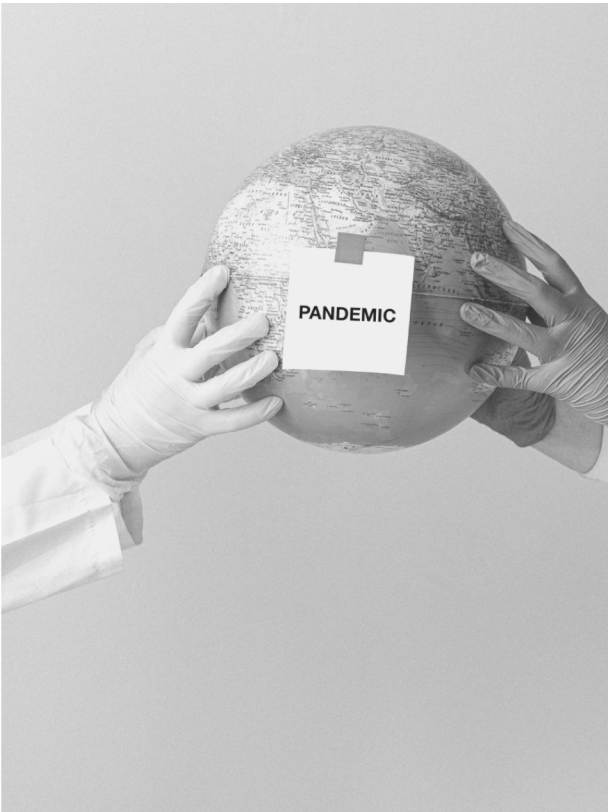




**FEBRUARY
18, 2021**



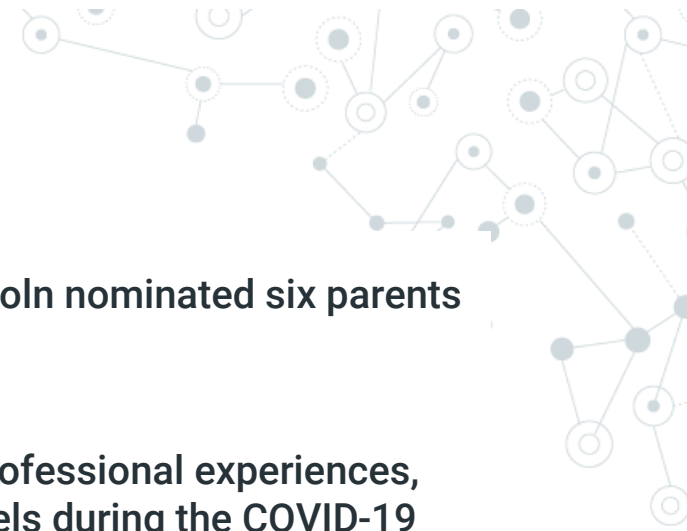
D57 TASK FORCE PRESENTATION

A SUMMARY OF FINDINGS AND RECOMMENDATIONS



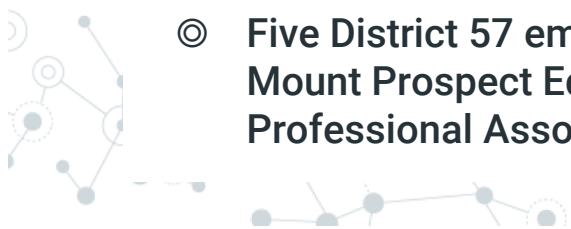
District 57 Task Force Overview

- ◎ Board of Education direction in October to form Task Force
- ◎ Goal was to provide a recommendation to the Board regarding reopening schools with representatives from the D57 parents/guardians, staff, and administration
- ◎ Task Force does not have decision-making authority and is making a recommendation based on information reviewed



Task Force Membership

- ◎ PTO Presidents from Westbrook, Fairview, Lions Park, and Lincoln nominated six parents from their school to be considered for the Task Force.
- ◎ The 24 nominees were asked to share information regarding professional experiences, specific skill sets, and views related to addressing school models during the COVID-19 pandemic, as well as the nature of their interest in serving in this role.
- ◎ Six parents were selected and have unique perspectives and represent various professional fields, including public health administration, information technology administration, biopharmaceuticals, private business, health care services, and emergency first responders.
- ◎ Five District 57 employees serve on the Task Force, including representatives from the Mount Prospect Education Association (MPEA), the Mount Prospect Educational Support Professional Association (MPESPA), and District 57 Administration.



Task Force Members

1. **Kimberly Arvanites, D57 Parent**
2. **Zoi Giannakopoulos, D57 Parent**
3. **Chris Hoff, D57 Parent**
4. **Kasia McGrew, D57 Parent**
5. **Jill Morgan, D57 Parent**
6. **Mike Murtagh, D57 Parent**
7. **Kim Finnerty, D57 Nurse**
8. **Jenny McGoon, MPESPA/D57 Parent/D57 Instructional Assistant**
9. **Diane Rush, MPEA/D57 Teacher**
10. **Dr. Mary Gorr, Assistant Superintendent**
11. **Dr. Elaine Aumiller, Superintendent**



Task Force Process

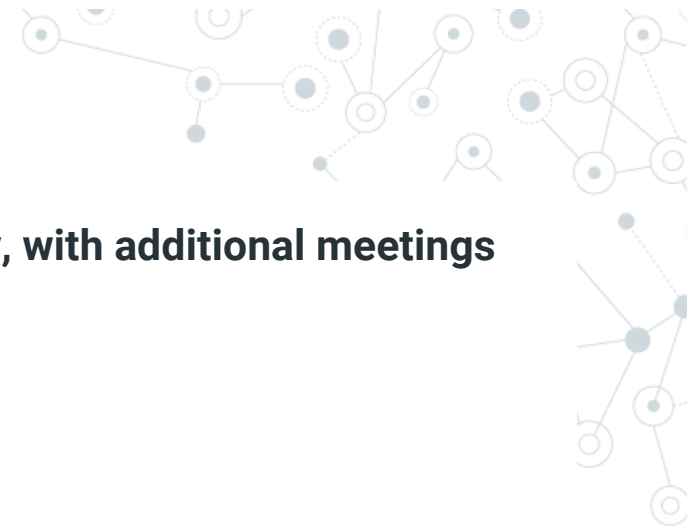
Seven whole-group meetings between December-February, with additional meetings with Working Teams and regular correspondence

Three Task Force Working Teams formed:

- ⦿ **Research**
- ⦿ **Spring Learning Models**
- ⦿ **Communication**

Developed a written report to document and summarize finding

Presenting recommendations tonight based on information and data collection, review, and discussion



Task Force Working Teams

Research Team

Review the most current guidance, recommendations, and literature regarding schools and COVID-19. References reviewed by the Research Team are included in the written report.

Spring Learning Models Team

Generate possible learning models for spring 2021 and consider learning models that are being implemented in other school districts.

Communication Team

Consider ways to strengthen two-way communication between District 57 and its stakeholder groups related to COVID-19.



Research Team



Key Findings

- More information has been released from public health and medical organizations regarding in-person learning at schools during the COVID-19 pandemic.
- All sources reviewed identified the critical role schools have for students and recognize the many benefits of in-person learning.
- The guidance and recommendations geared towards safely operating schools continues to evolve as we better understand COVID-19.

How COVID-19 Spreads

COVID-19...

- ◎ spreads very easily from person to person
- ◎ most commonly spreads during close contact
- ◎ can sometimes be spread by airborne transmission
- ◎ spreads less commonly through contact with contaminated surfaces

Source: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>


Protect Yourself and Others

- ◎ Stay at least 6 feet away from others, whenever possible. This is very important in preventing the spread of COVID-19.
- ◎ Cover your mouth and nose with a mask when around others. This helps reduce the risk of spread both by close contact and by airborne transmission.
- ◎ Wash your hands often with soap and water. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol.
- ◎ Avoid crowded indoor spaces and ensure indoor spaces are properly ventilated by bringing in outdoor air as much as possible. In general, being outdoors and in spaces with good ventilation reduces the risk of exposure to infectious respiratory droplets.
- ◎ Stay home and isolate from others when sick.
- ◎ Routinely clean and disinfect frequently touched surfaces and take other steps to stop the spread at home.

