School District 104
To promote and instill the love of learning

Fall 2020 Reopening Plan
FORWARD

I begin this document by offering my sincere appreciation to our teachers and parents who have partnered on an entirely new level to continue to educate our students in an extremely challenging environment. Thank you for your incredible efforts!

The world was turned upside down since the COVID-19 outbreak became known in January of 2020. The age of COVID-19 has created a “New Normal” that includes wearing face coverings, limiting numbers of people gathering in public spaces, and a complete reengineering of how schools provide learning opportunities to students.

Since this past May a steering committee of parents, teachers, health care professionals, administrators, and school board members have been working to develop the District 104 Fall 2020 Reopening Plan. This document reflects our best current thinking. The plan is based not only on regulations and guidance from the Illinois State Board of Education, but state and national health organizations as well. Most importantly, however, the plan is based upon the insights learned from this past spring from stakeholder input and the increased knowledge about the COVID-19 virus itself.

I close with a quote from Helen Keller.

“Although the world is full of suffering, it is also full of the overcoming of it.” — Helen Keller

I know that together we will overcome all the challenges ahead.

Dr. Troy Whalen
Superintendent
ACKNOWLEDGEMENTS

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

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INTRODUCTION

This document has been created to align with the current official guidance from the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH) regarding the reopening of school for the 2020-21 School Year. ISBE’s reopening guidance strongly encourages school districts to provide “in-person” instruction to the greatest extent possible this fall. Based upon feedback received through a parent and staff survey earlier this summer, it has been determined that the best plan to reopen is to allow parents to choose between one of two attendance options (i.e. remote and blended learning) under which the district will resume schooling in the fall of 2020. The goal of our return to school plan is to communicate the key components of each attendance option to all members of the school community. We all want students and educators to feel comfortable and safe returning to the school.

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 plan assumes that the state will remain in Phase 4, however, if the state reverts back to Phase 3 or Phase 2 all students will be expected to attend school remotely.
HEALTH AND SAFETY

Our first priority is the health and safety of our students, staff, and community. Throughout the spring and summer, our district has been guided by local, state, and federal agencies including the Illinois Department of Public Health (IDPH), the Illinois State Board of Education (ISBE) and the Centers for Disease Control (CDC). As the start of the school year draws closer, our focus will remain on the health and safety of our students, staff, and community. With this in mind, any and all persons entering district property will be required to follow all public health regulations. Below is an explanation of the health requirements and expectations which must be followed.

Daily Health and Safety Protocols

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

Social Distancing Practices

ISBE and IDPH Guidelines recommend that the school environment provide a 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings.

- Social distancing requirements will be maintained outside, including during recess. When multiple groups of students are outside, social distance between the groups will be considered 30 feet. *The use of playground equipment and sharing of playground equipment will be restricted.*
- Lines have been painted on paved playground areas to appropriately space students while they wait to be admitted into the building. Interior floor decals and wall signs will provide guidance to students and staff regarding social distancing and the direction of one-way traffic.
- During this time, only students, staff and visitors with an appointment will be allowed on the school campus.

Face Coverings

The CDC and IDPH have both reported that wearing a cloth face mask provides a barrier that helps prevent the virus from traveling through the air when a person talks, coughs, or sneezes.

- The district will provide two (2) face masks for every student and staff members who will be on district property.
- Everyone on district property must always wear a face covering at all times (unless they are younger than 2 years old; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the covering without assistance.) Face coverings must always be worn in school buildings, even when social distancing can be maintained.
- The use and wearing of masks and face coverings by all persons in the school building will be enforced as part of the district dress code. Parents will be contacted whenever a student arrives at school without a mask, or if they refuse to wear a mask while on district property (*mask wearing requirement includes time spent riding on the school bus*).
• Students and staff who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act and other applicable law. The parent/guardian of a student for whom wearing a mask is medically inadvisable must provide a physician’s note identifying the specific medical reason the student is unable to wear a face covering/mask. The district will then consider alternative methods of keeping the student and staff around the student safe.

Personal Hygiene and Health Practices

The CDC and IDPH have both reported that frequent hand washing is a key measure in protecting oneself from catching COVID-19.

• Students will be expected to wash their hands frequently during the day.
• When handwashing with soap and water is not feasible, alcohol-based hand sanitizer of at least 60% alcohol is available at the entrance of all classrooms and office spaces throughout the district.
• Staff will reinforce good hygiene and handwashing practices to prevent the spread of infection including using signage from the Centers for Disease Control.
• Staff and students will be encouraged to avoid touching their face.

