



Transition
Planning Update:
Fall 2020 + Beyond

Agenda

- Our Why
- Celebrations & Thank You!
- Planning Assumptions
- Planning Teams & Their Charge
- Next steps



Not on tonight's agenda...

CONSIDERATIONS FOR CLOSING THE 2019-20 SCHOOL YEAR & SUMMER 2020

MAY 15, 2020
PART 1 - TRANSITION PLAN



We made the decision to move summer programming to a virtual format in late April. Those families were notified directly.

We announced plans for closing out our school year (graduation, locker, school clean out) previously.



Responding to the Challenges of COVID-19



Food Delivery

We have served 32,550 meals between March 16 and May 11.



Access

- Deployed more than 100 hotspots to students/families
- Deployed more than 250 devices to K-2 students and 4,000 devices to 3rd-8th graders
- More than 2,000+ support tickets, calls and emails from March 13 to May 20
- Average 1st response time to tickets: 1 hour 34 minutes (logging all 24 hours)
- Average time for ticket closure: 7 hours 15 minutes (logging all 24 hours)
- 7,279 Google Meet sessions with staff and students from March 13 to May 20
- Zoom data TBD



Staff Professional Learning:

- 5 Remote Learning Planning Days
- 543 staff members engaged in professional learning opportunities
- 41 live learning sessions offered
- 15 self-paced learning opportunities offered
- 12 live self-care sessions offered



A Sampling of Session Content:

- “Planning for Meaningful Instruction and Assessment with Remote Learning”
- “Using Technology to Support Students: Co-Writer and Snap & Read”
- “Teaching Online: A Step by Step Course to Lead and Equitable Online Classroom”
- “Measure, Understand and Share Student Growth with Google Tools”
- “Social Emotional Learning and Wellness During Distance Learning”
- “Engaging Students in a Transition to Online Learning”
- “Communicating using Google Tools”
- Middle School SY21 Resource Reviews: Language and Literature /Science
- Differentiated courses on using SeeSaw, Google Classroom, Zoom, Canvas, Google meet and recording screencasts
- And, much, much more...



