



School District 104

To promote and instill the love of learning

**Cook County School District 104 Fall 2020
Return to School Transition Plan**

DRAFT

Acknowledgements

Many thanks to the committee members who contributed to the creation of the transition plan.

Ilse Barragan
Dawn Balicki
Lynn Burke
Mike Consentino
Johanna Frick
Abby Galvan
Nayeli Guzman
Allysa James
Jill Johnson
David Lopez
Shari Kulis
Eva Manzke
Michelle Manzo-Slaviero

Rebecca Mischler
Christina Morales
Jackie Negron
Noemi Reyes
Kevin Pacheco
Jacki Payne
Kathy Roseen
Meredith Schilsky
Jennifer Schuster
Chris Smith
Troy Whalen
Nichole Zipprich

Introduction

This document was created prior to the final official guidance from the Illinois State Board of Education (ISBE) and/or the Illinois Department of Public Health (IDPH) regarding the reopening of school for the 2020-21 School Year. This document is a “working document” that will be modified as needed to adapt to the future guidelines published by ISBE and/or IDPH. This transition plan presents three options to resume schooling in the fall of 2020. The reopening of, and re-entry into, school buildings is dependent on the trends and key data points referenced in the Governor’s “Regional Five-Phase Road Map for Reopening”. The three options include, Return to School with Remote Learning, Return to School with Modified Schedules and Reduced Class Sizes (social distancing), and Return to School with Regular Schedules and Full Class Sizes.

The goal with each of the options presented in this return to school plan is to assist in the articulation of a vision that can be easily communicated to all members of the school community. We all want students and educators to feel comfortable and safe returning to school environments. The best way to do that is to identify solutions that make transitions to and from online learning and a return to some form of in-person instruction, as seamless as possible. This guidance document outlines the practical application of prevention strategies to reduce the spread of COVID-19 in youth and student programming.

Regional Five Phase Road Map for Reopening



For Covid-19 related information text “AlertCook” to 888-777

Phase 3 Recovery [Begin 2020-21 School Year with Remote Learning]

Introduction

As our community seeks to navigate the ongoing COVID-19 pandemic, it is critically important that we support the emotional well-being of District 104 students, families and staff, as well as offer robust and meaningful learning opportunities for our students. To that end, a team of district administrators and the Summit 104 teachers have partnered to develop a Remote Learning Plan that reflects the values of our community as well as our national reality.

Under the emergency rules for remote learning issued by the Illinois State Board of Education (ISBE) on March 27, 2020, all school districts were required to transition from Act of God Days to Remote Learning Days with “the aim of providing students with access to instruction and educators via the means that are locally available.” Remote Learning Days were officially implemented on March 31, 2020, and will be used for the duration of our school closure.

We understand that we are uniquely situated to continue to provide high-quality educational experiences for students. Our commitment is to do just that. That said, we also recognize that each family situation is also unique, and we are cognizant of the challenges created by this unprecedented moment in history. We cannot emphasize enough that we are focused on prioritizing the health and well-being of our students, families and staff. While there may be moments of frustration, please know that we have crafted this plan with families in mind. In order to simplify the manner in which remote instruction will be delivered the remote learning sub-committee has adopted the recommendation from the *District’s Education Technology Committee* to utilize the Seesaw Learning Management System in grades PK-5; and the Schoology Learning Management System in grades 6-8.

Remote Learning Overview

An Act of God Day is a day that is used for a condition beyond the control of the district that poses a hazardous threat to the health and safety of the students.

A Remote Learning Day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

An E-Learning Day requires the adoption of a research-based program or research-based programs that shall permit student instruction to be received electronically while students are not physically present in lieu of the district’s scheduled emergency days, as required by Section 10-19 of the Illinois School Code.

	Act of God Days	Remote Learning	E-Learning
Learning Delivery Pathway	Digital and non-digital	Digital and non-digital	Digital
Attendance	Educational materials are provided; no expectations for attendance	Expectation of student engagement and teacher availability; Sign-in form used to monitor participation	Virtual attendance is taken
Grading	Grades provided only if they improve academic standing	Grading and ongoing feedback continues, however grading is rooted in pass/incomplete options as opposed to pass/fail	Typical grading practices
Instructional Hours for Students	No hours required to be logged	Minimum student engagement thresholds outlined by ISBE	Five hours of instruction

Expectations during Remote Learning

These expectations are aimed at providing structure to a process that is new for the school. The goal of these expectations is to keep learning moving forward for students over an extended period of remote learning, while trying to ensure that the daily demands for students, teachers, and families are manageable. Above all else, everyone needs to be flexible. Our teachers understand the pressures and anxiety that students are facing and are committed to being flexible in terms of student technical difficulties and deadlines, especially for graded assignments. Students need to be flexible in terms of technical difficulties and teacher response times. Parents need to be patient with both students and teachers as we try new methods to provide authentic learning experiences and move learning forward and understand that teachers are experiencing the same uncertainty and disruption in their lives and are doing the best to meet the needs of our students. We appreciate everyone working together and doing the best they can in a unique situation for the good of the students and their learning.

Student Expectations

- Attendance: Students are to check in with their teacher's communication page by 9:00 a.m. each day.
- Attend classes and/or complete assignments during the assigned class periods each day. You will be marked absent if you do not participate in a class meeting and/or complete an assignment. Teachers will be flexible in understanding that the learning environment can be limiting at times.
- If you are ill and cannot work on a day, your parents must contact your teacher in the usual manner. Any work due will be made up per teacher instructions.
- Check school email and Summit #104 web page in the morning for general communications from the school.
- If you receive individualized services through special education or other departments, follow the plan determined by the teacher/co-teacher with whom you are working.