Symptom and Temperature Screening

The CDC and IDPH have both reported that having a temperature of greater than 100.4 degrees may be a sign the individual may be infected with the corona virus. Both ISBE and the IDPH require daily health screening for anyone who wants to be on district property.

• Daily self-certification for symptoms and temperature checks will be required for all staff and students prior to taking the bus to school or entering district property.
• The district will provide Daily Symptom Assessment note pads to each family and staff member prior to the start of the school year. Parents will need to complete a symptom assessment form for each student in the household before the student leaves for school each day. Staff members will be required to complete the symptom assessment form for themselves before they leave for work each day.
• The screening assessment is designed to determine if a child or staff member has a temperature at or above 100.4 degrees Fahrenheit, and for other COVID-19 symptoms. Students and staff must be kept at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
• Screening tents will be located at the entrance(s) of each school campus. Students, staff and visitors who arrive on the district property without a completed self-certification form will be screened for COVID-19 symptoms prior to being granted access to district property.
• Anyone showing symptoms of COVID-19 will not be allowed to enter or remain on campus and should consult with their healthcare providers for further guidance. Students who have COVID-19 symptoms will be isolated until a parent or guardian can pick them up from school.
**On Campus Health Monitoring**

During the school day nurses will be available to engage in symptom screening as needed. If a student or staff is symptomatic with flu-like symptoms during the school day, the ill person will be separated from others, cared for in an isolation area and required to wear a face mask until the parent, or emergency contact, of the student can be reached and the student can be transported home or to a healthcare provider. Staff who develop COVID-19 symptoms while at work should contact their supervisor immediately and then leave campus.

All non-essential medications and treatments should be administered at home. Student needs and prescribed treatments for asthma and respiratory care at school will be reviewed for safety and effectiveness and discussed with the parent. All required medication procedures will be enforced, and medication forms must be completed by the student’s physician and parent to meet legal prescription and authorization requirements.

**Attendance**

Students are expected to attend school daily unless they have COVID-19 symptoms or are generally not feeling well. If a child is ill please call the school office by 8:00 AM. Parents are asked to report any COVID-19 exposures, symptoms and diagnoses when reporting student absences. Our nursing staff will utilize attendance information to support our ability to contact trace and monitor the health of all our students and staff.

**20-21 SCHOOL CALENDAR**

In July 2020, the Cook County School Board Approved the 20-21 School Calendar. There may be modifications to the school calendar as environmental conditions change.

School districts are allowed to have up to five Blended Remote Learning Planning Days included in their 20-21 calendar. At this time the district has not scheduled the use of those days.

The 20-21 school year will begin with two Teacher Professional Learning days on August 20th and 21st. Remote Learning Planning Days will be taken on August 19, August 20, and August 21, 2020. This means that **the first day of school for students will be Monday, August 24, 2020.**

**SCHOOL ATTENDANCE OPTIONS**

The Illinois State Board of Education (ISBE) believes that all students should be provided with in-person instruction to the greatest extent possible. Specific guidance from ISBE includes:

1. A high priority should be placed on providing in-person instruction for students who have Individualized Education Programs (IEPs), 504 Plans, and/or who receive English language support when building an equitable schedule for Blended Remote Learning Days.

2. Schools should consider prioritizing in-person instruction for students under the age of 13.

3. Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible.
The district recognizes that not all parents may be ready to send their children to school this fall. Therefore, parents will be given two options to begin the 20-21 school year. Those two options include: Blended 50% On-site/50% Online (Self Directed) Learning, or Remote 100% Online (Self Directed) Learning. Online (Self Directed) sessions may be supported with learning experiences from Specials teachers (i.e. PE/Art/Music/STEAM) that are detailed in the sections below.

**Blended Learning 50/50 Half-Day Option (K-8TH GRADE)**

The current guidance from the Illinois State Board of Education regarding the re-opening of schools includes a number of precautionary measures to be taken by the school district including: *to the greatest extent possible, students and staff are to maintain 6ft of social distance between one another while on school grounds.* Complying with this recommendation eliminates the possibility of our having all students return to full day in-person given that the 6 feet social distancing requirement reduces our average classroom capacity from as many as thirty (30) students to no more than eleven (11) students. The solution is to offer a “half-day” Blended Learning day. The Oxford Dictionary Definition of Blended Learning is listed as a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. Defining hybrid or blended education is a trickier task than one might think—opinions vary wildly on the matter. In a report on the merits and potential of blended education, the Sloan Consortium defined hybrid courses as those that “integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner.” Educators probably disagree on what qualifies as ‘pedagogically valuable,’ but the essence is clear: Hybrid education uses online technology to not just supplement but transform and improve the learning process. ([www.teachthought.com](http://www.teachthought.com)) There are numerous blended learning models in existence, however, based upon the needs of our learners we are providing half day in-person instruction in which students will attend school, either in the morning, or afternoon, “in-person” for 2.5 hours and work from home with school support for 2.5 hours. An example daily schedule is provided below.

