

Re-Entry Procedures and Protocols Handbook

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Foreword

The 2020-2021 school year may look very different when compared to previous years; however, our District commitment to student health, growth, and achievement remains constant. This handbook outlines necessary changes and updates to existing practices for the purposes of supporting the holistic educational development of children and fostering the overall health of students, staff, and our broader community during the pandemic.

For broader decision determination and development of this handbook, the following District **guiding standards** were utilized:

1. **Safety of students, staff, and families**
2. **Maximizing in-person, in-school learning**
3. **Maximizing learning and learning time**
4. **Consideration for the appropriate focus and time on the variety of content areas**
5. **Staff capacity to implement the plan**
6. **Community capacity to support the plan (parents and community partners)**
7. **Students' needs for live and regular connections with teachers and peers**
8. **Fiscal responsibility – plans are supported by our budget; our budget priorities are aligned to support our re-entry plans**
9. **Ability to communicate the what/why/how to staff, parents, students, and community**
10. **Flexibility in re-entry plans that support the transition back to “typical school” and/or the need to move fluidly between in-person learning and remote learning**

Safety

Creating Space for Social Distancing During Learning

Hybrid Phase 1 & 2: Classroom Spaces

“Social distancing is simply the act of keeping people separated with the goal of limiting spread of contagion between individuals” (American Academy of Pediatrics (AAP), 2020). Although expert opinion varies as to the optimal distancing to be maintained at schools, it is the consistent recommendation that schools should attempt to maintain a distance of 6 feet from person to person as much as possible. Therefore, each classroom space in D101 has been measured to determine the maximum number of students and adults that may be accommodated to allow for social distancing of six feet.

Classroom spaces are not large enough to provide for social distancing using a traditional instructional delivery model. Therefore, as long as social distancing is recommended, a hybrid (with density reduction) model will be utilized, and students will receive in-person instruction from classroom teachers five days a week in the morning (AM) or afternoon (PM). This will be true for all grades (K-8) in Phase 1 of Hybrid model and in grades K-5 should we move into Phase 2 of Hybrid. Phase 2 of Hybrid would result in strong consideration for moving to an all-day, alternating day model at McClure. Hybrid Phase 1 and Phase 2 are overviewed in greater detail below and starting on page 12 of this Handbook.

Hybrid Remote Learning Spaces

Regardless of model, it is our hope to offer *optional*, supervised, learning spaces during students' non-in-person instruction time, either at a nearby facility (Hybrid Phase 1) or at students' home schools (Hybrid Phase 2) for the typical duration of the school day in socially distanced, remote learning spaces.

In Phase 1 we hope to offer remote learning spaces at a nearby location. Following what we anticipate will be a full and unique start of the school year for students, parents, and staff alike - and should we deem it safe to move to Phase 2 of the Hybrid Model (with density reduction) - students will have the option to remain at school during their non in-person instructional time and complete their school day in Remote Learning Spaces that will be housed throughout our school buildings. These spaces, like Classroom Spaces, will allow for social distancing. The target date for beginning the off-site Remote Learning Space option is September 8 based on off-site availability and capacity to match parent requests for this option. The target date for consideration of a move to Phase 2 of Hybrid is Monday, September 28.

District teaching assistants, substitutes, and/or available teaching staff will supervise remote spaces. Supervision responsibilities will include the following:

- overseeing students working on remote learning assignments (prepared by classroom teacher(s)),
- attending to attendance and management issues,
- providing students with varying brain breaks, movement breaks, and mask breaks
- providing and supervising outdoor movement breaks.

Face Coverings

“Face coverings” are defined as masks or pull-up cloth neck/face covers that cover both mouth and nose; in accordance with ISBE guidelines, face shields are not permitted as an alternative to face coverings for students, although they are permitted as a supplement to face coverings. Per the AAP and Illinois State Board of Education (ISBE) guidelines, all staff and students are required to wear a face covering at all times while in school buildings and on school property, except when eating or when necessary to play an instrument. Face coverings must also be worn at all times on the school bus. In short, face coverings are mandatory; staff, parents, legal guardians and/or other individual(s) not wearing a face covering or refusing to wear a face covering will not be allowed on school property. Students who refuse to wear a face covering will also not be allowed to enter the school building and will be marked as absent.

During the course of the school day, staff will provide opportunities to take “mask breaks” to relieve “mask fatigue.” Mask breaks at McClure will occur during PE, lunch, outdoor classes/breaks, and at classroom teachers’ discretion. Students with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act.

District 101 will provide one reusable, washable face mask for each student. Students are, therefore, encouraged to procure a supply of personal face coverings. Additionally, a limited number of disposable masks will be available in the nurse’s office for forgotten, missing, and/or soiled masks. Students and staff will be provided structured training on how to wear, care for, and store their masks.

Some students or staff, due to a medical condition or other necessity, may be eligible to receive an exemption with the provision of a doctor’s note. Consideration of adaptive face coverings will be given to staff working with students with disabilities and other relevant circumstances.

Hand Hygiene

“Frequent handwashing as a modality of containment is vital” (AAP, 2020). Handwashing will be encouraged whenever possible, and students will be guided by teachers and staff to wash hands and/or use hand sanitizer as they enter and exit new spaces. Additionally, consistent with District past practice, emphasis will be placed on handwashing whenever students exit bathrooms and before and after eating. These protocols not only reinforce COVID-related safety but represent good hand hygiene generally.

Hand sanitizer will also be made available in classrooms, hallways, and common areas throughout the district. Students may carry their own hand sanitizer and/or wipes, as determined by individual parent preferences.

Respiratory Etiquette

Students will receive explicit instruction and support in practicing respiratory etiquette. The following describes recommended Do’s and Don’ts:

- Respiratory Etiquette Do's
 - Cover nose and mouth with inner elbow or tissue when sneezing or coughing.
 - Use nearest waste can to dispose of tissue after use.
 - Wash hands with soap and water or alcohol-based hand sanitizer after contact with respiratory secretions.
 - Maintain a safe distance from others during interactions.
 - Wear a mask that covers both the mouth and nose.
 - Take temperature regularly, check for respiratory symptoms, and stay home when ill.
- Respiratory Etiquette Don'ts
 - Touch your eyes, nose and mouth.
 - Sneeze or cough into the palms of your hands.
 - Shake hands.
 - Have close contact with anyone if you are experiencing respiratory symptoms.
 - Spit in public.

Lunch

During Phase 1 of the Hybrid model implementation, lunch will not take place at school. Students attending school in the morning will complete their in-person instruction and return home or to the off-site Remote Learning Space for lunch and their afternoon remote learning work. Students attending in the afternoon session will be expected to have lunch prior to starting their school day, either at home or at the off-site Remote Learning Space.

Procedures

When school lunches resume, as a result of restrictions associated with social distancing and the handling of food, lunch will be held in classrooms and remote learning spaces on a daily basis. As such, all lunches for students must be nut-free due to the prevalence of airborne food allergies. This nut free policy is anticipated to be in place through the entire school year, as gatherings of 50 or more individuals are anticipated to not be allowed per IDPH/ISBE mandate until a widespread vaccine has been instituted.

Classroom snacks will be temporarily discontinued. If/when classroom snacks resume at the elementary level, all items must also meet the District's standard for being nut-free. This practice does not represent a change from years past.

If a student brings a lunch (or snack) that does not comply with our nut-free policy, the item will be collected, and either parent(s) will be contacted for a replacement item or an available, pre-packaged nut-free lunch (or snack) will be provided as a replacement, whichever option better fits the circumstances and timing.

All staff members who generally will eat lunch in classroom or remote learning spaces will also be required to bring a nut-free lunch for consumption in those spaces.

Supervision

District Staff and/or Certified Substitutes will supervise lunch periods. Lunch supervisors will either be provided a different 30-minute duty free lunch period or will be compensated for this additional duty. This duty will be assigned with the consent of the employee; however, if staffing shortfalls exist in this approach, this duty will become obligatory for the person(s) best fitted to perform the duty as determined by the building principal. Buildings will develop plans to allow staff bathroom breaks as needed during lunch supervision.

Cleaning Procedures

Following the lunch period, students will throw away all food trash in a designated trash container within the classroom and will clean their eating spaces and wash/sanitize their hands in accordance with the expected cleaning protocols between instructional/supervisory sessions (see “Cleaning Procedures,” below). Custodial staff will empty and remove the designated food trash container at the end of the lunch session and will supplement cleaning of lunch spaces prior to the resumption of the instructional day, as appropriate.

Hallway/Stairwell Traffic Flow

Each building will establish a hallway and stairwell traffic protocol that will generally move all students in a common direction, at staggered intervals, to encourage social distancing and reduce gathering concerns in high-congestion areas. Bathrooms and bottle filling stations will be closed during hallway entry/exit times to encourage social distancing and minimize congestion.

Building-specific traffic flow plans will be linked here and shared by building principals prior to the start of the school year.

Field Park

Forest Hills

Laidlaw

[McClure hybrid phase 1](#)

[McClure hybrid phase 2](#)

Outdoor Safety Protocols

Students and staff will be permitted to remove masks when outside as long as social distancing may be maintained. Physical education classes, recess, and other outdoor activities will be strongly encouraged throughout the day. Students and staff in remote learning spaces will additionally be encouraged to utilize outdoor spaces around the building to the greatest extent possible. These outdoor experiences will allow more fresh air exposure to students and staff and provide safe opportunities to remove masks, while remote learning work continues. Additionally, District 101 will extend wifi network access to areas surrounding each of our four buildings to better facilitate our efforts and obtain outdoor event tents to provide shaded outdoor “classroom” spaces at all buildings.