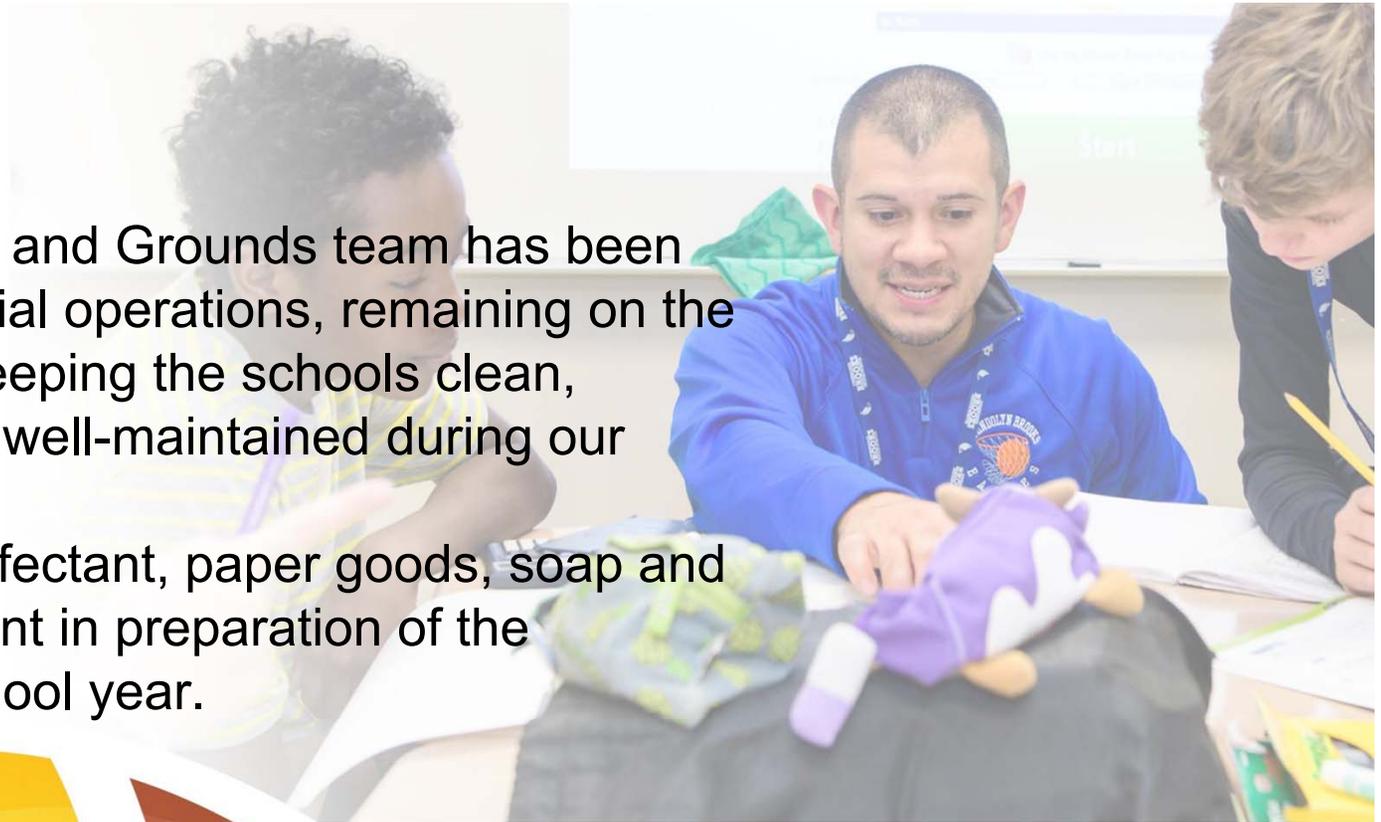
Community Engagement

- Set up COVID-19/Remote Learning Update Center on district website
- Kept community informed through school newsletters/emails and weekly updates from the district
- D97 social workers developed a Community/Social Services Resource Guide
- Remote Learning Family Survey in April received nearly 1,500 responses; the majority of feedback was positive
- Targeted outreach to connect with families and ensure that all students are engaged in remote learning
- Special education e-newsletter and virtual parent support meetings
- Virtual parent meetings with school staff/principals
- Staff videos to encourage and inspire students
- Virtual Q&As with district leaders



Facilities

- The Buildings and Grounds team has been part of essential operations, remaining on the front line of keeping the schools clean, sanitized and well-maintained during our closure.
- Secured disinfectant, paper goods, soap and PPE equipment in preparation of the upcoming school year.



Thank you!



Innovation Opportunity for Equity



“

We will not go back to normal. **Normal never was.** Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.

Sonya Renee Taylor

thebodyisnotanapology.com

#RebelLeader



Our Context

RESTORE ILLINOIS				
A Public Health Approach To Safely Reopen Our State				
Phase 1 Rapid Spread	Phase 2 Flattening	Phase 3 Recovery	Phase 4 Revitalization	Phase 5 Illinois Restored
<p>Strict stay at home and social distancing guidelines are put in place, and only essential businesses remain open.</p> <p>Every region has experienced this phase once already and could return to it if mitigation efforts are unsuccessful.</p>	<p>Non-essential retail stores reopen for curb-side pickup and delivery.</p> <p>Illinoisans are directed to wear a face covering when outside the home and can begin enjoying additional outdoor activities like golf, boating & fishing while practicing social distancing.</p>	<p>Manufacturing, offices, retail, barbershops and salons can reopen to the public with capacity and other limits and safety precautions.</p> <p>Gatherings of 10 people or fewer are allowed.</p> <p>Face coverings and social distancing are the norm.</p>	<p>Gatherings of 50 people or fewer are allowed, restaurants and bars reopen, travel resumes, child care and schools reopen under guidance from the Illinois Department of Public Health.</p> <p>Face coverings and social distancing are the norm.</p>	<p>The economy fully reopens with safety precautions continuing.</p> <p>Conventions, festivals and large events are permitted, and all businesses, schools and places of recreation can open with new safety guidance and procedures.</p>

Our District Vision

Create positive learning environments for all District 97 students that are equitable, inclusive, and focused on the whole child.



It's all about
scenario planning.



Planning Assumptions



Assumptions:

- When schools are permitted to re-open, it is likely that operations will need to be modified to include:
 - Proactive screening of students and staff for symptoms
 - Social distancing in all settings
- There will continue to be a broad spectrum of opinions in the community regarding our responses (from overreacting to under-reacting) to COVID-19. Impacts could include:
 - Non-compliance with measures enacted by the school
 - Increased contact with school leaders, central office, and board members
 - Demonstrations?



Assumptions:

- Structural changes may be needed in our schedule and calendar in order to implement social distancing, and periodic school closures will increase childcare needs for many families and create new challenges for before- and after-school programs, which will impact the requests for building usage from outside organizations.
- The challenges posed by COVID-19, and the duration of this threat, will make it more difficult for us to make unified decisions with other districts (across the region and state). Differences in resources, negotiations, community concerns, and direction from county public health services in response to local conditions will impact local decision-making.



