



FEBRUARY
18, 2021

D57 TASK FORCE REPORT

A SUMMARY OF FINDINGS AND RECOMMENDATIONS

I. Introduction

The global pandemic has created countless challenges for all aspects of society, and schools are no exception. To date, the 2020-21 school year in District 57 has included four and a half months of full remote learning for the vast majority of students. As of January 19, families had the option of in-person learning in a part-time hybrid learning model or a full-remote learning model. Throughout the year, stakeholders have expressed different concerns about reopening D57 schools beyond the current hybrid model. In mid-October, the Board of Education determined that a District 57 Task Force would be formed to approach the topic of reopenings schools with representatives from the D57 parents/guardians, staff, and administration. The D57 Task Force does not have decision-making authority but has been assigned to recommend the board regarding a spring 2021 learning model at the February 18, 2021 Board Meeting.

This report seeks to provide the D57 Board of Education with an overview of the Task Force’s work scope, including a summary of current scientific research, an analysis of the quantitative and qualitative data from parent and staff surveys, and a comparative overview of the different learning models considered for spring 2021. This report will conclude with the Task Force’s recommendations for the Board of Education’s consideration.

II. Task Force Members

In late fall, PTO Presidents from Westbrook, Fairview, Lions Park, and Lincoln nominated six parents from their school to be considered for the Task Force. To ensure the Task Force reflected the diverse backgrounds and perspectives of the greater D57 parent community, administration requested additional information from all twenty-four nominees. Nominees were asked to share information regarding their professional experiences, specific skill sets, and views related to addressing school models during the COVID19 pandemic, as well as the nature of their interest in serving in this role. The five parents selected to serve on the Task Force 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. Additionally, 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. It should be noted that one of the D57 employee representatives is also a D57 parent. Table 1 features a complete list of the D57 Task Force Members.

Table 1. Task Force Members

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| <ol style="list-style-type: none">1. Kimberly Arvanites, D57 Parent2. Zoi Giannakopoulos, D57 Parent3. Chris Hoff, D57 Parent4. Kasia McGrew, D57 Parent5. Jill Morgan, D57 Parent6. 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

The Task Force met from early December until mid-February and regularly corresponded via email relevant to the work. Task Force Working Teams, whose work will be described in detail in the following section, also met and regularly communicated in between the whole group Task Force meetings. Members established norms to ensure equity of voice, open sharing of ideas, and a commitment to robust discussions. Task Force members approached their work with diligence and sincerity.

III. Description of Task Force Working Teams

To best leverage individual members' areas of expertise and time, the Task Force formed three working teams--research, communications, and spring learning models. Working Teams regularly reported developments in their work to the Task Force at-large, which enabled an iterative process. The specific outcome of each Working Team is summarized in the following sections.

Research Working Team

The Research Team's objective was to review the most current guidance, recommendations, and literature regarding schools and COVID-19. References reviewed by the Research Team are included through the links below.

Research on Effective Mitigation Strategies

Since the Task Force began meeting in December, more information has been released from public health and medical organizations regarding in-person learning at schools during COVID-19. 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.

In general, the risk of spread of COVID-19 in schools increases across the continuum of virtual, hybrid, to in-person learning. However, one of the most significant developments we identified has been a growing recognition and body of literature that even when community transmission levels are high, in-person learning can continue if schools strictly implement effective infection prevention measures, including universal masking, physical distancing, and smaller group sizes. An important note is that while various guidance documents and recommendations refer to schools being "open" despite higher levels of community transmission, almost universally, these documents and recommendations highlight the need for effective implementation of strategies to minimize transmission including universal masking and physical distancing.

Four examples of this evidence are included below.

Research

[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.”

[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.”

[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.”

[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.”

Mitigation Measures

Most research that we reviewed shows that schools can safely open and stay open, with strong mitigation measures in place—face masks, hand washing, physical distancing, staying home when sick, frequent cleaning/disinfecting, contact tracing, etc. The effectiveness and adherence to these measures are a critical component of any successful in-person learning.

Research

[Journal of the American Medical Association: 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.”*

Physical Distancing. One of the areas the Research Team examined was the current recommendations about physical distancing in schools. We reviewed multiple sources to identify the current state of the evidence.

COVID-19 spreads mainly among people who are in close contact (within about 6 feet) for a prolonged period. While universal masking and other mitigation measures reduce the risk of transmission of COVID-19, clearly, students and staff may be together for prolonged periods of time while in school. While there is some disagreement on the exact physical distancing recommendation, it is clear that physical distancing is a critical mitigation measure that must be in place. 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 six 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.

Research

In guidance released on February 12, the [Centers for Disease Control and Prevention \(CDC\)](#) **recommends that “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.” While this limits the number of students or staff that can occupy a physical space, a critical advantage of following the six feet physical distancing is that it reduces the risk of transmission of COVID-19 in school, and it potentially eliminates the possibility that a student or staff would be identified as close contact and be required to quarantine and not attend school in-person.

The [American Academy of Pediatrics](#) recommends that **“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-foot spacing rule between students with the potential downside if remote learning is the only alternative”.**

A report from a [multi-disciplinary group of experts at Harvard University, Brown University, Boston University, Tufts University, and New America](#) recommends **“3 ft social distancing for young learners at all levels of community spread”.**

COVID-19 Vaccines

As of February 16, two vaccines have been authorized for use in the U.S. and have been distributed across the country. In Illinois, K-12 school staff are included in the Phase 1b priority group as frontline essential workers who [“hold jobs critical to the continued functioning of society and are at potential occupational risk of exposure to SARS-CoV-2”](#) and are currently eligible to be vaccinated. While supplies of vaccine are extremely limited, K-12 education staff are currently being vaccinated including staff from District 57. Vaccination of staff should be pursued as quickly as possible and as quickly as vaccine supply allows. However, the CDC notes that [“access to vaccination should not be considered a condition for reopening schools for in-person instruction.”](#)

On February 10, the CDC updated their public health recommendation that “vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria:

- Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)
- Are within 3 months following receipt of the last dose in the series
- Have remained asymptomatic since the current COVID-19 exposure

Persons who do not meet all 3 of the above criteria should continue to follow current quarantine guidance after exposure to someone with suspected or confirmed COVID-19.” The Illinois Department of Public Health or Cook County Department of Public Health has not yet updated their guidance to reflect this recommendation.

There are currently no vaccines approved for use in children under 16 years old. While clinical trials are underway to evaluate the safety and efficacy of vaccines in these populations, it is not expected that vaccines will be available to children for many months. In the CDC guidance for schools released February 12, they identify that [“for these reasons, 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

Since the Task Force began meeting, more information has also become available about the potential impacts of newly identified variants of the SARS-CoV-2 virus. While it is not surprising that variants have been identified, several of these variants have been identified by the Centers for Disease Control and Prevention (CDC) as variants of concern, meaning [“they spread easier, cause more severe disease, or may escape the body’s immune response.”](#) As the surveillance for these variants increases, more cases are being identified. While it is difficult to know exactly how the emergence of these variants will impact the U.S., 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. These mitigation steps include [“...compliance with effective public health measures, including vaccination, physical distancing, use of masks, hand hygiene, and isolation and quarantine.”](#)

Research

[Centers for Disease Control and Prevention \(CDC\): Emergence of SARS-CoV-2 B.1.1.7 Lineage – United States, December 29, 2020–January 12, 2021](#)

The experience in the United Kingdom and the B.1.1.7 models presented in this report illustrate the impact a more contagious variant can have on the number of cases in a population. **This 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.** These measures will be more effective if they are instituted sooner rather than later to slow the B.1.1.7 variant’s initial spread.