- Students should communicate with teachers about daily and long-term assignments via messaging. Teachers generally will be available during their class periods and during their teacher plan periods. You may not receive an immediate response to questions presented outside of these times, though teachers will make every effort to respond to questions in a timely manner.
- Students must complete assignments by the due dates assigned by each teacher, but teachers will be flexible as student learning conditions may limit them at times.

Student Expectations for the Use of Zoom/Microsoft Teams Video Conferencing

The use of video conferencing allows us to create a sense of community, connect with each other, and learn together. The virtual space should be welcoming and safe for all students and should be treated in the same respectful manner we expect in the regular classroom. All school rules apply as detailed in the Student Handbook. Students violating these rules are subject to disciplinary measures.

Zoom/Microsoft Teams video conferencing expectations

- Use your official Zoom/Microsoft Teams account connected to your Summit #104 email address
- Identify yourself with the name you normally use in your classroom
- Do not share username, password or Zoom/Microsoft Teams links with others
- Normal rules regarding dress, language, and behavior apply.

Teacher Expectations

- On school days, provide active or longer-term assignments, including opportunities for real-time interactions as appropriate.
- On school days, be available for students during assigned office hours whenever possible. Provide alternative times or methods for student questions/discussions, if you cannot meet during office hours. Both active learning and longer-term assignments should be meaningful yet manageable for a student's total workload.
- Indicate the method for students to turn in the assignment electronically. Recognize that students may not have printers at home.
- Include due dates on all assignments.
- Respond to all messages in a timely basis.
- Coordinate with specials and PLC committees as needed regarding pacing and assignments.
- Communicate with administration, parents, and students with any concerns about attendance and progress.

Remote Learning Schedule **[Subject to Change Based upon ISBE Guidance for 2020-21]**

ISBE Suggested Minimum and Maximum Remote Learning Instruction Minutes

	Minutes per Day	Minutes per Class	Span of Attention
PreK	20-60		
Kdg	30-90		3-5 Minutes
1-2	45-90		3-5 Minutes
3-5	60-120		5-10 Minutes
6-8	90-180	15-30	One Class*
9-12	120-270	20-45	One Class*

Tentative Remote Learning Schedule (PreK-5)

Monday, Tuesday, Thursday, Friday

9:30 a.m. to 11:30 a.m. Core Academic Instruction

11:30 a.m. to 12:00 p.m. Lunch and Recess

12:00 p.m. to 4:00 p.m. Music/PE/Library/Special Services

Wednesday - Individual Conference time with teachers as needed

Tentative Remote Learning Schedule (6-8)

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (11:00 - 11:40)	Period 5 (11:00 - 11:40)	No Class Period Meetings. Students should focus on assigned work from Monday and Tuesday. If students are struggling, have them access teachers during office hours.	Period 1 (11:00 - 11:40)	Period 5 (11:00 - 11:40)
Period 2 (11:45 - 12:25)	Period 6 (11:45 - 12:25)		Period 2 (11:45 - 12:25)	Period 6 (11:45 - 12:25)
Period 3 (12:30 - 1:10)	Period 7 (12:30 - 1:10)		Period 3 (12:30 - 1:10)	Period 7 (12:30 - 1:10)
Period 4 (1:15 - 1:55)	Zero Period and/or- Tutorial (1:15 - 1:55)		Period 4 (1:15 - 1:55)	Zero Period and/or- Tutorial (1:15 - 1:55)
Office Hours (2:00-4:00)	Office Hours (2:00-4:00)	Office Hours (2:00-4:00)	Office Hours (2:00-4:00)	Office Hours (2:00-4:00)

*Schedule are tentative and flexible until clear guidance has been given by ISBE and the Argo Summit Council of Teachers.

Grading of Student Work [Subject to Change Based upon ISBE Guidance for 2020-21]

Remote Learning Grading Processes

The Illinois State Board of Education (ISBE) issued updated guidance on grading to local districts on March 27, 2020. Their recommendations are based on the principle that grades in a remote learning environment should cause "no educational harm to any child." Recognizing the extraordinary circumstances of the moment, the primary focus is to maintain student engagement, connection to teachers and classmates to support social and emotional well-being, and equitable access to the continuity of learning.

Teachers have worked incredibly hard to transition their instruction to a remote learning environment to maintain connections with students and continuity of learning. We expect students to stay engaged with their learning and complete all assigned work during this time period but recognize individual circumstances may impede their ability or desire to fully engage or complete assigned work. For students who are not engaged with their learning, teachers and advisers will communicate with families and Summit staff to support these students.

To prioritize student engagement and support for all students, the district's remote learning grading policy is based upon the ISBE's principle that grades should cause "no educational harm to any child." In line with the ISBE's guidance, the district will use a letter grade structure of A - D and Incomplete, and no F grades will be assigned for quarter/semester grades. To maintain a traditional letter grade structure in a remote learning environment, all quarter grades will be the baseline grade, which is the lowest grade a student may receive for the second semester, if they actively participate during the remote learning period.

Options for students selecting a Pass/Incomplete grade are addressed in the Grading Practices section and the process will be explained through an internal administrative procedure.

Teachers may also assign an incomplete grade to students under the circumstances defined below and will be explained through an internal administrative procedure.

