Board of Education Meeting – December 14, 2020

Return to In-Person Learning

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
Restore Illinois

- Phase 1 – Rapid Spread
- Phase 2 – Flattening
- Phase 3 – Recovery
- Phase 4 – Revitalization*
- Phase 5 – Restored
Paused Transition to Hybrid on Nov. 23

Why?

- State of IL implemented Tier 3 mitigation Nov. 20.
- DuPage County Health Department reported Substantial Community Transmission for 6 consecutive weeks.
- Significant increase in case counts per 100,000 over 6 weeks:
  - DuPage increased from 79 to 543
  - Will increased from 87 to 743
- Increased shortages in teaching, nursing, and support staff available to support in-person learning due to isolations and quarantines.
<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;<em>Consider opt-in remote option for students</em>&lt;br&gt;<em>All IDPH/ISBE health &amp; safety precautions in place, including universal use of face coverings</em>&lt;br&gt;**</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>&lt;br&gt;**</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 and at least six feet of physical distancing</em>&lt;br&gt;**</td>
</tr>
</tbody>
</table>

| **Alert for one metric but remained BLUE (IDPH-defined) at any point in the last 4 weeks**<br>Weekly county case rates $\leq 50$ per 100,000<br>Weekly county overall case numbers increase for two consecutive weeks with a $>5\%$ to $\leq 10$ increase occurring each week<br>Weekly county youth case numbers increase for two consecutive weeks with a $>5\%$ to $\leq 10$ increase occurring each week<br>Weekly test positivity $\leq 5\%$
| **Transitioned to ORANGE (IDPH-defined) once in last 4 weeks**<br>Weekly county case rates $>50$ to $\leq 100$ per 100,000<br>Weekly county overall case numbers increase for two consecutive weeks with a $>10$ or $\leq 20\%$ increase occurring each week<br>Weekly county youth case numbers increase for two consecutive weeks with a $>10$ or $\leq 20\%$ increase occurring each week<br>Weekly test positivity $>5\%$ but $\leq 8\%$ | **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 $>8\%$
| 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: SUBSTANTIAL**  
**Week 49, 11/29/2020-12/05/2020**

<table>
<thead>
<tr>
<th>COVID-19 School Metric</th>
<th>Value</th>
<th>Trend</th>
<th>Community Transmission Level by Metric</th>
</tr>
</thead>
</table>
| Illinois Department of Public Health (IDPH) County-Level Risk Metric Color  
  Source: [IDPH County Level COVID-19 Risk Metrics](https://www.dupagehealth.org/395/Schools-and-Daycares) | Remained in ORANGE (IDPH-defined) for >=2 consecutive weeks  
  ![Stable](https://via.placeholder.com/50)  
  ![Substantial](https://via.placeholder.com/50) | Stable | Substantial |
| New Cases per 100,000 per Week  
  Source: [IDPH County Level COVID-19 Risk Metrics](https://www.dupagehealth.org/395/Schools-and-Daycares) | 581 per 100,000 per week  
  ![Up](https://via.placeholder.com/50)  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) | Up from 498 per 100,000 in Week 48 | Substantial  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) |
| Weekly Case Count Trend  
  Source: [IDPH COVID-19 County & School Metrics](https://www.dupagehealth.org/395/Schools-and-Daycares) | Week 47 to Week 48 = -28.7%  
  Week 48 to Week 49 = +32.2%  
  ![Up](https://via.placeholder.com/50)  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) | Up | Criteria for increase for two consecutive weeks were not met  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) |
| Weekly Youth (<20 years old) Case Count Trend  
  Source: [IDPH COVID-19 County & School Metrics](https://www.dupagehealth.org/395/Schools-and-Daycares) | Week 47 to Week 48 = -35.2%  
  Week 48 to Week 49 = +32.5%  
  ![Up](https://via.placeholder.com/50)  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) | Up | Criteria for increase for two consecutive weeks were not met  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) |
| Weekly Test Positivity  
  Source: [IDPH COVID-19 County & School Metrics](https://www.dupagehealth.org/395/Schools-and-Daycares) | 12.5%  
  ![Up](https://via.placeholder.com/50)  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) | Up from 11.7% in Week 48 | Substantial  
  ![Criteria for increase for two consecutive weeks were not met](https://via.placeholder.com/50) |
| Neighboring/Regional Indicator Level  
  Source: [IDPH County Level COVID-19 Risk Metrics](https://www.dupagehealth.org/395/Schools-and-Daycares) | Region 8 in Tier 3 mitigation for two or more consecutive weeks  
  ![Stable](https://via.placeholder.com/50)  
  ![Substantial](https://via.placeholder.com/50) | Stable | Substantial |