Source: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>



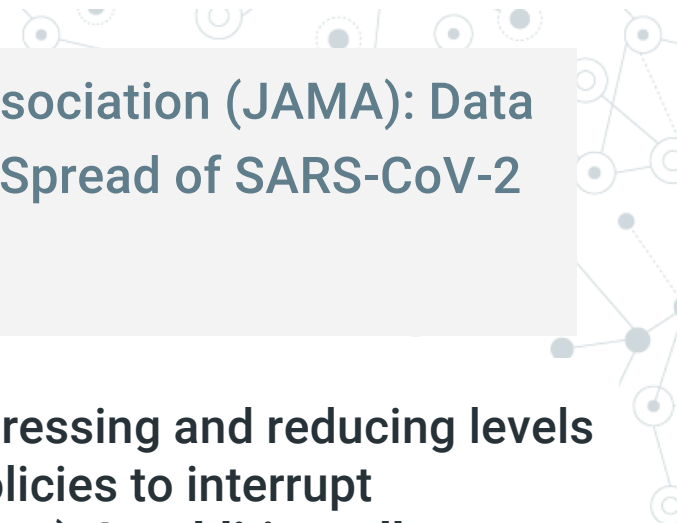
Schools may be able to safely open even when community transmission is relatively high with...

- ◎ **Strict implementation of layered infection prevention measures:**
 - **Universal and correct use of masks**
 - **Physical distancing of 6 feet**
 - **Handwashing and respiratory etiquette**
 - **Cleaning and maintaining healthy facilities**
 - **Contact tracing in combination with isolation and quarantine, in collaboration with the health department**
 - ◎ When layered mitigations are in place and consistently followed in-person learning can be safely conducted despite high levels of community transmission
 - ◎ The effectiveness and adherence to these measures are a critical component of any successful in-person learning model.
- 

Centers for Disease Control and Prevention (CDC) Recommended Implementation of Mitigation Strategies, Testing, and Safe K-12 School Learning Modes by Level of Community Transmission for Schools that Implement Expanded Screening Testing

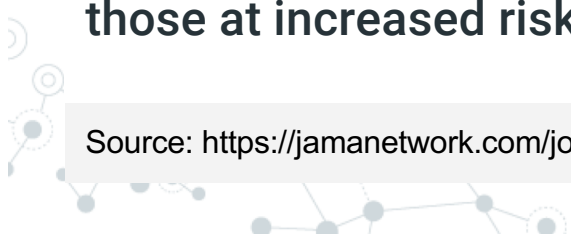
Low Transmission: Blue 0-9 new cases per 100,000 persons in the last 7 days	Moderate Transmission Yellow 10-49 new cases per 100,000 persons in the last 7 days	Substantial Transmission Orange 50-99 new cases per 100,000 persons in the last 7 days	High Transmission Red ≥ 100 new cases per 100,000 persons in the last 7 days
<p>All schools: Universal and correct use of masks is 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</p> <p>Physical distancing of 6 feet or more to the greatest extent possible³</p>	<p>Elementary schools in hybrid learning mode or reduced attendance⁴</p> <p>Physical distancing of 6 feet or more is required</p>		
	<p>Middle and high schools in hybrid learning mode or reduced <u>attendance</u></p> <p>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>	





Research Source: Journal of the American Medical Association (JAMA): Data and Policy to Guide Opening Schools Safely to Limit the Spread of SARS-CoV-2 Infection

“Preventing transmission in school settings will require addressing and reducing levels of transmission in the surrounding communities through policies to interrupt transmission (e.g., restrictions on indoor dining at restaurants). In addition, all recommended mitigation measures in schools must continue: requiring universal face mask use, increasing physical distance by de-densifying classrooms and common areas, using hybrid attendance models when needed to limit the total number of contacts and prevent crowding, increasing room air ventilation, and expanding screening testing to rapidly identify and isolate asymptomatic infected individuals. Staff and students should continue to have options for online education, particularly those at increased risk of severe illness or death if infected with SARS-CoV-2.”



Source: <https://jamanetwork.com/journals/jama/fullarticle/2775875?apld=scweb>



Research Source: Centers for Disease Control and Prevention (CDC) Essential Elements of Safe K-12 Schools In-person Instruction

Schools providing in-person instruction should prioritize two mitigation strategies:

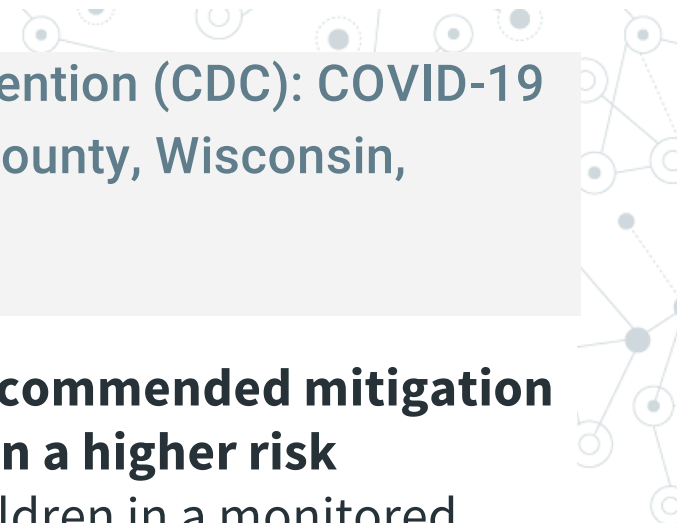
- 1. Universal and correct use of masks should be required, at all levels of community transmission. Require consistent and correct use of face masks, by all students, teachers, and staff to prevent SARS-CoV-2 transmission through respiratory droplets.**

- 1. Physical distancing (at least 6 feet) should be maximized to the greatest extent possible. To ensure physical distancing, schools should establish policies and implement structural interventions to promote physical distance of at least 6 feet between people. Cohorting or podding is recommended to minimize exposure across the school environment.**



Source: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>



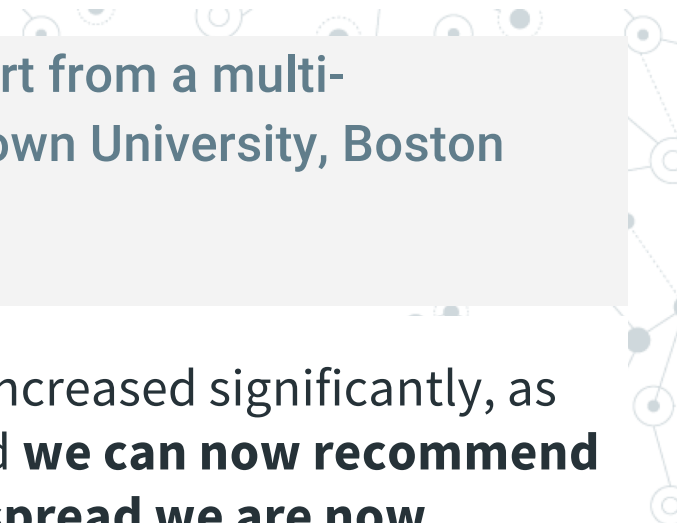


Research Source: Centers for Disease Control and Prevention (CDC): COVID-19 Cases and Transmission in 17 K–12 Schools – Wood County, Wisconsin, August 31–November 29, 2020

“These findings suggest that **attending school where recommended mitigation strategies are implemented might not place children in a higher risk environment than exists in the community.** Having children in a monitored school setting might increase adherence to mask compliance, and cohorting can help minimize exposures for children and adults. **In-person schooling for children has numerous health and societal benefits, especially for children and parents of lower socioeconomic status.**”




Source: <https://www.cdc.gov/mmwr/volumes/70/wr/mm7004e3.htm>



Research Source: “Schools and the Path to Zero” report from a multi-disciplinary group of experts at Harvard University, Brown University, Boston University, Tufts University, and New America

“Since July, our scientific understanding of COVID has increased significantly, as has our understanding of degrees of risk in schools, and **we can now recommend that schools be open even at the very high levels of spread we are now seeing, provided that they strictly implement strategies of infection control.**”

