Board of Education Meeting – October 5, 2020

Return to School Update
Fall 2020

Board Policies: 6:10, 6:20, & 6:30
Return to School Goal

Support a comprehensive educational program for the 2020-21 school year within the current guidelines provided by local, state, and federal health and safety officials.
Opening School Process

Develop
• Create a plan for reopening

Validate
• Validate the plan with research and requirements of the community health department and state board of education

Monitor & Modify
• Review plan as it is implemented and modify as necessary based upon outcomes
Opening School Framework

- Public Health
- Instructional Core/SEL
- Resources
- Operations
- Stakeholder Communication
Framework Defined

Instructional Core/SEL
- Curriculum
- Students
- Staff
- School Schedules
- Staff Schedules

Operations
- Technology
- Staffing
- Facilities
- Maintenance
- Transportation
- Food Service
- Health Services

Stakeholders Communicate
- Students and Families
- Staff
- Community Partners
- Board of Education
- Area Businesses
- Area Businesses

Resources
- Budget
- Time
- People
- Facility
- Professional Development
Restore Illinois

- Phase 1 – Rapid Spread
- Phase 2 – Flattening
- Phase 3 – Recovery
- Phase 4 – Revitalization*
- Phase 5 – Restored
Illinois Department of Public Health

Seven-Day Average Infection Rate

July 15  | July 28  | August 22 | September 13 | October 1
--- | --- | --- | --- | ---
3.8% | 4.7% | 5.7% | 5.7% | 5.3%
4.6% | 6.3% | 6.4% | 5.5% | 3.1%
4% | 3.6% | 3.3% | 3.1% | 4%
# DuPage County COVID-19 School Metrics Guidance

<table>
<thead>
<tr>
<th>Minimal Community Transmission</th>
<th>Moderate Community Transmission</th>
<th>Substantial Community Transmission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Encourage in-person learning with at least six feet of physical distancing between students and faculty/staff</strong>&lt;br&gt;Consider opt-in remote option for students&lt;br&gt;<em>All IDPH/ISBE health &amp; safety precautions in place, including universal use of face coverings</em></td>
<td><strong>Encourage learning models that maintain at least six feet of physical distancing</strong>&lt;br&gt;Some-to-no mixing of groups of students and teachers throughout/across school days&lt;br&gt;Some students participate in virtual and some participate in-person&lt;br&gt;School officials should use their discretion and expertise to determine which populations of students should receive in-person instruction whose needs are less likely to be met by virtual instruction; maintain essential services in-person and/or with remote access.&lt;br&gt;<em>All IDPH/ISBE health &amp; safety precautions in place, including universal use of face coverings</em></td>
<td><strong>Encourage 100% remote learning</strong>&lt;br&gt;School officials should use their discretion and expertise to determine which populations of students should receive in-person instruction whose needs are less likely to be met by virtual instruction.&lt;br&gt;<em>All IDPH/ISBE health &amp; safety precautions in place, including universal use of face coverings</em></td>
</tr>
</tbody>
</table>

| Alert for one metric but remained BLUE (IDPH-defined) at any point in the last 4 weeks | Transitioned to ORANGE (IDPH-defined) once in last 4 weeks<br>Weekly county case rates >50 to <= 100 per 100,000<br>Weekly county overall case numbers increase for two consecutive weeks with a >10 or <=20% increase occurring each week<br>Weekly county youth case numbers increase for two consecutive weeks with a >10 or <=20% increase occurring each week<br>Weekly test positivity >5% but <=8% | Remained in ORANGE (IDPH defined) for >2 consecutive weeks<br>Weekly county case rates above >100 per 100,000<br>Weekly county overall case numbers increase for two consecutive weeks with a >20% increase occurring each week<br>Weekly county youth case numbers increase for two consecutive weeks with a >20% increase occurring each week<br>Weekly test positivity >8%<br>Region moved to Tier 1 mitigation |

Return to full in-person learning as before COVID-19 will be based on broad access and uptake of a safe, effective vaccine to prevent additional spread of COVID-19 and/or when there are no new cases over a sustained period. This corresponds to Phase 5 of Restore Illinois Plan.
## DuPage County COVID-19 School Metrics