**Daily Student Arrival and Half-Day Schedules**

In order to reduce the number of total persons per classroom to meet IDPH guidelines of maintaining 6 feet of distance between students at all times the district will move to a blended learning platform that will split each class into two sections, (i.e. AM and PM session). AM sessions would begin at 7:50 AM and dismiss at 10:20 AM. PM Sessions would begin at 12:20 PM and dismiss at 2:50 PM. (see Table 1.1) In order to further separate students, the building administration may establish a staggered arrival and departure schedule by grade level. Grade levels may be assigned to enter and exit a specific door spread throughout the building whenever possible. The school day will be 5 hours in length. Students would physically come to school to participate in teacher led learning for 5 days a week for 2.5 hours (7:50-10:20 or 12:20-2:50) Facilitated instruction will be provided by teachers face-to-face. Students will be expected to complete 2.5 hours of online learning which may include PE, Art, STEAM, and Music.
### TABLE 1.1 AM / PM Daily Core Instruction Example Blended Learning Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50</td>
<td>AM Group Teacher Led In-person PM Group Self Directed Online &amp; Specials</td>
<td>AM Group Teacher Led In-person PM Group Self Directed Online &amp; Specials</td>
<td>AM Group Teacher Led In-person PM Group Self Directed Online &amp; Specials</td>
<td>AM Group Teacher Led In-person PM Group Self Directed Online &amp; Specials</td>
<td>AM Group Teacher Led In-person PM Group Self Directed Online &amp; Specials</td>
</tr>
<tr>
<td>7:50</td>
<td>7:50 to 10:20</td>
<td>7:50 to 10:20</td>
<td>7:50 to 10:20</td>
<td>7:50 to 10:20</td>
<td>7:50 to 10:20</td>
</tr>
<tr>
<td>12:20</td>
<td>Teacher Teaming Building Cleaning Lunch/Break</td>
<td>Teacher Teaming Building Cleaning Lunch/Break</td>
<td>Teacher Teaming Building Cleaning Lunch/Break</td>
<td>Teacher Teaming Building Cleaning Lunch/Break</td>
<td>Teacher Teaming Building Cleaning Lunch/Break</td>
</tr>
<tr>
<td>12:20</td>
<td>AM Group Self Directed Online &amp; Specials PM Group Teacher Led In-person</td>
<td>AM Group Self Directed Online &amp; Specials PM Group Teacher Led In-person</td>
<td>AM Group Self Directed Online &amp; Specials PM Group Teacher Led In-person</td>
<td>AM Group Self Directed Online &amp; Specials PM Group Teacher Led In-person</td>
<td>AM Group Self Directed Online &amp; Specials PM Group Teacher Led In-person</td>
</tr>
</tbody>
</table>

**Specials Classes include:** Music/PE/Art/STEAM and Related Services

### Student Blended Learning Expectations

- Students will attend either an AM, or a PM session (All efforts will be taken to keep siblings in the same blended learning session AM or PM).
- Students will be required to participate in online assessments (MAP, CFAs, Etc.)
- Teachers will apply current district grading policies to class assignments.
- Electronic devices will be provided to the students. Students will be expected to bring their assigned device to school each day in the provided protective sleeve.
- Students in grades K-5 will use the Seesaw learning management software (LMS) and students in grades 6-8 will use Schoology learning management software (LMS).
- Students may have multiple teachers delivering instruction daily.
- Parents may assist students in daily assignments completion.
- Two sets of school supplies (one for home use and one for school use) will be provided by the school.
- A take-home lunch/breakfast will be provided to each student to be eaten at home.
- Requests to transfer to remote learning will take place at tri-semester breaks (teacher may change).

### Teacher Blended Learning Expectations

- Provide lesson plans weekly.
- Collaborate with blended learning facilitators.
- Facilitate direct instruction via various platforms 5 days a week with a group of students (Class size TBD).
Middle school teachers would be a facilitator of collaborated instruction placed online by the content teachers. Teachers would outline a daily schedule, clarify assignments, troubleshoot, and assist the students in whatever way possible. Attend meetings virtually via various platforms. The two hours in between sessions could be used for team meetings to clarify instruction for teachers, plan, and lunch. The 45 minutes team time may be used for each content area to review curriculum for the upcoming week.

**School Subjects and Grading**

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.