Assumptions:

- Student learning outcomes going into the 2020-21 year will be uneven and vary broadly.
 - Almost all students will begin the next year with learning deficits.
 - The most able and advantaged are likely to be better off.
 - The most disadvantaged are likely to suffer learning regression.
- Increases in special education due process filings and demands for compensatory education may increase (due to public health restrictions/guidance).
- Staff will need time for ongoing PD, collaboration, & support to implement a new model of “school.”



Assumptions:

- Deaths from COVID-19 are possible while the virus is in circulation.
 - When schools can resume operations, deaths within the school community from COVID-19 will still be possible, especially for children and adults in high-risk categories.



Assumptions:

- Fear, loss, and isolation will result in the need for increased mental health supports.
 - The strain of a 12- to 18-month duration will overwhelm the coping skills of many.
 - Coping for people with pre-existing mental health concerns will be very difficult.
 - Suicide attempts and completions will rise.
 - Substance abuse, child abuse, and domestic violence are also likely to rise.



Assumptions:

- Student and employee attendance rates will decline in 2020-21.
 - Students and staff with COVID-19, and those who are directly exposed, may miss two or more weeks of school. In larger households, children may be required to miss school for an extended period if the disease affects other members of their family.
 - Fear and rumors will also negatively impact student and employee attendance rates.
 - Substitutes may be in more demand as employee absences rise.



Planning Team



District Calendar & Schedule Options	Learning Models	Social Emotional/ Wellness	Safety Operation Protocol	Financial Impact
<p>Lee-Ann Roskopf Cheryl Sullivan Angelica Love Jonathan Ellwanger Parisa Asgharzadeh Rachel-Lee Berkeley Antoine Bland Patrick Robinson Gina Herrmann Sarah Mendez Amy Jefferson Chris Pros Hasti Kosari Megan Stewart Todd Fitzgerald Donna Brazen Hannah Boudreau</p>	<p>Eboney Lofton Michael Arensdorff April Capuder Susan Mura Emily Fenske Marianne Rehfield John McDowell Donna Middleton Tawanda Lawrence Rike Neubert Matt Maciak Tracy Hamm John Hodge Laura Stamp Katie Dean Jennifer Nelson Becky Perez Anne Marie Guerrier</p> <p><i>Additional 40+ teacher subcommittee members</i></p>	<p>Carrie Kamm Maria Pascarella Sheila Carter Krystal Fowlkes Lauren Olson Maggie Cahill Katie Trathen Rachel Kibblesmith Porsche Winfield Rebecca Scahill Jessie Fenske Donna M. Glover-Rogers Shilpa Advani Sideeka Ryan Stacie Klein Paula Hughes Bess Bates Sheila Carter Lori Janu-Chossek Monica Collins Shannon Medema Karen Foleno Gina Harris</p>	<p>Jim Hackett Jeanne Keane Cathy Hamilton Chasity McComb-Williams Amanda Siegfried Echelon Jackson Linda Chrystall Michael Gillespie Tasha Guerino Eric Locke Andrea Rossi Christine Zelaya Jerome Green Jeannie Wampler Ryan Gordon Georgia Donovan Joanne Lowry Anna Harlan William Lee <i>Katherine Liebl</i></p>	<p>Felicia Starks Turner Faith Cole Patrick King Lou Anne Johannesson Karen Kvam Liz Battaglia Kristin Imberger Adrienne Court</p> <p><i>Holly Spurlock</i></p>

The Charge



District Calendar & Schedule Team is tasked to plan:

Prepare for the possibility that the start of the 2020-21 school year may need to be delayed.

- Design various school calendars if the start is delayed.



District Calendar & Schedule Team is tasked to plan:

Create plans to restore operations in phases.

- Reopening schools will require careful identification of the activities needed for return and the order in which they should be implemented.
- Create timelines and communication plans to support each phase.



District Calendar & Schedule Planning - Key Priorities

Next Few Weeks

1. Examine various calendar options: remote, hybrid, onsite, combinations
2. Evaluate various start/end dates of school year
3. Determine PD needs in terms of the # of Teacher Institute days.
4. Flesh out various calendar models
5. Collaborate with other sub-committees to ensure practicality of models and alignment with their work

Next Few Months

1. Continue to collaborate with other sub-committees to ensure alignment
2. Present various models to all stakeholders and get feedback
3. Determine challenges of each model and collaborate to resolve (food service, transportation, facilities, bargaining agreements, childcare, etc.)
4. Examine information to determine best options and timelines for each.
5. Collaborate with the Communications Department to create communication.

