



# **RETURN-TO-SCHOOL RESOURCE GUIDE 2020-2021**

**August 24, 2020 Release**

AVOCA SCHOOL DISTRICT 37  
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# Avoca School District 37 Return-to-School Plan for School Year 2020-21

## Introduction

### Message from the Superintendent

For a century after each of us has moved on from our time here, our children's children will know about this period through which we are currently passing. The adjectives will be meaningless but the lessons will be myriad. Please do not let this time slip by without stopping to register what you are learning about responding to adversity, what you are learning about how to listen to others, what you are learning about being a good family member, friend, student, and citizen. The future will need your lessons to be shared.

Hopefully, my administrative team and I have performed well enough that you feel you learned positive lessons you can share. Throughout this period, I have emphasized the empathy we must have for each other's challenges, our shared pain in the face of COVID, and the need for support. Likewise, once we are truly empathetic, we are obligated as good people to exercise flexibility in how we respond to one another, in how we support one another. Finally, we must do that in the context of our community. Avoca's pride has always been its small but mighty sense of community, and we must trust and love each other as we go through this together.

The following plan is just that – a plan. The rate at which circumstances are changing could mean we have to move quickly to a different learning schedule than that affirmed by the Board of Education on July 30, 2020. Such transition is accounted for in this document. Additionally, even this guide provides parents and guardians some choice. No choice is as unlimited as we would like, but I and my administrators believe the choices offered are the best that can be offered in such difficult circumstances. Thank you for your patience and support.

Sincerely,

Kaine Osburn

## Executive Summary Memo to Board of Education



July 30, 2020

To: Board of Education  
Fr: Kaine Osburn  
Re: Return to School Plan for 2020

### Background

This memo is a high level summary of the plan for Returning to School for Fall 2020. A 20-minute screencast that goes into more detail is provided with this memo, and a comprehensive 25-page guide will be released on Monday, August 3 once the Board affirms the resolution to return to school. The guide outlines the timeline recounting the planning and feedback that occurred to arrive at this stage, which is also summarized in the screencast presentation to the Board for its July 23, 2020 meeting. Finally, the screencast accompanying this memo is also being released to the community prior to the Board meeting.

Clearly, the impact of COVID-19, Remote Learning in Spring 2020, and the fear felt by our community members - staff, parents/guardians, students alike - is unlike anything we have ever experienced. I am not ashamed to say this is the most challenging and stressful moment in my more than 20 years in education.

What makes it most challenging is that our amazing community is not of one mind about how we should return to school. My job and our lives would be so much easier if such a single mindedness existed. But we should not see this as a sign we are divided. The grace and consideration that our staff and community have provided through their feedback throughout this process makes clear that our values are intact. Nonetheless, it is my job as the Superintendent to find a way for our schools to meet the needs of as many of our community members as I possibly can. First, I hope that my plan is capable of doing that, meeting the needs of as many community members as possible. Second, I hope that once the Board of Education affirms this plan, we can come together to make the plan work to the greatest extent possible, on behalf of our whole community. The empathy, flexibility, and sense of community that has made us successful this far can see us through this next phase of the challenge.

### Highlights of the Return to School Plan

- **School will open with students in grades 2-8 using a Hybrid Schedule**, meaning half of the students will attend school on one day, while the other half learn remotely (this will look slightly different at Avoca West compared to Marie Murphy) then the students will alternate
- Every Monday will be a Remote Learning Day for all students with their teachers

- Students in pre-school through first grade will attend school every day except Mondays
- Due to the Hybrid Schedule and other changes, any onsite learning will implement social distancing practices that exceed the 6ft guidelines; any onsite learning will exceed or maximize all of the relevant public health guidance related to social distancing, hygiene, and other relevant COVID mitigation practices available to schools
- **Students in Grades K-8 may opt out of the Hybrid Schedule and choose a remote learning model** (as required by ISBE) which will be effective but not as robust as a 100% remote model deployed if all students were engaging in remote learning
  - Remote Learning for students at Avoca West and Marie Murphy will look different
- **Families will have between August 3rd and August 10th to opt out of the Hybrid Schedule and choose remote learning; opting out will run until October 30th, the end of the first quarter.**
- Between August 31 (first day of attendance) and October 30th, the Hybrid Schedule will be assessed using a variety of metrics, including but not limited to attendance, academic performance, SEL, and more
- Prior to the start of the year, an Excessive Heat policy will be adopted that empowers the Superintendent to call a Remote Learning Day under extreme heat conditions at Avoca West Elementary

### **Rationale/Benefits for Hybrid Schedule**

The screencast presentation and guide include many more details and explanations, but here let me outline the rationale for adopting the Hybrid Schedule to start the school year. The Hybrid Schedule:

- Means onsite class sizes will be half their normal size or smaller, so social distancing will exceed minimum requirements and actually be quite substantial
- Means smaller class sizes will make it possible for teachers to provide much greater individual attention to students and more quickly build rapport, despite meeting half as often as typical school
- Means daily classroom cleaning will be more easily and more effectively achieved
- Once its routine is established, means students and teachers will be well positioned to pivot to a Modified Onsite Daily schedule where every student can attend or pivot to a 100% Remote Model if COVID circumstances indicate that is appropriate or Illinois returns to Phase 3
- Makes it more possible to prioritize our youngest learners, pre-school through grade 1, as is recommended by the Illinois State Board of Education
- Makes it more possible to create specialized schedules and learning opportunities for EL students and students with IEPs

### **Other related issues**

- Only staff who have medical certification that they **cannot** report to work onsite (even with modifications) will be exempt from reporting to school daily
- Otherwise, whether instructing onsite or remotely, all staff will work from school, which will establish equity among staff, greater flexibility in meeting student needs as they arise, and greater flexibility for staff supporting one another in their work, as needed; staff who are instructing in remote learning will still maintain all social distance and masking guidelines while at school
- The District is currently in talks to provide space at Marie Murphy for child care to be provided for staff and for families signed up for the Hybrid Schedule. There would be a limited number of seats available.

# Guiding Principles, Planning & Feedback

## Summary Highlights

On May 5, 2020, Governor JB Pritzker announced the Restore Illinois plan, which lays out a public health approach to safely reopen our state, focusing on safety guidelines and considerations during Phase 4 of the plan.

On June 23, the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH) released the [Starting the 2020-21 School Year Part 3 - Transition Joint Guidance](#) return to school plan. This plan outlines guidance on instructional and operational delivery for the 2020-21 school year. Our intention in creating a plan is to provide specific guidelines and structures for reopening schools in Avoca School District 37 this fall.

The Administration has reviewed the Illinois State Board of Education, Illinois Department of Public Health, and Centers for Disease Control and Prevention guidelines, reflected on input from various stakeholders and learned greatly from spring 2020 experiences. Input from students (spring), parents (spring and summer), and staff (spring and summer) has been invaluable as we focus on building a comprehensive and supportive educational model for fall 2020.

## Guiding Principles

All decisions made about reopening schools are guided by the [Starting the 2020-21 School Year Part 3 - Transition Joint Guidance](#), [Considerations for Schools](#) from the Centers for Disease Control (CDC) and [Illinois Department of Public Health \(IDPH\) Schools Guidance](#). We understand that information and the current status of COVID-19 cases fluctuate on a daily basis, and our plan must be flexible and agile to meet what such changes dictate. We have developed our plan knowing that we're unable to predict the future of COVID-19 cases in our community, but we can rely on our guiding principles to help guide our decision-making process. The following guiding principles are embedded in our goal to "open schools that foster the safety and health of students, staff and community and rigorous learning for our students." Embedded in that goal are the following principles:

1. Provide **a safe and healthy learning environment** for our students and staff, including physical and social emotional well being
2. Provide **rigorous learning** that meets the Illinois Learning Standards and provides the necessary supports to students so they can access that rigorous learning, including but not limited to EL students, IEP students, and 504 students
3. Provide **equitable access to technology**
4. Provide **timely, clear, and regular communications**

## Planning and Feedback Process

The process for determining how to best return to school in the Fall 2020 which is described below is consistent with [ISBE/IDPH Part 3 Joint Guidance for Reopening Schools](#). Each school district approached this guidance differently, but below describes which stakeholders were engaged and how in order to determine the best path forward for returning to school successfully.