**Footnotes:**
1 Based on DuPage County Health Department “Return to School Framework” available at: [www.dupagehealth.org/395/Schools-and-Daycares](https://www.dupagehealth.org/395/Schools-and-Daycares)
2 For Week 49 (11/29/2020-12/05/2020)
3 Weekly county case count trend for weeks 47-49 (11/15/2020-12/05/2020)
4 Increasing trend: any county turning orange and/or Region 8 moved to Tier 1 or higher mitigation in most recent week; Stable trend: any county in orange for two or more consecutive weeks and/or Region 8 in same tier of mitigation for two or more consecutive weeks; Decreasing trend: no county in orange this week but orange in the last 4 weeks and/or Region 8 moved to a lower tier or no longer in Tier 1 mitigation in the past week.
Illinois Department of Public Health

Seven-Day Average Infection Rate

<table>
<thead>
<tr>
<th>Date</th>
<th>Restore Illinois Region 8 (DuPage/Kane)</th>
<th>Restore Illinois Region 7 (Will/Kendall)</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/15</td>
<td>3.80%</td>
<td>5.70%</td>
<td>7.50%</td>
</tr>
<tr>
<td>7/28</td>
<td>4.70%</td>
<td>70%</td>
<td>12.60%</td>
</tr>
<tr>
<td>8/22</td>
<td>5.30%</td>
<td>6.30%</td>
<td>10.60%</td>
</tr>
<tr>
<td>9/13</td>
<td>4.60%</td>
<td>6.40%</td>
<td>7.50%</td>
</tr>
<tr>
<td>10/1</td>
<td>15.80%</td>
<td>8.40%</td>
<td>13.50%</td>
</tr>
<tr>
<td>10/15</td>
<td>10.60%</td>
<td>8.20%</td>
<td>11.40%</td>
</tr>
<tr>
<td>10/29</td>
<td>12.70%</td>
<td>13.50%</td>
<td>11.40%</td>
</tr>
<tr>
<td>11/12</td>
<td>19.80%</td>
<td>19.80%</td>
<td>12.60%</td>
</tr>
<tr>
<td>12/10</td>
<td>15.80%</td>
<td>19.80%</td>
<td>12.60%</td>
</tr>
</tbody>
</table>

Restore Illinois Region 8 (DuPage/Kane)

Restore Illinois Region 7 (Will/Kendall)

Statewide
Illinois Department of Public Health

Seven-Day Average Infection Rate

DuPage County
Will County

10/5 10/7 10/9 10/11 10/13 10/15 10/17 10/19 10/21 10/23 10/25 10/27 10/29 10/31
12/2 12/4 12/6 12/8 12/10

14.9% 11.7%
## CDC Indicators and Thresholds for Risks of Introduction and Transmission of COVID19 in Schools

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Lowest risk of transmission in schools</th>
<th>Lower risk of transmission in schools</th>
<th>Moderate risk of transmission in schools</th>
<th>Higher risk of transmission in schools</th>
<th>Highest risk of transmission in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new cases per 100,000 persons within the last 14 days</td>
<td>&lt;5</td>
<td>5 to &lt;20</td>
<td>20 to &lt;50</td>
<td>50 to &lt;200</td>
<td>&gt;200</td>
</tr>
<tr>
<td>Percentage of RT-PCR tests that are positive during the last 14 days</td>
<td>&lt;3%</td>
<td>3% to &lt;5%</td>
<td>5% to &lt;8%</td>
<td>8% to &lt;10%</td>
<td>&gt;10%</td>
</tr>
</tbody>
</table>
In-Person Schedule Timeline