Research Working Team-Future Work

The Research Team will continue to monitor and evaluate developing guidance and recommendations for schools. Throughout the pandemic response, guidance has continued to be updated to better understand the virus, how it is transmitted, and what populations are at the highest risk of severe outcomes. It is expected that additional guidance specific to schools will be released in the coming weeks as the 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](#).

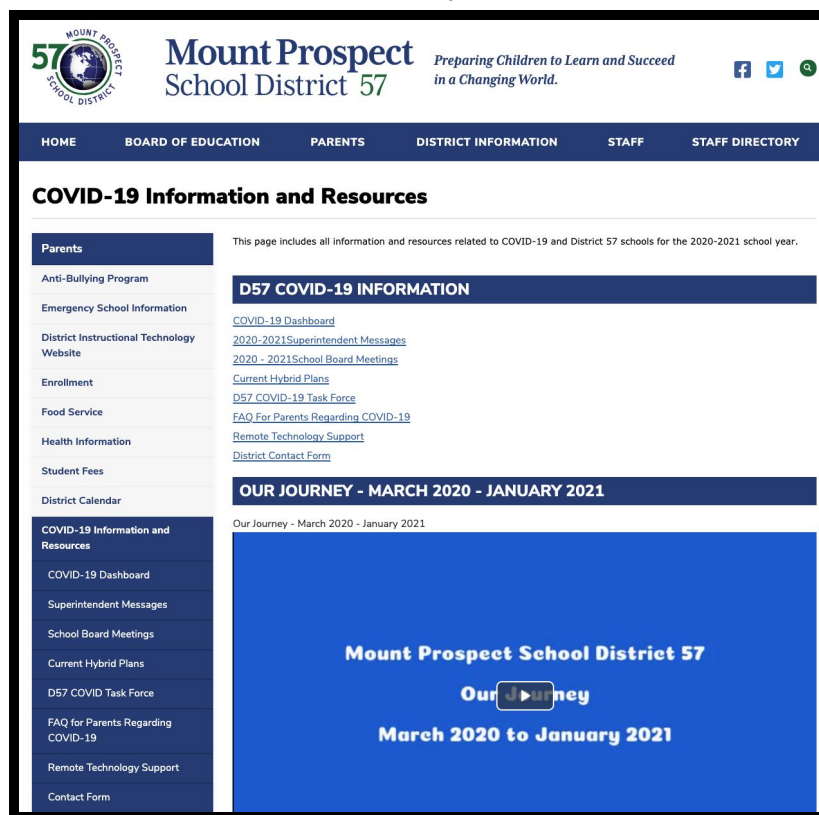
Communications Working Team

The Communications Working Team was charged with considering ways to strengthen two-way communication between District 57 and its stakeholder groups related to COVID-19.

COVID Communications on D57 Website

The Communications Team determined that District 57 can better leverage its website 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. The Communications Team collaborated with the District’s communication vendor and District 57 Technology Director to streamline relevant content and ensure stakeholders’ information accessibility. The District has shared the redesigned COVID website with stakeholders via a recent Superintendent’s Message and social media.

Image 1. A screenshot of the updates can be seen below or by [clicking this link](#).



Stakeholder Surveys

The Communications Team surveyed D57 parents/guardians and staff to understand individuals’ concerns, preferences, and feedback related to learning models and COVID-19-related planning. Parents/guardians were asked to submit one survey per D57 student. D57 Staff Members were asked to submit one survey per person. Overall, the Task Force was pleased with the considerable response rate from both stakeholder groups, which is described in Table 2.

Table 2. Summary of Task Force Survey Responses

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

Although the two surveys varied in the specific questions asked, many of the same issues were explored to provide for a comprehensive understanding of areas of commonalities and differences. To account for the range of feelings and preferences within an individual, respondents were asked to select from a scale of 1-4. Depending on the specific question, one signified strong disagreement, a low level of importance, or a feeling of very uncomfortable. Depending on the specific question, four signified strong agreement, a high level of importance, or a feeling of very comfortable. An overview of the average responses from the staff and parents/guardians surveys are featured below in Table 3.

Table 3. Overview Comparison of Stakeholder Groups’ Average Responses on Key Issues

	D57 Stakeholder Group		Parents/Guardians- By Current Student Enrollment	
	All Staff Average Response (n=284)	All Parents/Guardians Average Response (n=1,746)	Current Hybrid Average Response (n=1,064)	Current Remote Average Response (n=682)
A learning model with <u>less than</u> 6-feet of physical distancing	<u>1.83</u>	2.67	3.25	1.75
A learning model that <u>guarantees</u> 6-feet of physical distancing	3.47	<u>2.32</u>	<u>1.99</u>	2.51
A half-day hybrid <u>instead of</u> a full-day hybrid model	--	2.54	2.51	2.57
A learning model that includes five days per week <u>without 6 feet</u>	--	2.61	3.21	<u>1.67</u>
Keep the learning model options the <u>same as they are right now</u>	--	2.60	2.13	3.33
There should be an <u>adaptive pause after Spring Break</u> (14 days of remote learning)	3.41	2.74	2.25	3.50

SCALE
 (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

In the following sections, survey data from each stakeholder group will be reported and analyzed.

Staff Survey Data Of the 284 D57 Staff who submitted a survey, 63.7% were certified staff, 30.3% were ESP staff, and 6% were considered “other,” which is likely to be administrators and other employees exempt from collective bargaining. At the present time, the majority of D57 Staff have in-person assignments; however, there are some employees who work remotely due to their instructional assignment or based on a medical accommodation approved by the D57 Human Resources Department. Figure 1 below illustrates the responses on this topic from the D57 Staff who submitted a survey.

Figure 1. D57 Staff Survey Data vis-à-vis Current Assignment

Please select the category that best applies to you.
 284 responses

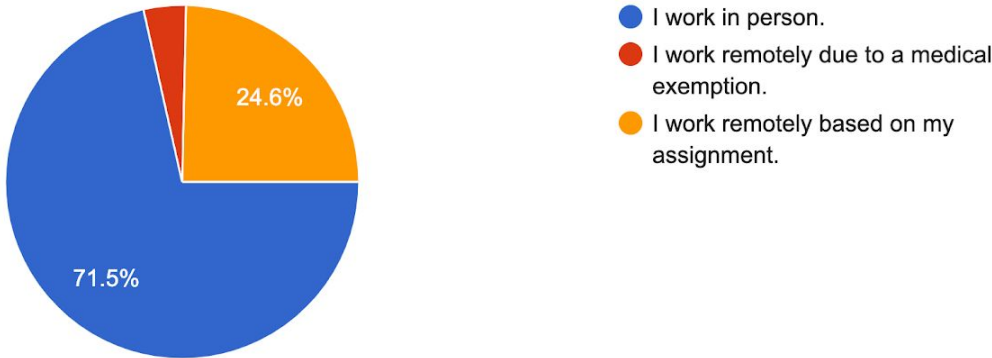


Table 4 below illustrates the average response of D57 Staff on various issues from the District’s mitigation efforts regarding distancing and the need for a quarantine period after Spring Break. Among the D57 Staff’s survey results, the question that elicited the highest average response was about the importance of guaranteeing 6 feet of physical distancing for any in-person learning plan. The average answer to this question was 3.47, with a score of 4 signifying “very important.” Similarly, the question that received the lowest average response was about the likelihood that staff would feel safe working in-person without a guarantee of 6 feet of

physical distancing. To this question, the average response was 1.83, with a score of 1 signifying “strongly disagree.”