**Grading Student Work During Blended Learning**

- School report cards will continue to be issued to students on a trimester basis. For questions regarding grades, please contact the classroom teacher.
- The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.
- All Grading policies and procedures used during the typical school year will be applied to students in the Blended “in-person” Learning program.

**Homework**

- Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student’s teacher, ability and grade level.

**Blended Learning 50/50 Half-Day Option (PRE-KINDERGARTEN)**

Special attention to our youngest learners is especially important when considering the daily school schedule. Given the specific needs of our prekindergarten students the daily school schedule is slightly different than the one designed for students in Kindergarten through 8th Grade.

**Daily Student Arrival and Half-Day Schedules**
The school day will be 2.5 hours in length. Students will attend either on Monday/Thursday or Tuesday/Friday (see Table 1.2). Students would physically come to school to participate in teacher led learning for 2 days a week for 2.5 hours (8:30-11 AM) or 12:00-2:30). Students would learn remotely the other 3 days of the week. Facilitated instruction will be provided by teachers face-to-face. All Pre-K students will learn via remote learning on Wednesday in order to conduct deep cleanings of Pre-K classrooms and materials.

Students will attend either an AM or a PM session on either Monday/Thursday or Tuesday/Friday (All efforts will be taken to give preference to keep siblings in same blended learning session AM or PM).

**TABLE 1.2 Pre-K AM / PM Daily Core Instruction Example Blended Learning Schedule**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 11:00</td>
<td>8:30 to 11:00</td>
<td>Remote Learning All Students</td>
<td>8:30 to 11:00</td>
<td>8:30 to 11:00</td>
</tr>
<tr>
<td>A–AM Group</td>
<td>B–AM Group</td>
<td></td>
<td>A–AM Group</td>
<td>B–AM Group</td>
</tr>
<tr>
<td>Teacher Led In-</td>
<td>Teacher Led In-</td>
<td></td>
<td>Teacher Led In-</td>
<td>Teacher Led In-</td>
</tr>
<tr>
<td>person</td>
<td>person</td>
<td></td>
<td>person</td>
<td>person</td>
</tr>
<tr>
<td>Directed Online</td>
<td>Directed Online</td>
<td></td>
<td>Directed Online</td>
<td>Directed Online</td>
</tr>
<tr>
<td>11:00 to 12:00</td>
<td>11:00 to 12:00</td>
<td>Classroom Deep Clean</td>
<td>11:00 to 12:00</td>
<td>11:00 to 12:00</td>
</tr>
<tr>
<td>Classroom Cleaning</td>
<td>Classroom Cleaning</td>
<td></td>
<td>Classroom Cleaning</td>
<td>Classroom Cleaning</td>
</tr>
<tr>
<td>12:00 to 2:30</td>
<td>12:00 to 2:30</td>
<td></td>
<td>12:00 to 2:30</td>
<td>12:00 to 2:30</td>
</tr>
<tr>
<td>A-PM Group</td>
<td>B-PM Group</td>
<td></td>
<td>A-PM Group</td>
<td>B-PM Group</td>
</tr>
<tr>
<td>Teacher Led In-</td>
<td>Teacher Led In-</td>
<td></td>
<td>Teacher Led In-</td>
<td>Teacher Led In-</td>
</tr>
<tr>
<td>Person</td>
<td>Person</td>
<td></td>
<td>Person</td>
<td>Person</td>
</tr>
<tr>
<td>B-PM Group Self</td>
<td>A-PM Group Self</td>
<td></td>
<td>B-PM Group Self</td>
<td>A-PM Group Self</td>
</tr>
<tr>
<td>Directed Online</td>
<td>Directed Online</td>
<td></td>
<td>Directed Online</td>
<td>Directed Online</td>
</tr>
</tbody>
</table>

**Pre-K Student Blended Learning Expectations**

- Students will be required to participate in Pre-K assessments.
- Teachers will be completing assessments and report cards based on student achievement.
- Students may have multiple teachers delivering instruction daily.
- Parents may assist students in daily assignments completion.
- Two sets of school supplies (one for home use and one for school use) will be provided by the school.
- Requests to transfer to remote learning for non-medical related reasons, will take place at tri-semester breaks (teacher may change).

**Remote Learning (At Home) Option**

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 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 Defined**

**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.

**Daily Student Remote Class Schedules**

In order to balance the learning experience between our Blended and Remote Learners both will follow the same class schedule. Students enrolled in remote learning will be split into two sections, (i.e. AM and PM session). AM sessions would begin at 7:50 AM and dismiss at 10:20 AM. PM Sessions would begin at 12:20 PM and dismiss at 2:50 PM. The school day will be 5 hours in length. Students Log in to the specific lesson to participate in teacher led learning for 5 days a week for 2.5 hours [7:50-10:20 or 12:20-2:50] (see Table 1.3). Facilitated instruction will be provided by teachers online. Students will be expected to complete 2.5 hours of additional online learning which may include PE, Art, STEAM, and Music.

