

Transitional Model of Reopening

Board of Education Update
February 25, 2021

TRANSITION MODEL OF REOPENING

Step 1
All Students
Remote
Learning

Step 2
Remote Learning
with
Gradual Return

Step 3
AM/PM or 2 day
Hybrid
Schedule

Step 4
All Students
In-Person

Family Choice to Continue Full-Time Remote Learning

Items to Review

- Planning for Education Timeline
- Current Step 4
 - Selection Data
 - Outbreak Lessons
 - Current Metrics
 - Current Dashboard
- Vaccinations
- Federal Relief Funding
- CDC's Operational Strategy for K-12 Schools through Phased Mitigation
- Timeline
- Recommendation for March 29 – June 11
 - Continue Current Step 4 Model during Illinois Phase 4
 - Revisit if Illinois moves to Phase 5 with no expectation for Remote learning
- Recommendation for Summer School
- Recommendation for 2021-2022

Step 4 Selection Data

School	In-Person	Remote
Dryden	83%	17%
Greenbrier	68%	32%
Ivy Hill	53%	47%
Olive Mary Stitt	93%	7%
Patton	81%	19%
Westgate	75%	25%
Windsor	80%	20%
South MS	69%	31%
Thomas MS	65%	35%
District 25	73%	27%

Outbreak Lessons

Current School Outbreaks

Data includes entries elicited from cases opened within the previous 30 days from date of update.

School Outbreaks: 2

Centennial School (K-12)

5 - 10 Cases - Staff and Students

South Middle School (K-12)

5 - 10 Cases - Staff and Students

- Students who were positive in previous 90 days (without continuing symptoms) able to return immediately
- Students who were already quarantined could return at end of their individual quarantines
- Students who were positive, can return after their 10 day isolation

Metrics

cook county
positivity rate

4.3%

Updated daily using [THIS](#) site and
selecting Region 10 in the dropdown.

(*Most recent information available may not be for the current day*)

weekly case rate
per 100,000

96

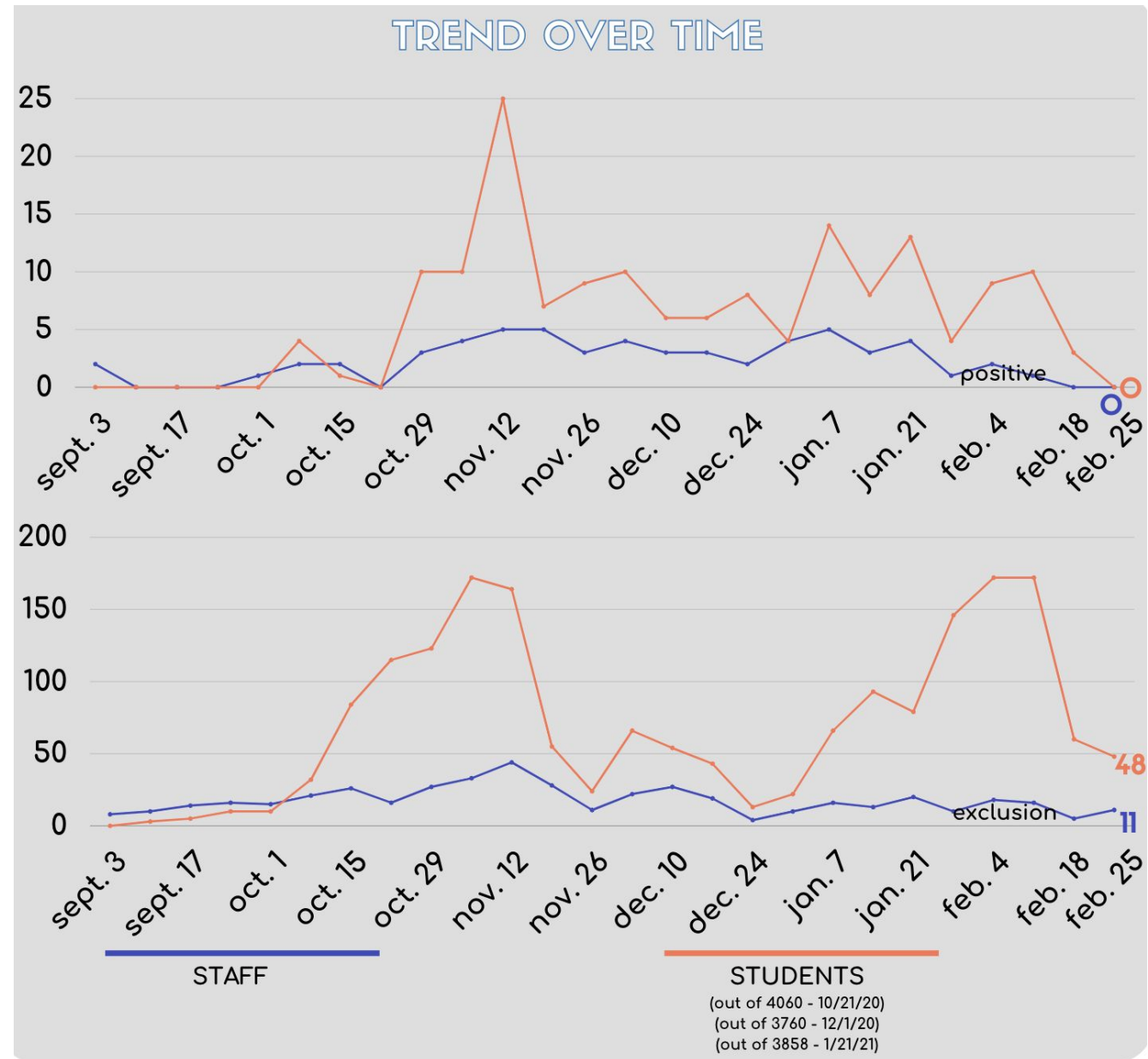
Updated daily using [THIS](#) site and selecting
the AH Zip Codes and clicking "Show Data".