Table 4. Overview of D57 Staff’s Average Responses

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
<p>SCALE (1-4) 1=Strongly Disagree/Not Important/Very Uncomfortable 4=Strongly Agree/Very Important/Very Comfortable</p> <p>KEY highest average response is bolded <u>lowest average response is underlined</u></p>				

Qualitative Data from Staff Survey

The importance of keeping a 6-foot physical distancing model and concerns about the negative impact from significant changes within the school year were key themes within the qualitative data from staff. Image 2 provides a sample of staff members’ responses to short-answer questions on the survey.

Image 2. Samples of Staff Written Responses

WORD: DISTANCING

Maintain 6 foot distancing everywhere, no eating lunch at school.

I'd prefer to revisit Lincoln students eating lunch at school. It has felt relatively safe so far with masks and social distancing. Once students are eating maskless lunch it will feel less safe.

Please consider your planning to maintaining 6 feet of social distancing as much as possible. Please consider keeping clusters of students together throughout their day like with the AM/PM hybrid model. Please consider the risks and logistical safe space when considering mask free lunch.

Do not decrease 6 feet distancing until staff has been fully vaccinated. Is it worth it to risk staff safety for 2 months of learning? Please wait til next year when more of the community is vaccinated and more is known about Covid variants.

I feel strongly that we should follow the CDC guideline of six feet of social distancing. It's important to note that Lincoln is a very old building, so we can't compare ourselves to other districts with newer schools and likely better ventilation.

WORD: FEET

It is extremely difficult to keep preschool children 6 feet apart when they want to interact with peers.

Continuing to follow the 6 feet protocol.

I feel strongly that we should follow the CDC guideline of six feet of social distancing. It's important to note that Lincoln is a very old building, so we can't compare ourselves to other districts with newer schools and likely better ventilation.

Guarantee 6 feet of distance

Maintain 6 feet distance between people in the classroom

Continue with all the mitigations that have been put in place, including 6 feet of social distancing.

They need to problem solve maskless lunch that guarantees 6 feet of social distancing

All buildings should utilize all available spaces if 6 feet must be maintained, including specials classrooms.

WORD: CHANGES

The change to hybrid learning was a huge shift. I feel strongly that there should not be another big change this school year.

All of these changes are very stressful and they have been taking an emotional toll on both the staff and students. Teachers have been feeling overloaded with the amount of work that continues to be added to their plates. The students cannot handle another schedule change and teachers are working hard to help the students cope with all these changes.

No more changes until 2021-22 school year or until staff, students and families are all vaccinated.

Do not move us to full in person or change our hybrid model until we've all had the chance to be vaccinated.

students have already adjusted to new teachers and classmates. Personally, over half of my class changed teachers. Consistency is important for both students and teachers."

If there is another switch, it will likely require major changes to class lists and master schedules. Some students may have to move to a NEW teacher for the 3rd time. I think we should maintain current model and options for families.

The constant schedule changes are disrupting the learning environment and taking a toll on students and teachers.

Parents/Guardians Survey Data

Table 5 below illustrates the average response of D57 Parents/Guardians on many similar topics featured in the D57 Staff Survey. The question that received the highest average response (2.74 out of 4) pertained to a 14-day adaptive pause after Spring Break to mitigate the risk of COVID-19 transmission. The question that received the lowest average response asked parents/guardians if they would only consider an in-person learning model that guarantees 6-feet of physical distancing. The average response to this question was 2.32 out of 4, with 4 meaning "strongly agree."

It is important to point out that when you separate out the parents/guardians survey data by parents/guardians with children currently in hybrid compared to the responses of parents/guardians with children currently in remote learning, there are considerable differences in average responses.

Table 5. Overview of D57 Parents/Guardians Average Responses

Survey Question	All Parents/Guardians Average Response (n=1,746)	Current Hybrid Average Response (n=1,064)	Current Remote Average Response (n=682)
I am likely to send my child to an in-person learning model even without the guarantee of 6 feet of physical distancing between students.	2.67	3.25	1.75
I will only consider an in-person learning model for my child that guarantees 6 feet of physical distancing between students.	<u>2.32</u>	<u>1.99</u>	2.51
I prefer a half-day hybrid model (no maskless lunchtime) over one that includes 2 full days of in-person learning time with a maskless lunchtime*.	2.54	2.51	2.57
If available, I would enroll my child in a full-time in-person learning model (5 days/week, full days), even without a guarantee of 6 feet of physical distancing.	2.61	3.21	<u>1.67</u>
I prefer that District 57 sticks with the current options (the existing hybrid plan or the full remote learning plan) for the remainder of the 2020-21 school year.	2.60	2.13	3.33
There should be a 14-day adaptive pause (all children would have 2 weeks of remote learning) after Spring Break to minimize the risk of COVID-19 infection due to possible travel.	2.74	2.25	3.50
<p>SCALE (1-4) 1=Strongly Disagree/Not Important/Very Uncomfortable 4=Strongly Agree/Very Important/Very Comfortable</p> <p>KEY highest average response is bolded lowest average response is underlined</p>			

Spring Learning Models-D57 Parents/Guardians Preferences

In order to gauge preferences regarding the spring learning model, parents/guardians were asked, “If available, which of the following learning options would you most likely choose for your child’s learning model this spring?” A summary of the spring learning model options and survey results are featured below in Table 6 and Figure 2.

Table 6. Spring Learning Models Description and Percentages from Parent/Guardian Survey

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%
*Also represented in Figure 2 below.		