**TABLE 1.3 AM / PM Daily Core Instruction Example Remote Learning Schedule**

<table>
<thead>
<tr>
<th>Monday AM 7:50 to 10:20 AM Group Teacher Led Online</th>
<th>Monday PM 10:20 to 12:20 Teacher Teaming Lunch/Break</th>
<th>Saturday AM 7:50 to 10:20 AM Group Teacher Led Online</th>
<th>Saturday PM 10:20 to 12:20 Teacher Teaming Lunch/Break</th>
<th>Saturday AM 7:50 to 10:20 AM Group Teacher Led Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Group Teacher Led Online</td>
<td>AM Group Teacher Led Online</td>
<td>AM Group Teacher Led Online</td>
<td>AM Group Teacher Led Online</td>
<td>AM Group Teacher Led Online</td>
</tr>
<tr>
<td>PM Group Self Directed Online &amp; Specials</td>
<td>PM Group Self Directed Online &amp; Specials</td>
<td>PM Group Self Directed Online &amp; Specials</td>
<td>PM Group Self Directed Online &amp; Specials</td>
<td>PM Group Self Directed Online &amp; Specials</td>
</tr>
</tbody>
</table>

**Specials Classes include:** Music/PE/Art/STEAM and Related Services
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. Parents of our younger learners, specifically, kindergarten and 1st grade will be asked to assist teachers by helping their children log into the learning platforms daily. 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 Remote Learning Expectations

- **Student Attendance:** Students are expected to be logged into their virtual classroom school by 7:50 A.M. and 12:20 P.M. each day depending upon the session they are enrolled.
- The school day will be 5 hours in length. Students would participate in direct remote learning for 5 days a week for 2.5 hours (7:50-10:20 or 12:20-2:50) to receive facilitated instruction from teachers and are expected to perform 2.5 hours remote learning independently.
- **Student Engagement:** 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/or the Seesaw and Schoology learning platform in the morning for general communications from the teacher school and/or 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 and parents are encouraged to communicate questions and requests for help with questions, though teachers will make every effort to respond to questions in a timely manner.
- **Device provided**
- Requests to transfer to blended learning will take place at tri-semester breaks (teacher may change)
- May have multiple teachers delivering instruction
- Assist students in daily assignments completion
- Attend facilitated direct instruction using various platforms
- A take-home lunch/breakfast will be available for pick-up (Time TBD)
- A set of school supplies will be provided by the school.
- Pick up “Learning Boxes” from school as scheduled by the teacher
- Students will attend either an AM, or a PM session
Assessments students will be required to participate in online assessments (MAP, CFAs, Etc.)
Adhere to district grading policy

Student Expectations for the Use of Video Conferencing

Each student will be issued a district electronic device that is enabled to connect to the internet to provide access to 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.

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
- School code of conduct and School Board Policies 7:160 and 7:190 regarding dress, language, and behavior apply.
- Students are asked that they find a quiet place in the home to work.

Teacher Remote Learning Expectations
- Respond to all messages in a timely basis.
- Provide lesson plans weekly.
- Collaborate with blended learning facilitators.
- Facilitate direct instruction via various platforms 5 days a week with a group of students.
- Middle school teachers would be a facilitator of collaborated instruction placed online by the content teachers
- Teachers would outline a schedule, clarify assignments, troubleshoot, and assist the students in whatever way possible.
- Attend meetings virtually via various platforms.
- The two hours in between sessions could be used for team meetings to clarify instruction for teachers, plan, and lunch.
- The 45 minutes team time could be used for each content area to review curriculum for the upcoming week so that all teachers are familiar with it.

School Subjects And Grading

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.
Grading Student Work During Remote Learning

- School report cards will continue to be issued to students on a trimester basis. For questions regarding grades, please contact the classroom teacher.
- The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.
- All Grading policies and procedures used during the typical school year will be applied to students in the Blended “in-person” Learning program.

Homework

- Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student’s teacher, ability and grade level.

Remote Learning Option (Pre-Kindergarten)

Special attention to our youngest learners is especially important when considering the daily school schedule. Given the specific needs of our prekindergarten students the daily school schedule is slightly different than the one designed for students in Kindergarten through 8th Grade.