Learning Models Team is tasked to plan:

Develop a variety of plans to blend classroom and distance learning as an alternative to school closures.

Option 1: Limit the number of students on campus to 50% of normal.

- Divide all classes into two equal groups: one would come to school on Monday and Wednesday, the other on Tuesday and Thursday.
- All teachers provide each group with two days of direct instruction and support, and three days of assignments to complete at home each week.
 - Middle schools could also implement a block schedule to reduce passing periods and lower the frequency of touches in each classroom.
- Provide take-home meals for each eligible student before they leave each day.



Learning Models Team is tasked to plan:

Develop a variety of plans to blend classroom and distance learning as an alternative to school closures.

Option 2: Limit the number of students on campus to 20% of normal.

- All classes are divided into five equal groups: one for each day of the week.
- All teachers provide each group with one day of direct instruction and support, and four days of assignments to complete at home.
- Provide take-home meals for each eligible student before they leave each day.
- Use Friday for teachers to provide individual or small-group support by appointment or to prepare packets for the next week.



Learning Models Team is tasked to plan:

Develop a variety of plans to blend classroom and distance learning as an alternative to school closures.

Option 3: Pair Option 1 or 2 with a classroom webcast to provide direct instruction five days a week.



Learning Models Team is tasked to plan:

Consider the precautions necessary to protect students with special needs relative to the threat posed by COVID-19.

- What does a free and appropriate education look like for students who are immunosuppressed or who have significant health challenges?
- What special procedures will be necessary to protect students in classrooms that serve severely disabled students?
- What is our plan for determining appropriate placements, services, and accommodations for:
 - Students supported by Individualized Education Programs (IEPs)
 - Students supported by 504 plans
 - Students supported by medical plans



Learning Models Team is tasked to plan:

Create plans to assess and respond to the uneven outcomes created by school closures.

- What formative assessment tools can we use to understand the individual and collective needs of our students?
- What is our plan to accelerate learning and close gaps?
- What process will we use to assess and remedy impacts to students with specific learning needs:
 - Students supported by IEPs
 - Students supported by 504 plans
 - English language learners



Learning Models Team is tasked to plan:

Develop a continuum of distance learning options (when we reopen)

- Develop robust independent study programs as an alternative for parents who want this option. Include a variety of options that allow students in independent study programs to participate in campus life (electives, sports, dances, etc.).
- Consider the use of learning centers to support student learning with weekly in-person and virtual appointments for support.
- Develop the capacity to provide synchronous interactive distance learning (via classroom webcast) as a means of providing instruction for students who cannot physically participate in classroom instruction.



Learning Models Team is tasked to plan:

Develop a continuum of distance learning options (when we reopen), cont'd:

- Develop the capacity to provide home and hospital instruction via the internet (Zoom or other means) to assist students who are ill, under quarantine, or in self-isolation.
- During closures, use a virtual learning center approach to provide individual and small-group instruction to all students at least once per week by appointment.
 - Provide in-person appointments using social distancing and prevention measures as an option if connectivity is not available.



Learning Models Planning - Key Priorities

Next Few Weeks

1. Finalize the charge of the subcommittees (data gathering, learning models, accelerated learning plans, common assessments, professional learning, additional supports)
2. Synthesize feedback from parents, teachers and students
3. Flesh out learning plans based on several return-to-onsite-learning scenarios

Next Few Months

1. Develop scope and sequence with a focus on acceleration of student learning
2. Develop a diagnostic/common assessment system that can be administered flexibly
3. Deliver the professional learning needed for District 97 staff to continue to ensure that student learning models are reflective of our “new normal”
4. Codify the strategies and supports needed to support students with disabilities and English learners

Social Emotional/Wellness Team is tasked to plan:

Develop plans to support the mental health of students and families.

- Implement social-emotional learning lessons to develop strong coping skills.
- Adapt Multi-Tiered System of Support to work when schools are working under the modifications described above.
 - Implement strategies to ensure all students are highly connected to the school. Make sure all students have positive, meaningful, and dependable contact with at least one employee each week.
 - Implement systems to identify students who are struggling and to provide appropriate support.
 - Ensure mental health supports are appropriate for students who have known challenges.
 - Incorporate regular check-ins with parents and offer supports and resources appropriate to their needs.



Social Emotional/Wellness Team is tasked to plan:

Continue/refine plans to provide access to school meal programs for qualifying students who are impacted by COVID-19.