**In May, 2020**, administrators surveyed teachers for feedback about improving remote learning and

about the potential options for reopening school. [Results from that survey can be found here](#) and were used to inform next steps. **In the first and second week of June 2020**, administrators held ZOOM parent focus groups and asked preliminary survey questions of parents regarding reopening schools. That was summarized in a [July 6 Memo to the Board of Education](#). Additionally, **in mid June, the Remote Learning Team** reviewed data from staff surveys, parent focus groups, and made recommendations for improving future implementations of Remote Learning.

**On June 18**, Dr. Osburn made a presentation to the Board of Education outlining the process and timeline leading to a decision about returning to school. **In the second and third weeks of July**, administrators held a second round of parent focus groups where they outlined the options for returning to school. A survey was administered at the end of the focus groups, and the results were included in the **July 23, 2020** screencast report to the **Board of Education** [which can be accessed here](#). A staff meeting was held on July 16 and a survey was also administered at that time, the results are included in the July 23, 2020 screencast report to the Board of Education. Finally, between **July 21 and July 24**, parents who viewed the screencast report were surveyed, and the results regarding returning to school can be found [here](#). Likewise, staff were surveyed in the same three-day period, and results of that survey can be found [here](#).

Throughout the period between May, 2020 and the date of this report, administrators met continuously to review and refine options for returning to school, building out three basic scenarios, then refining them through feedback and monitoring plans and practices shared regionally, and nationally, and through rigorously examining how each basic plan could best be implemented. This included monitoring medical information about what the latest scientific data and/or field observations implied for each scenario and seeking feedback from Avoca Education Association leadership.

## Key Components of Each Learning Schedule

In reviewing and refining plans the Administration continually received feedback that fell into three main categories for consideration, which were accounted for in the framework adopted for developing plans for returning to school. Those can be summarized as: Social Emotional Learning, Academics, and Safety & Wellness. (Additional related categories adopted by the Administration when developing plans included: Governance, Operations, and Communications.)

### Safety & Wellness

This plan – and all its different options for how to return to school – constantly incorporated what Science and Public Health experts have been publishing and communicating about how to safely return to school in person, in addition to how this has been done successfully in other school systems globally. The main factors that promote this consideration revolve around different aspects of mitigating the spread of the virus. Whether in hospitals, restaurants, schools, or elsewhere, the most effective mitigating steps focus on hygiene (hand washing and minimizing touching of the face or sharing materials), wearing effective face coverings, and social distancing.

The details of the plan for returning to school in District 37 have taken into account these three established, effective approaches to making an environment as safe as possible from COVID. Some portions of this plan outline the steps being taken. However, there are other more detailed sets of protocols for cleaning, distancing, movement in the schools, use of materials, and so forth that have been developed or are in process, and will be used by appropriate staff to make sure that hygiene, face



coverings, and social distancing are as effective as possible.

## **Social Emotional Learning**

In this plan, and in any return to school modality chosen, Social Emotional Learning will be a priority and play a key role in transitioning back to school.

In June four administrators and two teachers (one from each school) attended the equivalent of two days of training by the Collaborative for Social and Emotional Learning (CASEL). The training focused on key research practices for assessing staff and student social emotional needs and how to implement a plan to meet them. Additionally, CASEL has provided its own [roadmap for reopening school](#). Based on the large scale training in June and the transitional guidance, the lead team will collaborate with our larger district-wide SEL team to identify SEL priorities and select key resources so teachers feel prepared to assess and meet students' needs as they enter a learning environment that will present differences from prior environments – whether onsite, hybrid, or remote.

Specifically, because we have pushed back the opening day for student attendance, we will have more time for teacher preparation and collaboration and more time for different types of outreach to students and families prior to the start of school. It should be emphasized that not only will opening days for staff training and collaboration focus on SEL, but opening days with students will focus on SEL more than during a “normal” year. Some will argue that our students are already too far behind academically, however solid social emotional health actually promotes what is necessary for meaningful academic success and overall long-term success. Needless to say, resilience, a hallmark of SEL growth, needs to be properly nurtured for it to take root. As the district-wide SEL team determines the best specific steps for opening, all stakeholders should be ready to receive a call to contribute to the SEL portion of the plan for returning to school.

SEL improvements are part of a larger strategic initiative and once the year is under way the SEL team will implement additional steps developed based on the work with CASEL.

## **Academics**

Along with concerns about the social emotional health of students and staff, another key consideration and component of returning to school relates to student academics. Certainly, parents are worried that remote learning in Spring 2020 caused students to “fall behind” where they would otherwise be academically. The scant research out there is speculative, but should not be ignored. Shortly after the onset of remote learning, teachers were asked to document clearly where they determined curriculum standards were not being fully realized. Grade level teams first collaborated to confirm this across a grade, then, at the year-ending teacher collaboration day, vertical teams shared this documentation so teacher teams receiving new students in the fall would know what academic areas would require additional attention.

Additionally, either shortly before school starts through the IXL platform (see below) or shortly after school starts through the Measures of Academic Progress assessment, or both, teachers will gather additional academic information to determine where students are in their academic progress so they can successfully meet them there and provide the support needed. Furthermore, teacher teams and individual teachers may use other standard assessments or in-class assessments to accurately identify where they can support a student's academic learning.

## Recommended Schedule, Opting Out & Other Schedules

Administration prepared three models for instruction that may be implemented during the school year. A detailed presentation was made on July 23, which received more than 1,000 views on YouTube.

**The year will begin with the primary instructional model being a Hybrid Schedule** (see pages 5-7) Parents may opt-out of Hybrid Schedule and choose a limited Remote Learning Schedule as described below (see pages 6 and 7) which will differ between Avoca West and Marie Murphy. Exceptions will be: **Our Pre-School, which will run as typically scheduled. Kindergarten and 1st grade will run with all students onsite every day with safety, social distancing, and hygiene practices in place.** A highly modified Remote Learning option will be offered for Kindergarten and 1st grade. Other specialized learning opportunities may be scheduled for students with IEPs and EL services, once the basic schedules are up and running.

**Parents and guardians will be emailed an electronic form – one for each student - on Monday, August 3rd.** The form will ask if the parent wants to “OPT OUT” of the Hybrid Schedule. If a parent does OPT OUT, then the parent/guardian will be asked if they are disenrolling their student from school or are seeking a Remote Learning option.

**If a parent/guardian does not complete the form, their child(ren) will be automatically placed into the Hybrid Schedule.** Due to the complexity of scheduling, families will be assigned specific days for the Hybrid Schedule and will not be given the option to switch between days. *However, siblings in the same or different grades will be assigned the same days in the Hybrid Schedule model.* Enrollment in the Hybrid Schedule or Remote Learning Model will be from August 31, 2020 through October 30, 2020. As the effectiveness of the Hybrid Schedule is assessed, decisions about which schedule to adopt after October 30th, 2020 will be made. The Opt Out decision cannot be changed as the information obtained drives staffing and class placement decisions. (If a family’s employment circumstances or medical circumstances change dramatically, changing an opt out decision will be considered by the administration.) **The Opt Out Google Form must be completed by 8 p.m. on Monday, August 10.**

# Hybrid Schedule - Adopted to Start School, Fall 2020

Because of the ability to differentiate, the schedule at each school will look slightly different. Common to both schools' Hybrid Schedules: Very small class sizes onsite, teachers rotate to rooms with few exceptions, PE at both schools, and lunch takes place in classrooms.

## Hybrid Schedule Hours at Avoca West

- Every Monday will be a fully Remote Learning Day running from 9 to 3 and will include live synchronous teaching and a focus on typical school work.
- For onsite days, learning will take place from **9 a.m. to 2:30 p.m.** (either T/Th or W/F) and will focus on Reading, Writing, Math, Science and Social Studies. Lunch, PE, and some Core/Encore selection along with outdoor activities are included. Class sizes will be fewer than 12 and some as small as 5. Students will receive extensive individualized attention.
- 1<sup>st</sup> grade and Kindergarten students will attend every day except Monday, for a schedule that will run from 9 - 2:30. Most K and 1<sup>st</sup> grade classrooms are air conditioned. Class sizes are predicted to be 16 or less. Larger rooms and/or additional staff will ensure social distance requirements are exceeded.
- Students with IEPs and EL services will receive those based on identified student needs. Once the schedule is up and running, adjustments may be made for IEP and EL students to receive better targeted services and supports.