Daily Student Arrival and Half-Day Schedules

The school day will be 2.5 hours in length. Students will attend either on Monday/Thursday or Tuesday/Friday (see Table 1.4)). With parental assistance students would log into the designated virtual platform to participate in teacher led learning for 2 days a week for 2.5 hours (8:30-11 AM) or 12:00-2:30). Students would be provided remote lessons the other 3 days of the week.

Students will attend either an AM or a PM session on either Monday/Thursday or Tuesday/Friday (All efforts will be taken to give preference to keep siblings in same blended learning session AM or PM as much as possible).

TABLE 1.4 AM / PM Daily Core Instruction Example Remote Learning Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:30 to 11:00</td>
<td>8:30 to 11:00</td>
<td>8:30 to 11:00</td>
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<tr>
<td>A–AM Group Teacher Led Online</td>
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<td>A–AM Group Teacher Led Online</td>
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<td>A–AM Group Teacher Led Online</td>
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<tr>
<td>B-AM Group Self Directed Online</td>
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<td>B-AM Group Self Directed Online</td>
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<td>B-AM Group Self Directed Online</td>
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<tr>
<td>11:00 to 12:00</td>
<td>11:00 to 12:00</td>
<td>11:00 to 12:00</td>
<td>11:00 to 12:00</td>
<td>11:00 to 12:00</td>
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<tr>
<td>Break</td>
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<td>Break</td>
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</tr>
<tr>
<td>12:00 to 2:30</td>
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<tr>
<td>A-PM Group Teacher Led Online</td>
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<td>A-PM Group Teacher Led Online</td>
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<td>A-PM Group Teacher Led Online</td>
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<tr>
<td>B-PM Group Self Directed Online</td>
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<td>B-PM Group Self Directed Online</td>
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<td>B-PM Group Self Directed Online</td>
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</tbody>
</table>
Pre-K Student Remote Learning Expectations

- The school day will be entirely remote. Students would remain at home to participate in teacher led learning for 5 days a week. Facilitated instruction will be provided by teachers through a virtual classroom setting.
- Students will attend either an AM or a PM session
- Students will be required to participate in online assessments similar to peers attending face to face instruction
- Teachers will be completing assessments and report cards based on student achievement
- Students may have multiple teachers instructing them throughout the day
- Parents may assist students in daily assignments completion.
- One set of grade level school supplies (for home use) will be provided by the school.
- In-person Field trips and school assemblies will be suspended
- Requests to transfer to blended learning will take place at tri-semester breaks (teacher may change). Students will need access to a reliable and internet connection and device.
- Parents may be asked to pick up “Learning Boxes” from school as scheduled by the teacher.

SOCIAL-EMOTIONAL LEARNING (PK-8th Grade)

The impact of the pandemic on our students, families, staff, and community is unprecedented. Students returning to school routines this fall may experience challenging feelings regarding leaving family members for the first time since March. Families may be experiencing food insecurity or joblessness. As our community grapples with the impact of the pandemic on our schools, it is imperative that we support the social and emotional well-being of our students and staff members. For students enrolled in either blended or remote learning programs, our social workers are available to support the mental health needs of our students. The district will conduct intake surveys for all families to identify areas of need. In addition, parents can access a help line on the district website to communicate areas of need. Parents can also contact Mrs. Kathy Johnson or Dr. David Lopez at (708)458-0505.

Crisis Response and Suicide Prevention

For students who express concerning language or behaviors while in their school building relating to a risk of harm to themselves or others, a mental health professional (School Psychologist or Social Worker,) will administer an in-person risk assessment. For students who express concerning language or behaviors relating to a risk of harm to themselves or others while remote, a mental health professional will administer a remote risk assessment. All crisis event responses will be made in collaboration with the building level administration using building or remote protocols as needed.

Special Populations Support and Compliance

We understand that the modified classroom learning environment students will be returning to has the potential to be a challenge to our learners. Staff will seek to identify individual student needs, complete necessary referrals, and provide accommodations for students who require differentiated learning approaches.
Social-Emotional Learning

District 104 has a history of utilizing the Positive Behavior Intervention and Supports (PBIS) program with students. This will continue when we return this fall in collaboration with school social workers.

Counseling Services

Social workers and psychologists will work with their teams and administrators to determine when their services will be provided in-person or remotely. Caseloads will be considered (by alphabet, by grade, pods, etc.) when making these decisions. Virtual appointments during remote learning will be made available for parents and students.

SPECIAL EDUCATION & SECTION 504

District 104 is committed to providing free and appropriate public educational opportunities for students with disabilities to the greatest extent possible in alignment with public health guidelines.

