

METRIC	# of Days in Red	SIGNIFICANT CONCERN	MODERATE CONCERN	MINIMAL CONCERN
INTERNAL METRICS				
Evidence of School Transmission		Mutiple and Connected Instances <i>Consult with CCDPH to determine extent of adaptive pause</i>	Individual Instances <i>Consult with CCDPH to determine school(s) impact if any</i>	No Instances Continue to monitor
Local Health Department		5 Positive Cases Linked to One Classroom <i>Classroom Moves to Remote Learning for 14 days</i>	> 1 - < 5 Positive Case in a classroom	< 1 Positive Case in a classroom
Mask/Social Distancing Non-Compliance		Significant <i>Implement disciplinary consequences and require remote learning for non-compliance.</i>	Moderate Intensify messaging and implement range of discipline as necessary	Minimal <i>Continue to monitor and message.</i>
Inventory of PPE/Cleaning Supplies		< 2 Week Supply	2 - 4 Week Supply	> 4 Week Supply
Staffing Fill Rate * Positions requiring a sub * Relies on availability of Guest Teachers	5 Days (Two week rolling period)	Insufficient Staff <i>Assess possible immediate actions. Group students to reduce staff.</i> < 70% Filled	Some Concern <i>Internal Sub Coverage Reassign Staff Problem solve with Personnel</i> 71% - 85% Filled	Sufficient Staffing <i>Continue to monitor & message</i> > 86 % Filled
Total Absences	9 Days (Two week rolling period)	Insufficient Staff <i>Assess possible immediate actions. Group students to reduce staff. Eliminate support services</i> > 115 Absences	Some Concern <i>Internal Sub Coverage Reassign Staff Problem solve with Personnel</i> 60 - 115 Absences	Sufficient Staffing <i>Continue to monitor & message</i> < 60 Absences
Lunch / Playground Staffing		Insufficient Staff <i>Assess possible immediate actions. Group students to reduce staff.</i>	Some Concern <i>Internal Sub Coverage Reassign Staff Problem solve with Personnel</i>	Sufficient Staffing <i>Continue to monitor & message</i>
Student Transportation		Insufficient Staff Significant Shortage in Drivers	Some Concern Some Shortage in Drivers but Able to Be Covered with Sub Drivers	Sufficient Staffing No Shortage in Drivers
EXTERNAL METRICS				
Region 10 Positivity Rate		> 8%	5% to 8%	< 5%
# of Cases per 100,000 in Arlington Heights Zip Codes 60004 and 60005	7 consecutive days	> 175 cases per 100,000 in a 7 day period	70 to 175 cases per 100,000 in a 7 day period	< 70 cases per 100,000 in a 7 day period
District Internal Trend of COVID-19 Positive Cases		Increasing	Flat or Slightly Increasing	Flat or Decreasing
Trend in Above Metrics		All Increasing	Some Increasing and Some Decreasing	Flat or Decreasing

Transition Advisory Committee
Considerations to Share with the Board of Education

- End talk of metrics and maximize in-person instruction with appropriate mitigation efforts regardless of community metrics
- Enact adaptive pause if recommended by IDPH
- Return to remote if state returns to Phase 1 or 2

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- Once full in-person, just follow the IDPH exclusion decision tree & outbreak response and why do numbers matter except for in-classroom numbers; originally we thought it was a checkbox exercise because we thought the health department would intervene. There is not a perfect number - just adjust to the risk
- If everyone has the same goal of getting kids in school, why can't we trade days and be in school for spring break or other institute days

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- We are getting smarter so let's adjust to what we have learned as the most actionable situation is related to the in-class impact

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- Share the operational barriers and encourage all how to get there and what is the stop by step approach to barriers so we overcome them. There is still confusion and people wanting to understand legitimately what do we need to overcome so we can have full in-person learning
- Add a remote academy.

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- Why have metrics - just use what the LHD department recommends based on the actual cases; and we followed adaptive pause guidance for the district by considering OR reviewing mitigation more frequently and we continue to adjust internally to reflect community numbers
- Add a remote academy starting in January. It causes some difficulties for people but should be do-able.

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- Can we add context to what it means to be a classroom (20 students? 10 students?) or ONLY that grade level OR only a specific school.
- Also, we need to add a metric about staffing as that is a serious issue because we don't have enough substitutes

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- Let's follow IDPH for an adaptive pause now - why do we follow for a classroom or school, but not for the district -

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- The medical community uses "Know Better, Do Better" ; I think we are learning more and more about how it is safe to be in school with excellent mitigation that we have in our schools; original numbers are irrelevant, and our schools have done a great job
- Provide more full in-person for those who want it

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- The IDPH publishes that schools are a potential space of exposure; they are shown as the largest % of possible exposure location.

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- Comments about changing the schedule cause a domino effect.
- Also, exclusionary numbers have a large impact on how things function as well. Don't negate the impact of community numbers because it does impact the functioning of the school; it's not just about covid cases in the classroom

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- Could there be another arm like staffing? Operational concerns are legitimate.

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- Choosing remote should not mean that my child or any child has to change teachers.

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- Middle schooler to keep teacher for a subject and as our numbers got smaller, the value to being in the classroom is less because maybe only 3 or 4 kids are in classes now that so many chose to remote in. There is value at looking at schedules so we have a fuller classroom - can we have a full zoom section and another in-person section to give more value into the classroom experience

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- We are creating absences to fill other absences and impacting our neediest kids by taking away interventionists and EL instruction

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- No interventions for 3 weeks - not sustainable to continue in this way without providing these services

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- As a parent and a teacher, please consider not taking away winter break and spring break. I'm working so hard for our kids, but I need the break as well.

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- At the Board meeting about metrics, Gina Faso said that you can get TAC input or you can redefine the metrics. What is the purpose of our meeting. Will you redefine the metrics? Why wouldn't the Board use the metrics that were in place for hybrid and move to remote when they went beyond them

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- It would be useful for there to be an explicit recommendation

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- I agree that there should be explicit recommendation for needed staffing for a school and explicit metrics

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- I don't think we need metrics. We just need to follow the strategies we have in place, and adjust when there are cases