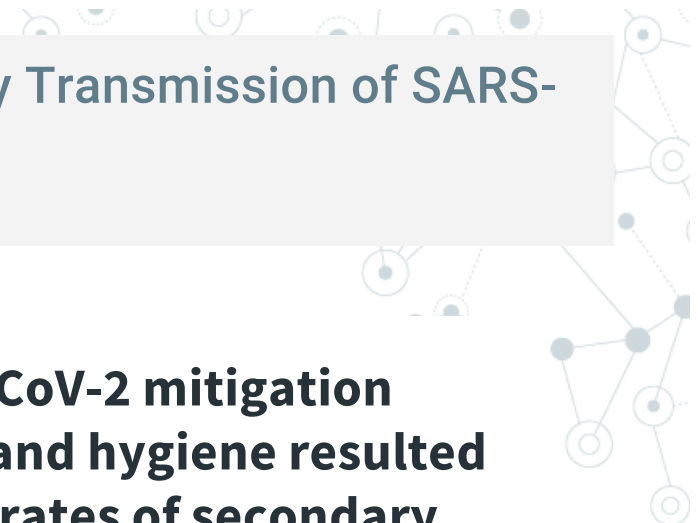


Source: <https://globalepidemics.org/2020/12/18/schools-and-the-path-to-zero/>

Research Source: Centers for Disease Control and Prevention (CDC): COVID-19 Trends Among Persons Aged 0–24 Years — United States, March 1–December 12, 2020

“Lower incidence among younger children and evidence from available studies (2–8) suggest that the risk for COVID-19 introduction and transmission among children associated with reopening child care centers and elementary schools might be lower than that for reopening high schools and institutions of higher education. **However, for schools to operate safely to accommodate in-person learning, communities should fully implement and strictly adhere to multiple mitigation strategies, especially universal and proper masking, to reduce COVID-19 incidence within the community as well as within schools to protect students, teachers, and staff members.**”

Source: [Source:https://www.cdc.gov/mmwr/volumes/70/wr/mm7003e1.htm?s_cid=mm7003e1_w](https://www.cdc.gov/mmwr/volumes/70/wr/mm7003e1.htm?s_cid=mm7003e1_w)



Research Source: Pediatrics: Incidence and Secondary Transmission of SARS-CoV-2 Infections in Schools

“Our cohort study demonstrated that **enforcing SARS-CoV-2 mitigation policies such as masking, physical distancing, and hand hygiene resulted in minimal clusters of SARS-CoV-2 infection and low rates of secondary transmission in schools and did not cause a larger community infection burden.** Our data indicate that schools can reopen safely if they develop and adhere to specific SARS-CoV-2 prevention policies.”



Source: <https://pediatrics.aappublications.org/content/pediatrics/early/2021/01/06/peds.2020-048090.full.pdf>

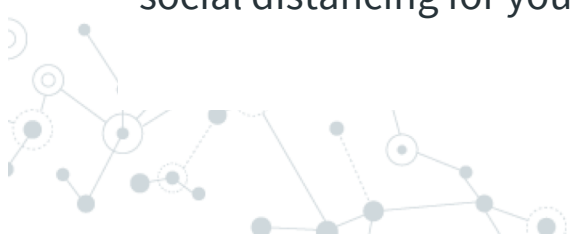
Physical Distance Recommendations



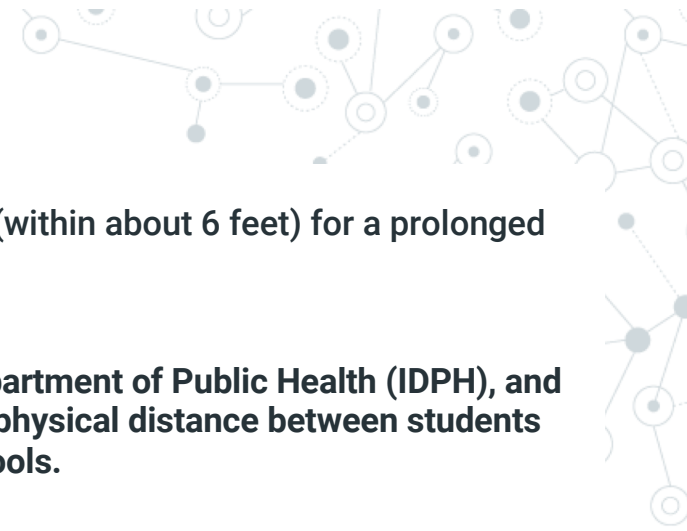
Centers for Disease Control and Prevention (CDC): Physical distancing (at least 6 feet) should be maximized to the greatest extent possible. To ensure physical distancing, schools should establish policies and implement structural interventions to promote physical distance of at least 6 feet between people. Cohorting or podding is recommended to minimize exposure across the school environment.

American Academy of Pediatrics: Physical distance between desks should follow current public health guidance, and desks should be placed at least 3 feet apart and ideally 6 feet apart...Schools should weigh the benefits of strict adherence to a 6 feet spacing rule between students with the potential downside if remote learning is the only alternative.

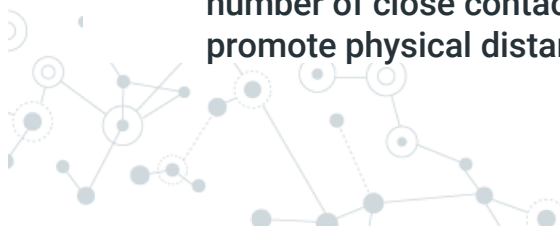
Schools and the Path to Zero (Harvard/Brown/Boston/Tufts Universities and New America): 3 feet social distancing for young learners [Elementary & Middle School] at all levels of community spread.



Physical Distancing Recommendations

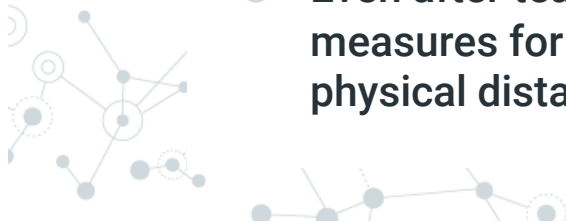


- ◎ COVID-19 most commonly spreads among people who are in close contact (within about 6 feet) for a prolonged period.
- ◎ Currently, the Centers for Disease Control and Prevention (CDC), Illinois Department of Public Health (IDPH), and the Illinois State Board of Education (ISBE) all recommend at least 6 feet of physical distance between students and staff when possible in order to minimize the risk of transmission in schools.
- ◎ Included in the updated CDC guidance for schools released February 12 is the statement that “when mitigation strategies – especially mask use and physical distancing – are consistently and correctly used, the risk of transmission in the school environment is decreased.” These two mitigation strategies appear to have the most impact on decreasing the risk of transmission in schools.
- ◎ CDC: “Core principle for physical distancing: Establish school policies and implement structural interventions to promote physical distance of at least 6 feet between people. In areas with substantial and high community transmission, physical distancing is essential in providing protection, minimizing risk of exposure, and limiting the number of close contacts among cases. The interventions presented in this section provide examples of ways to promote physical distancing and alternatives when physical distancing is not always feasible.”



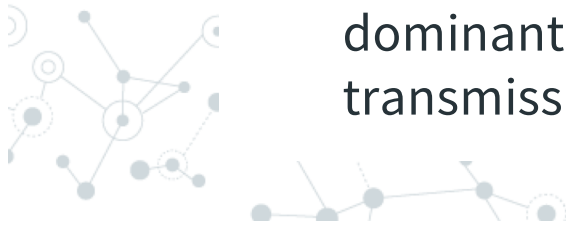
COVID-19 Vaccines

- ⦿ Education Workers are included in current 1b vaccine priority phase in Illinois
 - ⦿ **Very limited vaccine supply**
- ⦿ CDC's updated guidance for schools:
 - ⦿ *"Access to vaccination should not be considered a condition for reopening schools for in-person instruction"*
- ⦿ Updates expected to Illinois recommendations regarding quarantine for vaccinated persons with an exposure to someone with suspected or confirmed COVID-19
- ⦿ No vaccines are currently approved for use in children under 16 years old
- ⦿ Even after teachers and staff are vaccinated, schools need to continue mitigation measures for the foreseeable future, including requiring masks in schools and physical distancing



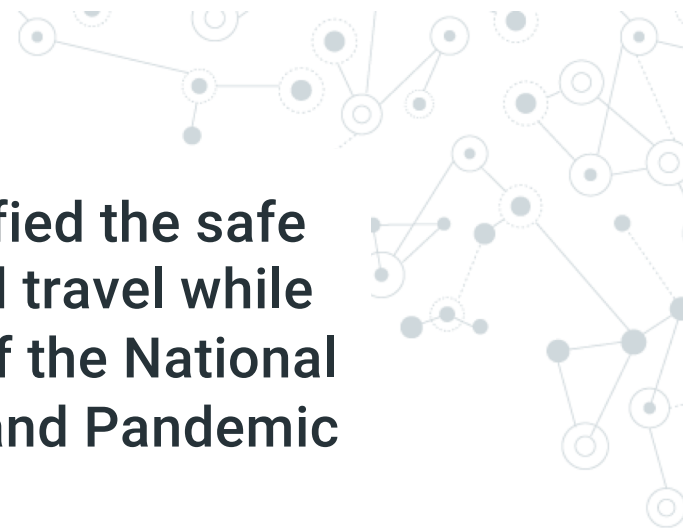
SARS-CoV-2 Variants of Concern

- ◎ Variants of concern are being identified in Illinois
- ◎ Some variant's increased transmissibility requires an even more rigorous combined implementation of vaccination and mitigation measures (e.g., distancing, masking, and hand hygiene) to control the spread of SARS-CoV-2.
- ◎ The experience of the United Kingdom and other countries demonstrates the need to anticipate that these may become the dominant strains in our community and to take steps now to limit the transmission of the virus in our communities.