To address the unique needs of students with disabilities, students with IEPs (except students whom receive only speech/language services) will be provided direct instruction via a learning behavior specialist for math and language arts for both blended and remote learning options. This service provision will focus on growth towards grade level priority standards and individualized IEP goals. For related services virtual means will be primarily used (i.e. remote learning via Zoom or MS Teams) to avoid interruption to direct instruction during language arts and math. Additionally, team members will continue to work with families to collaboratively meet the needs of each individual student.

District 104 will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, we will be mindful that students have been displaced from their typical learning environment when initiating the referral process. For example, the District will be mindful not to over-identify students who are learning remotely or those who are in-person more simply because they are in a different learning environment than is typical.

Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. District 104 will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff. Individualized Education Program (IEP) and Section 504 Meetings will be held remotely in alignment with presently suggested ISBE guidance.

District 104 will adhere to timelines for annual IEP and 504 meetings and required evaluations. There continues to be limited flexibility from complying with federal and state laws. All Individuals with Disabilities Education Act and Section 504 timelines remain in effect.

Progress Monitoring and Reporting

Special education teams will have in place consistent data collection and service log procedures for use across hybrid and remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction.
Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided. If students are not present, and therefore, data cannot be collected for progress monitoring on goals, the student’s case manager will work with teams to determine next steps.

**ENGLISH LEARNER (EL) STUDENTS**

Language development is an interactive and socially driven process. Any support that can be provided to English Learners to facilitate interactive dialogue with native English-speaking peers or adults, especially on academic topics, is essential. It is also essential that our students enrolled in bilingual programming dialogue with peers and adults on academic topics in the target non-English language to ensure that their development does not stall. Language use and expectations must be targeted and authentic and activities must be meaningful to ensure students achieve linguistic and academic growth, whether English or native language instruction is online, in-person, or a hybrid. Identification, Eligibility and Services

All students who meet the criteria on the Home Language Survey will be screened for eligibility for the EL programs in the district. Screenings will be conducted in-person with proper social distancing parameters in place. Should we be in a remote learning environment, the district will use the ISBE Provisional screening process until screening is able to be completed in person.

In-person instruction will be prioritized for all English Learner students to the greatest extent possible (with appropriate social distancing and other health/safety measures to reduce the possibility of COVID 19 transmission). If in-person services are not possible, teams will determine how to provide remote learning instruction on a case-by-case basis.

All EL students will be afforded the EL program services they are entitled to in all learning environment scenarios.

**Student Resources**

All students will have access to district technology and curricular materials to support their learning in any learning environment. Students will be given appropriate forms of support that will allow them to access the curriculum in a comprehensive manner. When developing instruction for English Learners, educators will continue to apply the Illinois English Language Development Standards and utilize the WIDA Can-Do Descriptors for listening, speaking, reading, and writing. Keeping these two documents in mind and differentiating instruction based on each student’s English proficiency level will help ensure that lessons are scaffolded appropriately for students. Additionally, early learning educators have language acquisition tools to drive support of young language learners.

**SUPPORT FOR PARENTS & FAMILIES**

We recognize that sustaining remote learning is still new for everyone. We will continue to work with families to determine how we can best support you. Parents will be asked to complete an intake survey at the beginning of the school year to assess the need for social work support and/or other resources. Below are a list of ways District 104 can support families during Remote Learning.
1. Parent Technology Workshops (Available through remote delivery)
   - Remote learning...what is it/how to make it successful
   - How to access student learning management systems (LMS) [Seesaw and Schoology]
   - Hardware troubleshooting

2. Technology Department Support Line
   - Tech support tech@sd104.us
   - Using the communication platform (classroom teacher)

3. Social Work Supports
   - Social work team organizes a way to reach out to families monthly to offer support and resources by school and family.
   - School-wide SEL surveys.
   - Regular SEL check-ins with kids 4-8th grade (maybe younger, to assess mental health/stress/coping skills).

**ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

District 104 will continue to support student participation in athletic and activity programs to the extent permitted in the fall, adhering to Illinois Elementary School Athletic Association (IESA) parameters for sports and activities programs when those become available for fall 2020. Please direct questions regarding the district athletic program to Mr. Scott Forman, Athletic Director at (708)458-0505. **At this time is uncertain if after school clubs and activities will be available.**

**CONTACT TRACING AND EXPOSURE AT SCHOOL**

There is a strong likelihood that sometime during the next few months a student or staff member will develop COVID-19 symptoms while at school. Anyone within the school environment who shows symptoms will be immediately separated from the rest of the school population and will be sent home for treatment and rest. When an exposure has occurred, the district will follow IDPH and ISBE guidelines which include the following.

