

Charleston CUSD #1

Plan for Reopening for In-person Instruction for the 2020-2021 School Year

Introduction

We are living through a pandemic—a worldwide outbreak of a virus for which there is little or no natural immunity and no vaccine, which spreads quickly to people who have not been previously exposed to the new virus. In accordance with Board Policy 4:180, the Charleston CUSD #1 School Board recognizes that the District, along with the local health department and emergency management agencies, play an essential role in protecting the public's health and safety during a pandemic. The District's Executive Leadership Team has invested significant time to learn and understand the roles that the federal, state, and local government play in responding to the COVID-19 epidemic. The Superintendent of Schools has established a pandemic planning team consisting of key District personnel and community members who have worked hard to identify priorities and oversee the development and implementation of this comprehensive COVID-19 pandemic school action plan, a section of which addresses various ways to build awareness of the final plan among staff, students, and community.

This plan was developed in accordance with *Part Three* of a Transition Advisory Workgroup's recommendations for starting the 2020-21 school year and returning to in-person instruction during the COVID-19 pandemic. The *Part Three* guidance document, released on June 23, 2020, was developed in partnership with the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH). All public schools in Illinois serving prekindergarten through 12th grade students must follow the ISBE/IDPH guidelines.

Intended to be used during Phase 4 of the *Restore Illinois* plan, this District plan is designed around three instructional models (daily in-person instruction, blended remote learning days, and remote learning days) that incrementally increase or decrease the social distancing of students and school staff depending upon a resurgence of the virus or a second wave of it in the fall. Teacher report times and employee work duties under this plan are mutually agreed upon by district management and labor association leadership. Revisions may need to be made to the plan based upon additional ISBE/IDPH guidance or if the District enters into another Phase of the *Restore Illinois* plan.

Absent an order from the Illinois State Board of Education and/or the Illinois' Governor's Office, any emergency school closing will be made by the Superintendent in consultation with, or at the direction of the District's local health department, emergency management agencies, and Regional Office of Education.

District-wide Requirements for In-person Instruction

Following the IDPH requirements, the District will require

- the use of appropriate personal protective equipment (PPE), including face coverings;
- social distancing to be observed as much as possible;
- schools to conduct symptom screenings and temperature checks or individuals to self-certify that they are free of symptoms before entering school buildings;
- an increase in schoolwide cleaning and disinfection; and
- prohibit more than 50 individuals from gathering in one space.

To meet the ISBE's recommendation to dedicate professional learning and collaboration time to prepare for students to return to school, the Superintendent proposes that the District's 2020-2021 calendar be amended as follows:

- August 11 Faculty Workshop–No Student Attendance
- August 12 Institute Day–No Student Attendance
- August 13 Remote and Blended Remote Learning Planning Day–No Student Attendance
- August 14 Remote and Blended Remote Learning Planning Day–No Student Attendance
- August 17 1st Attendance Day–Early Dismissal Schedule

To ensure that each school meets the State Superintendent's expectation of a minimum of 5 clock hours of daily instruction/school work **as well as** meets the ISBE's recommendation that **ongoing** time be dedicated for educator professional learning and collaboration, beginning and ending times for students and staff are as follows:

<u>School</u>	<u>Students</u>	<u>Teachers</u>	<u>Paras</u>	<u>Other ESPs</u>
Mark Twain	7:55–12:10	7:15–2:45	7hrs/bldg. needs	8hrs/bldg. needs
Ashmore	7:50–12:30	7:15–2:45	7hrs/bldg. needs	8hrs/bldg. needs
Carl Sandburg	8:10–12:50	7:20–2:50	7hrs/bldg. needs	8hrs/bldg. needs
Jefferson	8:25–1:05	7:35–3:05	7hrs/bldg. needs	8hrs/bldg. needs
CMS	8:45–1:25	7:55–3:25	7hrs/bldg. needs	8hrs/bldg. needs
CHS	8:40–1:20	7:50–3:20	7hrs/bldg. needs	8hrs/bldg. needs

Note: These times are based upon each school's current early dismissal schedules, the CESPA PN Agreement, and agreement among District administration and labor association leadership.