**DuPage County COVID-19 Community Transmission Level:** MODERATE  
Week 39, 9/20/2020-9/26/2020

<table>
<thead>
<tr>
<th>COVID-19 School Metric</th>
<th>Value</th>
<th>Trend</th>
<th>Community Transmission Level by Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Department of Public Health (IDPH) County-Level Risk Metric Color</td>
<td>Transitioned to ORANGE (IDPH-defined) once in the last 4 weeks²</td>
<td>Stably</td>
<td>Moderate</td>
</tr>
<tr>
<td>Source: IDPH County Level COVID-19 Risk Metrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Cases per 100,000 per Week²</strong></td>
<td>84 per 100,000 per week</td>
<td>Up from 72 per 100,000 in Week 38</td>
<td>Moderate</td>
</tr>
<tr>
<td>Source: IDPH County Level COVID-19 Risk Metrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Case Count Trend³,⁴</strong></td>
<td>Week 37 to Week 38 = -1.7%</td>
<td>Criteria for increase for two consecutive weeks were not met.</td>
<td></td>
</tr>
<tr>
<td>Source: Illinois-National Electronic Disease Surveillance System (I-NEDSS)</td>
<td>Week 38 to Week 39 = +11.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Youth (&lt;20 years old) Case Count Trend³,⁴</strong></td>
<td>Week 37 to Week 38 = -5.6%</td>
<td>Criteria for increase for two consecutive weeks were not met.</td>
<td></td>
</tr>
<tr>
<td>Source: I-NEDSS</td>
<td>Week 38 to Week 39 = -4.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Test Positivity²</strong></td>
<td>4.9%</td>
<td>Up from 4.7% in Week 38</td>
<td>Minimal</td>
</tr>
<tr>
<td>Source: IDPH COVID-19 County &amp; School Metrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighboring/Regional Indicator Level⁵</td>
<td>No county in orange this week but orange in the past 4 weeks</td>
<td>Decreasing trend: no county in orange this week but orange in the past 4 weeks</td>
<td>Minimal</td>
</tr>
<tr>
<td>Source: IDPH County Level COVID-19 Risk Metrics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Footnotes:
1. Based on DuPage County Health Department “Return to School Framework” available at: www.dupagehealth.org/595/Schools-and-Daycares
2. For Week 39 (9/20/2020-9/26/2020)
3. Data are provisional as of 8:00am 10/1/2020 and subject to change.
5. Increasing trend: any county turning orange in most recent week; Stable trend: any county in orange for second consecutive or more weeks; Decreasing trend: no county in orange this week but orange in the past 4 weeks
Family Survey/Feedback

11,881 Responses

Approximately 54% would feel comfortable sending their child to school

Approximately 46% would not feel comfortable sending their child to school

Very similar responses between students with IEPs and students without IEPs

Varies significantly by school, by grade level, and even by grade levels within a school
Survey Results – IEP/Non-IEP

Comfortable Returning by IEP

Percent Indicating Comfortable to Return

Non-IEP: 54%
IEP: 55%
Survey Results – Grade Level

Comfortable Returning by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>61%</td>
<td>57%</td>
<td>55%</td>
<td>52%</td>
<td>48%</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>54%</td>
<td>51%</td>
<td>61%</td>
</tr>
<tr>
<td>K</td>
<td>57%</td>
<td>52%</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>54%</td>
<td>51%</td>
<td>61%</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>1st</td>
<td>55%</td>
<td>52%</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>54%</td>
<td>51%</td>
<td>61%</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>2nd</td>
<td>52%</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>54%</td>
<td>51%</td>
<td>61%</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
<td>53%</td>
</tr>
</tbody>
</table>
Survey Results – School

Comfortable Returning by School

Percent Indicating Comfortable to Return

- 36%
- 53%
- 71%

Building Average

INDIAN PRAIRIE
SCHOOL DISTRICT 204
Survey Results – Schools by Grade (Sample Elementary)