- Any areas of the school used by a sick person will be closed off and will not be used until these areas have been properly cleaned and disinfected. (*It is advised by the CDC to wait at least 24 hours before cleaning and disinfecting.*)
- Windows will be opened when possible to increase air circulation in the area.
- If possible, the HVAC system will be temporarily turned off.
- The area can be opened for use once it has been appropriately disinfected.

Individuals who did not have close contact (within 6’ for more than 15 minutes) with the person who is sick can return to school immediately after disinfection.
Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days. Close contact means the individual was within 6 feet of the individual with symptoms for more than 15 minutes.

RETURNING TO SCHOOL

In the event that a student, or staff member, has been exposed to, or has caught, COVID-19 they will need to quarantine for at least 14 days. At some point the student or staff member will be cleared to return to school. Students or staff returning from illness related to COVID-19 should call to check in with the school nurse or building administrator (if a nurse is unavailable) following quarantine.

OPERATIONS

The following non-instructional district operations will be in place this fall. Those in charge of operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders. Operations and support groups include the following: 1. Transportation, 2. Food Service, 3. Facilities Management, and 4. Technology

Transportation

District 104 partners with Rich Lee Bus Company to support students by providing safe and timely transport services for eligible riders attending on-site programs. Due to the requirement for all students to be COVID-19 symptom free prior to boarding the bus, the location of the bus stops will be reduced. A list of available stops will be mailed to parents interested in student transportation for the fall. The District will continue to meet special education student transportation needs. Student transportation will follow public health guidelines that include:

- No more than 25 students may be on the bus anytime.
- Students must undergo symptom and temperature checks via self-certification before boarding a bus.
- Wearing face coverings. All individuals on a bus must wear a face covering.
- Bus Sanitization will be completed daily on all vehicles used for student transportation.
- IEP or 504 teams will determine individual transportation needs for students who require special accommodations.
- The district will enact contact tracing if a child tested positive for COVID-19 who rides to or from school on a school bus.

Food Service

The school district will continue to provide breakfast and lunch meals to students. “Grab and Go” Meals will be assembled daily by district food services staff. Breakfast and lunch will be packed together.

Blended Learning student meals will be distributed to students by the classroom teacher at the end of each school session. (i.e. 10:20 AM and 2:50 PM).
Remote Learning student meals will be distributed between the hours of 8:30 and 10:00 AM. All visitors will be screened prior to accessing district property and must be COVID-19 Symptom Free.

- The following health and safety guidelines apply to food service workers and services:
- All food service and support employees will wear the face coverings and gloves whenever on district property.
- All cleaning and disinfecting of facilities will be in accordance with IDPH guidance.
- All federal, state and local health and safety standard protocols will be followed by FNS staff and serving support.
- All meals served will be in compliance with federal nutrition requirements.

Facilities Management and Building Sanitation

The Buildings and Grounds Department will provide necessary disinfection and building maintenance, both internal and external, to support a safe and hygienic educational learning environment. The District 104 buildings and grounds staff will be available to create an atmosphere that is as safe and healthy as possible.

- 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.
- Ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible.
- Increase the frequency of air filtration filter replacements.
- HVAC schedules will start one hour prior to students and staff entering the building.
- Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year. Custodial Services cleaning practices will be focused on cleaning for health, which includes an emphasis on disinfecting surfaces where bacteria or viruses are likely to be transmitted.
- Custodians will disinfect frequently—at least twice daily—high-touch surfaces, such as: door handles, handrails, drinking fountains/bottle fillers (fountain bubblers will be disabled where possible, bottle fillers will remain operational), restroom surfaces, light switches, phones, keyboards, and pencil sharpeners
- Indoor facility rentals are suspended at this time for nightly cleaning/disinfecting.

Technology

District 104 utilized federal funding in the 2020 CARES Act to purchase additional electronic devices (i.e. Chromebooks, tablets, and i-Pads) to ensure that all students (K-8) have access to the technology needed to support them in school and during remote learning.

- Students at each grade level (K-8) will be provided a district issued electronic device. Students attending the Blended Learning Program 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 email tech@sd104.us.
Faculty and staff will work to develop meaningful integration of technology tools during daily instruction, including video conferencing software such as Microsoft Teams or Zoom.

The Building principal will coordinate with the technology department to schedule device exchange schedules as necessary for Remote Learners.

Students and parents will have access to technology support through the parent help line located on the District 104 website. Students and parents can also request technology assistance via email support at tech@sd104.us.

CONCLUSION

We are all working through what may prove to be the greatest challenge of our lives. The District’s teachers, staff, administration and school board appreciate your cooperation and flexibility as we work to provide the best possible learning environment for your family and the district community.

Thank you for your continued support of our district.