What's Next?


- ◎ **New federal administration has identified the safe reopening of schools, businesses, and travel while protecting workers as a critical goal of the National Strategy for the COVID-19 Response and Pandemic Preparedness.**
- ◎ **Growing body of evidence about COVID-19 and schools - expect guidance to evolve.**

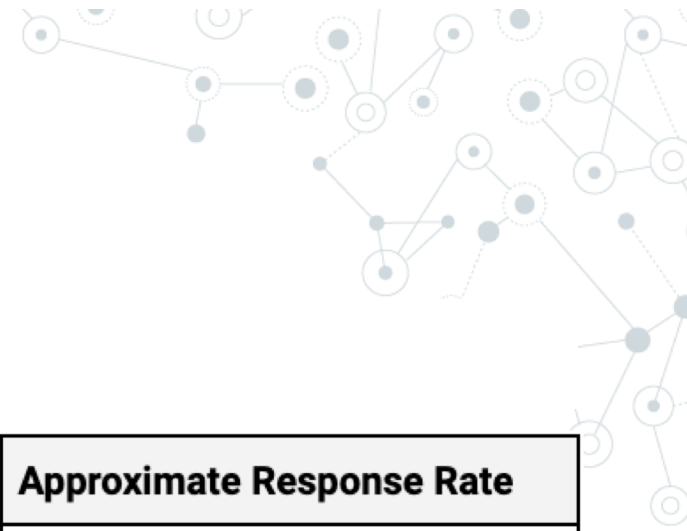


Communication Team

D57 Website update to ensure families and staff have access to the District's metrics, COVID-19 cases dashboard, previous communications, mitigation efforts, current learning models, and health and safety procedures.



Parents	This page includes all information and resources related to COVID-19 and District 57 schools for the 2020-2021 school year.	
Anti-Bullying Program	D57 COVID-19 INFORMATION COVID-19 Dashboard 2020-2021 Superintendent Messages 2020 - 2021 School Board Meetings Current Hybrid Plans Safety and Operational Guidance FAQ For Parents Regarding COVID-19 D57 COVID-19 Task Force Remote Technology Support District Contact Form District Newsletters	
Emergency School Information		
District Instructional Technology Website		
Enrollment		
Food Service		
Health Information		
Student Fees		
District Calendar		
COVID-19 Information and Resources		OUR JOURNEY - MARCH 2020 - JANUARY 2021
COVID-19 Dashboard		Our Journey - March 2020 - January 2021
Superintendent Messages		
School Board Meetings		
Current Hybrid Plans		
Safety and Operational Guidance		
FAQ for Parents Regarding COVID-19		
D57 COVID Task Force		
Remote Technology Support		
Contact Form		



Stakeholder Survey	Number of Surveys submitted	Approximate Response Rate
D57 Parents/Guardians Survey	1, 746	76% response rate
D57 Staff Survey	284	89% response rate



Summary of Stakeholder Survey Data

Staff and Parents/Guardians

SCALE of 1-4

- 1=Strongly Disagree/Not Important/Very Uncomfortable
- 4=Strongly Agree/Very Important/Very Comfortable

KEY

BY STAKEHOLDER GROUP'S COLUMN

- highest average response is bolded
- lowest average response is underlined
- -- is shown for questions asked explicitly in the D57 Staff Survey

	D57 Stakeholder Group	
	All Staff Average Response (n=284)	All Parents/Guardians Average Response (n=1,746)
A learning model with <u>less than</u> 6-feet of physical distancing	<u>1.83</u>	2.67
A learning model that <u>guarantees</u> 6-feet of physical distancing	3.47	<u>2.32</u>
A half-day hybrid <u>instead of</u> a full-day hybrid model	--	2.54
A learning model that includes five days per week <u>without 6 feet</u>	--	2.61
Keep the learning model options the <u>same as they are right now</u>	--	2.60
There should be an <u>adaptive pause after Spring Break</u> (14 days of remote learning)	3.41	2.74

Summary of Staff Survey Data

SCALE of 1-4

- 1=Strongly Disagree/Not Important/Very Uncomfortable
- 4=Strongly Agree/Very Important/Very Comfortable

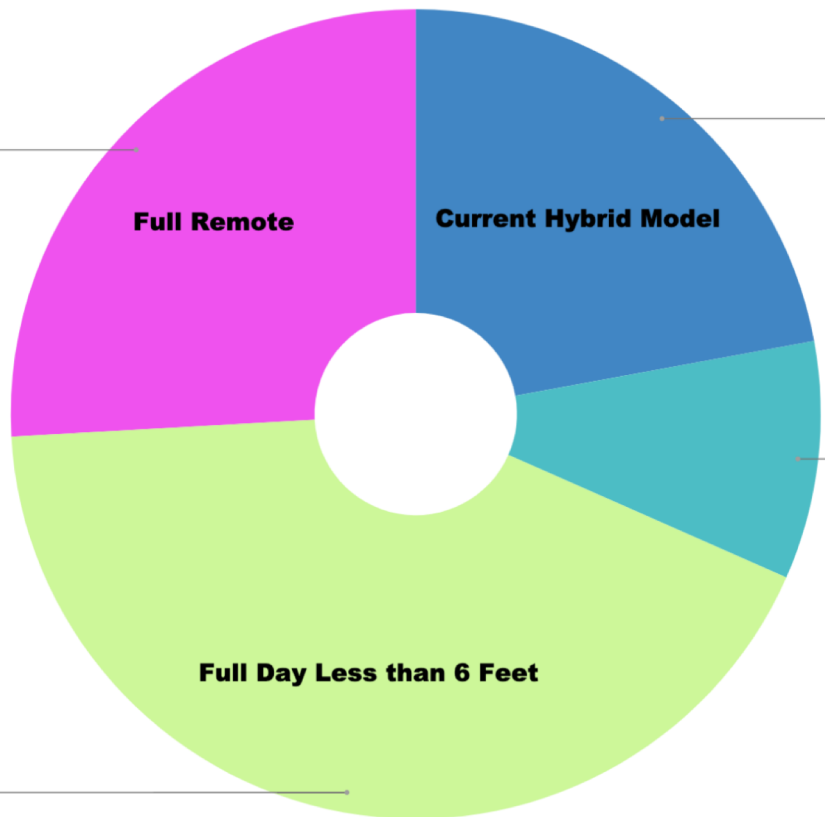
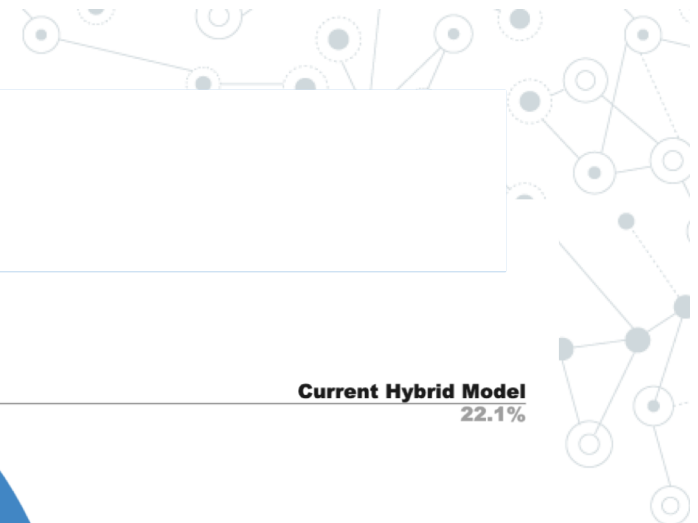
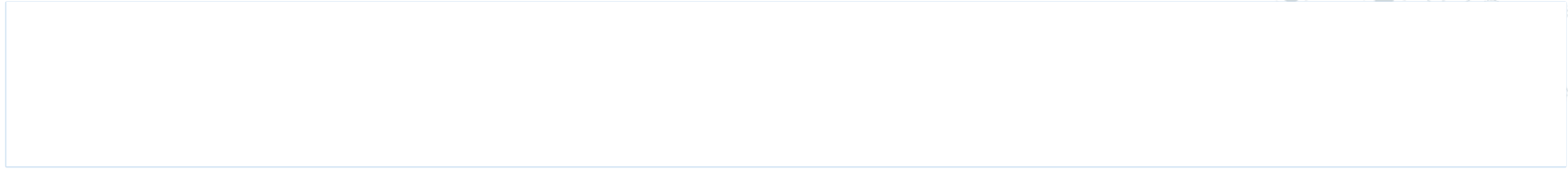
KEY