Figure 2. All Parents/Guardians-Spring Learning Model Preferences

All D57 Parents/Guardians

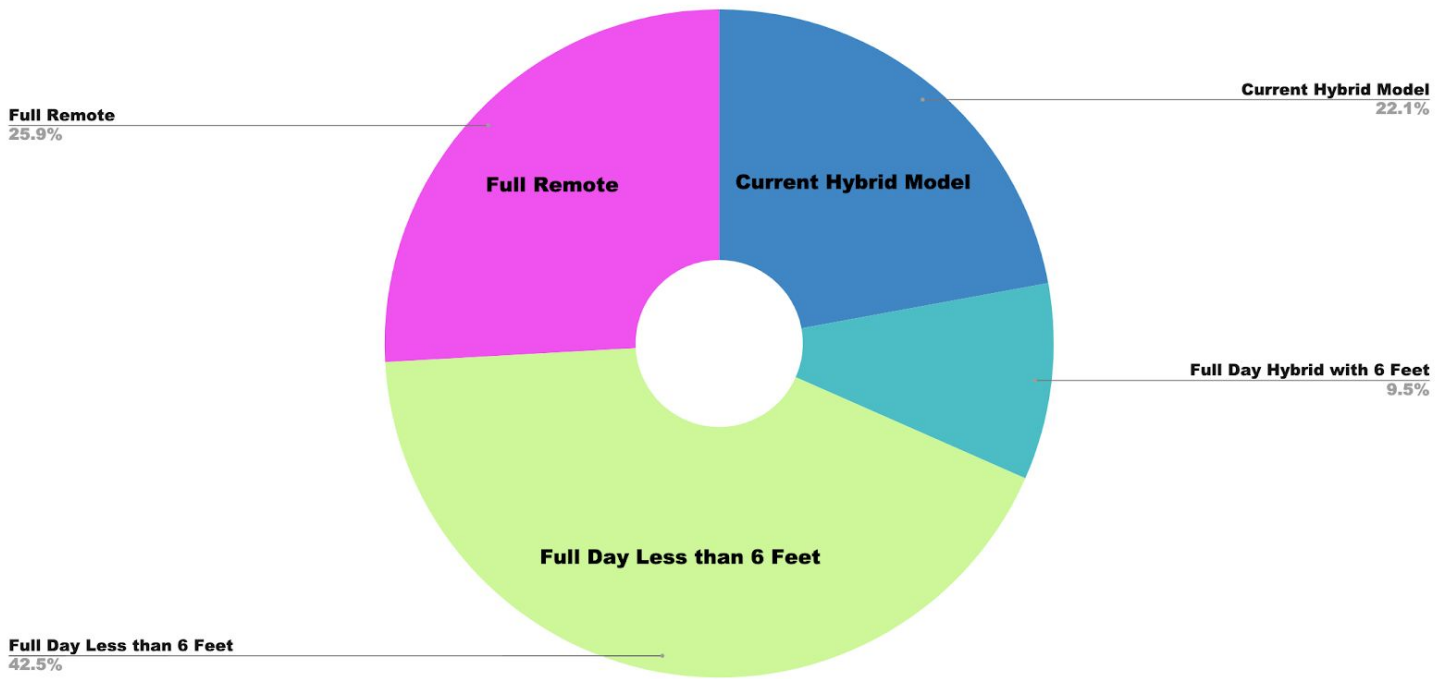


Table 8. All Parents/Guardians-Spring Learning Model Preference

	Percentage of All D57 Parents/Guardians who prefer this spring learning model	Current Hybrid Parents/Guardians	Current Remote Parents/Guardians
Full Remote	25.9%	0.66%	65.25%
Current Hybrid Model	22.1%	27.35%	13.93%
Full Day Hybrid Model with 6-Foot Distancing	9.5%	9.96%	8.80%
Full Day In-Person Model-Less than 6-Foot Distancing	42.5%	62.03%	12.02%

Wide Range of Preferences among D57 Parents/Guardians. The survey data suggests a considerable difference in preference between parents/guardians with students currently enrolled in hybrid learning and parents/guardians with students currently enrolled in full-remote learning. **Of current hybrid parents, 62% responded as preferring a spring learning model that offered less than 6-feet of physical distancing.** 27% of current hybrid parents preferred keeping the current hybrid model, 10% preferred a hybrid model that included full days instead of half-days, and less than 1% preferred a full-remote model. Figure 4 provides an illustration of the current hybrid parents/guardians' spring learning model. **Of current remote parents, 65.2% responded as preferring their child remain in a full-remote learning model for the spring.** 27.3% responded as preferring a spring model of the current hybrid plan, 10% responded as preferring a full-day hybrid model instead of a half-day hybrid model, and less than 1% responded as preferring a full-day, in-person learning model that does not include 6-feet of physical distancing. Figure 5 provides an illustration of the current remote parents/guardians' spring learning model preferences.

Figure 4. Spring Learning Model Preference of Current Hybrid Parents

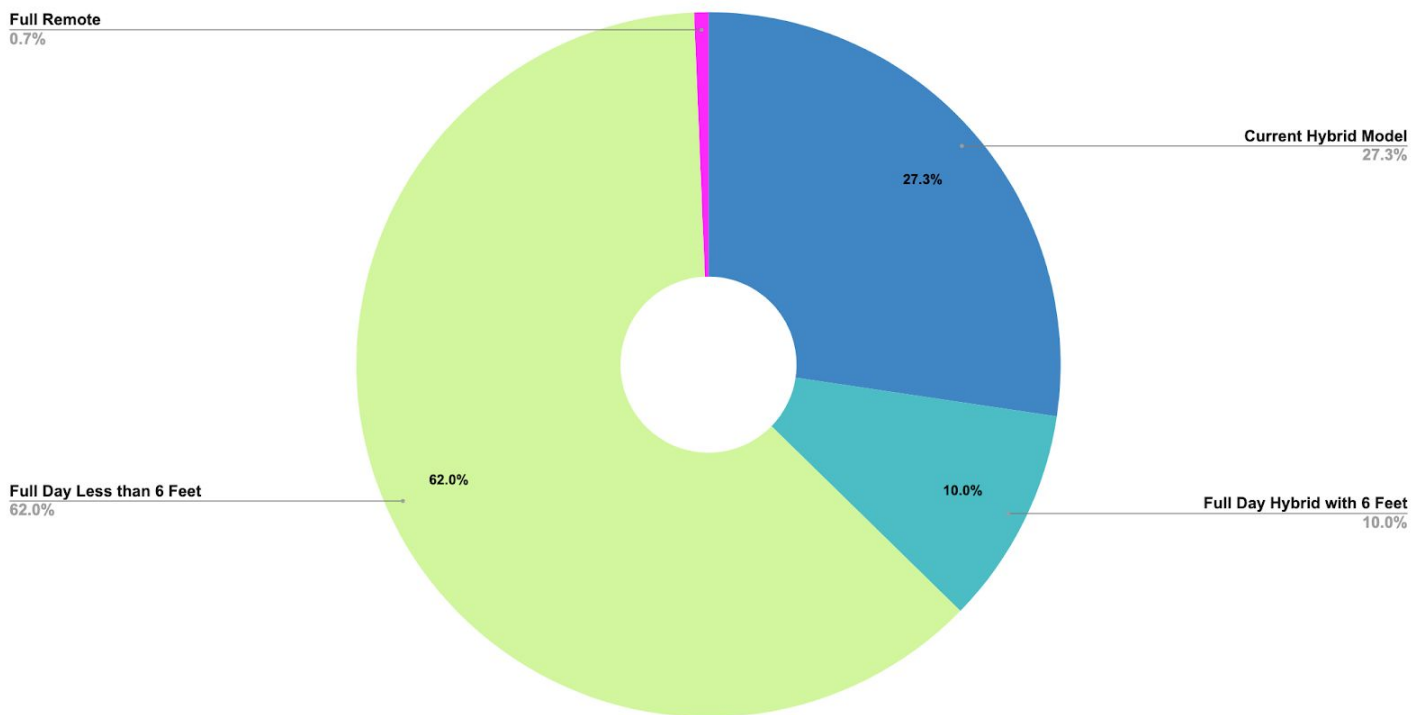
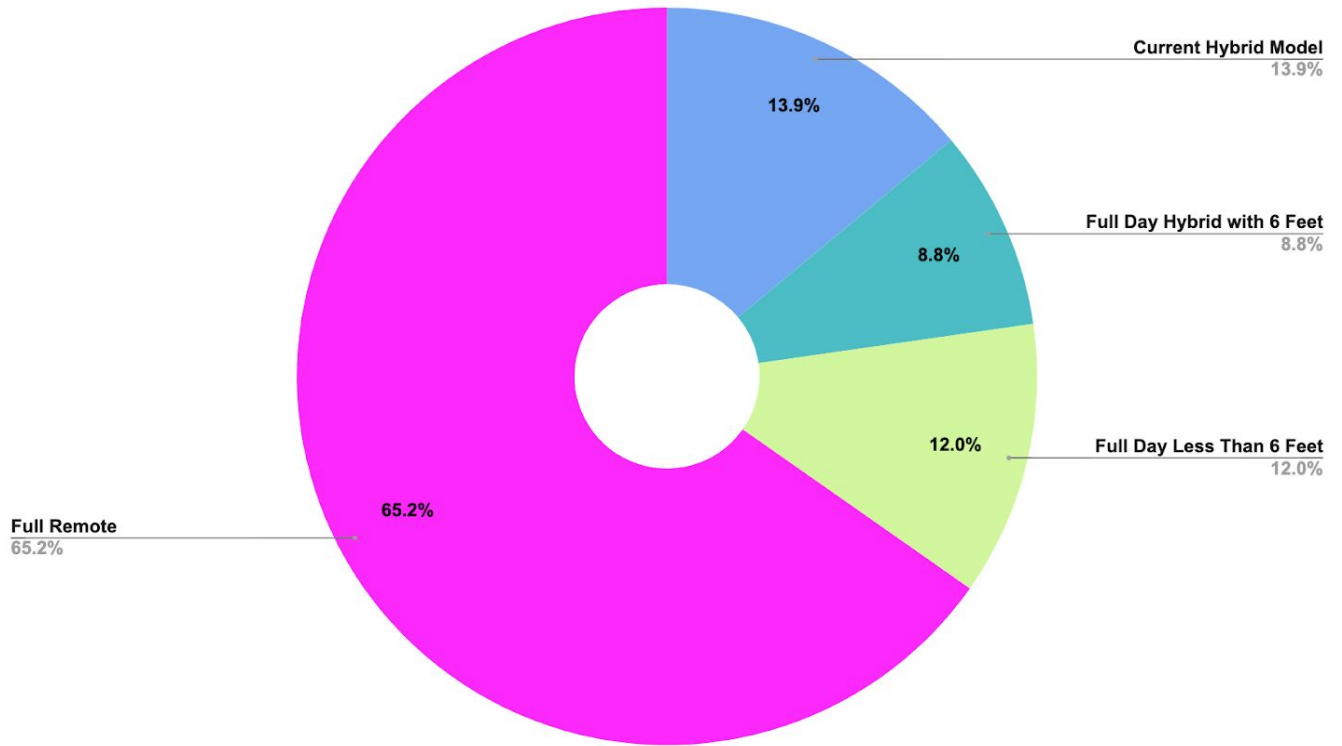