Playground equipment located in our adjacent parks will be accessible for student use following designated safety procedures. Staff will teach and reinforce norms for outdoor playground use, and will provide a schedule for lunch recess playground use and outdoor activities. Additionally, playground equipment will be cleaned via fogging equipment nightly.

Shared Objects/Supplies/Equipment

Students will not share classroom materials (scissors, glue, classroom instructional manipulatives, etc.). Students will each possess/be assigned a dedicated technological device and will use their own supply of classroom materials. Items will be labeled with their name. At McClure students will travel with a backpack and should have a pencil case with typical school supplies (pens, pencils, highlighters, sticky notes). Teachers will determine and communicate to students/parents specific details, as needed, for personal supply containers.

Larger communal objects, such as classroom iPads/technologies, classroom pencil sharpeners, subject specific equipment, etc. will be cleaned between sessions by the teacher/staff member.

Kindergarten classrooms will remove/make inaccessible shared blocks, toys, kitchens, and play areas. These materials may be introduced as guidance allows. Additionally, students will be issued their own supply of toys/manipulatives to use in the classroom.

The sharing of equipment in physical education classes will be an exception. As part of their planning, PE staff will prioritize units of study that better align with current circumstances, and then proactively share selected units of study with parents. Additionally, safety protocols will be implemented to reduce risk, inclusive of students washing their hands/using hand sanitizer before and after PE classes.

School library books will be utilized and the following additional safety protocols will be in place to reduce risk:

- Check out & return protocols will be established in each building to minimize interaction between new and returned content.
- Items will be quarantined for three 3 days upon return before returning to circulation.
- Handwashing/use of hand sanitizer after selecting/receiving/returning books will be required.
- Library book selections will be brought to students' classrooms to maintain social distancing and limit human interaction with bookshelves.

Classroom libraries will also be available to students, following the same additional safety protocols listed above.

Shared textbooks will not be utilized.

Lockers and Locker Rooms

Per AAP and ISBE guidelines, lockers and the use of locker rooms is strongly discouraged. Students are allowed to carry backpacks from class to class. Students will hang backpacks on the back of their assigned chair or other designated location. At McClure, lockers will only be used during winter months for coat/boot storage. Locker assignments will alternate between the three grades and the staggered entry and exit of grades will maximize distance between students at lockers.

Drinking Fountains/Refill Stations

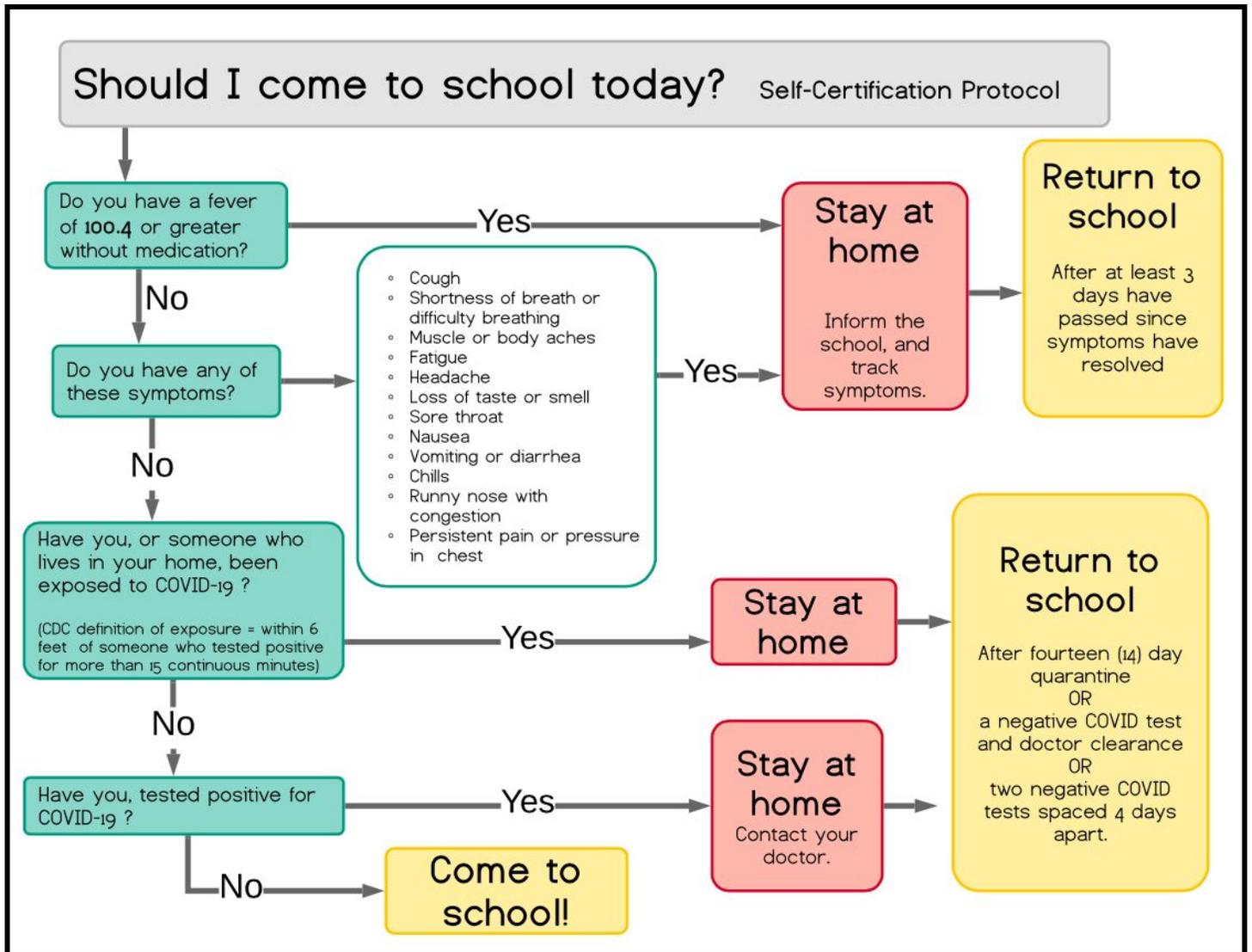
Water bottle filling stations will be available in each building. All District drinking fountains will be turned off or otherwise made unusable. Refilling protocols will be established and communicated to maintain social distancing to the extent possible. The District has replaced eight additional old water fountains with new bottle filling stations over the summer to better facilitate this process while safely encouraging hydration throughout the school day.

Daily Health Self-Certification, Temperature Check Protocols

All Staff and parents/guardians are expected to perform daily assessments using the [SHOULD I COME TO SCHOOL FLOW CHART](#) (also embedded below). For any student or staff member who should not attend school, a phone message should be left with the front office and the [COVID 19 Virus Symptom Tracker](#) should be completed daily until a return to school is appropriate. The symptom tracker is kept at home. Staff must self-certify with temperature checks either from home or at school. Additionally, staff are strongly encouraged to self-certify utilizing the District-provided Ambry Gen automated system. Detailed information on the Ambry system will be provided at Opening Institute meetings.

Per CDC guidelines, a temperature of 100.4 F or greater is suspect of illness. Touchless temperature checks will occur at all utilized entryways at each building daily. A temp of 100.4 F will mandate a second check via oral thermometer. A confirmed temperature of 100.4 degrees F or above will mandate a non-entry for that school day.

Per AAP recommendations, “a student or staff member excluded because of symptoms of COVID-19 should [be encouraged to] contact their health care provider to discuss testing and medical care.”



Bus Safety

District 101 will continue to provide bus transportation for the 2020-21 school year with the following parameters in place:

- Priority will be given to students residing in legally required locations (i.e. live in an area with a designated safety hazard, reside 1.5 miles or more from school, require special education transportation, etc.).
- All individuals must wear face coverings.
- No more than 50 individuals may be on a bus at one time.
- Social distancing must be maintained to the greatest extent possible.
- District will provide visual guides and seating arrangements to ensure students comply with IDPH requirements.
- Students must perform a [self-certification](#) symptom check prior to boarding a bus.
- Bus sanitation will be completed in between student usage by the bus company.
- A D101 staff member will serve as the Bus Monitor on each bus route to ensure safety and compliance with these parameters.

To address reduced bus capacity, parents whose children use busing as a matter of convenience are strongly encouraged to transport their student(s) to and from school via means outside of District-provided bus service. Additionally, for routes exceeding 49 students, D101 will create a ridership schedule to ensure that no more than fifty individuals will be on a bus on any single route. Additional busing information will be forthcoming in relation to off-site Remote Learning Spaces as we confirm details for this aspect of the Hybrid Phase 1 plan.

Building Entrance/ Exit

Entry

Prior to the school day, all staff and students will perform daily self-certification via the [SHOULD I COME TO SCHOOL? FLOW CHART](#). Upon building entry, all students will undergo daily touchless temperature checks; staff may either check their temperature at home or opt to use supplied touchless thermometers upon entry to school. A temperature of 100.4 degrees will mandate a second check via an oral thermometer. When a second check is required, the building nurse will be notified and will assess the student. Procedures at each building on how to do this will be communicated by principals.

A confirmed 100.4 degrees or above temperature will mandate a non-entry for that school day. Those presenting with symptoms of COVID-19 such as respiratory concerns (cough, shortness of breath), muscle aches, loss of taste or smell, sore throat, vomiting/diarrhea, chills, and/or runny nose will be assessed at entry of the building and sent home.