• Week of January 18*
  • Early Childhood
  • Kindergarten – Grade 2 & All Pilots
  • Self-Contained
  • STEPS
  • Wheatland Academy
  • MS & HS Intervention Needs

• Week of January 25
  • Grades 3 - 5
  • Grade 6
  • High School

• Week of February 1
  • Grades 7 & 8

*Last week of semester/quarter courses at MS and Finals for HS
Schedule Realities

- Teachers will have to plan for in-person and remote students for each day
- Some remote learners may have less “live” time
- For most students, in-person is two days each week
- Increased possibility of COVID transmission in our schools
- MS & HS 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 the building may have to zoom into classroom from home
# Early Childhood Schedule

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

<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 1:00</td>
<td>A, B, &amp; C ONLINE REMOTE</td>
<td>A ONLY IN-PERSON</td>
<td>B ONLY IN-PERSON</td>
<td>A ONLY IN-PERSON</td>
<td>B ONLY IN-PERSON</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B &amp; C Independent and/or Specials</td>
<td>A &amp; C Independent and/or Specials</td>
<td>B &amp; C Independent and/or Specials</td>
<td>A &amp; C Independent and/or Specials</td>
</tr>
<tr>
<td>AM</td>
<td>9:00 – 11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>PM</td>
<td>Independent Student Practice</td>
<td>B &amp; C ONLINE REMOTE</td>
<td>A &amp; C ONLINE REMOTE</td>
<td>B &amp; C ONLINE REMOTE</td>
<td>A &amp; C ONLINE REMOTE</td>
</tr>
<tr>
<td>1:00 – 3:30</td>
<td>Teacher Professional Development</td>
<td>A Independent and/or Specials</td>
<td>B Independent and/or Specials</td>
<td>A Independent and/or Specials</td>
<td>B Independent and/or Specials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30 – 3:30</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>LUNCH 11:30 – 12:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What will learning look like for an elementary school student?

• All students will have 2.5 hours of live instruction per day provided by their classroom teacher, math teacher, and support teachers (PA, ELL, Special Ed, etc.)
• We are developing a structure, activities and additional support for students during their independent time that will include some live time.
• Specials will continue with one live and one independent with the entire class.
• Students who remain in full remote learning will continue to receive synchronous instruction from their teacher and also complete asynchronous assignments/activities.
• Remote learning students and hybrid students who are home will be learning together.
• In person students could be learning with peers who are at home through zoom meetings, OR the teacher could solely be focused on them.
What will learning look like for an elementary student? (Sample schedule)