Below is a depiction of the Hybrid Schedule at Avoca West for a one-week period.

M	T	W	T	F
Every Day Begins with a Morning Meeting for the Class				
Remote Learning	<b>9-2:30</b>	<b>9-2:30</b>	<b>9-2:30</b>	<b>9-2:30</b>
Reading	A Group - Onsite	B Group - Onsite	A Group - Onsite	B Group - Onsite
Writing	Core/Encores	Core/Encores	Core/Encores	Core/Encores
Math	Reading	Reading	Reading	Reading
Wellness	Writing	Writing	Writing	Writing
Encore	Math	Math	Math	Math
Science/SS	Science	Science	Science	Science
Teacher Outreach	Social Studies	Social Studies	Social Studies	Social Studies
Target Time (Runs 9 to 3)	B Group - Remote Core/Encores Homework Online Learning	A Group - Remote Core/Encores Homework Online Learning	B Group - Remote Core/Encores Homework Online Learning	A Group - Remote Core/Encores Homework Online Learning

## Remote Learning Option at Avoca West (if students Opt Out of Hybrid Schedule)

For any student in grades 2-5 who chooses a Remote Learning Option, learning would still be organized like students enrolled in the Hybrid Schedule option, except where onsite students are designated "onsite," a remote learning student would be learning remotely from an Avoca West teacher. While it is likely the student would learn from a teacher normally teaching in their grade level, in some instances, there could be mixed-grade remote learning classes. Please see the sample schedule below. Additionally, students who Opt Out of the Hybrid Schedule will not receive the same electives, including Physical Education, delivered to onsite students. Remote Learning for K-1 students will be more limited due to scheduling conflicts and developmental appropriateness.

Below is a depiction of a typical Remote Learning Schedule at Avoca West for a one-week period.

M	T	W	T	F
Every Day Begins with a Morning Meeting for the Class				
Remote Learning	<b>9-2:30</b>	<b>9-2:30</b>	<b>9-2:30</b>	<b>9-2:30</b>
Reading	A Group - REMOTEX	B Group - REMOTEX	AGroup REMOTEX	BGroup REMOTEX
Writing	Core/Encores	Core/Encores	Core/Encores	Core/Encores
Math	Reading	Reading	Reading	Reading
Wellness	Writing	Writing	Writing	Writing
Encore	Math	Math	Math	Math
Science/SS	Science	Science	Science	Science
Teacher Outreach	Social Studies	Social Studies	Social Studies	Social Studies
Target Time (Runs 9 to 3)	Online Learning	Online Learning	Online Learning	Online Learning
	B Group - Remote	A Group - Remote	B Group - Remote	A Group - Remote
	Core/Encores	Core/Encores	Core/Encores	Core/Encores
	Homework	Homework	Homework	Homework
	Online Learning	Online Learning	Online Learning	Online Learning

("REMOTEX" indicates a class for students who have OPTED OUT of the HYBRID SCHEDULE and selected Remote Learning between August 31 and October 30.)

## Hybrid Schedule Hours at Marie Murphy

- Every Monday will be a fully Remote Learning Day running from 8:15-2:45 and will include live synchronous teaching and a focus on typical academic school work.
- **8 a.m. to 1:30 p.m. for onsite days**, with a focus on Reading, Writing, Math, Science and Social Studies. Lunch and PE are included. Class sizes will be less than 12 students and some as small as 6. Students will receive extensive individualized attention.
- Students with IEPs and EL services will receive those based on identified student needs. Once the schedule is up and running, adjustments may be made for IEP and EL students to receive better targeted services and supports and/or be onsite daily.
- Teachers, whether “onsite” teachers or “remote” teachers, will provide office hours for students for opportunities to individually check in with teachers about assignments, homework, etc.

**Below is a typical Hybrid Schedule at Marie Murphy for a one-week period.**

M	T	W	T	F
<u>Remote Learning</u>	<b>8-1:30</b>	<b>8-1:30</b>	<b>8-1:30</b>	<b>8-1:30</b>
Advisory	A Group -Onsite	B Group -Onsite	A Group -Onsite	B Group -Onsite
Core Subjects	Math	Math	Math	Math
Allied Arts	Science	Science	Science	Science
World Language	ELA	ELA	ELA	ELA
PE	Social Studies	Social Studies	Social Studies	Social Studies
Lunch	Lunch	Lunch	Lunch	Lunch
Teacher Outreach (Runs 8:15- 2:45)	PE	PE	PE	PE
	B Group -Remote	A Group -Remote	B Group -Remote	A Group -Remote
	World Language	World Language	World Language	World Language
	Allied Arts	Allied Arts	Allied Arts	Allied Arts
	Homework	Homework	Homework	Homework
	Online Learning	Online Learning	Online Learning	Online Learning
	Office Hours	Office Hours	Office Hours	Office Hours

## Remote Learning Option at Marie Murphy (if students opt out of hybrid schedule)

For any student in grades 6-8 who chooses a Remote Learning Option, on days when a student would normally be scheduled to be onsite, instead that student would livestream and/or ZOOM a live class taking place at Marie Murphy. See below for a simple visual explanation. A Marie Murphy student who chose this Remote Learning Option would still be able to access a teacher through office hours daily.

**Below is a typical Remote Learning Schedule at Marie Murphy for a one-week period.**

M	T	W	T	F
<u>Remote Learning</u>	<b>8-1:30</b>	<b>8-1:30</b>	<b>8-1:30</b>	<b>8-1:30</b>
Advisory	A Group -LIVESTREAM	B Group -LIVESTREAM	A Group -LIVESTREAM	B Group -LIVESTREAM
Core Subjects	Math	Math	Math	Math
Allied Arts	Science	Science	Science	Science
World Language	ELA	ELA	ELA	ELA
PE	Social Studies	Social Studies	Social Studies	Social Studies
Teacher Outreach (Runs 8:15- 2:45)	B Group -Remote	A Group -Remote	B Group -Remote	A Group -Remote
	World Language	World Language	World Language	World Language
	Allied Arts	Allied Arts	Allied Arts	Allied Arts
	Homework	Homework	Homework	Homework
	Online Learning	Online Learning	Online Learning	Online Learning
	Office Hours	Office Hours	Office Hours	Office Hours

# 100% Remote Learning for All Students

If Illinois returns to Phase III of the Restore Illinois Plan and in-person learning is not an option OR if COVID spread in the immediate community is deemed a risk to conducting any onsite schooling, a 100% Remote Learning Schedule will be utilized. This would look different than the Remote Learning option available to families who OPT OUT of Hybrid Learning and different than Spring 2020.

This model will most likely be used at some point this year. Based on input from multiple surveys of students, staff, and parents and current ISBE Guidelines, and based on recommendations from the Remote Learning Team that convened during the Summer of 2020, remote learning will be improved compared to Spring 2020. Teachers will incorporate strategies and practices that they implement in the hybrid schedule when we transition to a remote learning model.