Students will enter the building through designated entry doors and will line up in a clearly indicated, assigned, socially-distant manner. Entry times/locations will be staggered to ensure reduced density as students await entry. Further details and specifics will be shared by building principals. As indicated in the Hallway/Stairwells Traffic Flow section, traffic flow at entry will be contained and supervised by staff to ensure distancing.

Exit

Students will be released from the building at staggered exit times and from multiple locations to ensure reduced density. Students will be expected to leave school property immediately upon exit, to continue wearing their face coverings until off school property, and to practice social distancing. Building-specific entry/exit procedures will be shared by building principals prior to the start of the school year.

Nursing

Nurse's Office

All current nurse offices will remain nurse stations for all non-COVID-19 cases.

Nurse's Annex

A Nurse Annex will be designated and reserved for students who present with COVID-19 symptoms.

The following steps will be followed to determine nursing needs:

- If a student becomes ill while at school, staff will contact the office and request that the nurse report to retrieve the student. The nurse will determine whether the student reports to the Nurse's Office (health concern presents with no COVID-19 symptoms) or to the Nurse's Annex (health concern presents with COVID-19 symptoms). Staff may use the same process as is practical.
- All symptomatic, student/staff members will be placed in the designated Nurse's Annex. The door must remain closed and bathroom access will be provided.
- A sign will be posted outside the door of the Nurse's Annex stating that the room is "restricted and in use."

- Anyone entering the room must wear appropriate PPE (mask, gloves). Nurses will wear protective clothing such as a lab coat which will be removed upon exiting the Nurse's Annex.
- The student's/staff's parent/guardian or emergency contact will be notified in order to retrieve the compromised student/staff member from school.
 - Once the Nurse's Annex is vacated, the area will be closed off and cleaned appropriately following CDC guidelines.
 - A supply of paper gowns, masks, and disposable gloves will be placed in the Nurse's Annex.
 - Cleaning supplies will also remain in the Nurse's Annex.
 - If there are windows in a Nurse's Annex, they will be opened whenever the space is occupied.

Reporting Absences

Parents should call or email the main office when their child will be absent, either for in-class instruction or scheduled supervised remote learning time (Phase 2). Parents are encouraged to notify the office as far in advance as possible when choosing to keep their child home during remote learning time (Phase 2).

Building administrative assistants will share all health related absences with the building nurse.

- Building nurses may contact the parent/guardian to verify details in order to track illnesses.
- Building nurses will maintain tracking processes to ensure all CDC and IDPH criteria are met before COVID-19 suspected/infected staff or students return to school.

District Response to a Confirmed COVID Case - Student or Staff Member

All District 101 parents and staff are **required** to report a confirmed case of COVID-19 in their immediate family (same household) as soon as is practicable to the building principal and superintendent, who will report this information to the district nurse. As well, parents and staff are asked to provide similar information on suspected household cases of COVID to the building principal and/or superintendent.

In the event that a student or staff member contracts a confirmed case of COVID-19, the following steps will be followed:

1. The student or staff member with the confirmed case will be required to quarantine for fourteen (14) days. A return to school/work following this quarantine period will occur via doctor confirmation for a safe return OR two confirmed negative COVID tests spread four or more days apart.
2. Any siblings of a student confirmed to have contracted COVID will also be required to quarantine for 14 days OR have two confirmed negative COVID test results that are spread four or more days apart.
3. The school BUILDING at which that student or staff member attends/works will be closed ***for at least one full school day*** following this confirmed case. During this closing period:
 - a. All students and staff from that building will continue the educational process in a fully remote learning model.
 - b. The building will undergo a thorough sterilization/cleaning.
 - c. Building and District administration will initiate contact tracing and investigations into any other student or staff member who may need to quarantine due to close contact with the infected individual either inside or outside of the school day. Trained contact tracers from CCDPH or the local area will be summoned to help co-lead this part of the process.
 - i. *“Close contact” is defined for schools by IDPH and ISBE as “...fifteen or more minutes of interaction at a distance less than six feet.”*
 - d. The District may also choose to keep the building closed for in-person learning for a period **beyond** one school day if circumstances are determined that this is the best course of action to

ensure a safe return for students and staff alike. Remote learning will continue for any period that a building is closed for this purpose.

- e. The District may also find it necessary to close another D101 school building if investigations indicate close contact concerns with students or staff at another school site due to close contact issues either during or outside of the school day.
4. Any student or staff member who is identified to have had “close contact” with the infected individual will be required to quarantine for fourteen (14) days OR until two negative COVID tests spread four or more days apart are confirmed.
5. All District parents and staff will be communicated with via email blast informing them of a confirmed COVID case. This communication will include details pertaining to the school in question, grade level in question, and other details that will simultaneously respect the privacy of the infected student or staff member while providing parents and D101 staff with appropriate information to ensure their own health and safety.
6. Staff members who are away from the workplace for this purpose will not utilize sick or personal days, and COVID tests will be provided by District 101 through Ambry Gen. Test results will be provided directly to the staff member and to the human resources staff of D101.

District Response to Confirmed COVID Case - Family Member

In the event that a student or staff member’s family member (same household) contracts a confirmed case of COVID-19, the following steps will be followed:

1. The student or staff member will be required to quarantine for fourteen (14) days OR until two negative COVID tests spread four or more days apart are confirmed.
2. Staff members who are required to quarantine for this reason, and who personally remain healthy and who do not need to assume taking care of a sick spouse, child, or other household family member should continue any/all instructional responsibilities appropriate from a remote setting. These responsibilities should be made in collaboration with the building principal but may include lesson planning, video sessions with students, collaboration with grade level team members and the substitute teacher, etc.
3. Staff members who are away from the workplace for this purpose will not utilize sick or personal days, and COVID tests for the staff member will be provided by District 101 through Ambry Gen. Test results will be provided directly to the staff member and to human resources staff of D101.

Cleaning Procedures

Students will disinfect their immediate spaces (table/desk, chair, etc.) prior to exiting from an instructional class or supervised session or when changing locations within the classroom. Teachers/staff will provide instruction to students on the expectations for cleaning.

After/between instructional sessions (AM/PM sessions in the elementaries, class periods at McClure), teachers/staff will disinfect classroom door knobs, sink handles, lightswitches, tables, pencil sharpeners, restroom surfaces (if applicable) and other commonly-touched classroom surfaces. Cleaning products will be provided by the district. Custodial staff will assist with this level of cleaning throughout the day as well.

Multiple times throughout the school day, custodians will disinfect common area door handles, light switches, handrails, sink handles, elevator buttons and other shared surfaces in addition to assisting classroom staff with classroom cleaning responsibilities.

Nightly and between AM/PM sessions, building custodial staff will clean all classrooms, restrooms, nurse’s office and Annex, doorknobs, common spaces and commonly-touched areas. Deep cleaning via fogging and other methods will be a regular component of between session and nightly cleaning as well as following a confirmed case of COVID at a building.

Ventilation

Most D101 classrooms are serviced by unit ventilators that will be opened to maximize the introduction of outside fresh air. To the greatest extent possible, windows can and will be opened during the school day. To the extent possible, exhaust fans will be left on in bathrooms at all times during the school day. Additionally, the District will continue its use of antimicrobial filters in all classroom unit ventilators. The District will also use antimicrobial filters in all large spaces serviced by rooftop air handling units prior to the start of the new school year. And, per the recommendations of medical and architectural personnel assisting D101 in our planning, stand alone HEPA filters have been ordered for each classroom space.

Maximized Learning

In recognition of the immense challenges presently facing all of us, coupled with our previously mentioned priority of safety, we have developed three instruction models for the 2020-21 school year. Obviously, there is no perfect plan to reopen schools, and resources are finite. That said, “scientific evidence suggests that risks to students and staff can be kept low if schools adhere to strict control measures and dynamically respond to potential outbreaks” (Harvard, 2020). The three models described below represent our well-intentioned, dynamic efforts to maximize learning and safety while responding to an ever-changing set of circumstances, guidance, and information.

What Are the Three Instructional Models?

<p>Hybrid (Density Reduction)</p>	<p>Class sizes are reduced by approximately half. Instructional time is split between in-person with students’ classroom teacher(s) and remote learning.</p> <p>Phase 1: Students will only be physically present during their assigned in-person instruction time (AM or PM). Remote learning experiences will be provided during the opposite timeslot at home. D101 is currently pursuing an off-site option to provide parents with the option of serving students at that site for Remote learning during Phase 1.</p> <p>Phase 2: Density reduction and social distancing protocols are maintained. All students have the option to be present at school all day for both in-person instruction and remote learning time.</p> <p><i>*Initial consideration for a move from Phase 1 to Phase 2 of the Hybrid Model will occur during the week of September 21 for possible implementation starting September 28.</i></p>
<p>Remote Learning</p>	<p>Students remain at home and experience lessons from their teacher(s) virtually.</p>
<p>Traditional</p>	<p>Students attend in-person instruction full time. Procedures for cleaning and safety remain. Social distancing cannot be maintained.</p>