BY STAKEHOLDER GROUP'S COLUMN

- highest average response is **bolded**
- lowest average response is underlined
- -- is shown for questions asked explicitly in the D57 Staff Survey

Survey Question	All Staff (n=284)	Staff Working In-Person (n=203)	Staff Working Remotely by Assignment (n=70)	Staff Working Remotely by Medical Accommodation (n=11)
I am satisfied with D57's mitigation strategies (masks, increased handwashing, increased cleaning & sanitation, social distancing, and symptoms screening).	3.13	3.14	3.06	3.36
I am likely to feel safe working in person, even without the guarantee of 6 feet of physical distancing between students.	<u>1.83</u>	<u>1.89</u>	<u>1.66</u>	<u>1.73</u>
How important is it that an in-person learning plan guarantees 6-feet of physical distancing?	3.47	3.42	3.59	3.73
How comfortable are you with working in the building?	2.74	2.92	2.36	<u>1.73</u>
There should be a 14-day adaptive pause (all children would have two weeks of remote learning) after Spring Break to minimize the risk of COVID-19 infection due to possible travel.	3.41	3.32	3.59	3.91

Spring Learning Model	Description	Percentage of D57 Parents/Guardians who prefer this spring learning model (n=1,746)
The current hybrid learning model	-6-feet of social distancing, half-days for the elementary school, five days/week	22.1%
A full-day hybrid learning model <u>WITH</u> 6 feet of social distancing and maskless lunchtime	- 2 days/week likely given space limitations -Current model at Lincoln Middle School	9.5%
A full-day learning model <u>WITH LESS THAN</u> 6 feet of social distancing	-5 days/week-full-days -Maskless lunchtime	42.5%
A full-remote learning model	-No in-person learning	25.9%