(arlington heights zip code)

As of February 25th

Dashboard Update

Trend over Time



As of February 25th at 11 am

Vaccinations

- School nurses and medical assistants are in Group 1a.
 - ✓ Step 1 Registration
 - ✓ Step 2 Vaccine 1
 - ✓ Step 3 Vaccine 2
- Educators are Group 1b. A partnership with Jewel/Osco resulted in 650 vaccines. Thank you to the D25 community for supporting staff during this time.
 - ✓ Step 1 Registration
 - ✓ Step 2 Vaccine 1
 - ✓ Step 3 Vaccine 2
- Sharing information about additional opportunities for staff when we know them.
- We do not have information on student vaccinations at this time

Federal Relief Funding

✓ Round I

- Coronavirus Aid, Relief, and Economic Security Act (CARES Act)
- \$204,422 FY21 final allocation
- D25 utilized to support the 1:1 technology need
- Round II – **Expecting information soon**
 - Elementary and Secondary School Emergency Relief Fund (ESSER II)
 - \$675,390 FY21 *estimated* allocation
 - Must be utilized by the end of FY23
 - D25 plan to utilize for free Summer U for FY21 and FY22 for reading and math instruction courses and additional reading and math after school supports
 - 2021 Summer U @ Thomas Middle School 6/16 – 7/14
 - Increased reading and math courses will need additional staffing

CDC's Operational Strategy for K-12 Schools through Phased Mitigation

- Updated guidance published on February 12th
- Regardless of the level of community transmission all schools should use and layer mitigation strategies. Schools providing in-person instruction should prioritize two mitigation strategies
 1. Universal and correct use of masks should be required
 2. Physical distancing (at least 6 feet) should be maximized to the greatest extent possible

CDC's Operational Strategy for K-12 Schools through Phased Mitigation

- At any level of community transmission, there are options for in-person instruction (either full or hybrid) for all schools by strictly using mitigation strategies
 - In-person learning for elementary schools is likely to have less risk of in-school transmission than for middle schools and high schools
 - Families of students who are at increased risk of severe illness or who live with people at high risk should be given the option for virtual instruction regardless of the mode of learning offered

CDC's Operational Strategy for K-12 Schools through Phased Mitigation

- In-person instruction should be prioritized over extracurricular activities including sports and school events, to minimize risk of transmission in schools and protect in-person learning
- Schools are encouraged to use cohorting or podding of students to facilitate testing and contact tracing, and to minimize transmission across cohorts
- Students, teachers, and staff who are at high risk of severe illness or who live with people at high risk should be provided virtual options.