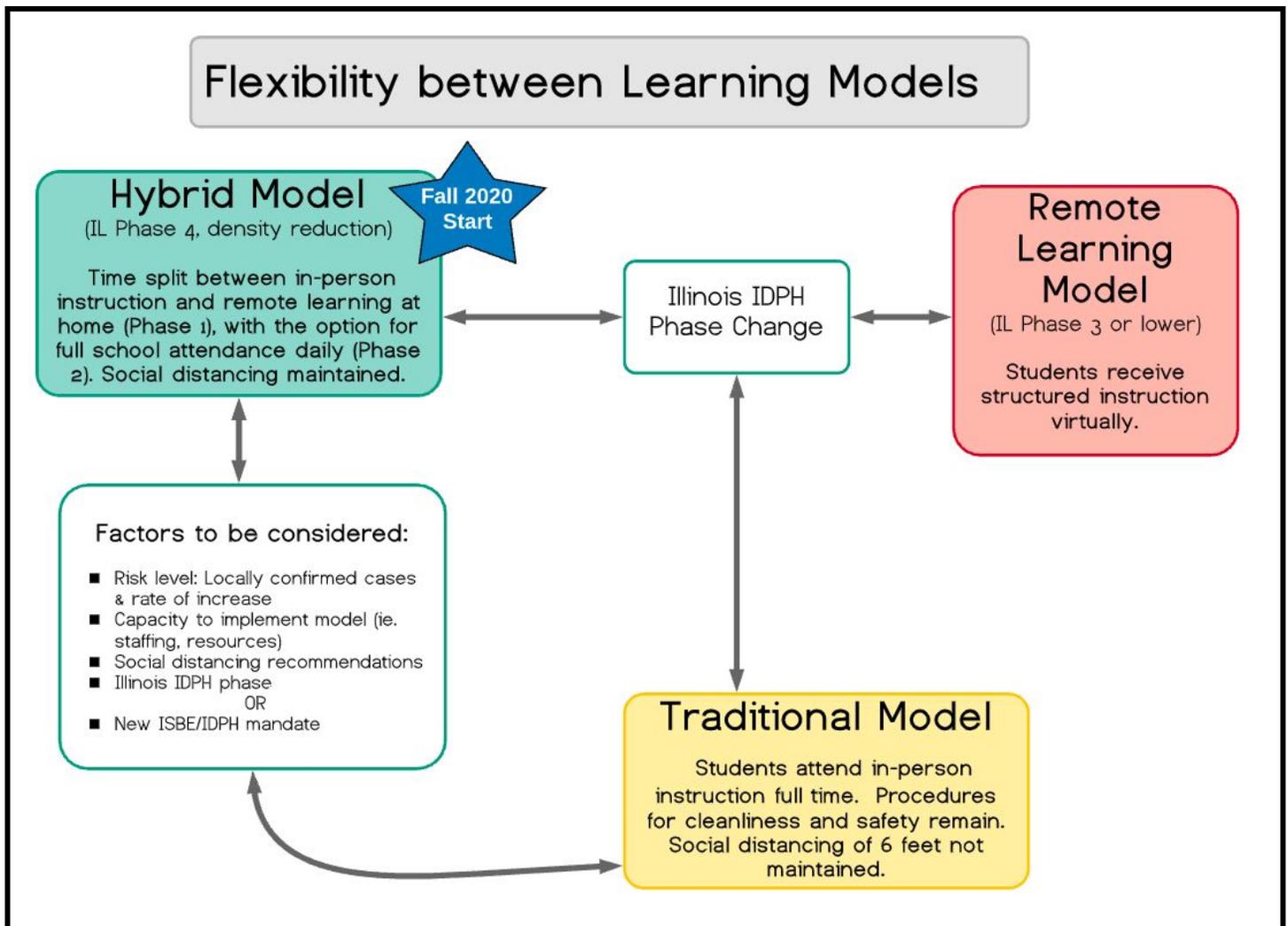
Special Education

Providing in person or live instruction for students who have Individualized Education Plans (IEPs) is a high priority. We will continue to address the needs of individual students who are eligible for special education.

Accommodations and/or services will be provided for students with 504 plans. A student’s team will determine if their IEP will need to be amended for this school year. If we transition to the Remote Learning Model, IEP teams will collaboratively create a temporary Individualized Remote Learning Plan. Additionally, all efforts will be made to deliver out of classroom special education support services during students non-instructional time in the Hybrid model, both in Phases 1 & 2. Parents of special needs students can anticipate specific communication on these service supports during non in-person instruction time during the week of August 24th, with the majority of services starting on Monday, August 31.

What Parameters Will Be Used to Determine a Move Between Models?

The safety of students, staff and families will remain our key priority in determining which instructional delivery model will be implemented. The greatest degree of in person learning that can be delivered safely is our overarching priority. State guidance and/or mandates (CDC/IDPH & ISBE) and our capacity to implement the desired instructional model will also be considered decision making criteria. The chart below describes the process we will utilize.



What is Intentional Fluidity & Why is It Important?

Intentional fluidity is the degree to which students, staff and parents can safely and successfully move between models. Last spring’s abrupt shutdown across Illinois did not allow adequate preparation for students, staff or

parents. Rather, students, teachers and parents were thrown into a mandated remote learning environment and were largely left to “figure it out.” The upside of this unexpected challenge is that we learned much about what students, teachers, and parents need in order to experience success mentally, socially and emotionally. As such, ***intentional fluidity*** emerged as a key priority for all stakeholders.

For staff, this means that our staff are clear on expectations, that decisions are made proactively (not reactively) to the greatest extent possible, and that professional development and job embedded support are provided to support both a variety of anticipated and unexpected challenges. In essence, this means that our staff feel ready to deliver high quality instruction and support to our students no matter what.

For students, this means that we will explicitly teach all of our kids the three different models during their in-person learning time. Expectations will be clear and known, and we will intentionally prepare students for all possibilities.

For parents, this means that we will provide clear and explicit descriptions of our own expectations for each model, and we will provide “coaching” support, as needed, to make sure that parents understand and feel confident in supporting their children.

How will we ensure staff are prepared to successfully implement these models?

To ensure staff are prepared, the District will provide several opportunities for learning, planning and collaboration including, but not limited to, the following:

Late Summer Coaching Phases

In late July and early August, district instructional coaches will meet with teams of teachers in two phases to plan and prepare for successful implementation of the anticipated hybrid model. Phase A will consist of a coach working with grade level (elementary) and content area (junior high) volunteers to draft initial plans for hybrid instruction. In Phase B, teachers will be invited to work with the coach and the rest of their grade level/content area teams to further develop the curricular plan draft in preparation for the start of the school year and first trimester (elementary) or first quarter (junior high).

Hybrid Instruction Toolbox

District coaches have developed and will provide staff with a digital collection of guidelines, suggestions, and concrete examples for in person socially distant instruction and remote learning.

Professional Development Sessions

In addition to grade level/content area team planning, coaches and teacher-leaders will provide voluntary professional development sessions in August and throughout the school year. Teachers will have significant input as to the topics, time and format of these sessions.

Friday Collaboration Time: Hybrid Model

For the duration of the Hybrid Model approximately every other Friday, teachers will have the opportunity to individually plan, collaborate with their building teams, grade level or content level teams, and coaches. While some scheduled meetings will be necessary during this time to maximize teachers in classrooms during in-person learning days, a significant portion of each Friday will be prioritized for “choose your own agenda.”

Professional Learning: Shift to Full Remote Learning Model

If the District needs to shift to a fully remote learning model of instruction, up to 5 professional learning non-attendance days can be scheduled to be used for planning and collaboration time. PD opportunities, coaching support, and a rich toolbox specific to remote learning will also be offered to teachers as the model starts and continues.

General Coaching Support

Just like a typical school year, the D101 coaches will be available to support teachers in planning, implementation, and problem solving in one-on-one settings and team settings.

Hybrid Model* (Density Reduction)

This model supports CDC/IDPH recommendations for social distancing for students and staff, balancing the health and safety of students and staff with maximized in-person instruction for all students. Additionally, this model supports the hopeful priority of safely offering families the opportunity for students to attend school for the full duration of each day. Two phases are included within this model to ensure safety and learning routines are successfully implemented prior to broadening student attendance opportunities:

Phase 1: Students will only be physically present during their assigned in-person instruction time (AM or PM). Remote learning experiences will be provided during the opposite timeslot at home (or possible at an off-site location).

Phase 2: Density reduction and social distancing protocols are maintained. All students have the option to be present at school all day for both in-person instruction and remote learning time.

**Consideration for a move from Phase 1 to Phase 2 of the Hybrid Model will occur during the week of September 21 for possible implementation beginning Monday, September 28.*

Elementary

Overview

All elementary grade level classes will be split into two sessions. Students will attend daily, in-person schooling with their classroom teacher either during the morning or afternoon session.

In this model, kindergarten will maintain a traditional AM/PM structure with density-reduction within their AM or PM session. For 1st-5th graders during the opposite timeslot, students will engage in remote learning via independent work projects and assignments connected to students' in-person learning. During Phase 1, students will only be in school during their instructional time and expected to complete remote learning at home. During Phase 2, students will have the choice to complete their remote learning work at school in a socially distant, supervised space or go home during that opposite timeslot. Groupings of students will be dependent upon the number of families who choose this option, and remote space assignments may include multiple grade levels. Families will have the opportunity to communicate each week's attendance plan to their building's office.

In-Person Instructional Time

TIME: 8:40-11:40AM OR 12:30-3:30PM

ACADEMIC CONTENT FOCUS:

- **1st Grade:** Literacy and Math will be the instructional priorities.
- **2nd-5th Grades:** English Language Arts, Math, and Science or Social Studies (rotating by unit) will be prioritized.

Remote Learning Time

TIME: Opposite timeslot

ACADEMIC CONTENT FOCUS:

- **1st Grade:** Applied practice in Literacy and Math will be the instructional priorities.
- **2nd-5th Grade:** Science, Social Studies, and applied practice of English Language Arts and Math will be the instructional priorities.

PHASE 1 FOR STUDENTS:

- Students will go home to complete the remote learning portion of each day.