Figure 5. Spring Learning Model Preference of Current Remote Parents



Qualitative Data from Parent/Guardian Survey. The qualitative data from the parent/guardian survey produced several recurring themes. First, there were many responses that reflected strong feelings about how different learning models positively or negatively influenced their child/ren’s learning success. Some parents felt that in-person learning was best for their child, while others voiced a preference for remote learning. Image 3 provides a sample of some of the D57 parent/guardian responses to the short answer questions on the survey.

Image 3. Samples of D57 Parent/Guardian Written Responses

WORD: LEARNING

My 3 year-old has a profound speech delay. Remote learning is not an option.

My child was distracted and unmotivated with remote learning. She was also sad and frustrated that she couldn't be at school.

Remote learning is not working for my children. Moving to three full days of remote learning seems to be a step backwards. They need to be in school five days a week. We need to open full in person because our kids are being left behind.

My child didn't have trouble learning, but I strongly believe in-person instruction is more effective.

Although my daughter didn't have too much trouble learning remotely, I believe her concentration and focus is better in a classroom setting.

We saw a lot of value in in-person learning for core subject such as reading, writing, and math. Our child is enjoying in-person learning and seems to be doing well with the additional contact with her teacher.

I don't think sitting in front of a screen for hours is an effective way of learning. At this age kids need to be in person every day even if it's part of the time. I think that kids motivate each other and teachers are more engaged when they know their students.

WORD: HYBRID

We chose Hybrid learning because our child needed social interaction. He was becoming increasingly quiet and sad. We chose hybrid because we wanted half day and felt safe with half day hybrid model. Also, seeing people more days a week is more beneficial to his mindset than two days a week.

Both parents work full time and impossible for us to keep my child remotely. The district should have an option to go full day hybrid or full time back school for those parents that need it.

I chose hybrid because I wanted my child to stay with his teacher but I would not have chosen it without 6ft, masks, and cleaning.

The choices didn't completely reflect my opinions. I think hybrid gives students more interaction with teaches and peers, although my child was good with remote learning. I think the benefit of getting out of the house and being in a safe environment is why I chose hybrid. We were fortunate that my child was able to stay with their teacher

WORD: REMOTE

My child adapted well to remote learning.

Was very disappointed that my daughter had to have all new teachers when we got her schedule .She is adapting now but wished that she didn't have to have a NEW teacher for all her core classes. Very unfair to the kids who stayed in REMOTE. And honestly some of our reasoning was to help the teachers not have to worry about teaching in an environment that could expose them to covid...

Remote 2 hours of school with busy work is pointless. At least in remote they are getting a full day of school. This current model is ridiculous

Having a 'live' teacher for the full day was also a reason to choose remote learning. We were concerned with the prerecorded lessons and the amount of help our child would need at home since we are working from home as well.

The main and only reason for selecting full time remote learning was that the hybrid model for Kindergarten would result in 3 days a week without any contact with a teacher

We would prefer remote learning til the next school year

Full remote is the only option as we have a 3 year old with an underlying medical condition

We chose remote learning because hybrid is only 2 hours per day which is good for parents who do not work. I am so disappointed with the way district 57 handled the situation of Covid and not allowing students to go back to school full day compare to other districts. I chose remote learning so I can keep my job. My son is frustrated with school every day and has headaches almost every day. This year has been so difficult because of how district 57 is handling the current pandemic. I want my kids to go back to school full time so I can go back to work full time. District 57 is not considering working parents not to mention how negatively staying home reflects on the kids and their grades. None of the above options applies to us. Even the options chosen in surveys don't make any sense!!!!!!

WORD: HYBRID

We don't feel going hybrid is worth the trade-off of having asynchronous learning 2 days a week. It's preferable to have a teacher with my daughter every day.

The hybrid plan set forth is not ideal or comparative to other districts, leaving too much busy work and lack of instruction during asynchronous time and too little valuable instruction time.

We were willing to try the hybrid model, but the principal asked for volunteers to shift to all remote, and we volunteered to give up our in-person spot. We will shift to hybrid for next quarter if space is available.

Our family was uncomfortable with the health risks associated with in-person learning at the beginning of the school year, but we since think D57 has made the safest possible choices, and mitigated much risk. Currently, our choice to remain remote at Westbrook is because both parents work, and 1/2 day (2 day a week) hybrid at Westbrook doesn't work well with our schedule. I should also note, we are considering switching to hybrid beginning 2/22/2021 (our Lion's Park student is). That said, we firmly believe CONSISTENCY is what matters now. We can't continue to adjust our

Communications Working Team-Future Work

The Communications Team is interested in continuing work related to strengthening the communication between District 57 and its stakeholder groups. A limitation of our work thus far is that the voice of our most important stakeholder groups, our students, has not been formally elicited. In the future, including students' input, in addition to increasing the work to engage in two-way communication with all stakeholder groups, will support the District's efforts in addressing challenges related to education during the pandemic.