Comfortable Returning to School and Grade

| Grade | All 1st | K 1st | 2nd | 3rd | 4th | 5th | All 1st | K 1st | 2nd | 3rd | 4th | 5th | All 1st | K 1st | 2nd | 3rd | 4th | 5th | All 1st | K 1st | 2nd | 3rd | 4th | 5th |
|-------|--------|-------|-----|-----|-----|-----|--------|-------|-----|-----|-----|-----|-----|--------|-------|-----|-----|-----|-----|-----|--------|-------|-----|-----|-----|-----|
|       | 58%    | 47%   | 52% | 56% | 48% | 49% | 59%    | 44%   | 48% | 55% | 54% | 45% | 50%   | 53%   | 37% | 43% | 41% | 53% | 58% | 63%   | 60%   | 50% | 46% | 54% | 58% |
| Comfortable Returning % | 82%    | 68%   | 68% | 56% | 52% | 47% | 59%    | 59%   | 55% | 54% | 55% | 54% | 55%   | 55%   | 55% | 55% | 55% | 55% | 55% | 55%   | 55%   | 55% | 55% | 55% | 55% |
Survey Results – Schools by Grade (Middle School)

Comfortable Returning to School and Grade

Percent Indicating Comfortable to Return

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 5th</td>
<td>65%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>All 6th</td>
<td>51%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>All 7th</td>
<td>47%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>All 8th</td>
<td>48%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>All 9th</td>
<td>57%</td>
<td>57%</td>
<td>46%</td>
</tr>
<tr>
<td>All 10th</td>
<td>67%</td>
<td>47%</td>
<td>51%</td>
</tr>
<tr>
<td>All 11th</td>
<td>50%</td>
<td>38%</td>
<td>48%</td>
</tr>
<tr>
<td>All 12th</td>
<td>54%</td>
<td>49%</td>
<td>42%</td>
</tr>
<tr>
<td>All 13th</td>
<td>56%</td>
<td>50%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Survey Results – Schools by Grade (Middle School)

Comfortable Returning to School and Grade

Percent Indicating Comfortable to Return

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 5th</td>
<td>65%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>All 6th</td>
<td>51%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>All 7th</td>
<td>47%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>All 8th</td>
<td>48%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>All 9th</td>
<td>57%</td>
<td>57%</td>
<td>46%</td>
</tr>
<tr>
<td>All 10th</td>
<td>67%</td>
<td>47%</td>
<td>51%</td>
</tr>
<tr>
<td>All 11th</td>
<td>50%</td>
<td>38%</td>
<td>48%</td>
</tr>
<tr>
<td>All 12th</td>
<td>54%</td>
<td>49%</td>
<td>42%</td>
</tr>
<tr>
<td>All 13th</td>
<td>56%</td>
<td>50%</td>
<td>53%</td>
</tr>
</tbody>
</table>
Survey Results – Schools by Grade (High School)

Comfortable Returning to School and Grade

Percent Indicating Comfortable to Return

- 53% 55% 54% 52% 53% 63% 65% 62% 63% 61% 62% 61% 58% 63% 66%

Grade: All 9th 10th 11th 12th All 9th 10th 11th 12th All 9th 10th 11th 12th
Safety Protocols for In-Person Learning

Cleaning/Disinfecting
• All high touch items (desks, door handles, restrooms, etc.) will be disinfected each evening, and throughout the day with all stakeholder support.

Physical Distancing
• Students and teachers must adhere to 6 feet social distancing.

Symptom Checks
• All parents must self certify each day that their child is symptom free.
• All staff must self certify each day that they are symptom free.
• Additional on-site symptom checking may be conducted.

Personal Protective Equipment (PPE)
• Face masks are required for all students and staff.
• Face shields are available for all staff.
• Hand sanitizer will be available in each classroom.
• Plexiglass dividers for 1:1 close-proximity assessments.
Safety Protocols for In-Person Learning

Transportation (when provided)
- Physical distancing
- Same household students will be seated together
- Face masks are required

Building Use
- No building rentals Fall semester except Park District (IGA) and YMCA (before/after school childcare)
- Isolation Room
- Extra Room

Isolation Room
- Location for students exhibiting symptoms at school
- Parents must pick up as soon as possible

Home Isolation
- Student/staff tests positive for COVID-19

Home Quarantine
- Student/staff comes in close contact with someone that tests positive for COVID-19
What if someone tests positive or shows COVID related symptoms?

**Known Symptoms:** diarrhea, abdominal pain, congestion/runny nose, loss of sense of taste or smell, nausea, fatigue, muscle or body aches, fever above 100.4 F, headache, shortness of breath, cough, sore throat, vomiting

**Exclusionary Measures:**
Symptomatic Individual
- Stay home at least ten (10) days from the onset of symptoms and improvement of symptoms
- OR Alternative Diagnosis
- OR Negative COVID-19 Test
- Household members quarantined

Exposure to COVID-19
- Stay home for 14 days after last exposure to COVID-19 case
- Close contact – household or within six (6) feet for 15 minutes

Positive or Probable COVID-19
- Ten (10) day isolation from the onset of symptoms
- Symptom improvement
- All close contacts and household quarantine for 14 days from last contact
How does Contact Tracing and Quarantining Impact Schools?