PHASE 2 OPTIONS FOR STUDENTS:

- *Option #1:* Students may remain at school to complete the remote learning portion of their school day in a socially distant, supervised space such as the gym or library/Learning Commons.
- *Option #2:* Students may go home to complete the remote learning portion of each day.

Intervention and/or Special Education

Students who require intervention support and/or Special Education services will receive these services via Multi-Tiered System of Support (MTSS) direct intervention and special education instruction. Supports that can be implemented outside of the general education environment will be scheduled during the remote learning portion of a student's day to the greatest degree possible. As always, IEP and 504 direct specialized instructional minutes and/or related service schedules will be created by the student's case manager in collaboration with the student's parent/guardian. Any out of classroom intervention or special education instruction will begin on Monday, August 31st. From August 24th to 28th, intervention and special education staff will collaborate with teachers and parents and provide assistance to students upon their reentry to school.

Early Childhood

Early Childhood Education (ECE) will follow the AM or PM structure attending in person instruction on Mondays through Thursdays. When in-person, students will remain in small groups with the same students and remain 6 feet apart as much as possible. Students will be issued their own supply of toys/manipulatives to use in the classroom. Some toys, manipulatives and materials may be assigned to one student one week, sterilized on Fridays and assigned to another student the following week. Students and staff will wear masks while in person. Accommodations may be made for students who need them.

Every Friday for ECE will be a remote learning day for students with asynchronous activities such as pre recorded videos or game based learning tasks. On Fridays staff will sterilize any toys or materials that have been used and then redistributed to another student the following week. Staff will also have the opportunity to collaborate and plan with one another and parents, attend parent meetings, and evaluate students for special education eligibility and planning.

Enrichment

For the duration of Hybrid Phase 1, enrichment services will be offered in a similar manner to year's past at the elementary level via push-in support in classes as needed. Upon transitioning to Hybrid Phase 2, enrichment will be offered at the elementary level by means of an "enrichment for all" model; enrichment teachers will

prepare opportunities for students to participate in choice-based activities to enrich their learning beyond the classroom. Enrichment teachers will serve in a supervisory function throughout the school day.

Specials' Classes

Specials' classes represent an important component to the school day and will be offered on a daily basis in this model. In order to accomplish this while maximizing the health and safety of students and staff AND prioritizing core instructional time, we have adjusted how our students will receive specials' instruction. All teachers of our special classes will travel from classroom to classroom. Students will not travel to other instructional spaces for specials' classes. Students in 1st-5th grades will have library, technology, and two PE classes weekly. To minimize overall travel for our specialists among elementary buildings (Art/Music/Spanish), students will rotate through the electives of Art, Music, and Spanish in one month increments. For the month of September, the rotation will be as follows:

Field Park -- Spanish

Forest Hills -- Art

Laidlaw -- Music

Should we need to remain in the hybrid model beyond September, these classes will rotate from left to right (eg. in October Forest Hills gets Spanish, Laidlaw gets Art & Field Park gets Music) on a monthly basis.

Lunch/Recess (Phase 2)

Lunch will take place in the classroom or supervisory space, wherever students attend during the AM session. Students will still have the option to go home for lunch/recess. Students will have recess outside weather permitting. Students will be instructed to socially distance during recess, and it is anticipated that masks will not be required during outdoor recess. Playground equipment will be accessible to the extent possible, as defined by IDPH and the Western Springs Park District.

Sample schedules are provided below by grade level bands for further illustration of what students can anticipate upon a move to Hybrid Model Phase 2:

		1st Grade											
		IN PERSON INSTRUCTION					SUPERVISION						
AM Student Schedule	AM	Monday	Tuesday	Wednesday	Thursday	Friday	PM	All Week	Monday	Tuesday	Wednesday	Thursday	Friday
	8:40-9:20	Attendance, Morning Meeting/SEL, Daily Overview					12:30-12:50	*Resource/ Intervention Related Services	Attendance, Morning Meeting, Daily Overview				
	9:20-10:20	ELA					12:50-1:20		MATH Remote Learning Applied Practice				
	10:20-10:50	Special	Special	Special	Special	Special	1:20-1:50		Brain Break; Read Aloud M, W, F; Silent reading T, Th				
	10:50-11:30	MATH					1:50-2:20		Recess Recess Recess Recess Recess				
	11:30-11:40	Pack-Up					2:20-3:05		ELA Remote Learning Applied Practice				
							3:05-3:25		Choice Time - could include Yoga, Keyboarding, Coding, etc.				
						3:25-3:30	Pack-Up						
	11:40-12:25	LUNCH/RECESS					11:40-12:25	LUNCH/RECESS					
PM Student Schedule		SUPERVISION					IN PERSON INSTRUCTION						
	AM	Monday	Tuesday	Wednesday	Thursday	Friday	PM	Monday	Tuesday	Wednesday	Thursday	Friday	
	8:40-9:00	Attendance, Morning Meeting, Daily Overview					12:30-1:10	Attendance, Morning Meeting/SEL, Daily Overview					
	9:00-9:30	MATH Remote Learning Applied Practice					1:10-2:10	ELA					
	9:30-10:00	Brain Break; Read Aloud M, W, F; Silent reading T, Th					2:10-2:40	Special	Special	Special	Special	Special	
	10:00-10:30	Recess	Recess	Recess	Recess	Recess	2:40-3:25	MATH					
	10:30-11:15	ELA Remote Learning Applied Practice					3:25-3:30	Pack-Up					
11:15-11:35	Choice Time - could include Yoga, Keyboarding, Coding, etc.												
11:35-11:40	Pack-Up												

2nd/3rd Grade Schedule

IN-PERSON INSTRUCTION						SUPERVISED REMOTE LEARNING								
AM Student Schedule	AM	Monday	Tuesday	Wednesday	Thursday	Friday	PM	All Week	Monday	Tuesday	Wednesday	Thursday	Friday	
	8:40-9:00	Attendance, Morning Meeting/SEL, Daily Overview							12:30-12:50	Attendance, Morning Meeting, Daily Overview				
	9:00-10:00	ELA							12:50-1:20	ELA/MATH Remote Learning Applied Practice				
	10:00-10:30	Special	Special	Special	Special	Special			1:20-1:50	Brain Break; Read Aloud M, W, F; Silent reading T, Th				
	10:30-11:15	MATH							1:50-2:20	Recess	Recess	Recess	Recess	Recess
	11:15-11:40	Science/SS							2:20-3:05	Science/Social Studies Remote Learning Applied Practice				
	11:40-12:25	LUNCH/RECESS							3:05-3:30	Choice Time - could include Enrichment, Yoga, Keyboarding, Coding, etc.				
	LUNCH/RECESS						11:40-12:25	LUNCH/RECESS						
SUPERVISED REMOTE LEARNING						IN-PERSON INSTRUCTION								
PM Student Schedule	AM	Monday	Tuesday	Wednesday	Thursday	Friday	PM	All Week	Monday	Tuesday	Wednesday	Thursday	Friday	
	8:40-9:00	Attendance, Morning Meeting, Daily Overview							12:30-12:50	Attendance, Morning Meeting/SEL, Daily Overview				
	9:00-9:30	ELA/MATH Remote Learning Applied Practice							12:50-1:50	ELA				
	9:30-10:00	Brain Break; Read Aloud M, W, F; Silent reading T, Th							1:50-2:20	Special	Special	Special	Special	Special
	10:00-10:30	Recess	Recess	Recess	Recess	Recess			2:20-3:05	MATH				
	10:30-11:15	Science/Social Studies Remote Learning Applied Practice							3:05-3:30	Science/SS				
	11:15-11:40	Choice Time - could include Enrichment, Yoga, Keyboarding, Coding, etc.												

4th/5th Grade Schedule

IN-PERSON INSTRUCTION						SUPERVISED REMOTE LEARNING								
AM Student Schedule	AM	Monday	Tuesday	Wednesday	Thursday	Friday	PM	All Week	Monday	Tuesday	Wednesday	Thursday	Friday	
	8:40-9:00	Attendance, Morning Meeting/SEL, Daily Overview							12:30-12:50	Attendance, Morning Meeting, Daily Overview				
	9:00-10:00	ELA							12:50-1:20	ELA/MATH Remote Learning Applied Practice				
	10:00-10:30	Special	Special	Special	Special	Special			1:20-1:50	Brain Break; Read Aloud M, W, F; Silent reading T, Th				
	10:30-11:15	MATH							1:50-2:20	Recess	Recess	Recess	Recess	Recess
	11:15-11:40	Science/SS							2:20-3:05	Science/Social Studies Remote Learning Applied Practice				
	11:40-12:25	LUNCH/RECESS							3:05-3:30	Choice Time - could include Enrichment, Yoga, Keyboarding, Coding, etc.				
	LUNCH/RECESS						11:40-12:25	LUNCH/RECESS						
SUPERVISED REMOTE LEARNING						IN-PERSON INSTRUCTION								
PM Student Schedule	AM	Monday	Tuesday	Wednesday	Thursday	Friday	PM	All Week	Monday	Tuesday	Wednesday	Thursday	Friday	
	8:40-9:00	Attendance, Morning Meeting, Daily Overview							12:30-12:50	Attendance, Morning Meeting/SEL, Daily Overview				
	9:00-9:30	ELA/MATH Remote Learning Applied Practice							12:50-1:20	ELA				
	9:30-10:00	Brain Break; Read Aloud M, W, F; Silent reading T, Th							1:20-1:50	Special				
	10:00-10:30	Recess	Recess	Recess	Recess	Recess			1:50-2:20	Special	Special	Special	Special	Special
	10:30-11:15	Science/Social Studies Remote Learning Applied Practice							2:20-3:05	MATH				
	11:15-11:40	Choice Time - could include Enrichment, Yoga, Keyboarding, Coding, etc.							3:05-3:30	Science/SS				

McClure Phase 1

In Phase 1 of the hybrid format McClure students will attend school for a half-day with instruction in half of their classes each day. During the half of the day when students are not in the building students will continue learning with remote tasks, which will continue the learning of in-class sessions. This may include practice and application assignments or introduction of new material utilizing the flipped classroom model.

