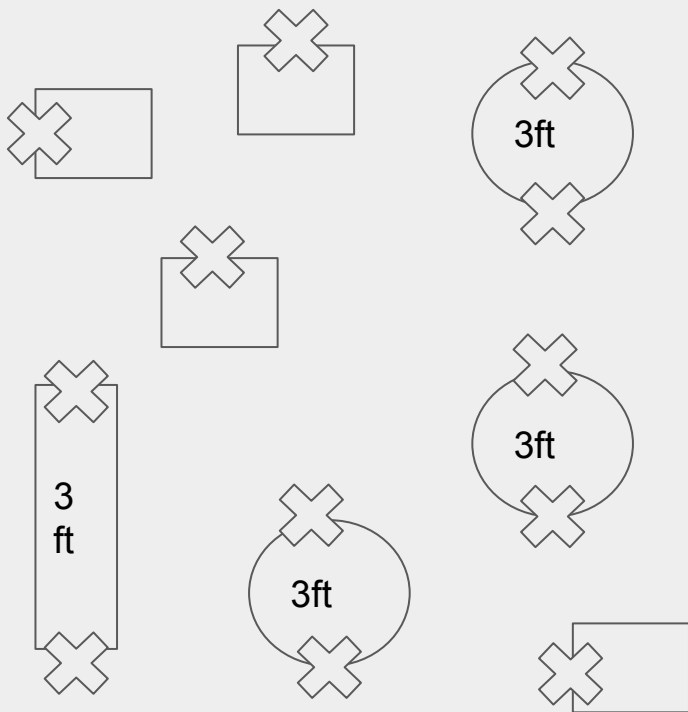
Spanish Classroom



This Spanish classroom set up shows enough room for a 3rd grade class of 22. With smaller class students will be able to spread out a little more.



Built in Shelves



Teacher's Desk & Small Group Table

S
m
a
r
t
B
a
o
r
d

Kindergarten Classroom
3 feet between chairs at a table and 1.5 ft. chairs or desks



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Second Grade Classroom
2.5 feet between chairs and
3 feet or more between
tables.



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Third Grade Classroom
1.5 to 2.0 feet between
chairs and 3-6 feet between
tables groups.



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Questions?



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Continued Enhanced Cleaning Protocol

- **Disinfecting supplies purchased and** available in all classrooms
- **Cleaning schedules** of high touch areas in classrooms throughout school day.
- Intense cleaning **nightly**
- Shifting custodian schedules, grounds crew schedules, and paraprofessionals to help with cleaning



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COVID Positive Protocol

- Individuals will be isolated for **10 days** before returning to school. Must be fever free for 24 hours without the assistance of fever reducing medication and improvement in symptoms (e.g. cough, shortness of breath)
- Contact tracing will be conducted by the school principal along with clinic staff.
 - Any person who is considered exposed will be quarantined for **10 days** before returning to school and **14 days** before returning to sports and extracurricular activities.



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Quarantine Guidance

Exposure @ School (in a classroom setting): Allowed to attend school

- Close Contact (within 3-6 feet, both wearing a mask properly) = allowed to attend school only, but must quarantine at home when not in school (including athletics/extracurricular activities).

Exposure @ School (in a classroom setting): Not allowed to attend school

- Close Contact (closer than 3 feet and/or not wearing masks properly) = unable to attend school, must quarantine at home.
 - Staff will be informed of the student's anticipated return date to school.

Exposure Outside of School:

- Close Contact = unable to attend school, must quarantine at home.
 - Staff will be informed of the student's anticipated return date to school.

Quarantine Timeline:

- Quarantine is 10 days from last exposure to +COVID case.
- Monitor symptoms for 14 days after the exposure. Will need to isolate and test if symptoms occur.
- A negative COVID-19 test does not shorten a quarantine period.
- Vaccination does not shorten or get a person out of quarantine.

Athletics/Extracurriculars:

- Students participating in sports have to quarantine from activities the full 14 days before returning to activities (practice/games).
- Between days 11-14 of quarantine, for sports and extracurricular activities, the student must be able to maintain 6 feet away from all others, wear a mask properly, have no direct contact, and continue to monitor symptoms.

Other Illnesses Protocol

Families:

- Monitor child's health each day
- Take temperature and only send to school if fever-free without medication
- The duration of home stay for a child sent home with a fever is fever-free (without medication) for **24 hours** AND improvement of all other symptoms for 24 hours
- To return to school, the child must be transported to school by the parent and must be confirmed fever-free by the school nurse before eligible to attend school that day

Staff:

- Monitor health each day
- Take temperature and only come to work if fever-free without medication
- COVID symptoms free



**Stay Home
When Sick!**



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Hand Washing/Sanitizing Protocol

- **Hand washing/hand sanitizing** will be required throughout the day.
- **Hand sanitizer** in classrooms with additional hand sanitizer stations in key areas throughout all buildings.



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Water Bottle Protocol

- Students are encouraged to bring filled water bottles from home daily.
- The “bottle fillers” will be available, but the drinking fountains will be turned off.



Lunch

- In the all day school setting students will get a grab and go lunch and be eating in their classrooms, cafeteria, media center, and gymnasiums. This is the recommended best practices by the Franklin County Board of Health.
- Students are encouraged to pack their lunch when able.
- Students may have option to go home for lunch daily based on grade level and parent permission.
- Students are encouraged to follow physical distancing as much as possible when in serving area lines.
- Cafeterias operate at a reduced capacity with staggered schedules as much as possible.
- Assigned seats in classroom or cafeteria and classroom are required and students should eat with the same cohort per Franklin County Board of Health.



Classrooms



- Classroom furniture configured to allow for physical distancing with the goal of **at least 3'** for students whenever possible.
- **Plexiglass dividers purchased.**
- **No sharing** of school supplies or food.



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Visitors

No visitors policy unless there is an emergency. Visitors who must enter the school will be limited to the main office and must wear a face covering and follow all other required health and safety protocols.



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Adjust and Adapt

- As a reminder, plans are and will remain “at this moment,” and we will continue to re-evaluate based on evolving conditions, data based on status of pandemic, and recommendations and guidance from public health officials, and the scientific community.



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Thank You