Let's look at a starting class size of 30 and the impact of one student testing positive for COVID-19. The guidance for schools is that anyone in close contact with someone that tested positive for COVID-19 must be quarantined for 14 days. Close contact is defined as less than six (6) feet for at least 15 minutes (cumulative).

One Student/One Class - no switching of classes (most common at elementary school)

30 students (100% of class)
1 teacher
1 positive COVID-19
3-25 students and 1 teacher potentially quarantined

15 students (50% of class)
1 teacher
1 positive COVID-19
1-6 students and 1 teacher potentially quarantined

8 students (25% of class)
1 teacher
1 positive COVID-19
Highest probability of no students or the teacher being quarantined
How does Contact Tracing and Quarantining Impact Schools?

<table>
<thead>
<tr>
<th>Class Distribution</th>
<th>Students</th>
<th>Teachers</th>
<th>COVID-19 Cases</th>
<th>Potential Quarantine</th>
</tr>
</thead>
<tbody>
<tr>
<td>One student/Eight Classes</td>
<td>240</td>
<td>8</td>
<td>1</td>
<td>24-200 students and 8 teachers potentially quarantined (eating lunch in cafeteria could increase numbers)</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>8</td>
<td>1</td>
<td>8-48 students and 8 teachers potentially quarantined (eating lunch in cafeteria could increase numbers)</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>8</td>
<td>1</td>
<td>Highest probability of no students or teachers being quarantined</td>
</tr>
</tbody>
</table>
Schedule Parameters

Financial Parameters
• Transportation
• Staffing

Safety Parameters
• Students in a classroom (Maximum 12)
• PPE
• Mask stamina
• Quarantined/isolated students or staff

Technology Parameters
• Connectivity
• Livestreaming

Instructional Parameters
• Average 2.5 hours per day of “LIVE” instruction
• Accommodate any percentage of students choosing in-person
Special Education

Special education students in self-contained programming will be scheduled for in-person instruction and/or services throughout the week to avoid disruption of their schedule in general education classes.
Elementary School Schedule Timeline

- Week of September 28 – Distributed pilot letters and selection form
- Week of October 5 – Notify pilot families of group A or B
  - Send selection forms to all EC – 2 families
- Week of October 12 – Pilot schools will begin in-person learning
- Week of October 19 – Send selection forms to all 3 – 5 families
- Week of October 26 – Make any adjustments learned from pilot
- Week of November 2 (November 5) – Begin blended remote model for all EC – 2 students
- Week of November 9 – Make any adjustments learned from start
- Week of November 16 – Return of 3 – 5 in-person students
Elementary Pilot

Includes 31 classrooms across 8 buildings (including EC)

- Elementary Schools
  - 637 students were given option of in-person learning for the pilot
  - 306 students chose in-person (48%)
- Early Childhood
  - 15 students were given the option of in-person learning for the pilot
  - 14 students chose in-person (93%)

Begins the week of October 12

Parents received a selection form that included the following information:

- Learning environment choice
  - In-person
  - Remote
- Transportation choice
  - Parent provided
  - Bus (if eligible)
Elementary Pilot Strengths & Challenges

**Strengths**

- 2.5 hours “live” instruction each day
- Smaller class sizes in-person and remotely
- Students keep same teacher
- Continuous curriculum pace
- Having students in the buildings
- Fits any percentage of students returning for in-person
- Teachers will not zoom and teach in-person at same time
- Easy switch for isolated or quarantined students
- Implement and evaluate our protocols/procedures on small basis

**Challenges**

- In-person is only two half-days each week
- Remote learners may have less “live” time
- Increased possibility of COVID transmission in our schools
- Schedule is different than current schedule
- If schools need to switch back to full remote, schedules will change again
- Teachers will have to plan for an in-person lesson and a remote lesson for each day
- Scheduling of Specials & Interventions
- Quarantined/isolated teachers may have to zoom into classroom from home
- Teachers who are not returning to school may have to zoom into classroom from home
# Elementary Pilot Explanation