Spring Learning Models Team Summary

The Spring Learning Models Team was asked to generate possible learning models for spring 2021 and consider learning models that are being implemented in other school districts. The team drew upon the work of both the Research Team and the Communications Team. This section of the memo will attempt to summarize the findings of the Spring Learning Models Team. While the overall recommendation from the Task Force is largely to continue the existing hybrid learning models for spring 2021 (with incremental improvements encouraged), the team feels that the Board will benefit from reviewing at least a summary of the information gathered during this process. This information will hopefully serve as a foundation to further plan for District 57 to reopen safely in the future.

Learning models of surrounding school districts

"How are these other districts back in school full-time, but District 57 is not?" This is a common question raised in discussions throughout the community. While there are many different factors that play into our

surrounding districts' decisions on their respective learning models (budget, enrollment numbers, physical classroom size), the team found that the starkest differences can be categorized into two major themes: live-streaming and physical distancing.

Attachment A. Charts of nearby districts' learning models

The majority of the surrounding public school districts are using a simultaneous live-stream model of teaching, where in-person students learn from their teacher in-school, while remote students tune into the same classroom from home.

Districts have chosen this model for several reasons. This model allows for in-person learners to spread out more, making compliance with the goal of at least 6 feet physical distance between students much easier. The simultaneous model also allows for a much more seamless transition between at-home and in-person learning, for any need- whether that need to switch is for individuals, entire classrooms, or entire schools. Students would not need to switch classrooms to switch learning modes, and schedules would not need to be shuffled as much when compared to a separate model like D57's. The transition for an entire school to switch between full-time, hybrid, or 100% remote for an adaptive pause, would require much less upheaval and juggling, because the classroom is always accessible.

However, the Board will surely also recall the negative sides of simultaneous learning, given that its decision in the fall was to keep remote students/teachers and in-person students/teachers separate. Valid concerns have been raised by teachers, including that it would be difficult to provide equal attention to the students in the classroom with them, and the students who are tuning in at home. There are also costs involved with outfitting the classrooms with the technology necessary to provide simultaneous learning (starting at around \$20-\$40k for the most simple setup types, ranging to much more investment for state-of-the-art technology). Also, there is a possible decline in the quality of remote learning environments when compared to D57's current remote model.

You'll also notice Attachment A that there are several districts who have gone back to full-time or near-full-time in-person learning. Districts 25, 31, 54, and 62 (which are all offering a full in-person option) are doing so with simultaneous live-stream learning. District 15 is the lone exception here- they're keeping remote classrooms separate from in-person classrooms. A notable difference for District 15, also, is that parents were required to commit to their choice of learning model for the entire school year, back in August. Given that COVID-19 guidelines and attitudes have changed since then, that relatively longer term commitment could be a possible reason why the in-person enrollment is fairly low. In addition, D15 combined all of their remote learners together, district-wide, to conserve teacher resources- so classmates won't necessarily attend the same school when the students return to in-person learning (they are a larger district than D57, but to apply this concept here, for example, all 3rd grade remote learners would be put together, and students from Lions Park would attend remote learning with students from Fairview).

As our Research Team has outlined above, 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 six feet of physical distance between students and staff when possible. Out of the surrounding districts offering a full-time in-person option, excepting Districts 54 and 31 (which have larger classrooms and lower in-person enrollment, and are therefore able to provide 6 feet), all of these districts have chosen to interpret the CDC guideline for 6 feet of distance between children differently. These districts are striving to provide 6 feet “to the greatest extent possible”, but acknowledging that they will not be able to provide that distance in all cases, due to classroom size constraints. Simultaneous learning models, as noted above, have a positive impact on the distance these districts can provide, given that remote students are not physically in the classroom, giving the in-person students more room to spread out.

What would a full-time in-person option look like for District 57?

If the Board were to consider a full-time in-person option in the future, barring any major changes in the CDC/ISBE/IDPH guidelines, then the team envisions that a full in-person model would look like this: Obviously and most importantly, the District should maintain all current health protocols with regard to masking, health screening, cohorting and disinfection; with strengthened safety measures as appropriate and as attainable.

The issue of space is the District’s toughest problem to tackle. Staff met with architects to help determine exactly how much space could be provided for students. While the numbers the architect provided were promising, after taking into account several factors that will make a classroom conducive to learning, such as giving the teacher space for their desk and enough space to move, ensuring that all students can see the board from their desks, and certain other furniture that is necessary for learning (like guided reading tables), staff found that the classrooms could accommodate students at a distance of about 4 feet, 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



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

Ex

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

Those capacity numbers are relatively reflective of enrollment numbers throughout D57, so it is reasonable to say that the distance the District could provide for students to come back in a full-time capacity, using current facilities, is generally about 4-feet for students, and 6-feet for teachers spaces. The two photos above give a visual of what that distance looks like in reality. Given that 4-feet is obviously less than the 6-feet recommendation, the team looked at possible ways to address this deficiency. The following are solutions that the Board could consider in the future, and are laid out in order of the relative complexity to implement the solution.

Option a: Reduction of the minimum distance.

Spacing of desks would strive to be as close to 6 feet as possible, but would be dependent on enrollment numbers. Teachers could be provided with 6-feet space, but in most cases, classrooms should be able to provide about 4 feet between students. This could also vary from classroom to classroom depending on enrollment.

Option b: Implement option a AND adjust the learning model to include simultaneous live-streaming.

Like option a above, desk spacing should strive to be as close to 6 feet as possible. Classrooms will be able to provide more or less space, depending on the amount of remote learners in that classroom. The team acknowledges that Lincoln is currently doing live streaming as part of their hybrid plan, and it will be useful to gather feedback about how this is going for them. At the same time, the team also acknowledges that the learning needs of our middle school learners are very different from our younger learners. Adjustments may need to be made for Westbrook and the younger elementary grades.

Option c: Keep the 6-feet minimum- hire more teachers and add more classrooms. Very costly; not likely viable.

To keep the 6-feet minimum, the District would have to double their teaching staff and double its classroom space. Obviously this presents extreme costs issues, but this option would present clear logistical issues as well. For example, Lions Park and Fairview are pretty much landlocked and could not expand beyond what is

planned. Lincoln has space to build out, but the community would need to go out for another referendum to pay for construction.

Time constraints would prevent this from happening any sooner than 18 months in the most optimistic scenario¹.

Option d: Find spaces elsewhere for bigger classrooms. Very costly, extremely unlikely.

This is an incredibly tall order, and very difficult to find appropriate classroom spaces. While a few classes from each school could possibly move to bigger spaces that would accommodate more students at the 6-foot distance (gyms, music rooms, lunch rooms, or nearby park district spaces, or even the old Fire Department, for example), that only solves the issue for a few classrooms, whereas this space issue persists for nearly every single classroom. The average classroom size in the District is 500 square feet, which can accommodate about 13 students at 6-foot distance. The District would essentially need to move entire schools to larger spaces that could be broken up into classrooms that are roughly double the size of what the District has to offer currently. The team floated the idea of moving, for example, an entire grade to another site to release some space and be able to spread out, but that still wouldn't solve the problem that those grades remaining can't just simply then move to fill in those classroom spaces that were moved off-site- because you still need to have teachers to teach in those additional classrooms.