Guiding Principles

Understanding remote learning, in and of itself, should not have an adverse impact on students' grades,

- Recognize the emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance
- Recognize students are receiving different and often reduced levels of support than they are accustomed to, and may have difficulty adjusting to remote learning
- Recognize effective feedback, grading, and evaluation of assessments and assignments can provide an important contribution to a healthy social-emotional state and positively impact motivation to continue learning
- Recognize an abbreviated curriculum provides an opportunity for fewer summative assessment grades and more opportunities for formative feedback to positively impact students' grades
- Recognize a balance between delivery and assessment of new content and review and assessment of content previously covered in curricular decisions

- Recognize the positive impact of flexibility in favor of students by providing opportunities to improve their grade by demonstrating their engagement in learning and their understanding of concepts and their mastery of skills

District's Remote Learning Grading Practices [Subject to Change Based upon ISBE Guidance for 2020-21]

The District will employ a letter grade structure of A-D (including +/- grades) and Incomplete, provided:

- Quarter grades/semester grades only maintain or increase students' academic standing over baseline data or grades
- F grades will not be assigned
- An incomplete may be issued for students who disengage from remote learning or are unable to complete remote learning assignments
- Students have the option to choose pass/incomplete for eligible courses

Continue opportunities for students to improve their grade by:

- Providing students graded and ungraded feedback over the course of the quarter but no longer than two weeks
- Providing students, a variety of methods to demonstrate what they know and can do
- Providing students multiple methods of work submission to demonstrate their learning (electronic, hard copy, video or audio recording, video conferencing, etc.)
- Providing students opportunities to submit their assignments and assessments without penalties throughout the remainder of the quarter or semester with teacher communication

Assign an incomplete grade, provided:

- Students have been given opportunities to complete and submit assignments without penalties by the end of the term to earn a quarter/semester grade equal to or higher than the quarter grade prior to the shelter-in-place order.
- Teacher has collaborated with all stakeholders in their collective effort to support the student's completion of assignments
- Teacher has collaborated with the department chair or coordinator and all stakeholders to devise a plan for completing outstanding work over the summer or when school resumes again, and that plan has been communicated to the student, family, and all appropriate district staff

Support for Parents and Families

We recognize that sustaining remote learning is new for everyone. We will continue to work with families to determine how we can best support you. Below are a list of ways Summit 104 plans to support families during Remote Learning.

- District Wide SEL Plan- Rolling out the same supports in the same way to all students
 - There are plans for this in the world that need to be investigated/adapted:
 - CASEL
 - Teaching Tolerance
 - Education Weekly
- Parent Universities (Available through remote delivery)

- Webinars
 - Remote learning...what is it/how to make it successful
 - In depth technology support
 - Trauma- what it is and how this is part of it
 - Supporting your learner...when you don't know what they are learning
- Messages in 5
 - Tech support
 - Mental Health Resources
 - Basic Needs Resources
 - Using the communication platform
- Social Work Supports
 - Social work team organizes a way to reach out to families monthly to offer support and resources
 - By school
 - By family
 - School-wide surveys that go back to social worker
 - Regular SEL check-ins with kids 4-8th grade (maybe younger, to assess mental health/stress/coping skills)

Remote Learning for Students with Disabilities

The mandatory school closures, stay-at-home orders and exceptional circumstances considering COVID-19 have caused school districts to change how educational services and supports are provided for all students. The situation facing our students, staff and school community presents unique challenges for some of our students with disabilities. Our district and the school staff members that support our students have been hard at work preparing for the implementation of Remote Learning Days consistent with the need to protect the health and safety of students and those providing education, services and support to our students. In addition to developing Remote Learning Days for all our students, our special education teachers, service providers and support personnel have been collaborating to consider the needs of all our students with disabilities during these exceptional circumstances.

Delivery of Special Education and Related Services

Plan A - Using Video Conferencing for Direction Instruction

Case Managers are responsible for their specific case load.

Special Education Outside the General Education Classroom minutes can be met through group or individualized video conferencing. These conferences can be scheduled at consistent times throughout the week. For example:

If I am a 3rd grade LBS teacher and I normally teach WIN Math at 10am, I would schedule a video conference with those students every day at 10am. (Days and times flexible)

If I am a 5th grade LBS teacher and I normally teach WIN reading at 1pm, I would schedule a video conference with those students every day at 1pm. (Days and times flexible)

1. Co-taught minutes can be met in collaboration with the general education teacher and LBS teacher.

Related Services

1. Related services that are held in group sessions can be held via video conference group sessions and scheduled based on IEP minutes. For example:

If I am a social worker and I see a group for 30 mins a week on Tuesdays, I would schedule a video conference with that group weekly for 30 mins. (Days and times flexible)

2. Related services that are completed 1:1 would be scheduled in the same fashion.
 - All sessions would need to be coordinated between the general education teacher, LBS and related service providers.
 - Check-ins or consult services can be utilized through calendar sign-up tools such as Microsoft Forms, SignUp Genius, Calendly, etc.

Plan B - Pre-Recorded Video Based Learning

1. Case Managers responsible for their specific case load.
2. Special Education Outside the General Education Classroom minutes can be met through prerecorded video lessons and posted on the school's LMS (learning management system). For example:

If I am a 4th grade LBS teacher and I normally teach WIN Math, I would prerecord a math lesson for the students to view and respond to via the school's LMS (learning management system).