## A 100% Remote Learning Schedule for Avoca West students would like similar to this:

	1st	2nd	3rd	4th	5th	K
9:00-9:15	Morning Meet	Morning Meet	Morning Meet	Morning Meet	Morning Meet	Morning Meet
9:15-9:30	Reading	Reading	Reading	Math	Math	Reading
9:30-9:45						Math
9:45-10:00						Science
10:00-10:15	Writing	Math	Writing	Reading	Reading	Social Studies
10:15-10:30						
10:30-10:45						
10:45-11:00	Math	Writing	Math	Writing	Sci/SS/Writing	Wellness Block
11:00-11:15						
11:15-11:30						
11:30-11:45	Lunch for All					
11:45-12:00						
12:00-12:15	Wellness Block	Wellness Block	Office Hours	Office Hours	Target Time	Encore
12:15-12:30	Wellness Block	Wellness Block	Office Hours	Office Hours	Encore	Encore
12:30-12:45						
12:45-1:00	Encore	Encore	Wellness Block	Wellness Block	Office Hours	Office Hours
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00	Target Time	Encore	Encore	Wellness Block	Wellness Block	Office Hours
2:00-2:15						
2:15-2:30	Office Hours	Office Hours	Target Time	Encore	Encore	Wellness Block
2:30-2:45						
2:45-3:00						

## A 100% Remote Learning Schedule for Marie Murphy is likely to look this:

Marie Murphy School Remote Learning Schedule: 2020-2021			
Period	Grade Level 6	Grade Level 7	Grade Level 8
ADVISORY	All teachers have an advisory group from 8:15-8:35		
1	8:40-9:25 Core	8:40-9:25 Core	8:40-9:25 Core
2	9:30-10:00 AA	9:30-10:00 PE/WL	8:30-10:15 Core
3	10:05-10:35 AA	10:05-10:50 Core	10:20-10:50 PE/WL
4	10:40-11:25 Core	10:55-11:40 Core	10:55-11:25 PE/WL
5	11:30-12:00 PE/WL	11:40-12:10 Lunch	11:30-12:15 Core
6	12:00-12:30 LUNCH	12:10-12:40 AA	12:15-12:45 Lunch
7	12:30-1:00 PE/WL	12:45-1:15 AA	12:45-1:30 Core
8	1:05-1:50 Core	1:20-1:50 PE/WL	1:35-2:05 AA
9	1:55-2:40 Core	2:55-2:40 Core	2:10-2:40 AA
Office Hours	All teachers have outreach time from 2:40-3:20		

The above are sample schedules awaiting further refinement through collaboration with the Avoca Education Association.

## Improvements to 100% Remote Learning

A Remote Learning Team of teachers from across grade levels and subjects met for three days in June to review feedback data from students, staff, and parents and to review other models of Remote Learning to recommend improvements on the Spring 2020 experience. **A selection of those improvements are identified here and will be phased into place** as Remote Learning is implemented in a modified form for families who opt out of the hybrid schedule and as 100% Remote Learning is made ready in the eventuality all students move to that model in the face of COVID related circumstances.

- Commitment to build and sustain connections with & between students
  - Each class at Avoca West will have a morning meeting explicitly set aside to assess and address students' social and emotional health and relationships
  - An Advisory time will be set aside daily at Marie Murphy during 100% Remote Learning for the same purpose
- Improve Instruction, Assessment, & Feedback (A Remote Learning Toolbox for Teachers)
  - Multiple modes of assessing student learning
  - Multiple modes of providing feedback to students
  - A Mix of Synchronous/Asynchronous Instruction
    - Emphasis on Synchronous Instruction
      - Every student will receive live synchronous instruction daily during Remote Learning unless asynchronous learning is determined more effective by the teacher
      - In a five-hour day, students should expect a minimum of 2.5 hours per day of live synchronous learning and up to 5 hours of synchronous learning
      - Synchronous small group practices
        - Teachers are encouraged to develop the use of small groups via Zoom for student collaboration that are age appropriate (guidelines forthcoming)
      - Teachers are encouraged to construct synchronous class periods (subjects) along the following lines:
        - 10-15 minutes of live instruction and questions
        - 10-30 minutes of students working collaboratively and/or independently with additional guidance from a teacher as appropriate (wide variety of approaches may be employed)
        - 5-10 minutes of questions and answers and closure with class
        - *Class period construction for remote learning will vary by teacher, by topic, by scheduled length of class, and by age-appropriateness*
    - Asynchronous Instruction should encourage the following as much as possible:
      - Digestible modules of learning, collaboration, and practice
      - A meaningful balance between learning and practice
      - Student output about which students can receive meaningful teacher feedback
      - A balance between short term work and longer term projects
- A single Remote Learning Hub for parents and guardians to Access Courses
- A shared Google Classroom Template for Grades 3-8
- A shared SeeSaw Template for Grades K-2
- IXL online platform for additional ELA/Math assessment, practice, and extension

The goal of the above toolbox and guidelines is to encourage rigorous learning and differentiation for general education students, as well as IEP, EL, and 504 qualified students.

# Modified Onsite Daily Schedule

One goal of starting in Hybrid Schedule model would be to eventually work toward a Modified Onsite Daily Schedule where every student could attend school, albeit in a manner that looks different than a pre-COVID daily schedule. (A pre-COVID daily schedule will not occur until there is a vaccine and/or the Restore Illinois plan moves into Phase 5.).

**A Modified Onsite Daily Schedule for Avoca West students would look similar to this:**

Typical Day for Grades 1-5 (Kindergarten on shorter day)		
8:40 - 9	Arrival	Assigned Doors
9:00	Morning Meeting	
9:20 - 9:55	Math ELA Social Studies Science	Staff & Administration collaborate to finalize timing, protocols and practices related to:
9:55 - 10:20	Core 1	
10:20 - 10:45	Core 2	
10:45 - 12:10	Math ELA Social Studies Science	<ul style="list-style-type: none"> <li>• Hygiene Breaks</li> <li>• Lunch</li> <li>• Outdoor Learning</li> <li>• Recess</li> <li>• Dismissal</li> </ul>
12:10 - 12:40	Lunch	
12:40 - 1:30	Encore(s)  Math ELA Social Studies Science	Outdoor learning is encouraged.
1:30 - 2:30		
2:30	Dismissal	Assigned Doors

**The above is only a sample.** Details regarding instructional minutes could change between publication of this guide and the implementation of a Modified Onsite Daily Schedule. **Additionally, it should be noted that in this schedule, except for PE, students remain in their respective classroom and teachers rotate to different classrooms.** This limits hall traffic and supports a “pod” approach to organizing students for health and safety reasons.

This schedule is appropriate in terms of health and safety after a Hybrid Schedule has been in place for a period of time in order to acclimate students and staff to onsite learning and when COVID in the community are at their lowest levels in a Phase 4 period in the Restore Illinois plan.



**A Modified Onsite Daily Schedule for Marie Murphy students would look similar to this:**

Period	Grade Level 6	Grade Level 7	Grade Level 8
Before School	7:40-7:55 - Arrival - Assigned Doors for Each Grade		
1	7:55-8:50 Core	7:55-8:50 Core	7:55-8:50 Core
2	8:55-9:35 AA	8:55-9:35 PE/WL	8:55-9:50 Core
3	9:40-10:20 AA	9:40-10:35 Core	9:55-10:35 PE/WL
4	10:25-11:20 Core	10:40-11:35 Core	10:40-11:20 PE/WL
5	11:25-12:05 PE/WL	11:35-12:05 Lunch	11:25-12:20 Core
6	12:05-12:35 Lunch	12:05-12:45 AA	12:20-12:50 Lunch
7	12:35-1:15 PE/WL	12:50-1:30 AA	12:50-1:50 Core
8	1:20-2:15 Core	1:35-2:15 PE/WL	1:55-2:35 AA
9	2:20-3:20 Core	2:20-3:20 Core	2:40-3:20 AA
After School	Staggered dismissal 3:20 Busses 3:25 Cars 3:30 Walkers & bikers		

**The above is only a sample.** Details regarding instructional minutes could change between publication of this guide and the implementation of a Modified Onsite Daily Schedule. **Additionally,** it should be noted that in this schedule, except for PE and World Language, students remain in their respective classroom and teachers rotate to different classrooms. This limits hall traffic and supports a “pod” approach to organizing students for health and safety reasons.

This schedule is appropriate in terms of health and safety after a Hybrid Schedule has been in place for a period of time in order to acclimate students and staff to onsite learning and when COVID in the community is at its lowest levels in a Phase 4 period in the *Restore Illinois* plan.