CDC's Operational Strategy for K-12 Schools through Phased Mitigation

Table 1. CDC Indicators and Thresholds for Community Transmission of COVID-19¹

Indicator	Low Transmission Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Total new cases per 100,000 persons in the past 7 days ²	0-9	10-49	50-99	≥100
Percentage of NAATs that are positive during the past 7 days ³	<5.0%	5.0%-7.9%	8.0%-9.9%	≥10.0%

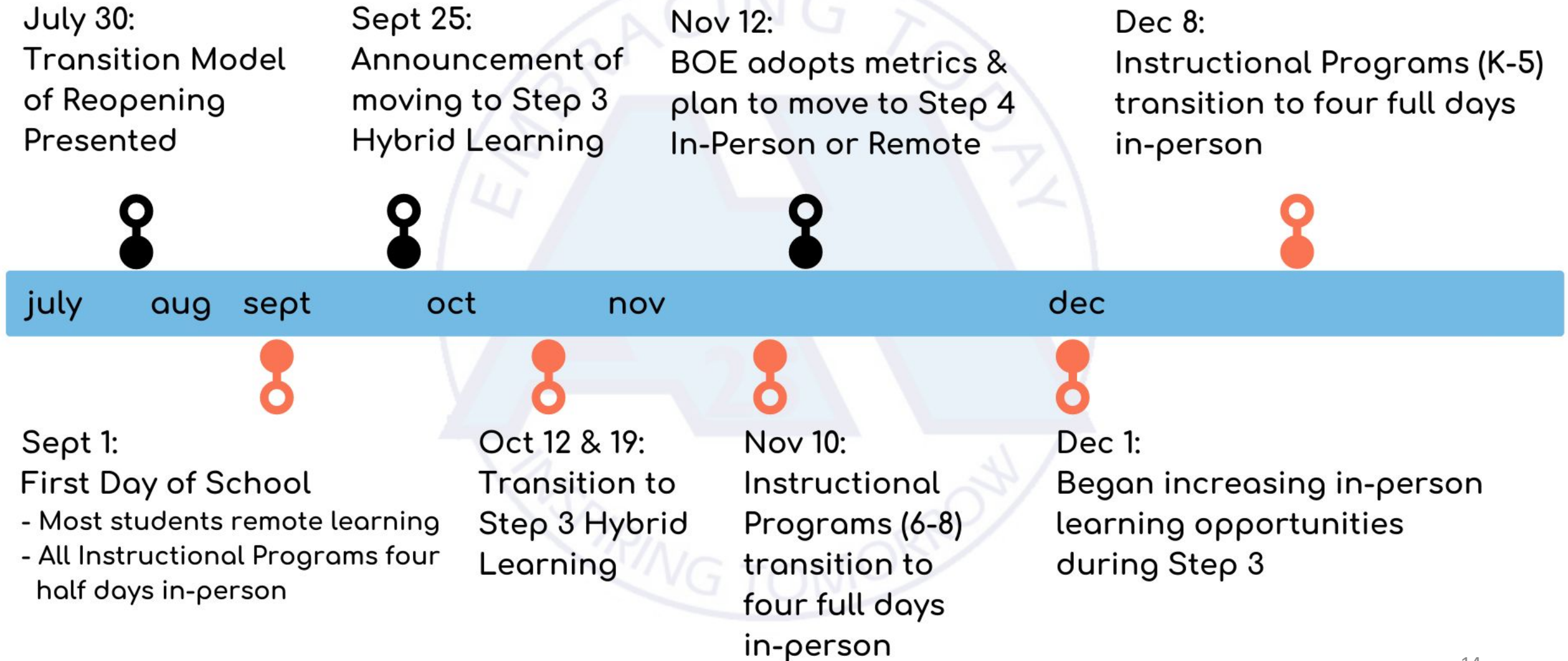
¹If the two indicators suggest different levels, the actions corresponding to the higher threshold should be chosen. County-level data on total new cases in the past 7 days and test percent positivity are available on the County View tab in [CDC's COVID Data Tracker](#).