3. Co-taught minutes can be met in collaboration with the general education teacher and LBS teacher.

Related Services

1. Related services can provide group lessons via the school's LMS using a variety of resources (PowerPoint presentations, prerecorded videos, etc.):
2. Related services that are completed 1:1 can create individualized lessons based on the student's need.
3. Check-ins or consult services can be utilized through calendar sign-up tools such as Microsoft Forms, SignUp Genius, Calendly, etc.

Plan C - Hybrid Model

1. This model can be completed using a combination of video conferencing and prerecorded video lessons using the school's LMS.
2. Teacher's may also utilize phone conferencing to deliver instruction.
3. Specifically, designed choice boards can be created for individual students that are tailored the goals as stated in the IEP.

Phase 4 Revitalization [Return to School “Reduced Class Sizes”]

Introduction

The current guidance from the CDC and Illinois State Board of Education regarding the re-opening of schools includes a number of precautionary measures to be taken by the school district that include daily screening for symptoms, frequent hand sanitizing, always keeping 6ft of social distance between students, and limiting the number of individuals in one space to 50, or fewer. Phase 4 of the Governor’s plan allows schools to reopen following the Illinois Department of Public Health (IDPH) guidelines. (At the time of this plan’s creation those IDPH guidelines had not yet been developed.) Several assumptions were agreed upon to create this plan to return to school with reduced class sizes and social distancing. Those assumptions include:

- That the number of persons in each space will be no more than 50, inclusive of the teacher and any educational support personnel.
- That “space” will be defined as the entirety of a school building.
- That the recommended social distancing spacing will be reduced from 6 feet per student.
- That students and staff will have to have their temperature taken prior to entry into the building
- That students and staff will need to sanitize their hands upon entry and exit of the classroom
- That students and staff will be required to wear face coverings.
- That all classroom hard surfaces will be disinfected between class sessions.
- That more than 50 persons will be allowed to gather in one location.

School Start Date

It is recommended that the first day of school be moved to September 8th following Labor Day. This may serve to shorten the length of time that students would be restricted to attending school just a couple of hours a day.

Daily Student Arrival and Half-Day Schedules

In order to reduce the number of total persons per classroom to 10 or fewer with the hopes of keeping the number of individuals in a given school building to 50 or fewer, the district will move to a blended learning platform that will split each class into two sections, (i.e. and AM and PM session). AM sessions would begin at 8:00 AM and dismiss at 10:30 AM. PM Sessions would begin at 12:30 PM and dismiss at 3:00 PM. In order to further separate students, it is recommended that the building administration establish a staggered arrival and departure schedule by grade level. Grade levels would be assigned to enter and exit a specific door spread throughout the building whenever possible. Please refer to Appendix A for grade level schedule examples and egress maps. Student Bus Transportation will be governed by the guidelines established by the IDPH. Future guidelines may make student transportation impractical, if not impossible, to implement.

Half-Day Blended Learning Schedule Considerations

- Students would come to school 5 days a week for 2.5 hours (8-10:30 & 12:30-3:00) to receive instruction from teachers, but it would be in a self-contained class.

- Teachers would be more of a facilitator of the instruction placed online. All instruction would be placed online and the teachers within the room would deliver the instruction, clarify assignments, troubleshoot, and assist the students in whatever way possible.
- The LBS teachers in each grade level would have their caseloads. The in-school instruction would fulfill any minutes they have in subject areas. The e-learning half component could fulfill their co-taught minutes. If needed, per IEP students could attend both sessions.
- The two hours in between could be used for team meetings to clarify instruction for teachers, plan, lunch, sanitize surfaces. Times will need to be staggered to accommodate social distancing.
 - 45 minutes team time
 - 45 minutes for personal plan
 - 30 minutes for lunch
- EL students could be placed within a group with an EL endorsed teacher.
- Middle School - The .5 classrooms are the classrooms with a temporary wall that could be taken down, in between the two rooms, partitions could be used to create another class.
- Paraprofessionals could either be placed to assist the group of students that they are assigned to or be utilized to help with other things. They would not need to be given a plan time.

Instructional Programs and 9:1 Student/Teacher Ratios

- Reduce the student teacher ratios to 9 or less in each learning environment. Bilingual Teachers, Interventionists, and Fine Arts teachers, Physical Education and Health will be included in the rotations to reduce the student teacher ratios. This would continue until it is deemed appropriate by the public health officials that it is safe to relax the social distancing. Once it is deemed safe, elementary students would transition back to their home school and secondary students would start. All elementary English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts teachers, Physical Education and Health will be included in the rotations to reduce the student teacher ratios.

Classroom Environment

Maintaining a safe classroom environment is our first priority. Staff and students will follow IDPH guidelines to reduce the chance of infection.

- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Restrict mixing between groups.
- Space seating/desks to at least six feet apart. [Social Distancing]
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.

- Each student will be provided a (cloth mask)
- Upon entry onto the classroom students will sanitize their hands.
- Frequent hand washing will be required following use of the restroom or any time a student is out of the classroom.
- To every extent possible students will be seated at individual desks or at a minimum one per table all facing the same direction.
- Students will not be allowed out of the classroom unless they are accompanied by an adult staff member.
- If students need to be assigned lockers they will be alternated every other one AM/PM??

Personal Protective Equipment (PPE)

The CDC and IDPH guidance indicates that the proper wearing of PPE can greatly reduce the spread of the Covid-19 virus.