## Assessing the Hybrid Schedule and Next Steps

By starting the year with a Hybrid Schedule, the District is empowered to accomplish the following:

- Small class sizes making it possible to exceed guidelines for social distancing and mitigation of COVID risk factors
- Face-to-face learning opportunities that support student-teacher rapport and social emotional health
- Prioritization of learning for Preschool, Kindergarten, and 1st grade learners
- Schedule regularity to support student & family planning
- An effective pivot point if the need arises for 100% remote learning or the opportunity arises to return to full onsite learning

Because the Hybrid Schedule affords these particular advantages, while the model is implemented, the Administration will look at the following outcomes to determine if it is successful:

- High levels of Social Emotional health & physical wellness (measured by)
  - o Gradual reduction in service referral calls
  - o High attendance rates for students and staff

- o No COVID related absences if possible
- o Survey responses
- o Adherence to cleaning, hygiene, and distance protocols (observational)
- High levels of engagement (measured by)
  - o Attendance
  - o Submitted Learning Work
  - o Survey responses
- High levels of academic rigor (measured by)
  - o Survey responses
  - o Teacher reporting
  - o Assessment measures (formative, summative, standardized)

## **COVID-19 Data in the Community and Implementing a Learning Schedule**

The Administration will work to determine what are the appropriate metrics for identifying when it is acceptable to consider a move to a Modified Onsite Daily schedule or a move to a 100% Remote Learning Schedule. Sadly, no county, state, or federal agency has been able to produce a precise set of criteria for such decision making. Over the next 60 days, the New Trier Superintendents, along with medical professionals, will seek to develop such metrics that are clear, consistent, and actionable. The goal is to have some metrics drafted prior to the first day of student attendance.

In the meantime, the Administration focuses on the Illinois Department of Public Health's COVID Resurgence Criteria for Region 10 ([click here](#)). This IDPH criteria calls for greater mitigation steps to be taken when the positivity rate is 8% for a region. However, the Administration would consider moving to a 100% Remote Model if the 8% rate is being approached rapidly and/or other local trend data suggest COVID spread in the Avoca community makes any onsite learning a risk to student, staff, and community health. In the absence of more precise actionable data, the Administration will continue to consult with the New Trier superintendents and local health experts regarding such decisions.

## **Pupil Services**

### **Preschool**

Preschool programming will be delivered through an in-person model, unless the school is closed. Sessions are scheduled for 2 separate 140 minute sessions: 8:50 - 11:10 a.m & 12:25 - 2:45 a.m.

Preschool enrollment will be limited to 15 students. A waiting list will be created based on current registrations and student needs. Morning and afternoon sessions cannot be guaranteed.

### **English Language Learners**

The specific needs of English Learners (ELs) will be reviewed on a case by case basis. English Learners will receive support during onsite or remote portions in the Hybrid Schedule model or during synchronous portions of remote learning. EL teachers and classroom teachers will collaborate to ensure appropriate supports and scaffolds. Students who require services that can only be done in-person, may receive an extended day or additional onsite days in the hybrid learning schedule.

### **Special Education Services & Section 504**

District 37 is committed to ensuring that our students with Individual Education Plans (IEPs) and 504 Plans are provided their educational services in compliance with all state and federal safety

guidelines related to the COVID-19 Global Pandemic. We are committed to providing a free and appropriate public education (FAPE) pursuant to the child's IEP, regardless of how school looks during the various state phases.

## **Meetings**

To limit the number of individuals visiting a building, the District will hold IEP and Section 504 meetings virtually and intend to schedule meetings to take place over a remote platform. If parent(s)/guardian(s) prefer an in-person meeting, please inform the child's case manager so accommodations can be made.

## **IEP & 504 Review**

Case managers will conduct a review of IEPs and 504s at the beginning of the school year in partnership with parents and the student's school team to determine if the plan is still appropriate to support the student and their needs; meetings will be held as needed.

## **Evaluation/Reevaluations**

Teams will prioritize meetings postponed in the Spring and complete any extended evaluations no later than October 30, 2020. In the event of school closure, assessments will be completed virtually when appropriate.

## **Delivery of Services**

IEP or 504 teams will review each student's plan at the beginning of the school year, in consultation with parent(s)/guardian(s), and amend as needed. Services and supports will be based on individual student need.

- Modified On-Site Daily Schedule - Services will be provided per the student's IEP. If appropriate, to meet the needs of the student, virtual services could be provided to reduce movement around the school.
- Hybrid Learning Schedule - The IEP team will determine which services will be provided in-person or remotely based on the individual student need. Synchronous and asynchronous instruction may be provided. For example, a student could participate in core ELA & Math with in-person push-in services for reading and receive social work support virtually. If in-person services best meet the needs of the student, the student's in-person time may be extended (dependent on school schedule).
- Remote Learning Schedule - In the event of a full remote schedule due to school closures, and in-person learning is not an option, a remote learning model will be utilized. The IEP team will implement the individualized remote learning plan in order to provide appropriate services.
- Related Services - Related services (speech & language, social work, occupational therapy, hearing itinerant, etc.) may utilize teletherapy when appropriate (e.g. students with articulation goals that benefit from mask removal) even while on school grounds.
- For students who receive special education services and due to a medical condition are unable to attend in-person school, an IEP meeting will be held to discuss delivery of services.

## **Interventions**

District 37 will use nationally normed assessment data (e.g. NWEA, MAP tests) in addition to classroom assessments to identify students in need of academic support and services.

## **Reporting**

### **Attendance**

Daily attendance and engagement of students is expected whether students are participating in classes in-person or remotely. Building principals will oversee attendance in their building. Schools will make daily contact with all students and families, especially those who are not in attendance or not engaging in classes, whether in-person or remotely. During remote learning, attendance will be tracked by attending synchronous sessions and/or work completion.

### **Assessment**

The COVID-19 global pandemic caused a significant disruption in the education of all students. We acknowledge that our students will return to learning with varying degrees of mastered skills and learning needs. As a result, all Avoca School District 37 students will be assessed at the start of the year, utilizing a combination of assessment tools to fully understand each student's individualized needs.

### **Grading and Report Cards**

Students will be held accountable for the completion of assignments and assessments. Grading and assessments are meant to provide feedback and communication to students and families, with the focus on learning, growth, and progress. Report cards will be provided at the end of each semester, using our established report cards formats

## **Extra Curriculars, Band, Orchestra, & Before and After School Activities**

To start the school year, no after school clubs, activities, or sports will be conducted. If a remote option for an after-school club or activity is developed, then that will go forward. By the beginning of October, staff and administrators will assess the viability of holding any in-person or additional remote after school clubs or activities.

There will be no school-based Fall sports due to prolonged inability to adhere to social distancing and masking guidelines.

Orchestra will be held entirely remotely and the scheduling of those will be done shortly after the year starts and students' own daily schedules are confirmed, e.g. whether students are in Hybrid Schedule or Remote Learning.

The provider for Band in the 2019-20 school year is not able to provide remote learning opportunities in the 2020-21 school year and the administration will work to connect individual students with private teachers who can support students musical development, including Kyle Anderson who led the Band program in 2019-20.

The viability of the Science Olympiad program will be assessed in the opening weeks of school.

# Social Emotional Learning and Mental Health Services

## Staff

The District recognizes that in Spring 2020, staff members were learning how to do their job remotely, taking care of students, and looking after their families. We anticipate that staff members will be returning in the fall with their own needs. We plan to use existing structures such as staff meetings to address these mental health needs. These will occur through interactive professional development created through training with Collaborative for Academic, Social, and Emotional Learning (CASEL), Safe Schools and other pertinent support resources. Additionally, the Employee Assistance Program will be utilized whenever appropriate.

## Students

To support student mental health, the District references materials from multiple organizations, including the National Association of School Psychologist ([Returning to School](#)). To meet the needs of our students, a variety of resources will be utilized for the 2020-21 school year, especially those developed by the District SEL Committee (see page 4) as a result of training and resources provided by the Collaborative for Academic and Social Emotional Learning (CASEL). Also, Marie Murphy will continue to partner with local agencies like Erika's Lighthouse and Haven.

## Crisis Response & Mental Health Support

Each building has school psychologists and/or social workers on staff. Families are encouraged to reach out to the building team for support. Additional questions or concerns can be addressed to Kristen Moore, Director of Pupil Services.

# Operations

## Staff Health and Safety

District 37 is committed to providing staff with information and risk mitigation expectations to help alleviate concerns as people transition back to work. We ask that all employees do their individual part to follow healthy and safety expectations to keep themselves and others safe. If staff have concerns about the cleanliness of their rooms or school, please contact the building principal in order for them to have the issue addressed by the custodial and maintenance staff.