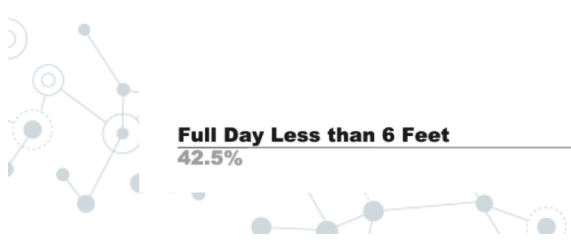


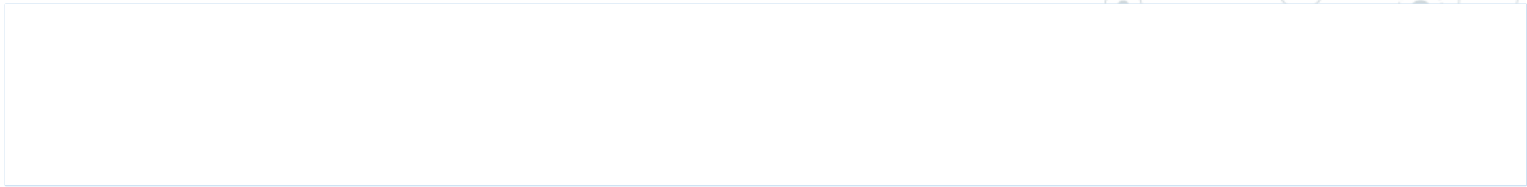
Full Remote
25.9%

Current Hybrid Model
22.1%

Full Day Hybrid with 6 Feet
9.5%

Full Day Less than 6 Feet
42.5%



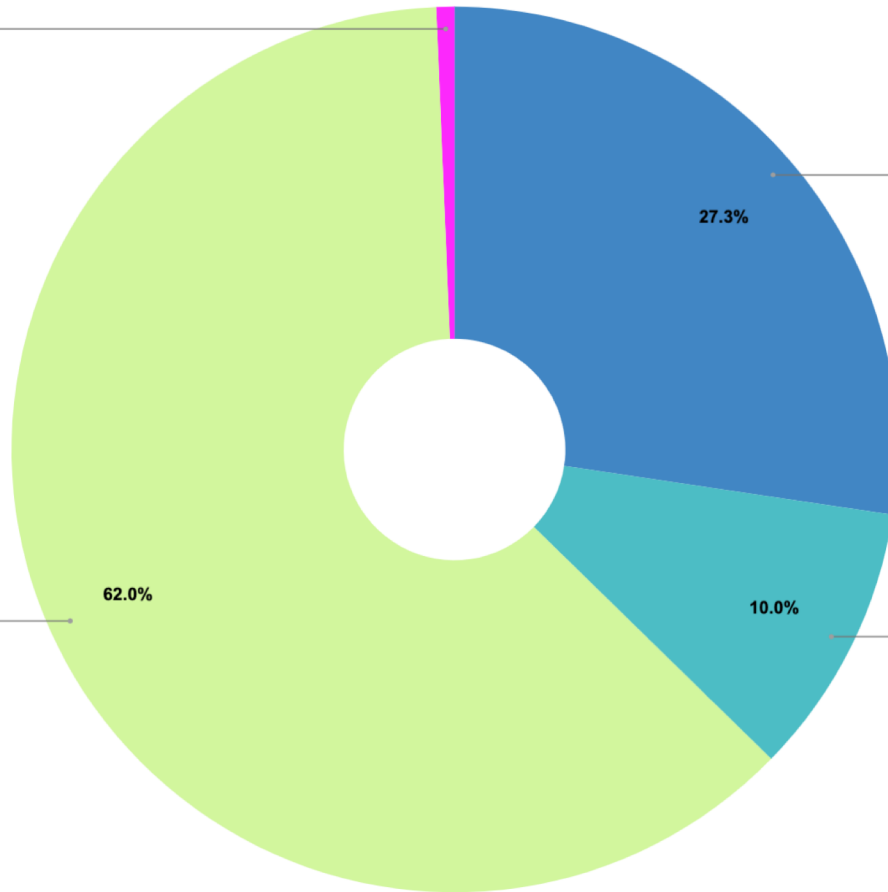


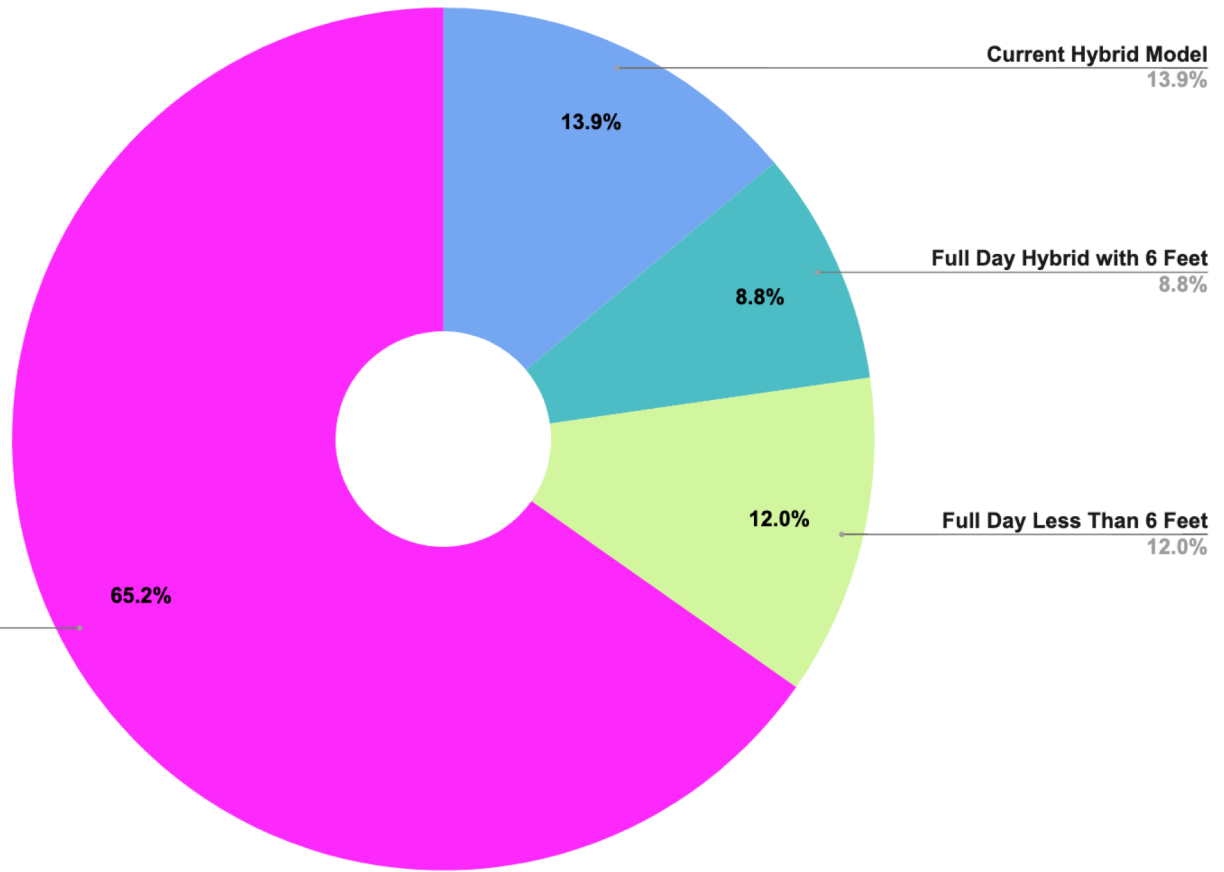
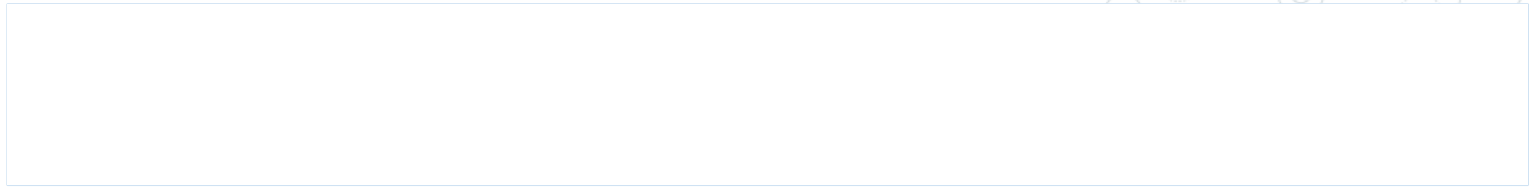
Full Remote
0.7%

Current Hybrid Model
27.3%

Full Day Less than 6 Feet
62.0%

Full Day Hybrid with 6 Feet
10.0%





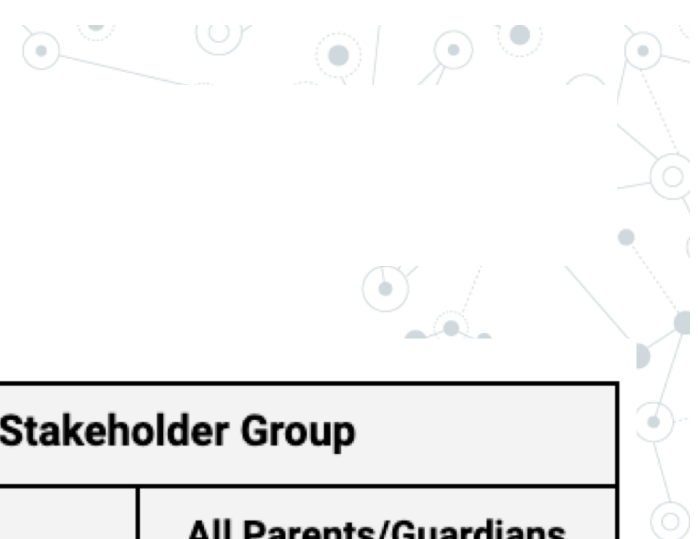
Full Remote
65.2%

Current Hybrid Model
13.9%

Full Day Hybrid with 6 Feet
8.8%

Full Day Less Than 6 Feet
12.0%





	D57 Stakeholder Group	
	All Staff Average Response	All Parents/Guardians Average Response
	(n=284)	(n=1,746)
There should be an <u>adaptive pause after Spring Break</u> (14 days of remote learning)	3.41	2.74

SCALE


(1-4)

1=Strongly Disagree, 4=Strongly Agree





Communication Team -What's Next?

- © A need to ongoing work to support strong communication between District 57 and its stakeholders
 - © Current limitation of communication data is the lack of student voices
- 

Spring Learning Models Team

- ◎ Intro and overarching recommendation
- ◎ Overview of what we found from other districts
- ◎ What would a full-time model look like for District 57?
- ◎ What other ideas were explored?
- ◎ Ideas for addressing challenges with current hybrid model




Spring Learning Models Team - Introduction



- ◎ **TASK: Generate possible learning models for Spring 2021**
 - Draw from current research
 - Draw from survey data

 - ◎ **Overarching recommendation from the Task Force is largely to continue the existing hybrid learning models for Spring 2021 (with incremental improvements encouraged)**


 - ◎ **Still, the team feels that the Board will benefit from reviewing at least a summary of the information gathered during this process.**

 - ◎ **It is our hope that this information will provide a foundation for future discussions.**
- 



Spring Learning Models Team Learning from Local Districts

Factors that impact any district's decisions regarding learning models:

- ◎ Budget
 - ◎ Enrollment numbers
 - ◎ Physical classroom size
 - ◎ Unique learning needs of the population
- 

District	Simultaneous / (Live Stream) Learning?	6' Distance Maintained?	In-person students are Currently- Hybrid (Part-Time)? Or Full-Time?	Students Cohorted?	Additional Notes
D15 Palatine	No	No	Full-Time	yes	Noteable: Parents were asked to commit to their decision for the entire year, and the remote learners are grouped for the entire district to consolidate remote teachers.
D21 Buffalo Grove/Wheeling	No	Yes	Hybrid	Yes	
D23 Prospect Heights	Yes	Yes	Hybrid	yes	
D25 Arlington Heights	Yes	No	Full-Time*	yes and no *	*4 full days, one remote learning day. Middle School students are not cohorted
D26 River Trails	Yes	Yes	Hybrid	Yes	
D27 Northbrook	Yes	Yes	Hybrid for 2-8, Full-Time for K-1	yes	District had just built a brand new facility that allows them to maintain 6' for K-1, full-time. 2-8 are hybrid A/B, and use live stream
D28 Northbrook	No	Yes	Hybrid	yes	
D31 West Northfield	Yes	Yes	Full-time	Yes	
D34 Glenview	No	Yes	Hybrid	Yes	
D54 Schaumburg	Yes	Yes	Full-Time	?	Parents selecting full in person- 52%
D59 Elk Grove	Yes	Yes No	Hybrid	yes	2 days/week, 4 hrs/day 4 days/wk, 4 hrs/day
D62 Des Plaines	Yes	No	Full-Time	yes	5 full days
D63 East Main	Yes	yes	Hybrid	Yes	
D64 Park Ridge	Yes	Yes	Hybrid	yes	5 half days A/B

Spring Learning Models Team Learning from Local Districts

“How are other districts back in school full-time, but District 57 is not?”

Simultaneous Live- Streaming

Physical Distancing of Students



Spring Learning Models Team

Learning from Local Districts

PROS of Simultaneous / Live-stream Learning Model

- ◎ Allows for more seamless transition when switching between in-person and remote learning
 - Individual needs
 - Classroom needs
 - Entire school or district needs

- ◎ Allows for more space between students who choose in-person learning

- ◎ Overall: Classroom is always accessible, and usually does not involve teacher changes



Spring Learning Models Team Learning from Local Districts

CONS of Simultaneous / Live-stream Learning Model

- ⦿ Concerns raised by teachers- Difficult to provide equal attention to both in-person and remote students
- ⦿ Costs: Starting around \$20-40k for the most simple setup types, ranging to much more investment for state-of-the-art technology
- ⦿ Possible decline in the quality of remote learning when compared to current remote model



Spring Learning Models Team

Learning from Local Districts

Districts that have gone to **full-time, in-person** mostly have different interpretations of the 6 feet distancing guidance.

These districts are striving to provide 6 feet “to the greatest extent possible,” but acknowledging that it may not always be possible.