Schedules are designed to support staff attendance by providing sufficient daily planning and collaboration time and supports, frequent communication, and staff engagement in planning process and decision-making. Where possible, teachers, rather than students, will move between classes. To provide students at home with synchronous access to lessons, class lessons will be either be pre-recorded or livestreamed using virtual meeting programs (e.g., Microsoft Teams). Distributed by schools, individual school schedules are designed to limit movement of students throughout the school and to limit gatherings in one space to 50 people.

Working with the Assistant Superintendent for Student Services, the Assistant Superintendent for Business Services, and the District Special Education Coordinator, school principals will distribute staff "first week" and daily schedules that provide for:

- symptom screenings and temperature checks;
- schoolwide cleaning and disinfection;
- adequate supervision;
- developing reintegration assessments;
- preparing to address students' mental health needs;
- evaluating the successes and challenges of remote learning;

- teacher collaboration to determine and prioritize any grade-level standards that must be reviewed with students during the first part of the school year;
- time for student's previous year's teachers to opt to create transition videos that draw closure to last year and welcome them to a new year with new teachers;
- staff training on health and safety protocols related to COVID-19 prior to resuming in-person instruction;
- training on recognizing and affirming the socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the district's population;
- staff and student training on new technology devices and/or programs;
- dedicated time for school health care professionals to meet with individual teachers and staff members prior to the start of student attendance to (1) consider continuing remote instruction for medically fragile students, students at a higher risk of severe illness, and students who live with individuals at higher risk of severe illness and (2) review health concerns of medically high-risk students who will attend school in-person to ensure students will receive prompt treatment of health-related concerns (e.g., asthma action plans, diabetes care plans, and/or emergency action plans for conditions that may be exacerbated by chronic medical conditions); and
- dedicated time for IEP teams to meet to determine whether any amendments to students' IEPs are necessary to address student's current levels of performance.

Preparing Students for Returning to School

Educators have powerful influence on children; however, parents largely remain their most powerful influence. When educators and parents send children conflicting messages, the resulting confusion can create discord and impede the learning process. Now more than ever, educators and parents need to be "on the same page" as partners and send a uniform message to children about returning to school.

The District requests that parents help to prepare students for returning to school by investing time to "preview and practice" the social distancing guidelines and expectations with their children contained in this plan. Parents can be a positive influence on their children by stressing the necessity of wearing a face covering. For example, parents can explain how wearing a mask is the right way to treat each other--to wear a mask helps each other to stop the spread of infection. Parents may choose to practice having children wear a face covering at home and increase the time the face covering is on over the days leading up to the first day of school.

Although students in some schools may be assigned to a hallway locker, the use of lockers are suspended under this Plan. While no physical education clothing/uniforms are permitted under this Plan, students can change shoes for physical education. High school students, in particular, will need to plan to carry personal items needed for learning between classes by using a bookbag, for example.

Although staff will provide training to students on the appropriate use of drinking fountains, the District encourages students to use reusable water bottles.

Visitors to schools will be restricted to the main office area. As much as possible, meetings (e.g., IEP, 504, disciplinary, etc.) will be held remotely.

Student and Staff Attendance

Students and staff who test positive for COVID-19 or who show any signs or symptoms of illness are to stay at home. Currently known symptoms of COVID-19 are fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea. Families and staff should report possible cases to the school's health care professional. The Charleston area COVID-19 testing site is located at Sarah Bush Lincoln Health Center. To pre-register, call 217-258-7490.

The school health care professional is required to report confirmed COVID-19 cases to the local health department. The District will inform the school community of outbreaks while maintaining student and staff confidentiality rights.