Employees are required to self-monitor at home for symptoms related to COVID-19 before arriving at work:

- Fever of 100 or higher
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- The new loss of taste or smell

In addition, all staff must self-certify that they are COVID-19 symptom-free each day utilizing the COVID-19 Employee Self-Certification Form (which will be provided prior to the start of school). Temperature checks before entering a school building may be required. If employees exhibit COVID-19 symptoms, they may contact their physician. Employees are required to utilize the Absence Management System (FRONTLINE) to report their time off and remain at home using sick time, other paid time off (vacation or personal), or leave without pay. Additional leave provisions might apply based on the “Families First Coronavirus Response Act” (FFCRA). Finally, agreements between the Avoca Education Association and the Board regarding use of sick time for COVID related illness are still to be finalized.

## **Staff Illness and Absences**

If an employee feels sick at school, we have designated the school nurse as the person to be responsible for responding to any presumed positive cases of COVID-19. Please call the nurse's phone immediately to discuss the situation and symptoms you are experiencing to receive guidance. If they are unavailable, please contact the school principal.

Employees must quarantine at home and monitor for symptoms for 14 days per ISBE's return to school guidance, if they:

1. Tested positive of COVID-19
2. Had close contact with someone who has tested positive of COVID-19
  - a. The guidance defines “close contact” as being within 6 feet of an individual with symptoms for more than 15 minutes.
3. Suspected having COVID-19

Employees should contact their principal immediately if they experience any of the above and do not report to work. Contact tracing will be initiated by a school nurse in collaboration with IDPH or the Cook County Health Department.

There are several different scenarios that may arise involving the use of sick leave for employees. The following information has been provided to inform staff of absence options. In the event staff need more support, please contact Dr. Osburn.

- **An employee quarantines at home because of exposure to the virus or symptoms of COVID-19:** Because ISBE's return to school guidance indicates that staff members should quarantine at home when in “close contact” to someone with COVID-19, staff members who quarantine at home under these circumstances are allowed to use sick leave (as defined by the contract or federal law - FFCRA).

- **An employee quarantines at home because they are caring for an immediate family member who has been exposed to the virus or symptoms of COVID-19:** Because ISBE's return to school guidance indicates that staff members should quarantine at home when in “close contact” to someone with COVID-19, staff members who quarantine at home under these circumstances are allowed to use sick leave (as defined by the contract or federal law - FFCRA).

- **An employee is quarantined by the CDC, the IDPH, or the Cook County Health Department for exposure to, symptoms of, or a diagnosis of COVID-19:** The employee

can use sick leave for the duration of the quarantine and is eligible for an additional 2 weeks of paid leave under the [Families First Coronavirus Response Act](#) (FFCRA) during the 2020 calendar year.

- **An employee is sick with typical respiratory symptoms and is awaiting medical testing for COVID19:** The employee can use sick leave for the duration of the illness and is eligible for up to 2 weeks of paid leave under the FFCRA until the employee receives the results of medical testing.

- **An employee tests positive for COVID19:** The employee can use sick leave for the duration of the illness, is eligible for up to 2 weeks of paid leave under the FFCRA, and is eligible for FMLA leave. For more information on FMLA and FFCRA applicable to our staff, please visit [this link](#).

The ISBE guidance states that staff should be fever-free for 72 hours without fever reducing medication and allow 10 days to pass after symptoms first appeared before they return to a building. After testing positive, employees must provide a doctor's note certifying that they do not have COVID-19 and may return back to work.

### **Staff Start to the Work Day**

Appropriate face coverings are to be worn at all times by employees, [per ISBE's guidelines](#). This includes entering and exiting District 37 buildings and walking in common areas, hallways, and walkways, including bathrooms. The District will provide one set of cloth masks, but asks staff to also bring their own face coverings. The District will supply employees with disposable masks if needed. It is the employee's responsibility to maintain and use face coverings properly.

Once an employee enters the building they should wash their hands immediately or use hand sanitizer provided. Please refer to the [CDC's guidance to stop the spread of germs](#) for further information.

Employees should maintain hygiene including washing hands frequently for a minimum of 20 seconds. Also, employees should wipe down their high-touch work surfaces within their work area upon arriving with disinfecting supplies provided. The Operation and Facilities Department has provided wipes in order to assist with this process. Cleaning high-touch surfaces by the employee should be once a day, at the start of the workday and will include phone, electronic devices, and general desk work surfaces.

In addition, employees should disinfect work surfaces they come in contact with at school (copy machine, paper cutter, Ellison Machine, etc.). Employees should declutter their office and workspace to facilitate effective cleaning each day. Employees should not share pens, staplers, and other office supplies. Employees shall refrain from sharing workstations (at the district office) to the greatest extent possible.

### **Student Health and Safety**

District 37 is committed to providing a safe learning environment for students, therefore, we will follow the [Starting the 2020-21 School Year Guidance ISBE](#). Families are required to self-monitor their child(ren) prior to getting on the bus or dropping off at school for symptoms related to COVID-19 (fever of 100 or higher, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, the new loss of taste or smell). All families



are required to self-certify (which includes temperature checks) daily for each child that they are COVID-19 symptom-free utilizing the Student Self-Certification checklist. Upon completing the checklist at home, the parents should affix to their student's outerwear a sticker – provided for the family by the District – that indicates the symptom check has been completed and no symptoms were observed. The date of the symptom check should be written on the sticker.

In addition to the mandatory self-monitoring and self-certification, the District will complete symptom checks to include temperature taking when students are suspected of having possible COVID-19 symptoms.

Please do not send a child to school in the event a child presents with any of the following:

1. Tested positive for COVID-19
2. Had close contact with someone who has tested positive for COVID-19
  - a. The guidance defines “close contact” as being within 6 feet of an individual with symptoms for more than 15 minutes.
3. Suspected of having COVID-19  
Parent(s)/guardian(s) must call the school nurse and/or the principal to inform them. Nurses will conduct contact tracing and consult with IDPH and/or the Cook County Health Department.

Per CDC and IDPH guidelines, parents of students who were suspected of having COVID-19 must keep a child home, whether they were tested or not, for 72 hours from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared.

### **Student Start to the School Day**

Appropriate face coverings are to be worn at all times by all students, [per ISBE's guidelines](#). This includes entering and exiting District 37 buildings and walking in common areas, hallways, and walkways, including bathrooms. **Students are asked to bring two masks to school with them daily.** The district will supply students with disposable masks if needed. Teachers will provide students with mini lessons at the beginning of the school year on the importance of mask wearing, including how to properly wear a mask and keep them safe and clean. Additional videos will be available to parents prior to the start of the year. *Parent(s)/guardian(s) are encouraged to work with their child on mask wearing prior to the start of school.*

Students will be directed (and assisted if needed) to sanitize their hands upon entering the building. Teachers will provide times (and instruction/guidance) for students to wash and/or sanitize their hands throughout the school day. Please refer to the [CDC's guidance to stop the spread of germs](#) for further information.

### **COVID-19 Positive Response, Exclusion, & Return**

Each school's nurse is trained in contact tracing and upon a student or staff member reporting being COVID positive or having COVID symptoms, the nurses would follow the exclusion guidelines recommended by ISBE and consistent with the Illinois Department of Public Health (IDPH) and Cook County Department of Public Health (CCDPH). That process is depicted in the following chart.



Status	A. COVID-19 diagnostic test Positive (confirmed case) OR COVID-like symptoms without COVID-19 testing and exposed to confirmed case (probable case)	B. Symptomatic individual with a negative COVID-19 diagnostic test <i>(Negative COVID-19 diagnostic tests must be from a specimen collected up to 48 hours prior to symptom onset or after and is valid for only the date the specimen was collected.)</i>	C. Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test	D. Symptomatic individual without diagnostic testing or clinical evaluation <i>Individuals may move to Columns A, B, or C based on results of diagnostic testing and/or clinical evaluation.</i>	E. Asymptomatic individual who is a close contact <sup>6</sup> to a confirmed or probable COVID-19 case
Evaluated by Healthcare Provider	YES / NO	YES / NO	YES	NO	NA
Return to School Guidance	Stay home at least ten <sup>3</sup> calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition <sup>4</sup> . Follow provider directions, recommended treatment & return to school guidance as per school policies and <a href="#">IDPH Communicable Diseases in Schools</a> .	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition <sup>4</sup> . Follow provider directions, recommended treatment & return to school guidance as per school policies and <a href="#">IDPH Communicable Diseases in Schools</a> .	Stay home at least ten <sup>3</sup> calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home for 14 calendar days after last exposure to the COVID-19 case. <i>If COVID-19 illness develops, use the ten-day isolation period<sup>3</sup> guidance for a COVID-19 case from the onset date. Testing is recommended.</i>
Quarantine for Close Contacts?	YES	NO	NO	Household Member (e.g., Siblings, Parent) <sup>5</sup>	NA
Documentation Required to Return to School	Release from Isolation letter (if received from their LHD) provided by the parent/guardian or staff person, notification via phone, secure email or fax from the LHD to the school, OR other process implemented by your LHD	Negative COVID-19 test result OR healthcare provider's note indicating the negative test result	Healthcare provider's note with alternative diagnosis	After the ten-day exclusion, a note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved	Release from Quarantine letter (if received from their LHD) provided by the parent/guardian or staff member, LHD notification via phone, secure email or fax to the school OR other process implemented by your LHD