Even if the District could find appropriate "office" type spaces that could be used as temporary classroom space, the cost would be very high- about \$2.64 million.² This cost does not even begin to address the additional costs that the District would incur to bring the spaces up to code to be able to accept the children into them. Any office space being utilized as a school building would need to meet all of the health and life safety specifications set forth in the Illinois School Code, and to retrofit and bring these spaces to school code is extremely unlikely.

What other ideas has the team explored? Why wouldn't they work?

The team looked first at several "in-between" options that would sort of re-shape the way hybrid students spend their in-person time. One option that some parents have suggested was to switch the elementary schools to a schedule that looks more like Lincoln's current schedule of two full days and three remote days, with A/B cohorts. The Task Force felt that a switch like this would negatively impact learning by taking away the consistency that the current plan provides at the elementary level. Teachers would be forced to either continue to teach core-only on two full days (which could result in less knowledge retention and general "burnout" for students), or adjust their 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. The parent survey did not indicate a significant enough amount of interest in a model like this, and the staff survey indicated that teachers are already stretched in their workload and another major change would be extremely difficult. In short, the team adopted the opinion that 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.

¹ Source: Conversation with Adam Parisi, Assistant Superintendent for Finance and Operations

² Source: Average cost per square foot of Commercial Office Space listings for 60056 was \$18.90, found at www.commercialcafe.com. Assumption: 1000 sq ft per classroom, multiplied by 140 classrooms districtwide.

The Task Force acknowledges, however, that the current hybrid model is not without need for improvements. Tweaks to the current plan can and should continue to grow and improve, as we will note in the next section.

Ideas for further improvements to the current hybrid models- future work with staff to implement

The Task Force would like to continue to work, and extend their reach to speak with teachers and principals to help plan and implement changes to improve the quality of the current hybrid model. While the group has not yet been able to “get into the weeds” on these ideas due to time constraints, we request the opportunity to continue to engage with staff to find creative ways to make the asynchronous time more engaging for students.

It is clear from the staff survey that teachers are very stressed out from all of the changes. It would be the team’s goal to gather more ideas from those who are working in the buildings to work together towards some positive solutions. Attachment B shows just a few of the ideas that the Task Force would request the opportunity to explore with staff.

Attachment B: Working list of ideas to brainstorm with staff

IV. Recommendations to the Board of Education

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 CCPH 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 CCPHD 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 the most recent communication from the federal government, the Task Force is expecting 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 2.74-3.41 on a scale of 1-4 (1=Strongly Disagree, 4=Strongly Agree), which suggests general support of this plan among both stakeholder groups.

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

SCALE

(1-4)

1=Strongly Disagree, 4=Strongly Agree

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-foot 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.

ATTACHMENT A: Charts of nearby districts' learning models

<p><u>School Districts</u> <i>Highlighted districts offer a full time option M-F</i></p>	<p>Return to School Plans</p> <ul style="list-style-type: none"> • <i>The below summaries take into consideration the general education population, not the targeted population of students</i> • <i>Bold represents limitations to providing additional models under our current guidelines</i>
<p>D15 Palatine COVID-19 Dashboard</p>	<p>Distance Learning</p> <ul style="list-style-type: none"> • Live, virtual instruction with grade level cohorts formed district wide • Devoted fully remote teacher who provides a combination of synchronous and asynchronous learning opportunities • One year commitment <p>In person Instruction- Full</p> <ul style="list-style-type: none"> • State mandated safety guidelines • Class sizes not reduced due to lack of space and cost implications of hiring additional staff • Six feet of distance between desks to the best extent possible • Students will eat in the classroom or MPR and will be 6 feet apart and supervised closely. • Students who are quarantined due to exposure live stream into their classroom via Zoom or Google Meets. <p>Additional Considerations</p> <ul style="list-style-type: none"> • District Wide Vaccination
<p>D21 Buffalo Grove Wheeling</p> <ul style="list-style-type: none"> • School reopening Plan 7-10 • Revised School Reopening Plan 9-24 <p>COVID-19 Dashboard</p>	<p>Distance Learners</p> <ul style="list-style-type: none"> • Distance Learning Academy (students) engage exclusively in virtual learning • One trimester commitment <p>In Person Instruction- Full In Person</p> <ul style="list-style-type: none"> • Full in person instruction starting at the beginning of the year. • ensure a strict 6 feet of social distancing space in all occupied classrooms • Half of each class attends in person in either an AM or PM learning session each day • Daily in-person instruction will include Math and Language Arts classes and Classroom Community Meeting/SEL activity • Science, Social Studies, and all specials will be offered remotely using both synchronous and asynchronous instruction • Middle school- half day in person and half day remote synchronous on alternating days. • Adaptive pause from November 23rd through January 18th.
<p>D23 Prospect Heights COVID-19 Dashboard</p>	<p>Distance Learners</p> <ul style="list-style-type: none"> • Simultaneous instruction- Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher. <p>In Person Instruction- Hybrid</p> <ul style="list-style-type: none"> • Strict adherence to metrics: In person plan began the week of October 19th (phased in approach including grades 1, 2, 4, & 6) and the week of October 26th (grades 3, 5, 7, 8) and paused the week of November 11th. Strict adherence to the metrics (local, North Cook, Cook County). Returned to school January 19th for hybrid in person instruction. • T/W or TH/F (Based on student's last name) all grades with simultaneous

	<p>instruction</p> <ul style="list-style-type: none"> • Flexible Learning Days (M) Remote: The teachers will start the day with a morning meeting/Social-Emotional Learning and outline the expectations of the day. Asynchronous activities will be planned throughout the day for students to complete at their own pace. • No full day model advertised at this time as noted, “we cannot have everyone back in-person AND be fully compliant social distancing guidelines. We have maximized in-person instruction according to prioritized needs.” <p>Additional Considerations</p> <ul style="list-style-type: none"> • Technology to support simultaneous instruction
D25 Arlington Heights COVID-19 Dashboard	<p>Distance Learners</p> <ul style="list-style-type: none"> • Simultaneous instruction- Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher. <p>In Person Instruction- Remote M/ Full In Person T-TH</p> <ul style="list-style-type: none"> • Began full in person model January 19th. Model includes all students learning remotely on Mondays and simultaneously T-F. • 6 ft distance to the greatest extent possible with at least 3 feet of distance between desks. This varies from class to class dependent on the number of distance learners. • Lunch- Students may eat in classrooms or other locations in the building. Desktop dividers will be available for use. <p>Additional Considerations</p> <ul style="list-style-type: none"> • District Wide Vaccination • Technology to support simultaneous instruction
D26 River Trails COVID-19 Dashboard	<p>Distance Learners</p> <ul style="list-style-type: none"> • Simultaneous livestream instruction- Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher. <p>In Person Instruction-</p> <ul style="list-style-type: none"> • 5 half-day Hybrid A/B
D27 Northbrook	<p>Distance Learners</p> <ul style="list-style-type: none"> • Simultaneous livestream instruction- Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher. <p>In Person Instruction</p> <ul style="list-style-type: none"> • K-1 are full-time, thanks to a brand new facility that houses these students and can accommodate 6’ • 2-8 are Hybrid A/B, full days rotating (A is M/T and every other W, Group B is every other W and Th/Fr)
D28 Northbrook	<p>Distance Learners</p> <ul style="list-style-type: none"> • Separate sections for remote, similar to D57 <p>In Person Instruction-</p> <ul style="list-style-type: none"> • 5 half-day Hybrid A/B
D31 West Northfield COVID-19 Dashboard	<p>Distance Learners</p> <ul style="list-style-type: none"> • Simultaneous livestream instruction- Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom

	<p>teacher.</p> <ul style="list-style-type: none"> • District 31 will provide various live streamed and web-based individual or group instructional, educational and related service sessions (“Activities”) through electronic platforms to students, such as Google Meet. • Middle school will be utilizing live streaming as a core component of the E-School program. <p>In Person Instruction-</p> <ul style="list-style-type: none"> • Full-day, 5-days per week available. • Maintains 6’ distance • Simultaneous livestream instruction
<p>D34 Glenview COVID-19 Dashboard</p>	<p>Distance Learners</p> <ul style="list-style-type: none"> • Glenview Online Academy for Learning (GOAL): A fully remote learning environment <p>In Person Instruction-</p> <ul style="list-style-type: none"> • Hybrid: A blend of in-person and remote learning • District 34 opened its doors to hybrid in-person learning on Tuesday, January 19. • Staggered hours dependent on grade level • Trimester three- continue with current plan allowing students to change from hybrid to remote and vice versa
<p>D54 Schamburg COVID-19 Dashboard</p>	<p>Distance Learners</p> <ul style="list-style-type: none"> • Simultaneous instruction- Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher. <p>In Person Instruction- Full In Person</p> <ul style="list-style-type: none"> • Full in person instruction began February 1st. • Parents selecting full in person- 52% • Measured each classroom to ensure that student workspaces maintain six feet of social distancing as recommended by the Illinois Department of Public Health • Lunch locations are arranged to maintain 6 feet of social distancing with no more than 50 people in one location at a time.
<p>D59 Elk Grove COVID-19 Dashboard</p>	<p>Distance Learners</p> <ul style="list-style-type: none"> • Simultaneous instruction- Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher. <p>In Person Instruction- (Elementary) Remote W half day model- M, T, TH, F</p> <ul style="list-style-type: none"> • Previous Hybrid model 8:45-12:30 A/B/C schedule <ul style="list-style-type: none"> ○ Group A attends in person M and T and are remote on W ○ Group B W remote, TH, and F in person ○ Lunch M, T, TH, F 12:30-2 (at home) W 11:30-12:20 (remote) ○ Asynchronous Learning M, T, TH, F 2-3:20 W 12:20-3:20 ○ Art, music, P.E. offered on M, T, TH, F from 2-3:20 and W from 12:30-3:20 • Beginning February 16th- The board provided direction to expand in-person learning to four days a week for all in-person students at the ELC and elementary level and expand on the junior high two days a week half-day hybrid model to a four days a week half day model based on student needs. • Physical distancing will be maintained to the greatest extent possible. With the four day expanded in-person transition, additional mitigations strategies have been implemented to allow physical distancing to range from a minimum 3 feet

to the ongoing goal of 6 feet.

- **new plexiglass barriers available for each classroom**

[D62 DesPlaines
COVID-19 Dashboard](#)

Distance Learners

- **Simultaneous instruction-** Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher.

In Person Instruction- Full In Person

- Approximately 50% of students returned in person in the fall with a staggered return (August 24th- targeted population, September 30th- K, 1, 6, October 14th- 2, 3, 7, October 21st- 4, 5, 8)
- Desks and common seating spaces are arranged to maximize the space between participants
- Students and adults will maintain social distance following the guidelines of the CDC and ISBE
- Students will remain in one classroom throughout the day
- Breakfast and lunch locations and spacing of students will be arranged to stay under the 50-person threshold, following the social distancing guidelines from the State of Illinois.

[D63 East Main
DesPlaines, Mount
Prospect, Park Ridge,
Morton Grove, Niles
COVID-19 Dashboard](#)

Distance Learners

- **Simultaneous instruction-** Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher.

In Person Instruction- Hybrid

- Remote to begin year
- Staggered return to hybrid beginning October 19th- Novemebr 17th with planned hybrid pause for two weeks after Thanksgiving and after winter break
- Hybrid students- PreK- 45% Grades K-5 -42% Grades 6-8- 39%
- Synchronous- K-5 8:15-11:55 in person all hybrid students/ Asynchronous and remote specials classes 12:55-2:25
- Synchronous- 6 8:25-12:25 in person all hybrid students/ Asynchronous and remote PE 1:25- 3:16
- Synchronous- 7-8 8:55-12:55 in person all hybrid students/ Asynchronous and remote PE 1:55-3:46
- Maintain 6 feet distance to the best of their ability. Distancing guidelines outlined on slides 20-21 of this [BOE Presentation](#).

[D64 Park Ridge
Return to school plan
COVID-19 Dashboard](#)

Distance Learners

- **Simultaneous instruction-** Students learning remotely participate in their classroom discussions via Zoom lessons delivered by their classroom teacher.

In Person Instruction

- Hybrid A/B model (A- M/T/alternating W B-alternating W/ TH/F
- **Simultaneous** teaching
- Desks have been ordered to replace all classrooms that currently utilize tables
- Students eating in the lunchroom will be spaced 6 feet apart while they are eating.

Additional Considerations

- **Technology to support simultaneous instruction**
- District Wide Vaccination

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	Hybrid	yes	2 days/week, 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

ATTACHMENT B: WORKING LIST OF IDEAS TO WORK ON WITH STAFF

This outline represents just a few of the ideas that have been brought up in Task Force meetings, but have not yet had the chance to be fully explored.

- 1) Ways to address maskless lunch concerns
 - a) Provide dividers for students' desks during the time they're eating, seated, without masks
 - b) Allow parents the option of picking up their kids for off-campus lunch, thereby reducing the sheer number of children who will be maskless in the building and providing an option for parents who might not be comfortable with any kind of maskless period.
 - c) Form a parent volunteer team to supervise the maskless lunch periods. If possible, the volunteer team should strive to find volunteers with a child in the room they're staffing (reducing the number of households that would be affected by possible quarantines)
 - d) Use other rooms for lunches so that the kids can spread out at least 6' apart while they eat (this would require staggered lunches and take any limitations on the number of persons allowed in one space into account)
- 2) Ways to improve the current Hybrid Model
 - a) Improvements to the at-home portion
 - i) Idea: Hire another teacher (perhaps one teacher per grade, per school) to teach Social Studies/Science in a synchronous remote form (combine classes similar to the way classes are currently combined for specials). Currently, the remote teachers are doing the lesson planning for this portion of the day. They are stretched thin and probably could not add any additional time to their workload.
 - ii) Idea: Provide instructional assistants to aid students in their independent work using a "drop-in" zoom classroom. This would help those students who are not yet strong independent learners
 - iii) For those independent learners who need more of a challenge, extra work could be assigned.
 - b) Idea: Extension of the school year into the summer
 - c) Idea: Overtime/ stipends for teachers to give additional in-school hours
 - d) Idea: Work with the Park District to get some camps that combine camp and learning
- 3) Utilize outdoor learning when possible.
 - a) Consider establishing an outdoor space at each school - tent, maybe?
 - b) Provide teachers with some ideas for how they could incorporate some outdoor learning into their lesson plans- a "best practices" or "menu" of sorts.
- 4) Bring back certain populations before the general student population
 - a) Younger students
 - b) IEP and 504 Students (would be subject to staff availability)