Students and staff suspected of having COVID-19, whether they were tested or not, are to follow the Centers for Disease Control and Prevention (CDC) and IDPH guidelines to determine when they can return to school. These include three (3) days with no fever, improved respiratory symptoms (e.g. cough, shortness of breath), and ten (10) days since symptoms first appeared.

Medically fragile and immunocompromised students and staff should consult their medical provider prior to attending school.

Following quarantine, students and staff returning from illness related to COVID-19 are to call to check in with the school's health care professional.

Recording Student Attendance

The District's licensed teaching staff will record daily student attendance through *Skyward*, the District's student management system, and monitor and verify each student's daily remote participation through *Empower*, the District's learning management system. School practices that recognize or reward perfect attendance are discontinued while schools operate under this Plan. Teachers who are unable to contact a student for over a week, will attempt to contact their parent or guardian. If the wellbeing of a student is still unknown, the teacher will notify the school's principal to arrange for a wellness check visit in accordance with joint guidance from ISBE and the Department of Children and Family Services (DCFS).

Office staff who receive calls to report student absences are to request specific symptoms and record those on the District's absence symptom reporting form. Information recorded on the symptom reporting form will only be shared with the school health care professional and the local health department to initiate contact tracing.

Traveling to and Arriving at School

The District strongly encourages families to provide transportation for students. To access and use District transportation vehicles or buildings, a face covering must be properly worn at all times. The District has ordered one cloth face covering for each student and staff member's personal use. Before boarding a bus, students or parents must certify verbally that students are free of COVID-19 symptoms. Students will be assigned to a seat on a bus.

Staff are scheduled to conduct temperature and symptom screening of all students entering school buildings. Staff and visitors entering school buildings shall self-certify that they are free of COVID-19 symptoms. Students will be able to enter school buildings no sooner than the times shown below. Temperature screenings will be conducted through the use of a "no-

touch" thermometer. For "clear" screenings, individuals will receive a sticker that is to be worn and clearly visible at all times during the school day. After screening, students are to report directly to a particular area in each school. School drop-off, entrance and reporting locations are as follows:

<u>Doors open</u>	<u>Personal Vehicles</u>	<u>School Busses</u>	<u>Report Directly to</u>
MTE-7:30	East entrance	West entrance	Teacher's classroom
AES-7:10	Front entrance	Front entrance	Teacher's classroom
CSE-7:30	Front entrance	Northeast entrance	Teacher's classroom
JES-7:45	South entrance	East entrance	Assigned teacher
CMS-8:10	East entrance	West entrance	Red: Period 2/Gold: Period 1
CHS-7:50	South entrance	North entrance	Assigned tutorial teacher

During School Activities

All individuals in school buildings must wear a face covering at all times, even when social distancing is maintained. Outside school activities, including extracurriculars, do not require the wearing of face coverings if social distance is maintained. If a student or staff member has a medical contraindication to wearing a face covering, a physician's note is required to be submitted to the school health care professional to document the medical contraindication for any individual who is not medically able to wear a face covering. In such case, or if a student or staff member cannot tolerate wearing a face covering due to trouble breathing or has a disability which prevents the individual from wearing a protective covering, the school health care professional will notify the principal of the need to consider the possibility that reasonable accommodations may be necessary.

Visual reminders and indicators about social distancing are posted throughout school buildings (e.g., walking direction, abstaining from physical contact, etc.). To the extent feasible, school staff have established "staggered" schedules for bathroom breaks, passing periods, etc.

The District has adequately provided schools with hand hygiene supplies in common areas of each building. In addition to posting signage about proper handwashing and healthy hygiene, each staff member has been provided with training so they can appropriately train students and review these procedures.

Individuals in our school environments who show symptoms of COVID-19 are to immediately report to or be escorted to the school's health care professional's office to be either sent home or be quarantined in the school's supervised safe area while awaiting pickup/evaluation. Parents should ensure that ill students are picked up from school within 30 minutes of being notified. Ill students will not be allowed to utilize the school bus to return home.