Please note:

- If a symptomatic or positive student with a sibling student is required to stay home, then the non-symptomatic sibling will also need to stay home;
- If anyone in the household is positive or symptomatic, then all students in the household should stay home;
- Two scenarios depicted require a “Release from Quarantine” notice to be issued by the Cook County Department of Public Health;
- Notify the school of any positive or symptomatic cases in your household;
- Each and every COVID-19 case (positive or acutely symptomatic) will involve the nurse consulting with local health officials and conducting contact tracing;
- When in doubt, first contact the nurse or principal with questions before sending a student to school
- Families in a given classroom will be notified if a student or the teacher has tested positive for COVID-19 and contact tracing will occur, adhering to health privacy laws to the greatest extent possible.
- Through contact tracing and consultation with the Administration and either the Illinois Department of Public Health or Cook County Department of Public Health, a determination will be made if an entire classroom needs to be put on quarantine.
- In the case of a student or students being put on quarantine, remote learning opportunities will be made available to students if that is feasible and/or does not pose an undue burden on a staff member. Otherwise, a student will be treated like they would be when absent from school for an illness, e.g. work will be sent home and the student will make up work and keep up with online work to the greatest extent possible and the student will be given ample time upon return to school to make up any missed work or learning.

## Learning Environments

The three learning models vary in the reduction of the amount of shared space or mixing of cohorts of students at the school building level. Our plans address, to the greatest extent possible, risk mitigation to COVID-19 in each model, but here the Hybrid Schedule is detailed.

**At the elementary level:**

- Hybrid – Depending on how many students choose a Remote Learning option, then less than half of the students will be onsite in a classroom at any one time during the Hybrid model, which allows for more classroom space to physically distance, and maintains small cohorts of students to attend school at a time. *Social distancing will well exceed the 6ft guidelines in the Hybrid Schedule model.* Additionally, each elementary classroom has its own sink and every student desk has a clear plexiglass shield that reaches 2ft high off the desk. Student lunch occurs in the classroom, but the availability for washing and the desk shields provide strong mitigating factors when students masks are removed to eat. Except for PE, recess (teacher directed, structured play), and specific pupil services, students remain in their assigned classroom and grade level teachers instruct Math, ELA, Science, and Social Studies. For students learning on their “remote day” teachers teach remotely from their own classrooms/workspaces while the students remain at home. After each day, classrooms are cleaned using new protocols. Additional custodial staff has been or will be hired.

**At the middle school level:**

- Hybrid – Depending on how many students choose a Remote Learning option, then less than half of the students will be onsite in a classroom at any one time during the Hybrid model, which allows for more classroom space to physically distance, and maintains small cohorts of students to attend school at a time. *Social distancing will well exceed the 6ft guidelines in the Hybrid Schedule model.* Additionally, each middle school student has a clear plexiglass shield that reaches 2ft high off their desk/table. Student lunch occurs in the classroom, but the availability for washing and the desk shields provide strong mitigating factors when students masks are removed to eat. Except for PE, recess (teacher directed, structured play), and specific pupil services, students remain in their assigned classroom and grade level teachers instruct Math, ELA, Science, and Social Studies. On a student’s “remote” day, Allied Arts and World Language teachers teach remotely from their own classrooms/workspaces while the students remain at home. After each day, classrooms are cleaned using new protocols. Additional custodial staff has been or will be hired.

## **Field Trips**

Per ISBE guidelines, field trips will not be taken until local and state health guidelines have determined it is safe to do so. Virtual field trips will be utilized as an alternative when appropriate to the learning objective.

## **Visitors**

To reduce visitors in the buildings, guests will only be permitted with prior approval from the building principal. Guest readers, volunteers, and other non-essential visitors will not be permitted until we are in Phase 5 of the Restore Illinois Plan.

## Events

In order to protect our staff and students, we are reducing the number of in-person or large scale meetings and school events until we are in Phase 5 of the Restore Illinois Plan. The following list of events or meetings (which is not exhaustive) will occur virtually: parent-teacher conferences, back-to-school events, open houses, musical concerts, fine arts performances, etc.

## Staff Meetings

Staff meetings may occur in-person (if less than 50 people) in Phase 4 of the Restore Illinois Plan. Principals may hold staff meetings in-person indoors or outside, or via Zoom depending on the number of staff the building has and other logistics.

## Excessive Heat - Policy and Response (Avoca West)

The health and safety of children are of paramount importance to local school superintendents. Section 18-12, the School Code allows the use of interrupted School Days for "adverse weather conditions." As a reminder, with regard to extreme heat, the Illinois State Board of Education (ISBE) allows for five options for schools to exercise a number of options when faced with excessive heat.

### District Action Plan for Excessive

- The weather forecast will be reviewed using multiple sources on both a daily and weekly basis. The final determination will be based upon the heat index as calculated by [accuweather.com](http://accuweather.com) and upon consulting National Oceanic and Atmospheric Association (NOAA)'s Heat Index table ([click here](#))
- The Chief School Business Official and/or Director of Facilities, and Principal will confer with the Superintendent to determine an appropriate plan of action.
  - The goal is to plan as far in advance as possible.
  - Campuses with air conditioning will remain in session for the full day

### Excessive Heat Procedures (Day 1)

- If the heat index (combination of heat + humidity; also known as "Real Feel" on [accuweather.com](http://accuweather.com)) between 95-103 as reported on [accuweather.com](http://accuweather.com) for the hours between 8 a.m. and 12 p.m. on a given school day, the following Excessive Heat Procedures will be put into place for the District's non-air conditioned buildings
  - Keep overhead lights to a minimum if possible.
  - All available fans will be deployed to classrooms *if and where appropriate*.
  - All classrooms will be rotated through designated cooling areas (air conditioned) in each building throughout the day *if appropriate*.
  - Teachers will limit all physical activity in the classroom and in PE classes.
  - Students will be granted frequent water breaks and will be allowed to carry their own water bottles.
  - School nurses and staff will watch for any warning signs of heat distress.
- Please refer to [chart from the National Oceanic and Atmospheric Association \(NOAA\)](#)

### Excessive Heat Procedures (Day 2)

- If the predicted heat index is between 95-103 for the hours of 8 a.m. to 12 p.m. the day immediately following the first day of a heat index between 95-103, a Remote Learning Day or Early Dismissal will be implemented for that second day.
- Parents, students and staff will be notified via School Messenger and the district website of the Remote Learning Day or Early Dismissal by 9:00 p.m. the previous evening.

### **Excessive Heat Procedures (Day 3 and subsequent consecutive days predicted heat index between 95-103)**

- Remote Learning Days will be implemented for those schools without air conditioning.
- Parents, students, and staff will be notified via School Messenger and the district website of the Remote Learning Day or Early Dismissal by 9:00 p.m. the previous evening.
- *On any day with a forecast Heat Index of 103 between the hours of 8 a.m. and Noon, a Remote Learning Day will be scheduled or Early Dismissal announced by 9 p.m. the previous evening.*

### **Staff Members**

In the event an Early Dismissal is called due to heat, staff members at non-air conditioned schools are expected to work a full contractual day, but are encouraged to locate a cool place within the building to work or to work remotely if no on-site location is sufficiently cooled.

For any day a heat index is predicted to be 103 or above, a Remote Learning Day will be called, meaning protocols for Day 2 action will be followed.