**Group A = First Half In-Person**  
**Group B = Second Half In-Person**  
**Group C = Remote**

<table>
<thead>
<tr>
<th>Class Size</th>
<th>80% In-Person</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>66% In-Person</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>50% In-Person</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>15</td>
<td>8</td>
<td>7</td>
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<td>15</td>
<td>8</td>
<td>7</td>
<td>15</td>
</tr>
</tbody>
</table>
## Elementary Pilot Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>9:00 – 1:00 A, B, &amp; C ONLINE REMOTE</td>
<td>AM 9:00 – 11:30</td>
<td>A ONLY IN-PERSON B &amp; C Independent and/or Specials</td>
<td>A ONLY IN-PERSON B &amp; C Independent and/or Specials</td>
<td>B ONLY IN-PERSON A &amp; C Independent and/or Specials</td>
</tr>
<tr>
<td>PM</td>
<td>1:00 – 3:30 Independent Student Practice Teacher Professional Development</td>
<td>PM 12:30 – 3:30</td>
<td>B &amp; C ONLINE REMOTE A Independent and/or Specials</td>
<td>B &amp; C ONLINE REMOTE A Independent And/or Specials</td>
<td>A &amp; C ONLINE REMOTE B Independent and/or Specials</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>LUNCH 11:30 – 12:30</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Early Childhood Pilot Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(C)</td>
<td>(A)</td>
<td>(B)</td>
<td>(A)</td>
<td>(B)</td>
</tr>
<tr>
<td><strong>Student</strong>&lt;br&gt;(A Cohort)</td>
<td>At Home Learning with school provided activity for all students (A and B Cohort)</td>
<td>AM Session: 8:15am-10:45am&lt;br&gt;PM Session: 12:15pm-2:45pm&lt;br&gt;In Person</td>
<td>At Home Learning with school provided activity</td>
<td>AM Session: 8:15am-10:45am&lt;br&gt;PM Session: 12:15pm-2:45pm&lt;br&gt;In Person</td>
<td>At Home Learning with school provided activity</td>
</tr>
<tr>
<td><strong>Students</strong>&lt;br&gt;(B Cohort)</td>
<td>At Home Learning with school provided activity for all students (A and B Cohort)</td>
<td>At Home Learning with school provided activity</td>
<td>AM Session: 8:15am-10:45am&lt;br&gt;PM Session: 12:15pm-2:45pm&lt;br&gt;In Person</td>
<td>At Home Learning with school provided activity</td>
<td>AM Session: 8:15am - 10:45am&lt;br&gt;PM Session: 12:15pm-2:45pm&lt;br&gt;In Person</td>
</tr>
</tbody>
</table>
Middle School Schedule Timeline

- Week of November 2 – 8th Grade Students Returning
- Week of November 9 – 6th Grade Students Returning
- Week of November 16 – 7th Grade Students Returning
MS Schedule Strengths & Challenges

**Strengths**
- At least 2.5 hours “live” instruction each day
- Small class sizes in-person
- Fits most percentages of students returning for in-person
- Students keep same teacher
- Continuous curriculum pace
- Implement and evaluate our protocols/procedures on small basis
- Having students in the buildings
- If schools need to switch back to full remote, schedules are similar to remote schedules