To close areas of a school used by a sick person until proper cleaning and disinfection is complete, the supervising staff member is to contact the principal who, in turn, will contact custodial staff and assist, if needed, in finding an alternative location for use. All custodial staff have been trained to follow CDC guidelines for cleaning and disinfecting. Custodial staff will post signage to indicate whether the area is closed or open for use.

Those having close contact (within 6 feet for more than 15 minutes) 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.

Use of playground equipment will not be allowed. Play equipment and extracurricular activity equipment is to be either individually assigned/not shared or sanitized between use. In lieu of field trips, virtual activities and events can be coordinated by staff.

Back to School Events

School principals will coordinate and communicate their respective school's introductory events (i.e. orientations, back-to-school nights, etc.) virtually and/or through welcome-to-school packets.

Instructional Practices and Infection Control in Classrooms

At the center of teaching and learning, educators play a vital role in social distancing and are to help students commit to social distancing as much as possible by:

- arranging furniture, play spaces and naptime materials to model and reinforce social and physical distancing (i.e. 6-foot distance) and movement;
- providing assigned seating for students and requiring students to remain in these seats to the greatest extent possible;
- developing marked paths of travel in classroom;
- opening windows, if possible;
- allowing only supervisors and staff who are required for instruction to be in the classrooms;
- scheduling time for hand hygiene breaks;
- teaching, modeling, and reinforcing healthy hygiene habits and social skills;
- creating a classroom environment that promotes positive teacher and student relationships that support student social-emotional well-being and self-esteem;
- ensuring that students have access to digital manipulatives, have their own set of non-digital manipulatives, or that shared sets of manipulatives are sanitized between uses;
- considering the use of signs with different facial expressions or colors to help convey emotion, social norms, and feelings; and
- following the ISBE/IDPH guidance for driver's education behind-the-wheel instruction, physical education, music-related courses, and extracurriculars.

Grading Practices

The district's traditional grading practices, rather than the grading practices during the end of the 2019-20 school year under remote learning, will be in effect for the beginning of the 2020-21 school year under in-person instruction and for blended remote instruction for students who have all the necessary tools, technology, and teacher supports to complete all assignments, take assessments, and complete projects in a timely manner. For students under blended remote instruction who do not have all the necessary tools, technology, and teacher supports to complete all assignments, take assessments, and complete projects in a timely manner, teachers are to account for only the learning activities for which students are able to complete when determining grades.

Charleston CUSD #1

Remote and Blended Remote Learning Day Plan

This plan was developed through the collaborative efforts of a District Transition Planning Team and in accordance with Public Act 101-0643, which requires that school districts "adopt a Remote and Blended Remote Learning Day Plan approved by the district superintendent." Consisting of over thirty members of our school community, the Planning Team included District office administrator, Board and staff members; principals; parents; students; and representatives from the District's two labor associations. The Planning Team considered data and feedback on student attendance, engagement, academic success in assessing the effectiveness of the District's Remote Learning Day Plan that was implemented following the suspension of in-person instruction in March of 2020. This plan is designed to address (1) accessibility of the remote instruction to all students enrolled in the district; (2) the application of activities that reflect the Illinois Learning Standards; (3) the means by which students are able to confer with educators; (4) the unique needs of students in special populations (e.g., students eligible for special education, English Learners, students experiencing homelessness, vulnerable students); (5) how attendance will be taken and monitored to verify each student's remote participation; and (6) transitions from remote learning to on-site learning upon the State Superintendent's declaration and was developed through consultation with local public health officials.

If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, the State Superintendent of Education may declare a requirement to use remote learning days or blended remote learning days for a school district, multiple school districts, a region, or the entire State.

During Remote Learning Days, schools must conduct instruction remotely. During Blended Remote Learning Days, schools may utilize hybrid models of in-person and remote instruction. Once declared, Remote Learning Days or Blended Remote Learning Days must be implemented in grades pre-kindergarten through 12 as days of attendance and are deemed pupil attendance days for calculation of the length of a school term under Section 10-19 of the School Code.