## **Specifics of the Hybrid Learning and Modified Onsite Daily - Environment**

### **Facilities and Custodial Services**

In the learning environment in the Hybrid Schedule and Modified Onsite Daily schedules, classroom preparation and cleaning will be significant. All buildings will be cleaned and disinfected thoroughly on a daily basis.

Any unnecessary furniture (communal supply carts, etc.) and other items currently in classrooms will be removed and stored. Rugs/carpets will not be used. Any personal furniture staff may have left in classrooms will need to be taken home (for example, a couch). Staff members should speak to their principal about removing items.

Desks and tables will be arranged to allow for a 6-foot distance or more in all directions, facing the same direction when possible. Students will sit only on one side of tables, and unobtrusive plexiglass partitions will be used.

Assigned seating will be used. Students will remain seated as much as possible to limit movement inside the classroom. Mechanical systems will be scheduled to take in more outside air, weather permitting.

Floor markings and directional arrows will be used to guide foot traffic to minimize contact between students. Signage and markings will be posted throughout all buildings. Transition times for classes will be scheduled to minimize the number of students in common areas at one time.

For all grades, bathroom visits will be scheduled by the classroom teacher to ensure that a limited number of students enter the bathroom at one time. Water fountains will be turned off, but bottle fillers will be available. Bottled water will be provided for all students on heat action days or those who do not bring one from home.

Students will be provided with a safe space to store essential items brought to school. Personal items (stuffed animals, etc.) will not be allowed in school. No classroom supplies will be shared.

Per ISBE, all students and staff will wear face masks. Hand sanitizer will be provided throughout the schools. Regular hand washing will be incorporated into the school day. Signage displaying correct sneezing/coughing methods and handwashing protocols will be displayed in all bathrooms, hallways and classrooms. Sensors will be added when possible to sinks that do not have them. Portable hand washing/sanitizing stations will be added where appropriate.

All staff and students will be required to check their temperatures at home every day before coming to school. Once certified, a sticker with that day's date should be affixed in a visible place on the individual's outerwear to show upon building entry that no symptoms were observed. Stickers will be provided to students and staff by the District at no cost.

The District is currently finalizing the procedures and processes for school nurses to follow in the event that any student or staff member shows symptoms of COVID-19. Isolation rooms have already been identified for any student or staff member displaying symptoms (also, see pp. 20-21 of this document). Nurses have been trained in contact tracing through a certified program. Teachers will be trained in minor first aid issues to limit flow to the nurses' offices.

In the event that a staff member or student tests positive for COVID-19, the building principal will inform Beth Dever, Chief School Business Official (and Director of Building and Grounds). According to ISBE's Guidance for Reopening School, the areas of the school used by a sick person will be closed. Students and staff will be relocated temporarily. Areas occupied by a COVID positive individual will not be used until after proper cleaning and disinfection procedures have been completed. (See pages 20-21 of this guide for the COVID Positive Response, Exclusion, & Return Plan that will be followed.)

To limit large groups congregating, students are assigned to enter different doors by grade upon entry at each respective building. In the Hybrid Schedule and Modified Onsite Daily schedules, this means fewer students than normal will be entering a door simultaneously. The principals will send out drop off and pick up procedures, including door assignments, closer to the start of school on August 31<sup>st</sup>.

### **Food Service**

In a Hybrid Schedule and Modified Onsite Daily Schedule, lunch will be served in the classrooms. Food provided by our service provider, Quest, will be delivered to the classroom on disposable trays (or recyclable material) and parents will be asked to make their selections on a weekly basis. The menu will be limited, and lunches that minimize mess will be served. Students who choose to bring lunch from home will also be provided a list of items that won't be allowed due to allergenic issues. Additional precautions will be taken in each classroom where a student has hyper allergenic health concerns. Specific protocols for the safe conduct of lunch in classrooms will be followed.

## Transportation

In Hybrid Schedule, buses will be limited to 30 people and masks are required (the max is 50 with the Modified Onsite Daily schedule). Assigned seating will be used to ensure appropriate social distancing. If there are siblings on the bus, we will assign a seat with a sibling. Parents are required to check students' temperatures at home before they board the bus. Drivers will wear PPE and perform regular hand hygiene. Buses will be cleaned and disinfected twice daily, in between routes.

Partial refunds for transportation fees will be determined in consultation with the Board Finance Committee, but no such refunds would be issued until mid-year, at the earliest, because transportation needs and services could change suddenly.

## Technology

In order to facilitate both onsite and remote learning, all staff and students will be provided with the appropriate technology and support.

All students will be issued a device according to grade level. Students in Kindergarten-2nd Grade will receive iPads, and students in 3rd, 4th, and 5th grade will be issued MacBooks. To ensure student safety while using devices, devices will be filtered by Bark. Students will utilize their home internet connection to use these devices. A limited number of mobile hotspots can be made available to families without reliable internet access. Parents and guardians should email [techhelp@avoca37.org](mailto:techhelp@avoca37.org) to report technology issues and seek assistance. In-person repairs and support at one of the schools can be made available for particular needs to be met.

There will be no shared devices in the classrooms.

## Device Pick Up

For families who could not schedule device pick up August 17-20, please email [techhelp@avoca37.org](mailto:techhelp@avoca37.org)

Devices for K-1 students were experienced delayed shipping. For the opening two weeks of school, students who already have their own devices should use them for remote learning. Students who do not have their own devices, Ms. Hutchison will be sending out a form to survey which K-1 households have access to digital devices for learning at home (iPads, laptops, or desktop computer). Those households that are fully remote but do not currently have devices will receive any District surplus devices first. Then households that are on the Hybrid Schedule but do not have access to learning devices will receive any remaining District surplus devices.

At the time of pick up, families will receive a paper with a QR code to join a parent Zoom meeting that will cover signing in to accounts and other housekeeping items. There will also be opportunities to learn about improvements made to accessing learning online as a result of Remote Learning Team recommendations. If you did not receive a QR code, please request the ZOOM link via email to [techhelp@avoca37.org](mailto:techhelp@avoca37.org)

**Parents will need to attend only one of these meetings.** The remaining times for the Parent Meetings are as follows: Aug 25 - 5:00 - 6:00pm or Aug 26 - 2:00 - 3:00pm

## Child Care



When operating a Hybrid Schedule or a 100% Remote Schedule, there will be some families and staff members who will struggle to secure child care. As of the first publication of this guide, August 3, 2020, the Administration is seeking to partner with One Hope United to provide additional child care for staff members and District parents who cannot secure such child care.

Such services would be provided by One Hope United at Marie Murphy during the school day - in addition to continuing their Before and After School programs at Avoca West. The District can provide the space, but users would need to pay for the service being provided by One Hope United. Less than 50 slots would be available and no final determination will be made until mid-August.

Families are encouraged to seek out child care services in case this partnership with One Hope United cannot be implemented.

## **Finance and Budget**

### **Revenue and Projected Expenditures**

The Coronavirus Aid, Relief and Economic Security (CARES) Act, signed into effect in March 2020, allocated approximately \$13.2 billion to K-12 schools in the form of the Elementary and Secondary School Emergency Relief Fund (or ESSER). ESSER funds were made available to states based on their Title I allocations. Avoca School District 37 was allocated approximately \$44,000 in ESSER funds to address the global COVID-19 pandemic.

The administration anticipates between \$130,000 and \$250,000 in potential *COVID-19 related expenses*. This constitutes between 1% and 2% of the Fiscal Year 2021 operating budget. These expenses account for cleaning supplies, mitigation supplies (face shields, face masks, desk shields), software programs, storage for excess furniture, additional custodial staff, long term substitute teachers, and potentially more instructional assistants.

## **Communication**

Please see a description of communications conducted thus far in the planning and feedback process (see pages 2 and 3 of this document). Administration will continue to hold regular parent focus groups, staff meetings, include student meetings as school starts, and administer regular surveys, all to gather feedback on how to improve learning under the current circumstances.

Additionally, the principals and Superintendent will publish their semi-weekly newsletters. Finally, an issue of *The Vision* will go to the community prior to the opening of school. Dr. Osburn will also regularly utilize postings of short videos on YouTube to provide more personal updates to families, students, and staff.

Finally, just as a new Remote Learning Hub has been established, upon affirmation by resolution of the mode for returning to school, a "Return to School" hub will be created and established prominently on the landing page of the District website.