- PPE will include a two-ply cloth face covering, latex-free gloves, and an optional clear plastic face shield. The district will provide (2) face masks to all staff and students, a regular supply of latex-free gloves will be placed in each classroom and face shields for staff will be provided upon request.
- PPE is to be worn while on school grounds at all times.
- PPE must be washed after the completion of each day.

Subjects of Direct Instruction

Research on summer slide shows that a break or slowdown in instruction has a greater negative impact on math as compared to English Language Arts. This suggests that, if school systems cannot teach all subjects in person, it may be beneficial to prioritize the teaching of math in person (or at least synchronously via distance learning). For example, a Northwest Evaluation Association (NWEA) simulation shows less expected learning loss during a shutdown or slowdown in reading compared to math, which may be due to the fact that students can, and are more likely, to read independently at home than do math. Additionally, students are more likely to receive help at home in reading than in math. For this reason, teachers may elect to focus most of the in-person instruction building math skills.

Remote Instruction Option

If allowed by the State Board of Education, parents, who have concerns about physically sending students to school may elect to participate in remote learning (Please refer to the Phase 3 Remote Learning above).

Grading During Blended Learning

TBD Based on ISBE Guidelines

Building Environment and Expectations

Daily Health Screening

Daily text blast sent out to families reminding them students who have a fever, cough, shortness of breath or diarrhea should not attend school. They should not attend school if there are family members living with the student with the same symptoms.

All staff and students will be required to pass through a health screening station prior to being admitted into the building. Any student or staff member who does not meet the minimum health requirements established by IDPH will not be allowed in the building. Staff will be asked to return home to complete their work remotely. The building nurse will contact parents of students who need to be picked up from school. It is recommended that remote “trailers” be used to screen staff and students. Students or staff presenting with fever (to be determined by IDPH), cough, SOB or diarrhea will be sent home. Students waiting for a ride home will be isolated from the rest of the student community.

Develop Staff Self-Assessment Health Form. Staff will take self-assessment to include temperature in am prior to coming to school. Enact health tracing (as defined by IDPH) if student or staff test positive for the Covid-19 virus.

School Visitors

To ensure the safety of our students and staff, no outside visitors will be allowed in the building unless there is an emergency during this phase of instruct

Food Service

The school district will continue to provide breakfast and lunch meals to students. “Grab and Go” Meals will be distributed to students by the classroom teacher at the end of each school session. (i.e. 10:30 AM and 3:00 PM.

Student Electronic Devices

Students in each grade level will be provided a district issued device. Students will be responsible for the care and transport of the electronic devices to and from school on a daily basis. Devices should be plugged in and charging while at home so that the device will be fully charged and ready for use each day. Any device that is not working properly should be given to the IT Department for repair. To schedule a repair call

Student Transportation

At the time of this writing it is expected that only special education routes will be able to operate within CDC and IDPH guidelines. Current guidelines would limit routes to 12 or fewer students on a 72 passenger bus.

It is recommended that there be increased crossing guard assistance for busy intersections to eliminate safety hazard zones.

School systems will have to be prepared to enact contact tracing if a child tested positive for COVID-19 who rides to or from school on a school bus.

Building Maintenance and Sanitation

Classroom spaces and common spaces will need to be disinfected between AM and PM session daily. Custodial staff will be assigned by the Buildings and Grounds Director and Supervisor. PPE will be provided to all custodial staff. PPE must be worn at all times following the most current OSHA guidelines.

Phase 5 Illinois Restored [Complete Return to School]

Introduction

At some point during the 2020-21 school year we hope to enter Phase 5 “Illinois Restored” which will allow us to return to a more normal school attendance routine. When that day is determined we will implement the following plan to bring all of our students back to school. We will follow the guidelines of the Illinois Department of Health (IDPH) to fully reopen.

New Start and End Times

The Cook County School District 104 Board of Education and the Teachers’ Union Local 571, agreed to extend the students’ learning day beginning with the 2020-21 school year.

When we return to unrestricted face-to face learning the start time for all students K-8 will be 7:50 AM on Monday, Tuesday, Thursday, and Fridays and 8::50 on Wednesday (Late-start).

Dismissal time each day of the week will be 2:50 PM.

Building Environment and Expectations

Daily Health Screening

It I expected that, although we will be in Phase 5 of the recovery plan, IDPH guidance will still require the monitoring of the health of staff and students before they enter the building. All staff and students will be required to pass through a health screening station prior to being admitted into the building. Any student or staff member who does not meet the minimum health requirements established by IDPH will not be allowed in the building. Staff will be asked to return home. The building nurse will contact parents of students who need to be picked up from school. It is recommended that remote “trailers” be used to screen staff and students. Students or staff presenting with fever (to be determined by IDPH), cough, SOB or diarrhea will be sent home. Students waiting for a ride home will be isolated from the rest of the student community.

Develop Staff Self-Assessment Health Form. Staff will take self-assessment to include temperature in am prior to coming to school. Enact health tracing (as defined by IDPH) if student or staff test positive for the Covid-19 virus.

Classroom Environment

Maintaining a safe classroom environment is our first priority. Staff and students will follow IDPH guidelines to reduce the chance of infection.

- Each student will be provided a (cloth mask)
- Upon entry onto the classroom students will sanitize their hands.
- Frequent hand washing will be required following use of the restroom or any time a student is out of the classroom.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

The CDC and IDPH guidance indicates that the proper wearing of PPE can greatly reduce the spread of the Covid-19 virus.