Table 2. Recommended Implementation of Mitigation Strategies and K-12 School Learning Modes by Level of Community Transmission for Schools That Do Not Implement Expanded Screening Testing

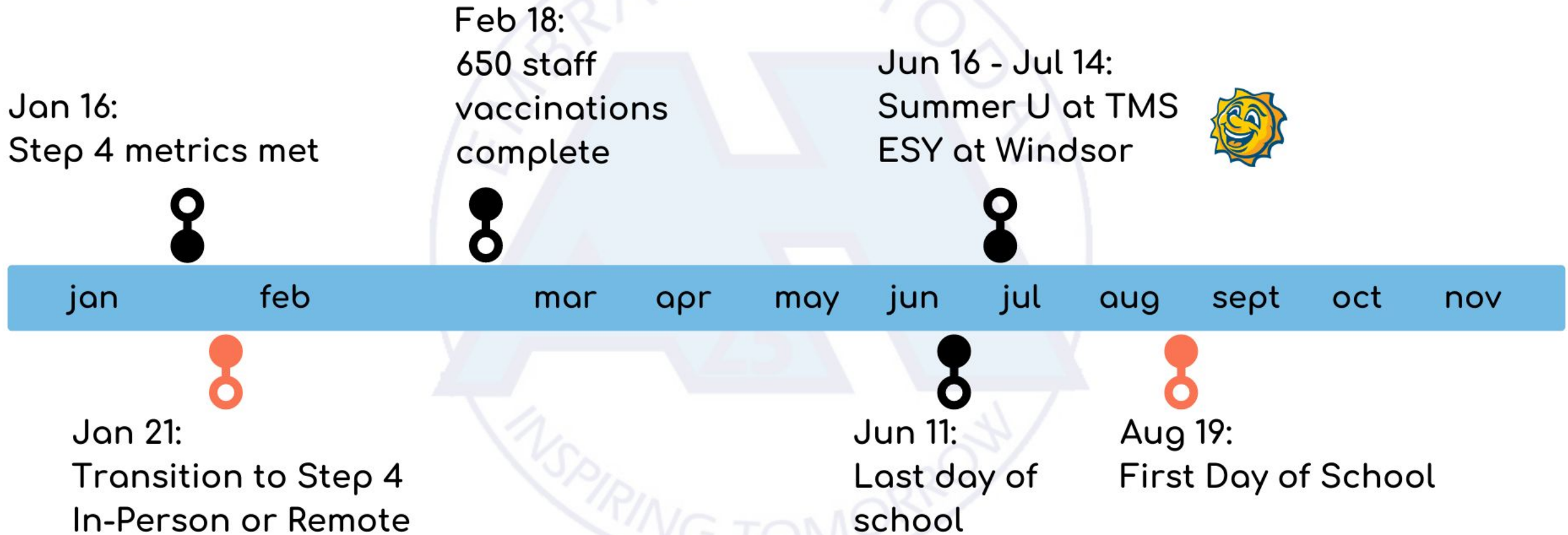
Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
<p>All schools implement 5 key mitigation strategies: Universal and correct use of masks required; physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities; contact tracing in combination with isolation and quarantine.</p> <p>Diagnostic testing²: Symptomatic students, teachers, and staff and close contacts referred for diagnostic testing</p>			
<p>K-12 schools open for full in-person instruction Physical distancing of 6 feet or more to the greatest extent possible³</p>		<p>Elementary schools in hybrid learning mode or reduced attendance⁴ Physical distancing of 6 feet or more is required</p>	
		<p>Middle and high schools in hybrid learning mode or reduced attendance Physical distancing of 6 feet or more is required</p>	<p>Middle and high schools in virtual only instruction unless they can strictly implement all mitigation strategies, and have few cases; schools that are already open for in-person instruction can remain open, but only if they strictly implement mitigation strategies and have few cases⁵</p>
<p>Sports and extracurricular activities occur; physical distancing of 6 feet or more to the greatest extent possible⁶</p>	<p>Sports and extracurricular activities occur with physical distancing of 6 feet or more required</p>	<p>Sports and extracurricular activities occur only if they can be held outdoors, with physical distancing of 6 feet or more</p>	<p>Sports and extracurricular activities are virtual only</p>