District	Simultaneous / (Live Stream) Learning?	6' Distance Maintained?	In-person students are Currently- Hybrid (Part-Time)? Or Full-Time?	Students Cohorted?	Additional Notes
D15 Palatine	No	No	Full-Time	yes	Noteable: Parents were asked to commit to their decision for the entire year, and the remote learners are grouped for the entire district to consolidate remote teachers.
D21 Buffalo Grove/Wheeling	No	Yes	Hybrid	Yes	
D23 Prospect Heights	Yes	Yes	Hybrid	yes	
D25 Arlington Heights	Yes	No	Full-Time*	yes and no *	*4 full days, one remote learning day. Middle School students are not cohorted
D26 River Trails	Yes	Yes	Hybrid	Yes	
D27 Northbrook	Yes	Yes	Hybrid for 2-8, Full-Time for K-1	yes	District had just built a brand new facility that allows them to maintain 6' for K-1, full-time. 2-8 are hybrid A/B, and use live stream
D28 Northbrook	No	Yes	Hybrid	yes	
D31 West Northfield	Yes	Yes	Full-time	Yes	
D34 Glenview	No	Yes	Hybrid	Yes	
D54 Schaumburg	Yes	Yes	Full-Time	?	Parents selecting full in person- 52%
D59 Elk Grove	Yes	Yes No	Hybrid	yes	2 days/week, 4 hrs/day 4 days/wk, 4 hrs/day
D62 Des Plaines	Yes	No	Full-Time	yes	5 full days
D63 East Main	Yes	yes	Hybrid	Yes	
D64 Park Ridge	Yes	Yes	Hybrid	yes	5 half days A/B



Spring Learning Models Team

Envisioning what a full-time option would look like for D57

At a minimum:

Maintain all current health protocols with regard to

- ◎ Masking
- ◎ Health screening
- ◎ Cohorting of students
- ◎ Disinfection procedures



Strengthen safety measures as appropriate and as attainable

Spring Learning Models Team

Envisioning what a full-time option would look like for D57

- ⦿ LACK OF SPACE remains the District's toughest issue to tackle
- ⦿ Using current infrastructure, the district can provide the teachers with 6 feet of space, and the students with 4 feet of space, at the following capacities:

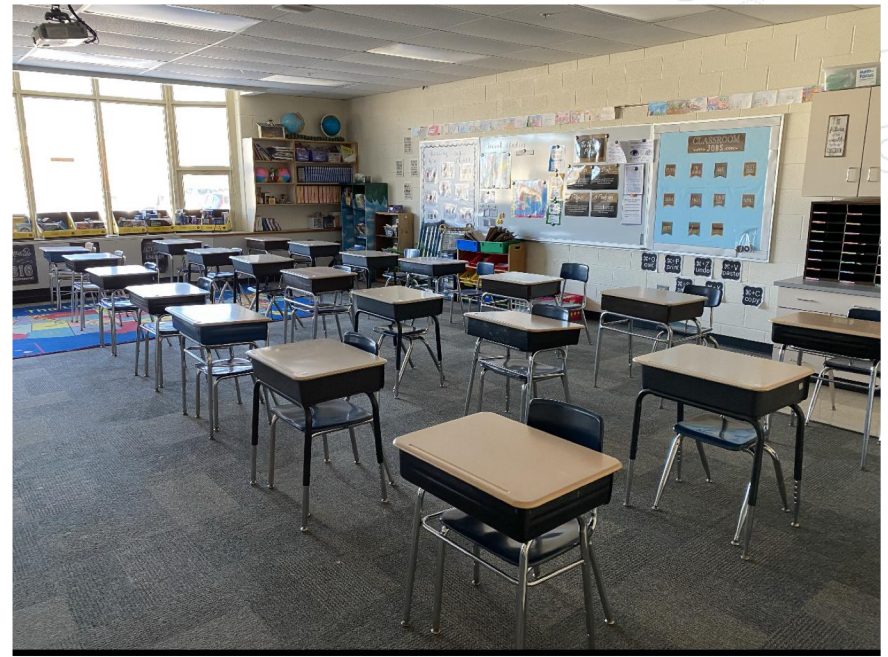
	4 Feet Apart w/ Teacher and Spacing
Westbrook	25
Fairview/Lions Park	23
Lincoln 200/300/400	24
Lincoln 500	20

Spring Learning Models Team

Envisioning what a full-time option would look like for D57



ABOVE: Westbrook Classroom with 4 feet distance (middle of person to middle of person)



ABOVE: Fairview/Lions Park Classroom with 4 feet distance (middle of person to middle of person)



Spring Learning Models Team

Envisioning what a full-time option would look like for D57

Ways to Address the Space Issue

Option A: Reduction of the minimum distance

Option B: Reduction of the minimum distance, plus switch to a live-stream model

Option C: Keep the 6 feet minimum - hire more teachers and add more classrooms

Option D: Find alternative spaces for classrooms so that we can provide 6 feet for all



Spring Learning Models Team

Envisioning what a full-time option would look like for D57

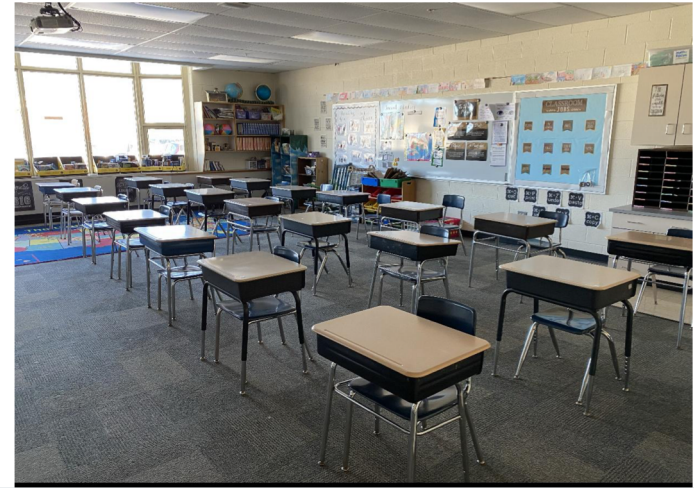
Ways to Address the Space Issue

Option A: Reduce the minimum distance

- The “simplest” solution, but not without issue



ABOVE: Westbrook Classroom with 4 feet distance
(middle of person to middle of person)



ABOVE: Fairview/Lions Park Classroom with 4 feet
distance (middle of person to middle of person)


Spring Learning Models Team

Envisioning what a full-time option would look like for D57

Ways to Address the Space Issue

Option B: Reduction of the minimum distance, plus switch to a live-stream model

- ◎ **Increased Space:** Classrooms would be able to provide more space, but that amount could vary, depending on the amount of remote learners in each classroom
- ◎ **Increased Flexibility:** Changes in learning model are unlikely to require a change in teacher
 - Lincoln just started a version of this model, and the team would be interested in learning about how things are going
 - Professional development necessary for teachers
 - Acknowledgement that the learning needs of our middle school learners are very different from our younger learners and adjustments might need to be made

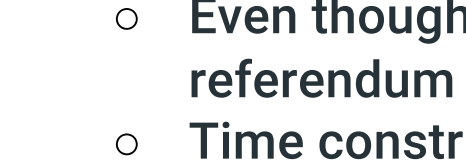



Spring Learning Models Team

Envisioning what a full-time option would look like for D57

Ways to Address the Space Issue

Option C: Keep the 6 feet minimum. Hire more teachers to teach smaller groups and add more classroom space

- ◎ **Very costly to virtually double the teaching staff**
 - ◎ **Not likely viable due to logistics**
 - Lions Park and Fairview landlocked
 - Even though there is space to build out at Lincoln, this would require a referendum to pay for the construction
 - Time constraints: 18 months out even in the most optimistic scenario
- 



Spring Learning Models Team

Envisioning what a full-time option would look like for D57

Ways to Address the Space Issue

Option D: Find alternative spaces for classrooms so that we can provide 6 feet for all. **Very costly and extremely unlikely**

- ◎ We don't need more classrooms - we need BIGGER classrooms, and a lot of them.
 - Nearly every single classroom space has trouble complying with the 6 feet protocol- that's 140+ classrooms district-wide.
 - Average classroom size: 500 sf, which accommodates 13 students at 6 feet distance
- ◎ “Why not move a grade or two to an alternate space and let the other grades spread out?”
 - Still need teachers to teach in those classrooms that they'd be spreading to
- ◎ “Why not just temporarily set up a school in an alternate space, like an office building? (Or the Park District? Or the empty firehouse? Or vacant retail space?)”
 - Space of this scale does not exist in town, but even if it did:
 - ◎ Cost to rent office space that would accommodate the entire district: approximately \$2.64 million for one year
 - ◎ District would incur additional costs to bring those spaces up to code to be able to accept the children into them.