Students will be split into two groups - M and C. The M group will attend school during the morning portion of the day and C students will attend in the afternoon. During an AM day the first four periods of the day occur in the morning and then repeat in the afternoon. Students in both the M and C groups will have their first 4 classes of their schedule. For 6th graders this means periods 1,2,3 and 5. 7th and 8th graders have periods 1

- 4 on an AM day. PM days are the same format with the M group attending in the morning and the C group attending in the afternoon, but on PM days the last 4 periods of students' schedules repeat once in the morning and once in the afternoon.

Students will enter the building and travel between periods according to the phase 1 [McClure travel plan](#).

McClure Phase 1 Hybrid Model Schedule

6th grade				7th grade				8th grade			
AM Day	PM DAY			AM Day	PM DAY			AM Day	PM DAY		
Entry		8:05 - 8:10	5 min	Entry		8:10-8:15	5 min	Entry		8:10-8:15	5 min
Period 1	Period 6	8:10-9:00	50 min*	Period 1	Period 6	8:15 -9:05	50 min*	Period 1	Period 5	8:15 -9:05	50 min*
2	7	9:02-9:45	43 min	2	7	9:07-9:50	43 min	2	7	9:07-9:50	43 min
3	8	9:47-10:30	43 min	3	8	9:52-10:35	43 min	3	8	9:52-10:35	43 min
5	9	10:32-11:15	43 min	4	9	10:37-11:20	43 min	4	9	10:37-11:20	43 min
Building Cleaning^		11:15 - 12:15	60 min	Building Cleaning^		11:20-12:20	60 min	Building Cleaning^		11:20-12:20	60 min
Entry		12:10 - 12:15	5 min	Entry		12:15 - 12:20	5 min	Entry		12:15 - 12:20	5 min
1	6	12:15-1:05	50 min*	1	6	12:20-1:10	50 min*	1	5	12:20-1:10	50 min*
2	7	1:07-1:50	43 min	2	7	1:12-1:55	43 min	2	7	1:12-1:55	43 min
3	8	1:52-2:35	43 min	3	8	1:57-2:40	43 min	3	8	1:57-2:40	43 min
5	9	2:37-3:20	43 min	4	9	2:42-3:25	43 min	4	9	2:42-3:25	43 min

* The first period of the day for each group of students includes time for a quick wellness and organizational check-in with peers and/or teachers.

^ Building Cleaning time includes 30 minutes of duty-free lunch time for staff.

Phase 1 Calendar

Students attend either the morning OR afternoon each day. Students in group M attend in the morning, students in group C attend in the afternoon. On AM days the first 4 periods of the day occur once for the M group and once for the C group. On PM days the last 4 periods of the day occur.	August 2020					September 2020				
	M	T	W	TH	F	M	T	W	TH	F
	3	4	5	6	7		1	2	3	4
							AM	PM	AM	PM
Every other Friday will be a remote half-day for all students. Students will not come into the building on the remote half days. Afternoons on these days are planning time for teachers.	10	11	12	13	14	7 No School	8	9	10	11 Plan Day 1/2 day all remote
	17	18	19	20	21	14	15	16	17	18
						PM	AM	PM	AM	PM
Students are not in attendance on days shaded blue.	24 Teacher Institute	25 Teacher Institute	26 First Day	27	28	21	22	23	24	25 Plan Day 1/2 day

			AM	PM	AM	AM	PM	AM	PM	all remote
	31					28	29	30		
	PM									

Phase 2

In phase 2 of the hybrid format McClure students will receive instruction in all content areas on the same day. Due to a need for staggered lunch and cleaning times, in phase 2 the schedule shifts from students attending a half-day of instruction every day (phase 1) to attending a full day of school every other day. On an IN class day a student will attend all of their classes. During OUT of class days students will continue learning with remote tasks, which will continue the learning of in-class sessions. This may include practice and application assignments or introduction of new material.

One of the two groups of students (M and C) will be in-class each day while the other group is engaged in remote learning. In phase 2 there is an option for remote learning to be done in a supervised location in the school. An M day means that the M group of students will be in class, while a C day means that the C group of students will be in class. Students experience remote learning (either at home or in school) on the alternating days that they are not in class.

In-Person Instructional Time

The daily schedule will vary slightly for each grade level for entry and exit purposes, but instructional time remains the same. Please see the Phase 2 McClure travel plans for specific information on entry, exit, and passing periods.

Daily McClure Schedule in Density Reduction

6th grade			7th grade			8th Grade		
entry	8:00 - 8:05	5 min	entry	8:05 - 8:10	5 min	entry	8:10 - 8:15	5 min
10th	8:05 - 8:20	15 min	10th	8:10 - 8:20	10 min	10th	8:15 - 8:20	5 min
1	8:23 - 9:05	42 min	1	8:23 - 9:05	42 min	1	8:23 - 9:05	42 min
2	9:08 - 9:50	42 min	2	9:08 - 9:50	42 min	2	9:08 - 9:50	42 min
3	9:53 - 10:35	42 min	3	9:53 - 10:35	42 min	3	9:53 - 10:35	42 min
4	10:35 - 11:05	lunch	4	10:38 - 11:20	42 min	4	10:38 - 11:20	42 min
5	11:08 - 11:50	42 min	5	11:20 - 11:50	lunch	5	11:23 - 12:05	42 min
6	11:53 - 12:35	42 min	6	11:53 - 12:35	42 min	6	12:05 - 12:35	lunch
7	12:38 - 1:20	42 min	7	12:38 - 1:20	42 min	7	12:38 - 1:20	42 min
8	1:23 - 2:05	42 min	8	1:23 - 2:05	42 min	8	1:23 - 2:05	42 min
9	2:08 - 2:50	42 min	9	2:08 - 2:50	42 min	9	2:08 - 2:50	42 min
10	2:53 - 3:10	17 min	10	2:53 - 3:15	22 min	10	2:53 - 3:20	27 min

Remote Learning Time

On OUT of class days students will have the option of either staying home or attending school in a supervised location. This supervised space will provide a location for students to independently complete remote tasks as well as provide physical and social breaks. Groupings of students will be dependent upon the number of families who choose this option, and remote space assignments may extend across grade levels. Parents will notify the main office when a student will **not** be attending the optional supervised remote learning. This can be done the day of, or can be done for extended periods if the student will be regularly staying home on OFF days.

SAMPLE SCHEDULE: Optional Supervision Space	
8:35 - 3:00	6 hours 25 min total
8:30 - 8:35	Entry
8:35 - 8:50	Welcome, Check-in activity
8:50 - 10:00	Classwork time
10:00 - 10:20	Outside/ physical activity break
10:20 - 11:20	Classwork time
11:20-11:50	Lunch
11:50 - 12:10	Creative / Social time (drawing, games, etc.)
12:10- 1:30	Classwork time
1:30 - 1:50	Outside/ physical activity break
1:50 - 2:55	Passion project/ Ind study/ Focus groups (details TBD)
2:55 - 3:00	Clean-up

Schedule of M and C IN-class days

<p>Students are separated into two groups, M (pink) and C (white). The two groups will alternate ON days.</p> <p>Every other Friday will be a remote half-day for all students. Students will not come into the building on the remote half days.</p> <p>Afternoons on these days are planning time for teachers.</p> <p>Students are not in attendance on days shaded blue.</p>	August 2020					September 2020								
	M	T	W	TH	F	M	T	W	TH	F				
	3	4	5	6	7		1	2	3	4				
	10	11	12	13	14	7 No School	8	9	10	11 Plan Day 1/2 day all remote				
17	18	19	20	21	14	15	16	17	18					
24 Teacher Institute	25 Teacher Institute	26 First Day	27	28	21	22	23	24	25 Plan Day 1/2 day all remote					
31					28	29	30							
					M	C	M							
October 2020					November 2020					December 2020				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			1	2	2	3	4 ● Late Arrival	5	6 Plan Day 1/2 day all remote		1	2 ●	3	4
			C	M	C	M	C	M	C		C	M	C	M
5	6	7 ● Late Arrival	8	9 Plan Day 1/2 day all remote	9	10	11	12	13	7	8	9	10	11 Plan Day 1/2 day all remote
C	M	C	M	C	C	M	C	M	C	C	M	C	M	C
12 No School	13 Teacher Institute	14	15	16	16	17	18	19	20 Plan Day 1/2 day all remote	14	15	16	17	18
		C	M	C	M	C	M	C		C	M	C	M	C
19	20	21	22	23 Plan Day 1/2 day all remote	23 P/T Conf	24 P/T Conf	25 No School	26 No School	27 No School	21	22 WINTER	23 BREAK	24	25
M	C	M	C											
26	27	28	29	30	30					28	29 WINTER	30 BREAK	31	
M	C	M	C	M	M									

Intervention and/or Special Education

Students who require intervention support and/or Special Education services will receive these services via Multi-Tiered System of Support (MTSS) direct intervention and special education instruction. Supports that can be implemented outside of the general education environment will generally be scheduled during students' OUT of class time. As always, IEP and 504 direct specialized instructional minutes and/or related service schedules will be created by the student's case manager in collaboration with the student's parent/guardian.

Remote Learning Model

This model supports state recommendations for the isolation of students and staff should the viral conditions deem it necessary. This model provides a structured learning day with explicit expectations for connections between students and teachers and peers.

Elementary

During remote learning, students will remain at home and experience lessons from their teacher(s) virtually. Each day will be structured in a manner that includes a combination of live instruction and small group practice and pre-recorded lessons. It is expected that should a switch from the hybrid model to the remote model be needed, the district will utilize remote planning days to allow teachers time to make the switch.

In the remote setting, ELA and math will be the primary academic foci for grades K-1, and grades 2-5 will focus on the core four (ELA, math, science and social studies). Other subject areas will be offered to students as opportunities. In-school supervision of remote learning may be an intervention utilized for a small number of students for whom other problem solving steps were not effective, and as permitted.

Synchronous Instructional Time

Each grade level will schedule defined time for live instruction, pre-recorded lessons and applied practice. Synchronous instructional time will include whole group mini-lessons, small group practice and/or instruction and independent practice. Lessons will additionally include intentional live opening and closing components. The following number of minutes will be utilized daily for such instruction:

Grade Band	Synchronous Instruction Minutes	Applied Practice/ Independent Work	Total Expected Engaged Learning Time Daily
<i>Kindergarten</i>	95 min	55 min	150 min
1-2	130-160 min	140-170 min	300 min
3-5	160 min	140 min	300 min

ACADEMIC CONTENT FOCUS:

- ***Kdg/1st Grade***: Literacy and Math will be the instructional priorities.
- ***2nd-5th Grade***: Literacy, Math, and Science/Social Studies will be prioritized during live instruction.

Sample schedules are provided below by grade level bands for further illustration of what students can anticipate:

Kindergarten - AM

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:20am	Live Morning Meeting/Calendar/Daily Overview				
9:20-9:30am	Brain/Stretch Break				
9:30-10:15am	Live ELA Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
10:15-10:45am	Specials	Recess	Specials	Recess	Specials
10:45-11:15am	Live Math Mini Lesson/Small Group	Live ELA	Live Math Mini Lesson/Small Group	Live ELA	Live Math Mini Lesson/Small Group
11:15am- 11:40am	Teacher Office Hours/Check-in <i>(*teacher or parent/student invitation)</i>				

Kindergarten - PM

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:00-1:20pm	Live Morning Meeting/Calendar/Daily Overview				
1:20-1:30pm	Brain/Stretch Break				
1:30-2:15pm	Live ELA Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
2:15-2:45pm	Specials	Recess	Specials	Recess	Specials
2:45-3:10pm	Live Math Mini Lesson/Small Group	Live ELA	Live Math Mini Lesson/Small Group	Live ELA	Live Math Mini Lesson/Small Group
3:10pm- 3:40pm	Teacher Office Hours/Check-in <i>(*teacher or parent/student invitation)</i>				

1st

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:10am	Live Morning Meeting/Daily Overview/AM Attendance				
9:10-10:10am	Live Math Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
10:10-10:40am	Specials	Specials	Specials	Specials	Specials
10:40-11:10am	Students continue with independent practice from morning lessons.				
11:10am-11:40am	Teacher Office Hours/Check-in (*teacher or parent/student invitation)				
11:40-1:00pm	LUNCH/RECESS				
1:00-2:00pm	Live ELA Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
2:00-2:30pm	Students continue with independent practice from afternoon lessons				
2:30-3:00pm	Teacher Office Hours/Check-in (*teacher or parent/student invitation)	Class Meeting/Social Connection Time (optional for kids)	Teacher Office Hours/Check-in (*teacher or parent/student invitation)	Class Meeting/Social Connection Time (optional for kids)	Teacher Office Hours/Check-in (*teacher or parent/student invitation)

2nd

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:10am	Live Morning Meeting/Daily Overview/AM Attendance				
9:10-10:10am	Live ELA Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
10:10-10:40am	Specials	Specials	Specials	Specials	Specials
10:40-11:10am	Live Science/SS		Live Science/SS		Live Science/SS
11:10am-11:40am	Students continue with independent practice from morning lessons.				
11:40-1:00pm	LUNCH/RECESS				
1:00-2:00pm	Live Math Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
2:00-2:30pm	Students continue with independent practice from afternoon lessons; Teacher Office Hours/Check-in (*teacher or parent/student invitation)				

3rd-5th

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:10am	Live Morning Meeting/Daily Overview/AM Attendance				
9:10-10:10am	Live Math Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
10:10-10:40am	Science/SS	Science/SS	Science/SS	Science/SS	Science/SS
10:40-11:10am	Specials	Specials	Specials	Specials	Specials
11:10am-11:40am	Students continue with independent practice from morning lessons.				
11:40-1:00pm	LUNCH/RECESS				
1:00-2:00pm	Live ELA Mini-Lesson, Small Group Instruction, Feedback, Reteaching				
2:00-2:30pm	Students continue with independent practice from afternoon lessons; Teacher Office Hours/Check-in (<i>*teacher or parent/student invitation</i>)				

Intervention and/or Special Education

Multi-tiered System of Support (MTSS) schedules will be created and shared with parents of students who qualify for intervention. Temporary individual remote learning plans will be created by each student's IEP team to address special education.

Enrichment

Enrichment will be offered at the elementary level by means of an "enrichment for all" model; enrichment teachers will prepare opportunities for students to participate in choice-based activities to enrich their learning beyond the classroom. Enrichment teachers will serve in a supervisory function throughout the school day.

McClure

During remote learning students will attend a structured day of instruction in half of their classes. Alternating days will provide time blocks for **ODD** numbered class periods and **EVEN** numbered class periods. During class time blocks, students will be expected to sign-in virtually and participate in live class activities that will include a daily blend of live instructional activities and independent work. Students will experience a minimum of 30 minutes of live virtual learning activities in each of their classes. Live, virtual activities may include a mix of instructional strategies (direct instruction, teacher-student conferencing, small group work, peer conferencing/feedback, etc.). Each of these will be selected and used for the intentional purpose of engaging students.

Instructional Time

Time blocks	ODD day	EVEN day
9:00 - 9:50	Period 1	Period 2
10:00 - 10:50	Period 3	Period 4
11:00 - 11:50	Period 5	Period 6

11:50 - 12:30	Lunch break	
12:30 - 1:20	Period 7	Period 8
1:30 - 2:20	Period 9	Period 10
2:20 - 3:30	Office Hours, Intervention time	

Note: Periods 4, 5, and 6 are lunch periods for grades 6, 7 and 8. This time may be used to deliver interventions/supports for students.

Intervention and/or Special Education Supports

Multi-tiered System of Support (MTSS) schedules will be created and shared with parents of students who qualify for intervention. Temporary individual remote learning plans will be created by each student’s IEP team to address special education.

Allowable in-school instruction or supervision during mandated remote learning will be determined by State guidelines controlling the closing of school buildings. In-school supervision of remote learning may be an intervention utilized for a small number of students for whom other problem solving steps were not effective. Staffing assignments for any in-person sessions will be determined at the time of closure.

Return to Regular Instruction

Elementary

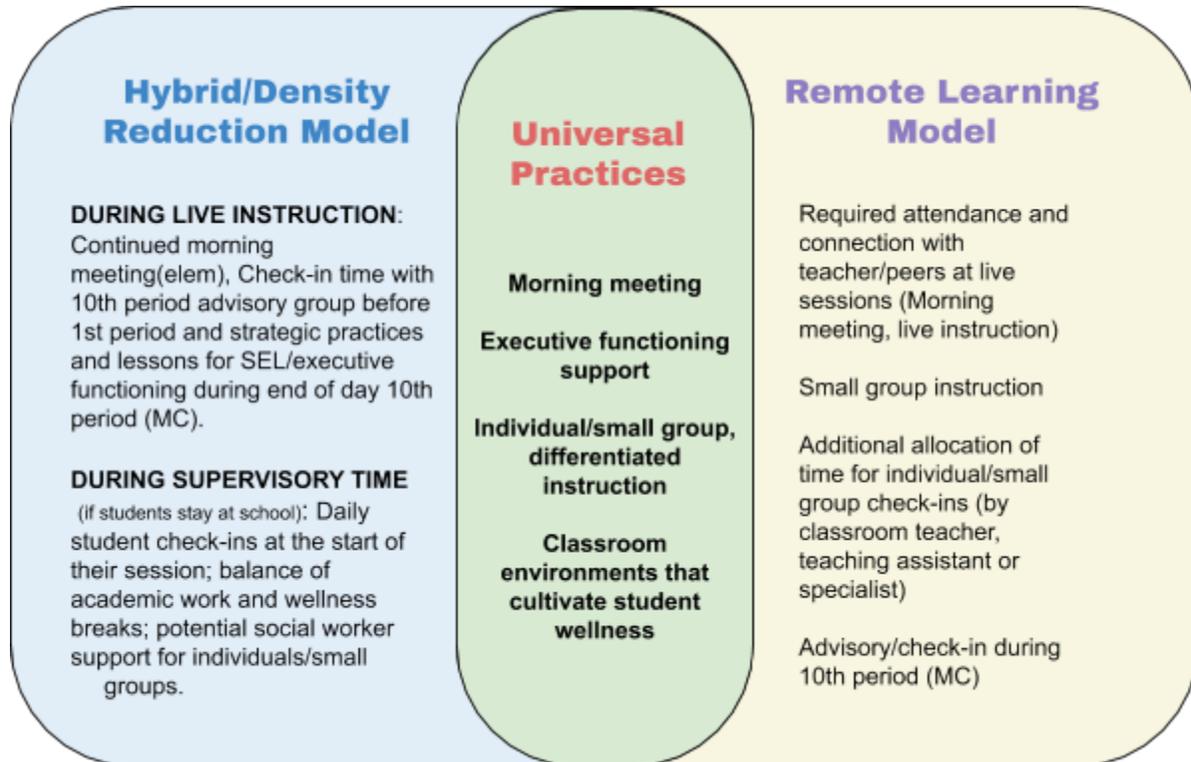
All students will attend school in person all day, every day. Daily schedule modification (ex. lunch, recess) will occur as necessary with start and end of day bell times remaining the same. Students and staff will practice operational safety procedures to reduce the spread of COVID-19. We anticipate school entry/exit screening protocols, mask wearing, scheduled handwashing and regular building deep cleaning protocols to all be the norm. With these required adjustments, maximizing normalcy for students at every level will still be a priority, and of course, keeping our students and staff safe will remain the primary focus with return to school in this model.