- PPE will include a two-ply cloth face covering, latex-free gloves, and an optional clear plastic face shield. The district will provide (2) face masks to all staff and students, a regular supply of latex-free gloves will be placed in each classroom and face shields for staff will be provided upon request.
- PPE is to be worn while on school grounds at all times.
- PPE must be washed after the completion of each day.

School Visitors

To ensure the safety of our students and staff, outside visitors will be allowed in the building by appointment only, unless there is an emergency during this phase of instruction. All visitors will be required to pass through the health screening process.

Food Service:

The school district will continue to provide daily breakfast and lunch meals to students. If allowed by IDPH guidelines regular cafeteria service will resume. If not, "Grab and Go" meals will be distributed to students in their classrooms.

Student Electronic Devices

Students in each grade level will be provided a district issued device. Students will be responsible for the care and transport of the electronic devices to and from school on a daily basis. Devices should be plugged in and charging while at home so that the device will be fully charged and ready for use each day. Any device that is not working properly should be given to the IT Department for repair. To schedule a repair call

Remote Instruction Option

If allowed by the State Board of Education some parents, who have concerns about physically sending students to school may elect to participate in full day remote learning (Please refer to the Phase 3 Remote Learning above).

Preparations to Open and Celebrations

Given the unusual and abrupt ending to the 2019-20 school year there remain a few housekeeping issues to resolve as we prepare for a full return to operations. In addition we wish to allow for a celebration when guidelines allow to help reconnect the students and families with the district.

One Week Before the Targeted Reopening Date

- Parent/Student/Teacher Orientation: allows students to teacher and become familiar with building and classrooms space. Meet and greet, drop off supplies, and practice locker combination (if applicable)

Device Exchange

Depending upon the timing of the reopening there may need to be a time set aside for the exchange of electronic devices from ne grade level to another. This schedule will be developed by the building administration in conjunction with the Techno0logy Department.

Student Assessment

- Teacher will be provided time to hold articulation meetings to share what students need to know before going on to the next grade level; It has been done in the past... may need to edit.
- Teachers will develop and share with parents and students.
- Develop “tools” for each skill so parents can work at home
- MAP testing as soon as possible when school starts
- Assess where students are behind and form groups
- Use WIN time for Elementary and Advisory times for catch-up
- Afterschool Reading and Afterschool Math restructured to help where students are deficient and group students by needs

Celebration

- Plan for a district-wide celebration.
- Possible whole family celebrations (would have to be by grade level or school) and at a location that could handle many people: Summit Park, Bedford Park, etc.
- Form a committee and/or PBIS for end of the year district-wide celebration

APPENDIX A

Graves SDL Schedule Example				
Room #	Teacher	Grade	AM # of students	PM # of students
0	Hosty	4 th	5	5
1	SpEd-Bosworth	4 th Dual	7	7
2	Ramirez	4 th Dual	7	7
3	Pyrce	4 th Dual	7	7
4	ELL - Ramos	3 rd Dual	9	8
5	Ortiz	3 rd Dual	9	8
6	Neboska	4 th	5	5
7	Dysart	3 rd Dual	9	8
8	TBD	3 rd Dual	9	8
9	Munoz	KDG Dual	9	9
10	Marquez	1 st Dual	7	7
11	Zamarron	1 st Dual	7	7
12	Vega	1 st Dual	7	7
	Ocampo			
13	Ibarra	1 st Dual	7	7
14	Y.Garcia	2 nd Dual	8	7
15	Negron	2 nd Dual	8	7
16	Ruvalcaba	2 nd Dual	8	7
21A	Slager	PK EC	4	2
22A	Wareyko	PK	5	5
22	Barragan	PK	8	9
23	Villalobos	PK	7	7
24	Martinez	PK	9	3
25	Speech/OT			
26	James	PK	6	8
27	Torres	KDG Dual	7	7
28	Pena	KDG Dual	7	7
29	A.Garcia	KDG Dual	7	7
STEAM	Smith			
STEAM	Doff			
Gym	Raymond	KDG Dual	7	7
Gym	Raczynski	1 st Dual	7	7
Gym	Ocampo	2 nd Dual	8	7

Walsh SDL Schedule Example				
Room #	Teacher	Grade	AM # of students	PM # of students
100	Schuster	K	8	7
101	White	K	8	7
102	Mann	K	8	7
103	Retzke	K-1 Trans.	?	?
104	Walker	1	8	7

105	Hough	1	8	7
106	Campagna	1	8	7
107	AERO	?	?	?
108	Hosteny	K	8	7
114	Cescato	2	7	7
115	Johnson	2	7	7
116	AERO	?	?	?
117	Mullins	2	7	7
201	Manzo	2	7	7
202	Tomasello	3	7	6
203	McRae	3	7	6
204	Umana	3	7	6
205	Nelson	Sp. Ed.	?	?
206	Nunez	Speech		
207	Smith	Sp. Ed.	?	?
208	Pisano/Payne	Coaches		
209	Neal	1	7	7
210	Parker	2-4 Trans.	?	?
211	Builta	4	8	8
212	Modiest	4	8	8
STEAM	Marroquin	4	8	8
Gym	Fletcher/Art/ Music			
Library	Cafculus	Sp. Ed.	?	?
	Paras??			