PLANNING FOR EDUCATION

2020



PLANNING FOR EDUCATION 2021



Recommendation for March 26 – June 11

- Illinois Phase 4 = Continue current Step 4 model
 - Mondays matter for small group instruction
 - Mondays matter for differentiation
 - Mondays matter for Tier 2 and Tier 3 and 1:1 interventions
 - Mondays matter for social emotional connections
 - Mondays matter for student services
 - Mondays matter for keeping teachers with their students 5 days
- Illinois Phase 5 = Revisit if no remote instruction requirement

Mondays Matter | Student Learning

Instruction

- Enhanced differentiation and targeted instruction through small group instruction
- Small groups and inquiry-based instruction more easily facilitated on remote Mondays with all students in the same modality
- Grouping students in-person is difficult with social distancing and a lack of space and furniture in classrooms
- Students that are sick/quarantined are able to Zoom into regular classroom, if class is already Zooming
- Greater ability to provide crucial, interactive lessons as opposed to having students always on Zoom even when they are in person

Mondays Matter | Student Learning

Remote Students

- Increased attention on, interaction with, and sense of belonging for remote students on Mondays

Collaboration Time

- Teachers need additional collaboration time to provide robust dual-modality teaching

Grading/Scheduling

- Follows existing grading cycles with existing teachers
- Follows existing schedules without needing to drop sections and re-enroll students

Mondays Matter | Student Learning

Diagnostic/Standardized Testing

- ACCESS, IAR & ISA do not have a remote testing option, so remote students may test in-person on Monday
- Mondays allow teachers to evaluate and provide targeted feedback to remote students regarding growth

Social Emotional Needs

- Mondays allow for activities such as team building and lunch that enhance social connections among remote and in-person students

Mondays Matter | Student Services

- Monday Special Services Team and IEP Meetings: Do not need to secure subs nor pull teachers from in-person learning classes
- Maintain Established Schedules and Routines: For students with special education needs
- Instructional Special Education Staff: Schedules are in place to meet the mandated IEP minutes and to meet the needs of their students that are in-person and remote.
- Small group instruction takes place on Mondays: Interventionists and Related Service Staff can work with all students on their caseloads using one mode of instruction without having to wear masks.

Potential Constraints of Other Models

4 day in-person + 1 partial day

- Afternoon is asynchronous. What do we do with courses that are missed?
- Taking away much needed connection between our remote and our in-person students.
- Dual bus routes would impact scheduling
- Special services need to be rescheduled or regrouped
- Monday IEP meetings now need some teachers subbed out of classrooms

Full 5 in-person days

- Further isolates the remote students from the classrooms.
- No additional collaboration time for teachers to prepare for dual modes of instruction
- Small group & 1:1 instruction ends
- Monday IEP meetings now need teachers subbed out of classrooms
- If we separate remote and in-person students, some teachers change what groups they're working with

Recommendation for Summer U and ESY

- Return to our typical Monday through Friday schedule
- Offer separate Remote classes from In-person
- Continue all mitigation strategies implemented at the end of the school year

Recommendation for 2021-2022

- Monday through Friday, typical school schedule
- Offer separate Remote classes from In-person classes, where possible
- Determine how to handle sick/quarantining students
- Continue all mitigation strategies