<table>
<thead>
<tr>
<th>IN-PERSON</th>
<th>REMOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUESDAY</strong></td>
<td><strong>INDEPENDENT</strong></td>
</tr>
<tr>
<td>IN SCHOOL</td>
<td></td>
</tr>
<tr>
<td><strong>9:00-9:15</strong></td>
<td><strong>12:30-1:00</strong></td>
</tr>
<tr>
<td>SEL/ Meeting</td>
<td>Reading Practice</td>
</tr>
<tr>
<td><strong>9:15-10:05</strong></td>
<td><strong>1:00-1:30</strong></td>
</tr>
<tr>
<td>ELA/Word Study/Writing</td>
<td>Live STEAM (once weekly)</td>
</tr>
<tr>
<td><strong>10:05-10:35</strong></td>
<td><strong>1:30-2:00</strong></td>
</tr>
<tr>
<td>Guided Learning/Int/Enr</td>
<td>Science/S.S.</td>
</tr>
<tr>
<td><strong>10:35-11:25</strong></td>
<td><strong>2:00-2:30</strong></td>
</tr>
<tr>
<td>Math</td>
<td>Math Practice</td>
</tr>
<tr>
<td><strong>11:25-11:30</strong></td>
<td><strong>2:30-3:00</strong></td>
</tr>
<tr>
<td>Closing Meeting</td>
<td>Writing Practice</td>
</tr>
<tr>
<td><strong>11:30-12:30</strong></td>
<td><strong>3:00-3:30</strong></td>
</tr>
<tr>
<td>Lunch and Recess</td>
<td>Live Specials</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Monday (Remote – ALL)</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>8:00 – 8:35</td>
<td>Period 1/ Homeroom</td>
</tr>
<tr>
<td>8:35 – 9:00</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:00 – 9:25</td>
<td>Period 3</td>
</tr>
<tr>
<td>9:25 – 9:50</td>
<td>Period 4</td>
</tr>
<tr>
<td>9:50 – 10:15</td>
<td>Period 5</td>
</tr>
<tr>
<td>10:15 – 10:40</td>
<td>Period 6</td>
</tr>
<tr>
<td>10:40 – 11:05</td>
<td>Period 7</td>
</tr>
<tr>
<td>11:05 – 11:30</td>
<td>Period 8</td>
</tr>
<tr>
<td>11:30 – 11:55</td>
<td>Period 9</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Student &amp; Teacher Lunch</td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>Drop Everything &amp; Read</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>Genius Hour</td>
</tr>
<tr>
<td>12:30 – 3:00</td>
<td>Teacher PLC &amp; Professional Development</td>
</tr>
</tbody>
</table>
What will learning look like for a middle school student?

• On the days students are not at school they will complete asynchronous and synchronous assignments/activities.

• Students who remain in full remote learning will continue to receive synchronous instruction from their teacher and complete asynchronous assignments/activities.

• Remote learning students and hybrid students who are home will be learning together.

• In person students could be learning with peers who are at home through Zoom meetings, OR the teacher could solely be focused on them.

• Student transitions in the building will be staggered.

• There will be a focus on reducing shared equipment.
# High School Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remote Live Check-In for ALL STUDENTS</strong></td>
<td>A-L</td>
<td>A-L</td>
<td>M-Z</td>
<td>M-Z</td>
</tr>
<tr>
<td><strong>PLC 7:30-8:30</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff Lunch</strong></td>
<td><strong>Academic Support Time</strong></td>
<td><strong>Academic Support Time</strong></td>
<td><strong>Academic Support Time</strong></td>
<td><strong>Academic Support Time</strong></td>
</tr>
</tbody>
</table>

**Academic Support Time**

1: 7:25-8:35
2: 8:40-9:50
3: 9:55-11:05
4: 11:10-12:20
5: 7:25-8:35
6: 8:40-9:50
7: 9:55-11:05
8: 11:10-12:20
What will learning look like for a high school student?

• On the days students are not at school they will complete asynchronous and synchronous assignments/activities.

• Students who remain in full remote learning will continue to receive synchronous instruction from their teacher and complete asynchronous assignments/activities.

• Remote learning students and hybrid students who are home will be learning together.

• In person students could be learning with peers who are at home through Zoom meetings, OR the teacher could solely be focused on them.

• Student transitions in the building will be staggered.

• There will be a focus on reducing shared equipment.
**STEPS Schedule**

- STEPS students will be in attendance 1, 2, 3, or 4 days per week (Monday - Thursday) based on the students STEPS Pathway. Students will be working on functional academics, community resources, employment skills, and independent living.

- When students are not in-person (Monday - Thursday), remote learning will continue. Current course offerings *will not* change.

- Job opportunities will increase in January.

- 100% of STEPS students will be using the Teachtown Program. The Transition to Adulthood program uses point-of-view video modeling, task analyses, computer-based lessons, teacher-delivered lessons, and visual supports to teach a range of critical functional skills.

- Fridays will be a remote learning day for the STEPS Program consisting of IEP Goal Work, SEL activities and Elective Friday.
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 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
Questions?