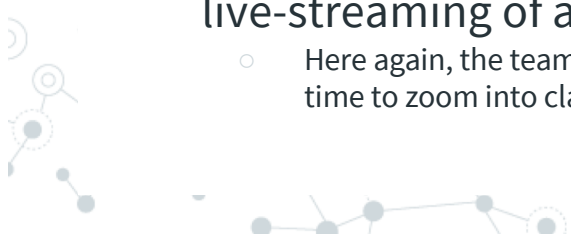


Spring Learning Models Team

“What about THIS idea? Did you explore THAT idea?”

We considered several “In-between” options to re-shape the way hybrid students spend their in-person time, including:


- ◎ Switch the elementary hybrid option to two full-days instead of 5 half days
 - Negative impact on learning - takes away consistency for those important core lessons
 - Two choices for teachers and neither had much appeal:
 - ◎ Cram 5 days of core learning into two full days, resulting in less knowledge retention and burnout for the kids, or
 - ◎ Adjust lesson plans to split the core lessons between asynchronous and live (resulting in a decline in the quality of that important core learning) and/or direct students for specials on Zoom during that precious in-person time
 - Parent survey did not indicate a significant enough amount of interest in a model like this
 - Staff survey indicated that teachers are already stretched in their workload and another major change would be difficult

 - ◎ Provide the hybrid students with a totally synchronous learning environment through live-streaming of all classes, on a rotating schedule
 - Here again, the team felt that the decrease in core learning was too detrimental. Kids would be using half of their in-person time to zoom into classrooms, and the switch to live-streaming at this point in the school year might be difficult.
- 



Spring Learning Models Team

“What about THIS idea? Did you explore THAT idea?”

- **Delicate balancing act**
 - **Team Conclusion:** Any big changes in learning models would not be worth the upheaval they would create if they did not actually increase the amount of time that students would be able to access in-person learning over the course of the week.
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Spring Learning Models Team Ideas for Improving the Current Model

The current hybrid model is NOT without need for improvements.

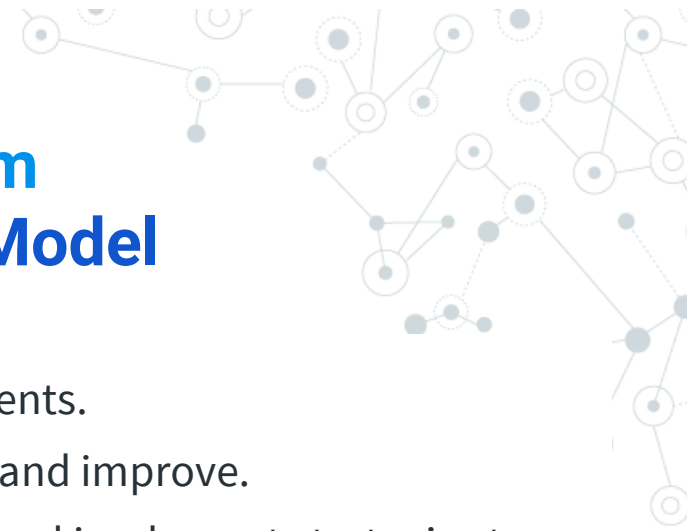
Tweaks to the current plan can and should continue to grow and improve.

The team would like the opportunity to continue to work on and implement strategies to:

- ◎ **Improve the asynchronous learning time**
 - Assist students who are struggling with independent learning
 - Challenge learners who are finding the work too easy

- ◎ **Work with teachers to find innovative strategies that work for those in the buildings**

- ◎ **Continue to develop and vet out the long list of brainstorms that we haven't had the chance to fully explore, due to time and budget constraints**



RECOMMENDATION 1

The D57 Task Force recommends that the D57 Board of Education continue the current hybrid and full-remote learning models that are currently in place for the remainder of the 2020-21 school year, unless significant changes occur in the COVID-19 landscape such as recommendations from the CDC, IDPH, and Cook County Department of Public Health (CCDPH) supporting an in-person model with less than 6 feet of social distancing.

Rationale: The current hybrid model offers an in-person learning experience for students whose families select this option, while still adheres to the recommendations of CDC, IDPH, and CCDPH to maintain a distance of at least 6 feet, when feasible. Although the parent/guardian survey data suggests there are many parents/guardians who prefer a learning model that does not guarantee 6 feet of physical distancing, the Task Force cautions the Board of Education from lessening the minimum distancing requirements until guidance from our public health department supports this change.

Although approximately half of the D57 Staff have reported already receiving or having scheduled their first vaccine, barriers such as limited vaccine supply and scheduling challenges have limited vaccination efforts for many staff. Although the vaccination of staff and the wider community will not alone diminish risk associated with a full in-person model, it will provide a significant increase in the overall mitigation effectiveness for many individual stakeholders. It is the feeling of the Task Force that all staff who are interested in being vaccinated should be given the opportunity to do so prior to increasing the amount of in-person learning options. Given recent communication from the federal government, the Task Force anticipates that all staff will have access to both vaccine shots by late spring 2021, which will change the context for in-person learning models.

RECOMMENDATION 2

The D57 Task Force recommends that the D57 Board of Education implement an adaptive pause after Spring Break, which would mitigate the risks associated with travel. This would mean hybrid students participate in remote learning for two weeks until in-person learning resumes on Monday, April 12.

Rationale: The District implemented an adaptive pause after winter break, in accordance with the public health department and CDC's guidance. To understand stakeholders' feelings about an adaptive pause after spring break, this question was included on both stakeholder surveys. The average responses from both parents/guardians and staff were between 2.74 and 3.41 on a scale of 1-4 (1=Strongly Disagree, 4=Strongly Agree), which suggests general support of this plan among both stakeholder groups.

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	D57 Stakeholder Group		SCALE (1-4) 1=Strongly Disagree 4=Strongly Agree
	All Staff Average Response (n=284)	All Parents/Guardians Average Response (n=1,746)	
There should be an <u>adaptive pause after Spring Break</u> (14 days of remote learning)	3.41	2.74	

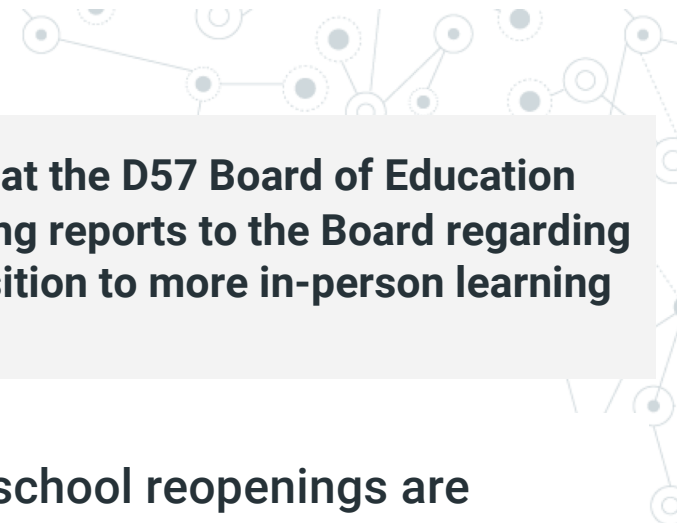


RECOMMENDATION 3

The D57 Task Force recommends that the D57 Board of Education support strategic planning for Fall 2021 learning models that features full, in-person learning for students.


Rationale: As this report describes, the current recommendations of maintaining 6 feet physical distancing significantly limits District 57's ability to accommodate all students for full, in-person instruction. However, the possibility of mass vaccinations for adults within the community in the near future, as well as the expectation of continuously dropping COVID-19 community infection rates provide sources of optimism for the feasibility of a safe, full, in-person learning model.





RECOMMENDATION 4 The D57 Task Force recommends that the D57 Board of Education allow the Task Force to continue its work in order to provide ongoing reports to the Board regarding updated research, information, or planning that will support a transition to more in-person learning opportunities for students.

Rationale: COVID-19 information and guidance related to school reopenings are constantly evolving as new data become available. For this reason, the Task Force feels committed to providing ongoing information and support for the District 57 School Board in order to inform future decision making and planning. Specifically, the Task Force is eager to continue investigating logistics and models for full, in-person learning that would be feasible within District 57.



Thank You