- Develop procedures that allow a parent or an adult designated by the parent to pick up meals for children who are absent due to illness or who are required to self-isolate.
- If classroom and distance learning will be blended, include procedures to allow qualifying students to take home meals for the days they will not be on campus.
- Develop procedures to provide access to meals for qualifying students enrolled in full time independent study programs.
- NOTE: Advocacy with state and federal legislators may be required to support these recommendations.



Social Emotional/Wellness Team is tasked to plan:

Develop procedures to identify and assist students who are experiencing homelessness.

- Develop strategies to mitigate the impact that site/office closures, limitations on walk-ins, and limited office hours, has on a school's ability to identify children who are eligible for McKinney-Vento support and protections.
- Develop procedures for regular contact with parents experiencing homelessness to prepare them for each shift in school operations.



Social Emotional/Wellness Planning - Key Priorities

Next Few Weeks

1. Continue subteam work with those members who are able to continue working beyond June 5th
2. Engage teachers, school leaders, key community partners in providing iterative feedback on subteam plans
3. By July 1, complete initial drafts from each subteam.
4. PBIS/Culture and Climate team planning days (June 15 and 16)

Next Few Months

1. Work with key community partners to determine how they will support the SEL needs of our students and staff
2. Based on district calendar, finalize meal delivery program
3. Finalize processes for supporting students and families experiencing homelessness
4. Make recommendations to Professional Learning Committee on SEL/Trauma-Informed Care professional learning for staff

Safety Operations Protocol Team is tasked to plan:

Adapt all processes and timelines necessary to prepare for the new school year.

- Use job-alike groups to examine all routines used to prepare for the next school year and develop alternative means for accomplishing the needed outcomes.
- Include adaptations that incorporate social distancing and online alternatives.
- Include special accommodations for people who are at higher risk, those who may be sick or who must self-isolate, and those who lack internet access.



Safety Operations Protocol Team is tasked to plan:

Create safety plans to limit symptomatic and asymptomatic spread.

- Screen all students, employees, and visitors for symptoms, Require all students and staff to wear face coverings?
- Determine what supplies will be required (face covering, thermometers, personal protective equipment, etc.)
- Create staffing plans, modify job descriptions, negotiate needed changes



Safety Operations Protocol Team is tasked to plan:

Develop and implement strategies to prevent the transmission of COVID-19 and other infectious diseases.

- Have the supplies we need to maintain heightened prevention measures (hand sanitizer, cleaning, disinfection products, and personal protective equipment).
- Teach handwashing and cough and sneeze etiquette at all grade levels and reinforce on an ongoing basis.
- Schedule time and structure routines for handwashing at the start of each class period.
- Schedule frequent disinfection of high-touch surfaces.



Safety Operations Protocol Planning - Key Priorities

Next Few Weeks

1. Determining if we have the supplies we need to maintain heightened prevention measures and placing those supply orders for all buildings
2. Finalizing how we will screen employees and what procedures they should follow for safety purposes
3. Identify obstacles to social distancing and establish ways to overcome them.

Next Few Months

1. Develop school-level procedures to limit sharing of high-touch items (classrooms, desks, supplies, student cubby areas, tools, etc.).
2. Develop awareness campaign/training modules for staff, students, and parents/guardians.
3. Develop safety plan for when a staff member, child, or visitor becomes sick.

Financial Impact Team is tasked to plan:

- Advocate with state legislators to provide funding to make summer acceleration programs available to all students.
- Collaborate with employee associations when developing plans that impact the work of their members.



Financial Impact Planning - Key Priorities

Next Few Weeks

1. Project financial impact of potential reducing funding from the state
2. Plan summer food services for the families. The current program expires on June 30.
3. Identify potential barriers that are not allowing our families to access our services.

Next Few Months

1. Monitor Governor's plan for reopening the state.
2. Identify the employees who will serve in different roles to support students and families.
3. Consider impact of more families deciding to pull their students out (virtual school district, homeschooling, private school).
4. Consider financial impact of additional expenses due to pandemic.

Next Steps

- Planning will continue through summer
- Opportunities to listen to voices of staff and families will be incorporated into our planning process
- We will stay in communication with you!



Any questions?

Welcome to Let's Talk!



The vision for District 97 is to create a positive learning environment for all students that is equitable, inclusive and focused on the whole child. Our community has and will continue to play a critical role in advancing this vision, shaping the future of our schools and helping our students realize their full potential. With this in mind, we invite you to use this resource to share your comments, questions or feedback about the topics and departments listed below. The information you provide will be emailed directly to the district employee who oversees each of these areas. Please include your contact information in the appropriate field in the form if you would like to receive a response to your inquiry.

We look forward to hearing from you, and appreciate your support of our district and the children we serve.