Walker SDL Schedule Example				
Room #	Teacher	Grade	AM # of students	PM # of students
100	Morales, Christina	K	7	6
102	Herrera, Kate	K	7	6
112	Rayas, Lizette	K	7	6
112	Klug, Gia	1	7	6
113	Kladis, Stephanie	1	7	6
114	Sanchez, Tina	1	7	6
210	Kosmowski, Sue	2	7	6
211	Suhail, Kefah	2	7	6
library	Millet, Allision or Rodarte, Valerie	2	7	6
212	Piekos, Kristen	3	7	6
213	Manzke, Eva	3	7	6
gym	Torrinda, Jessica	3	7	6
200	Galvan, Abby	4	7	6
202	Watkiss, Kathy	4	7	6
STEAM Lab	Karlovcis, Paul	4	7	6
214	Hoffer, Chris	Social		

214	Holland, Kate	Speech		
214	Leone, Sara	Admin.		
215	Cervantes, Margarita	Sped		
215	Rodriguez, Kathy	Sped		
	Paraprofessionals			
	Hilda Padilla	K		
	Yasmin Salamanca	1		
	Diane Duffy	Sped		
	Teresita Ortiz	K		

Wharton SDL Schedule Example		
	AM# of students	PM # of Students
Room 101 (Penrod)	6	6
Room 102 (Kirscher)	6	6
Room 103 (current Lounge- Maybe Killoran here?)	6	6
Room 104 (Reyes)	6	6
Room 201 (Xheraj)	6	6
Room 205 (Steele)	6	6
Room 203 (Egner)	6	6
Room 202 (Current Social Work room – maybe Frick here?)	6	6
Room 204 (Martinez)	6	6
Room 107 (Vega)	6	6
Transitional room (only 1 room? Next year we are supposed to have 2 I think)	??????	??????
Intervention Room (Augustinas)	6	6
Steam Lab (Mischler)	6	7
Library (Gallo)	6	6
Gym (Unused currently) 14 th -staff member????	6	6
Total students	84 students	85
Total Enrollment: 169		

Wharton Plan for Social Distance Learning
Dual Language

	AM Students	PM Students	Entrance/Exit Door
Room 107 (Vega)	7	6	Door by Gym
Room 104 (Reyes)	7	6	Door by Cafe
Cervantes (or Dual Sped Teacher) Gym	6	6	Door by Cafe
Room 204 (Mertinez)	6	6	Door by Black top
Total Students: 50			
Mono Lingual			
Room 101 (Penrod)	5	6	Door by blacktop
Room 102 (Kirscher)	6	6	Door by gym
Room 103 (Killoran)	6	6	Door by blacktop
Room 201 (Xheraj)	6	6	Door by cafe
Room 205 (Steele)	6	6	Door by gym
Room 203 (Egner)	6	6	Door by black top
Room 202 (Frick)	6	6	Door by gym
Room 105 (Augustinas)	6	6	Door by steam lab
Library (Gallo)	6	6	Door by steam Lab
Total Students: 119			
Total Enrollment: 169			

Transitional Program At Wharton			
	AM	PM	Entrance/Exit
Room 106 (Murphy)	4	5	Door By gym
Paraprofessionals: Solis Long Mercado Sosnowski			

Mono Lingual Schedule	
8:00-8:30	Homeroom Time (check in)/ Sped Min.
8:30-9:25	Reading
9:25-10:25	Math
10:25-10:30	Pack up Dismiss

Dual Language Schedule	
8:00-8:30	Homeroom Time/sped minutes
8:30-9:10	SLA
9:10-9:50	ELA

9:50-10:25	Math
10:25-10:30	Pack up Dismiss

HMS Possible Learning Plan								
Student Enrollment			30 Minutes – Lunch 45 Minutes – Plan 45 Minutes – Grade Level Team			# of Teachers for Self-Contained		
6 th – 160			Student Teacher Ratio			6 th – 13		
7 th – 193						7 th – 14		
8 th – 209						8 th – 15		
6th Grade Teachers	# AM/PM	Room #	7th Grade Teachers	# AM/PM	Room #	8th Grade Teachers	# AM/PM	Room #
Cardenas	3/3	Lib	Fudala	8/8	34	Murabito	8/8	44
Kozal	7/7	41	LBS TBD	3/3	34.5	Grant	3/3	MPR
Tovar	7/7	40	Trafficanta	8/8	35	Sanchez	8/8	46
Guenther	7/7	39	Gentile	3/3	Lib	Bolin	3/3	MPR
LBS TBD	3/3	37.5	Escobedo	9/9	33	DUAL TBD	9/9	47
Zipprich	7/7	36	Janousek	8/8	52	SCI TBD	7/7	45
Foltz	3/3	19.5	LBS TBD	3/3	Band	Vari	3/3	MPR
Balicki	7/7	42	Hiorns	8/8	32	Soukoup	8/8	50
Coglianesse	7/7	38	Manske	8/8	30	Mekeel	8/8	51
Martinez	9/9	37	SCI TBD	8/8	31	Christerson	8/8	48
Roseen	7/7	GYM	Randel El	7/7	43A	Estrada (Dual)	9/9	43B
Hannoun	7/7	20	Quiroz (Dual)	9/9	GYM	Vavrin (Dual)	9/9	49
Zavala (Dual)	9/9	18	Klotz	7/7	GYM	Hokkenen	8/8	SL
			Fuggar	8/8	19	PE Teacher	7/7	GYM
						Tedeschi	7/7	Band
Olson	Para		Luna	Para		Cooper	Para	
Total Students:	AM/PM		Total Students:	AM/PM		Total Students:	AM/PM	
	83/83			97/97			105/105	