**Challenges**
- Teachers will have to plan for in-person and remote students for each day
- Remote learners may have less “live” time
- In-person is only two days each week
- Increased possibility of COVID transmission in our schools
- Teachers may have to zoom and teach in-person at same time
- Quarantined/isolated teachers may have to zoom into classroom from home
- Teachers who are not returning to school may have to zoom into classroom from home
## Middle School Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday (A Day)</th>
<th>Wednesday (A Day)</th>
<th>Thursday (B Day)</th>
<th>Friday (B Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Period 1/ Homeroom</td>
<td>Period 1</td>
<td>Period 6</td>
<td>Period 1</td>
<td>Period 6</td>
</tr>
<tr>
<td>8:00 – 8:35</td>
<td></td>
<td>8:00 – 9:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Period 2</td>
<td>Period 2</td>
<td>Period 7</td>
<td>Period 2</td>
<td>Period 7</td>
</tr>
<tr>
<td>8:35 – 9:00</td>
<td></td>
<td>9:00 – 10:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:25</td>
<td>Period 3</td>
<td>Period 3</td>
<td>Period 8</td>
<td>Period 3</td>
<td>Period 8</td>
</tr>
<tr>
<td>9:25 – 9:50</td>
<td>Period 4</td>
<td>Period 4</td>
<td>Period 9</td>
<td>Period 4</td>
<td>Period 9</td>
</tr>
<tr>
<td>9:50 – 10:15</td>
<td>Period 5</td>
<td>Period 5</td>
<td>Advisory Period</td>
<td>Period 5</td>
<td>Advisory Period</td>
</tr>
<tr>
<td>10:15 – 10:40</td>
<td>Period 6</td>
<td>12:00 – 12:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:40 – 11:05</td>
<td>Period 7</td>
<td>Period 4</td>
<td>Period 9</td>
<td>Period 4</td>
<td>Period 9</td>
</tr>
<tr>
<td>11:05 – 11:30</td>
<td>Period 8</td>
<td>11:00 – 12:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 11:55</td>
<td>Period 9</td>
<td>12:00 – 12:59</td>
<td>Period 5</td>
<td>Period 5</td>
<td>Advisory Period</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Student &amp; Teacher Lunch</td>
<td>12:00 – 12:59</td>
<td>Advisory Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>Drop Everything &amp; Read</td>
<td>12:59 – 2:00</td>
<td>Lunch and Travel</td>
<td>Lunch and Travel</td>
<td>Lunch and Travel</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>Genius Hour</td>
<td></td>
<td>Lunch and Travel</td>
<td>Lunch and Travel</td>
<td>Lunch and Travel</td>
</tr>
<tr>
<td>12:30 – 3:00</td>
<td>Teacher PLC &amp; Professional Development</td>
<td>2:00 – 3:00</td>
<td>Independent Learning</td>
<td>Independent Learning</td>
<td>Independent Learning</td>
</tr>
</tbody>
</table>
HS Schedule Strengths & Challenges

Pilot Strengths:

Live Instruction will Increase:
• In-person Instruction will be provided for 25% of the HS on Mondays
• Live-remote instruction time on Mondays will be expanded
• Special Education and ELL In-person instruction will increase

School Safety/Educational Practices can be Implemented and Evaluated:
• Lunchroom procedures
• Student mobility and travel patterns in building
• Streaming and classroom connectivity explored
• Safety practices and procedures can take place in smaller group settings.

Other Benefits:
• The Tuesday-Friday schedule cannot be impacted by any COVID issues
• Monday has built in quarantine benefits by design
• Intervention/Enrichment work can continue Tuesday-Friday

Pilot Challenges:

• Classroom restrictions will impact attendance numbers
• Safety regulations continue to reduce options
• Mobility and travel will require extensive supervision
• Maintaining both remote and in-person rigor and consistency
# High School Schedule

**High School: Selective In-Person**

Modifying **MONDAYS** to bring in 25% of students, sorted by *Alpha* and *Grade*. Tuesday-Friday stays the same.

<table>
<thead>
<tr>
<th>Times</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25-8:30</td>
<td>Practice and Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>1:30-2:25</td>
<td>Practice and Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monday**

Students will attend split by Alpha and starting with Juniors and Seniors on Nov. 2.

1: 7:25-8:10
2: 8:15-9:05
3: 9:10-9:55
4: 10:00-10:45
5: 10:50-11:35
6: 11:40-12:25
7: 12:30-1:15
8: 1:20-2:05
**PDW:** 2:15-2:55
# High School Schedule

### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Juniors and Seniors: A-L</td>
</tr>
<tr>
<td>9</td>
<td>Juniors and Seniors: M-Z</td>
</tr>
<tr>
<td>16</td>
<td>Freshmen and Sophomores: A-L</td>
</tr>
<tr>
<td>30</td>
<td>Freshmen and Sophomores: M-Z</td>
</tr>
</tbody>
</table>

### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Juniors and Seniors: A-L</td>
</tr>
<tr>
<td>14</td>
<td>Juniors and Seniors: M-Z</td>
</tr>
</tbody>
</table>

### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Freshmen and Sophomores: A-L</td>
</tr>
<tr>
<td>11</td>
<td>Freshmen and Sophomores: M-Z</td>
</tr>
</tbody>
</table>
Next Steps

Parents will have to make the following choices:

• Will you be sending your child to school for in-person learning for quarter 2? (Yes or No)

• If eligible, will your child be riding the bus to school?
Questions?