McClure

All students will attend school in person all day, every day. Daily schedule modification (ex. lunch) will occur as necessary with start and end of day bell times returning to a typical schedule. Students and staff will practice operational safety procedures to reduce the spread of COVID-19. We anticipate school entry/exit screening protocols, mask wearing, scheduled handwashing and regular building deep cleaning protocols to all be the norm. With these required adjustments, maximizing normalcy for students at every level will still be a priority, and of course, keeping our students and staff safe will remain the primary focus with return to school in this model.

Social Emotional Health & Wellness

The social-emotional health and wellness of all D101 students and staff is always amongst the highest of our priorities. In all of the models of instruction we may experience this upcoming school year, this continues to be of the utmost importance. Generally, we will support student emotional wellness in the following ways:



We recognize that students and teachers may present with varying levels of needs and a range of emotions upon their return to school and commit to fully supporting them in this transition. School personnel (social workers, school psychologists, counselors, specialists, teachers, administrators) will be available, as needed, to support students and teachers. These supports will be available in any model of instruction (traditional, density reduction/hybrid, remote learning). More detailed information regarding social emotional supports for students, staff, and families will be provided by building principals prior to the start of school.

The District is committed to working with staff to maximize their feelings of safety and wellness. Staff are encouraged to reach out to building principals with concerns, especially as we approach the start of school.

The District will bear the cost of protective equipment for classrooms, as requested by teachers. Staff should contact their building principal to determine purchasing of specific items, including face shields, protective screens, etc.

Student Attendance What Ifs?

What if I want to keep my child at home as a preference or due to medical reasons?

A certified remote learning coordinator(s) will organize and/or provide students' morning or afternoon lessons (K-5) or IN-class day lessons (McClure). Learning experiences will not exactly mirror in-class materials or activities but will address the same learning targets. Instruction may include, but will not be limited to, recorded lessons from classroom teacher(s) (not necessarily the child's assigned classroom teacher) and/or lessons taught by the remote learning coordinator(s). In a hybrid model, the "remote portion" of a student's day will remain the same for all students.

What if my child attends school in person but, due to a confirmed COVID-19 case or a necessary self-quarantine, needs to stay home for an extended period of time (10 or more, consecutive school days)?

When a student is medically compromised and cannot attend school, parents will provide the main office with a doctor's note indicating the reason and length of absence. Exposure that necessitates self-quarantine will not require a doctor's note. For these absences requiring 10 or more school days of in-person absence, students will be assigned to the remote learning coordinator, and instruction will be provided as described above.

If a student is sick, the student should not participate in remote learning until well enough to do so, as determined by the student's parent(s)/guardian(s).

What if my child attends school in person but, due to a non-COVID-19 related illness, needs to stay home to get well?

As has always been true, if a student is sick, the student should not participate in in-person or remote learning of any kind until well enough to do so, as determined by the student's parent(s)/guardian(s). For such absences, when less than 10 days in consecutive duration, the student's classroom teacher(s) will provide make-up work.

What Else?

Visitors

Per IDPH/ISBE guidelines, schools should limit any non-essential visitors, volunteers, and activities involving external groups or organizations.

In the event a visitor does need access to the building, we will keep accurate records of visitors, including individuals' reason for visit, time/duration of visit, contact information, and all locations visited, in case contact tracing is needed. Visitors will complete the [self-certification](#) protocol and have their temperature taken prior to being allowed access to the building.

Student Sign-In & Sign-Out

Should a student need to arrive at school late, or leave early, this exchange will take place in the school vestibule.

- **Sign-In:** Parents should notify the Administrative Assistant that their child will be late to school. [self-certification](#) protocol must be followed. Student rings the bell to enter the building. Parents should not enter the building to sign their child in. School Administrative Assistant notes student arrival time and marks them present. Students will visit the nurse's office for a touchless temperature check before going to class.

- **Sign-Out:** Parents should notify the Administrative Assistant that their child needs to leave within the school day. Students will wait at the main entrance. Parents should remain outside at the main entrance and Administrative Assistants will watch for parents, confirm custody, and will escort the student out.

Extra Curriculars

Our strong intent is to provide as many extracurricular activities as possible, following IDPH guidelines. It is anticipated that the Lyons Township Elementary Sports Conference will place fall sports on hold, with hopes of conducting traditional fall sports later in the school year. Clubs that operate over the lunch hour will not be held to start the new school year. More information regarding specific extracurricular activities will be shared by principals in Weekly Update communications.

Music/Band/Orchestra

Details forthcoming.

Fun Lunches

Due to lunches being consumed in classrooms if we move to Hybrid Phase 2, and no large gatherings for the foreseeable future, all Fun Lunches will be cancelled. Should circumstances change and it will be possible to offer them, we will revisit this situation.

Field Trips

Per ISBE/IDPH guidelines, no field trips will be offered under the current circumstances.

Human Resources

Sick Days

Required Quarantine: Should a staff member be required to quarantine, due to exposure or actual contraction, staff will not be required to utilize sick days.

Precautionary “Symptomatic” Day: Should a staff member wake up with one of the possible COVID symptoms, according to the “Should I Come to School Today?” [self-certification](#) protocol, staff should stay home, enter the day into Frontline as a “COVID Sick Day,” which will not be counted as a sick day.

FMLA

Please contact Anne Hill with any FMLA questions.

Childcare For Staff

District 101 will partner with Right At School (RAS) to provide childcare for children (ages 4-14) of D101 staff in the “Density Reduction/Hybrid” model. This childcare site will be within Western Springs, but not in one of the district schools. This experience may include supervision of school-aged children’s remote learning, along with other RAS activities, and is designed to allow District staff to provide strong instructional support for their D101 students while their own children’s needs are met while on their own remote learning time. More details on RAS child care will be forthcoming.

The District plans to utilize certified Teaching Assistants to provide childcare in the Remote Learning model, if permissible via State guidance/Phase. More information on this planning will be forthcoming.

Communication

Families and staff should report possible cases of COVID-19 to the school, where the individual attends school or works, to initiate contact tracing.

Parents and staff will be notified when a positive test for COVID-19 has been reported in the District. This communication will include the number of cases and status of buildings/classes/sections.

2020-21 Calendar Adjustments

As communicated, we will begin this school year in the Density Reduction/Hybrid model (Phase 1), and will re-evaluate the situation in approximate 5 week increments. As previously noted, the first period of re-evaluation will be during the 3rd week of September, with Monday, September 28 designated as the initial day for a decision to continue with *Hybrid Phase 1*, move to *Hybrid Phase 2*, transition to an *all-in traditional model*, or consider moving to a *remote learning model*. The school calendar will continue to evolve this year, but the following calendar adjustments are known at this time:

Friday, September 11:	Remote Learning Day (No in-person student attendance)
Wednesday, September 23:	Hybrid Day of Student Attendance (previously scheduled as a Half Day/Early Dismissal)
Friday, September 25:	Remote Learning Day (No in-person student attendance)

Meetings

Vertical Articulation (Staff Only)

Vertical Articulation meetings will be held on Friday, September 4.

Special Education and Problem Solving Meetings

Special Education Eligibility, IEP, 504 and problem solving meetings will continue to be held remotely to the greatest extent possible. These meetings may resume in-person following all IDPH requirements, including but not limited to wearing appropriate PPE, requiring social distancing be observed as much as possible, complying with capacity limits, and requiring pre-meeting symptom and temperature screenings. Parents/Guardians and additional participants will continue to be offered the opportunity to participate via alternative means (phone call, video conferencing).

Curriculum Night

In accordance with ISBE/IDPH guidelines all D101 Curriculum Night/Meet the Teacher events will be held virtually this year. More information will be forthcoming from building principals.

Snacks

All snacks will be temporarily discontinued at the elementary level. If/when snacks resume, all items must also meet the District's standard for being nut-free. This practice does not represent a change from years past.

Sub Squad

Each school will hire a "Sub Squad" consisting of regular District 101 substitute teachers to work everyday, solely at their assigned building. The purpose of this approach is to provide consistent supervision for students and to limit the amount of exposure for individuals, including limiting our regular substitute teachers from visiting other buildings in D101 and other local school districts.

Research, Resources & References

[Starting the 20-21 school year. Part 3 - transition joint guidance. ISBE, 2020.](#)

[Schools for health. Risk for reduction strategies for reopening schools. Harvard T.H. Chan, 2020.](#)

[COVID-19 planning considerations: Guidance for school re-entry. American Academy of Pediatrics, 2020.](#)