APPENDIX B

ISBE Suggested Minimum and Maximum Times

	Minutes per Day	Minutes per Class	Span of Attention
PreK	20-60		
Kdg	30-90		3-5 Minutes
1-2	45-90		3-5 Minutes
3-5	60-120		5-10 Minutes
6-8	90-180	15-30	One Class*
9-12	120-270	20-45	One Class*

Sample E-Learning School Schedule 1:

For some virtual families, one lesson per day for each class works well. Here's how one family uses this type of online school schedule for children of different ages and attention spans:

First grader	
8:00 a.m.	Breakfast, chores
9:00 a.m.	Reading
10:00 a.m.	Science
10:30 a.m.	Education Technology or Art
11:00 a.m.	Flexible school time, used for projects or learning activities
11:30 a.m.	Recess
12:00 p.m.	Lunch
12:30 p.m.	Free time/play time
2:00 p.m.	Math
3:00 p.m.	Social Studies
3:30 p.m.	STEM/STEAM (Wednesdays)
4:00 p.m.	Free time until dinner

Sixth grader	
8:00 a.m.	Breakfast, chores
9:00 a.m.	Language Arts
10:00 a.m.	Education Technology
10:30 a.m.	Math
11:00 a.m.	Flexible school time, used for projects or learning activities
11:30 a.m.	Recess
12:00 p.m.	Lunch
12:30 p.m.	Language Arts
1:00 p.m.	Science
2:00 p.m.	Music
2:30 p.m.	Social Studies
3:30 p.m.	Club (Thursdays)

4:00 p.m.	Free time until dinner
-----------	------------------------

Sample Virtual School Schedule 2:

For an online student who is dedicated to [music](#), [performing arts](#), or other challenging [extracurricular pursuits](#), the Learning Coach might reserve chunks of time for lessons or practice *during the school day*. A schedule for school days might look like this:

Band /Concert, online middle school student Monday, Wednesday, Friday	
8:00 a.m.	Breakfast
8:30 a.m.	Band practice
10:00 a.m.	Math
11:00 a.m.	Spanish
12:00 p.m.	Lunch/free time
1:00 p.m.	Language Arts
2:00 p.m.	Science
3:00 p.m.	Social Studies
4:00 p.m.	Band practice
5:30 p.m.	free time until dinner

Tuesday, Thursday	
8:00 a.m.	Breakfast
8:30 a.m.	Math
9:30 a.m.	Social Studies
10:00 a.m.	Piano practice
12:00 p.m.	Lunch/free time
1:00 p.m.	Language Arts
2:00 p.m.	Sign Language
3:00 p.m.	Science
3:30 p.m.	Piano practice
5:30 p.m.	Free time until dinner

Sample Virtual School Schedule 4:

A family that is very involved in community service might plan to do extra lessons four days per week in order to have one day free (or mostly free) for volunteering. This arrangement could also work well for kids who have regular doctor’s appointments or other weekly commitments.

Fifth grader Monday, Tuesday, Wednesday, Thursday	
8:00 a.m.	Breakfast/free time
8:30 a.m.	Social Studies
9:30 a.m.	Language Arts

10:30 a.m.	Math
11:30 a.m.	Recess
12:00 p.m.	Lunch
1:00 p.m.	Science
2:00 p.m.	Rotating extra lesson
3:00 p.m.	Art or Music
4:00 p.m.	Free time until dinner

Friday	
8:00 a.m.	Breakfast/free time
8:30 a.m.	Finish up any remaining lessons for the week
11:00 a.m.	Volunteering with family
4:30 p.m.	Free time until dinner

5/19/20

Remote Learning Schedule

Monday, Tuesday, Thursday, Friday

9:30 a.m. to 11:30 a.m. Core Academic Instruction

11:30 a.m. to 12:00 p.m. Lunch and Recess

12:00 p.m. to 4:00 p.m. Music/PE/Library/Special Services

Wednesday - Individual Conference time with teachers as needed

APPENDIX C

DAILY STAFF BEFORE WORK SELF ASSESSMENT

PRIOR TO REPORTING TO SCHOOL FOR THE WORKDAY ALL STAFF SHOULD PERFORM THE FOLLOWING ASSESSMENT AT HOME:

- TAKE TEMPERATURE. IF TEMPERATURE IS >100.00 STAFF SHOULD CALL IN ABSENT.
- ANY COMPLAINTS OF SHORTNESS OF BREATH, COUGH, RASH OR DIARRHEA WITH A FEVER, STAFF SHOULD NOT ATTEND SCHOOL AND SHOULD CONTACT PHYSICIAN.
- IF STAFF HAS ANY OF THE ABOVE SYMPTOMS AND HAS TRAVELED OUTSIDE THE COUNRTY IN THE LAST MONTH OR HAS BEEN IN CONTACT WITH PERSONS WHO TESTED POSITIVE FOR COVID-19 THEY SHOULD NOT ATTEND SCHOOL AND CONTACT PHYSICIAN.
- PLEASE CALL IN ABSENT TO SCHOOL AS PER DISTRICT POLICY.
- PLEASE CALL AND NOTIFY SCHOOL NURSE IF YOU ARE CALLING IN ABSENT FOR COVID-19 SYMPTOMS.
- NEED NOTE FROM DOCTOR TO RETURN TO SCHOOL TO BE DETERMINED.