1. All students enrolled in the school district have access to remote instruction through the following means:
 - a. The District will request of each student's parent/guardian to provide information about the extent to which each student has access to remote learning through computer devices and reliable internet connectivity.
 - b. The District has made plans to purchase and distribute devices to students in grades 7-12 (mid to late September 2020).
 - c. Students who have access to a home device and an internet connection can access remote instruction through *Empower*, the District's learning management system.
 - d. For students who do not have access to a home device and/or a reliable internet connection, the District plans to continue to make district-owned devices available and provide information to parents/guardians about available options for reliable internet connectivity.
2. At least 5 clock hours of daily Remote Learning Day or Blended Remote Learning Day instructional and school work activities for students are to be designed by the district's licensed teaching staff to reflect the Illinois Learning Standards and include all statutory and regulatory mandates and offerings, except that individual behind-the wheel instruction required by Section 27-24.2 of the School Code may not be offered through remote learning.
3. Students can confer with their educators via email or telephone. Educator email addresses and phone numbers can be found on each school's websites.
4. The unique needs of students in special populations, including, but not limited to, students eligible for special education, English Learners, students experiencing homelessness or

vulnerable student populations will be addressed through the District's existing policies, procedures and staff.

5. The District's licensed teaching staff will monitor and verify each student's remote participation through *Empower*, the District's learning management system, and record attendance through *Skyward*, the District's student management system.
6. Upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary, educators will use the initial on-sight learning day(s) for transition activities. Upon returning to school, one day for every three Remote Learning or Blended Remote Learning Days used will be devoted by educators for transition activities.

This Remote and Blended Remote Learning Day Plan is to be posted on the district's internet website and provided to students and faculty.

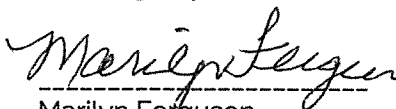
Five Remote and Blended Remote Learning Planning Days may be utilized consecutively or in separate increments to develop, review, or amend the district's Remote and Blended Learning Day Plan or provide professional development to staff regarding remote education. If needed, use of Remote Learning Planning Days will be discussed among the district's executive administrative and labor association leadership teams and communicated to employees and parents through the district's usual means.

Blended Remote Learning Days

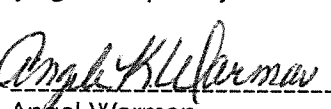
Each school will establish and distribute equitable schedules that are designed to place a high priority on providing daily in-person instruction for students under the age of 13 and for students who have Individualized Education Programs (IEPs), 504 Plans, and/or who receive English language supports.

For medically fragile students, students at a higher risk of severe illness, and students who live with individuals at higher risk of severe illness during Phase 4, each school's principal will work with school health care professionals and the student's medical provider to determine safe alternatives to in-person instruction in accordance with the *Part Three* guidance document (p.16).

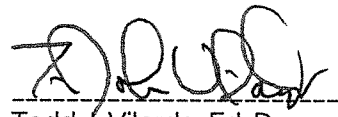
On 7/15/20, work connected to this Re-opening Plan, including the Remote and Blended Remote Learning Day Plan, was mutually agreed upon by:



Marilyn Ferguson
CESPA President



Angel Warman
CEA President



Todd J. Vilaro, Ed. D.
Superintendent of Schools

In accordance with PA 101-0643, this plan is to be periodically reviewed and amended by the superintendent, in collaboration with labor association leadership, to ensure the plan meets the needs of all students. Amendments to this plan were made as follows:

On _____, this plan was amended by

_____ in collaboration with _____
[NAME]
Superintendent of Schools

_____ in collaboration with _____
[NAME]
CESPA President

_____ in collaboration with _____
[NAME]
CEA President

as follows: