
DISTRICT 95 INSTRUCTIONAL PLAN FRAMEWORK LAKE ZURICH CUSD 95

2020-21



INSTRUCTIONAL
PLANS

District 95 Instructional Planning Background

Lake Zurich CUSD 95 has developed three instructional plans for potential implementation should an alternate form of traditional school be State required. The Illinois State Board of Education (ISBE) requires all districts within the State of Illinois be prepared to implement one of four instructional models beginning during the 2020-21 school year. Those plans include:

- Traditional Instruction
- Full Capacity with Restrictions
- Hybrid
- Remote Learning

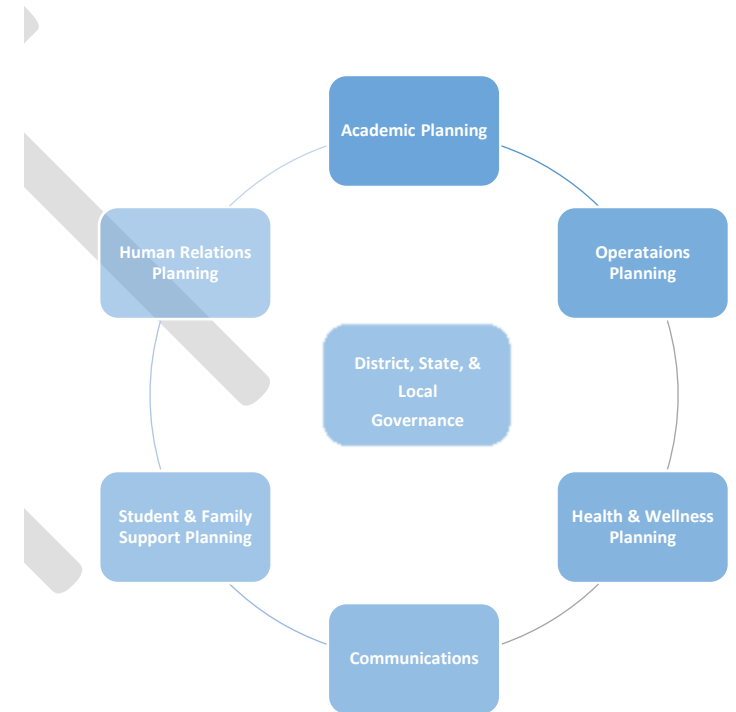
District 95 created multiple Transition Teams to develop each of the three new models under the advisement of its Pandemic Advisory Council. The district's approach allowed for the teams to create the most optimal educational experience for all learners, while maintaining an unwavering commitment to the health and safety of our students and staff. Additionally, the district understands and acknowledges the potential of future educational interruptions during the 2020-21 school year due to a resurgence of COVID-19, as well as the potential to operate within multiple models throughout any given school year.

Additionally, due to the uncertainties and unknowns related to any emergency situation, the district has created all plans to be fluid and flexible in design to best support the potential for changing orders from the governor and ISBE.

In planning for each of the instructional plans, the following strands will be of great focus to ensure the successful implementation:

- Academic
- Human Relations
- Operations
- Health & Wellness
- Student & Family Support
- Communications
- Governance

It is important to note that the Traditional Instructional Model followed during a non-emergent situation is not a part of this document. District 95 has planned for three alternate instructional models with the additional intermittent scenario representing the need to pivot between plans.



Sub-areas specifically considered by the corresponding Transition Team

Academic <ul style="list-style-type: none"> • Curriculum • Technology • Instructional Pedagogy • Instructional Planning & Scheduling • Grading & Assessment Practices • Procedural 	Operations <ul style="list-style-type: none"> • Facilities • Transportation • Safety • General Hygiene • Food Service • Fiscal Responsibilities • Procedural 	Human Relations <ul style="list-style-type: none"> • Staff • Health • Professional Learning • Expectations • Procedural
Student & Family Support <ul style="list-style-type: none"> • Special Education, 504s, & EL/Bilingual Services • Interventions • Procedural 	Health & Wellness <ul style="list-style-type: none"> • Supplies & Resources • Reporting • Hygiene • Procedural • Community Collaboration 	Communications <ul style="list-style-type: none"> • Feedback • Community Channels • Communication Documents & Templates • Implementation Plans • Community Culture & Climate • Procedural

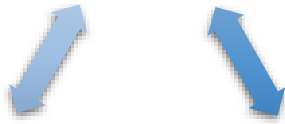
* District, State, & Local Governance: This will be completed by the Superintendent and identified Board member(s).

Guiding Principles:

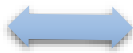
The purpose of the District 95 Instructional Planning Framework is to provide all students with access to continuous learning during times of emergency that force the use of strategies that include a combination of technology-based instruction, as well as synchronous interaction. Regardless of the plan used, District 95 will continue to strive to achieve its mission in which all learners are empowered to achieve personal excellence. Instructional strategies supportive of students in realizing the district's mission shall encourage all District 95 educators to:

- Ensure flexibility and the ability to remain nimble so that the district is able to easily pivot between plans
- Support meaningful learning at all times
- Protect the health and wellness of all staff, students, and visitors by complying with all state and local efforts of
- Engage all students
- Assess all students to identify needs and potential acceleration to best determine the best path forward
- Inspire a gradual release of responsibility supportive of students accepting ownership of their own learning
- Ensure educator support and professional learning to influence a greater impact with students and families
- Promote students in realizing opportunities to express District 95's values including: Collaboration, Continuous Improvement, High Expectations, Integrity, Perseverance, Respect, and Equity
- Provide for strong partnerships between home and school

Full Capacity:
Face-to-Face



Hybrid: Blended



Remote Learning:
eLearning

In preparation of the 2020-21 School Year, three potential academic models have been developed with the idea of successful pivots between models for individual classrooms, buildings, and/or district level implementation. The process of pivoting between models is labeled Intermittent Programing, and is symbolized as arrows within the following visual representation.

<p>Three (3) Scenarios/ Intermittent Opportunities for Recommendation & Board Approval</p>	<p>Scenario 1 – Full Capacity: Face-to-Face (with Restrictions): A scenario where all students are physically present in the school building with specified restrictions. Considerations of academic plans, student supports, classroom setup, lunch and recess, fine arts opportunities, student activities and programs, transportation, cleaning protocols, health/sickness procedures, etc. must be planned accordingly. Social Distancing Restrictions apply (ie. hallway movement, locker usage, class seating arrangements, arrival and dismissal procedures, etc.)</p>
	<p>Scenario 2 – Hybrid: Blended Model (combines Face-to-Face with <i>eLearning</i>): This scenario takes into account all considerations from Scenario 1 and 3, and will work from an initial assumption of 30-33% and 50% of school capacity at any given time. Considerations of courses taught virtually vs. face-to-face, unique schedules of students based upon grade level, supports (IEP's, 504's, Accelerated Courses, etc.), athletic and after school opportunities, access to specials, professional development and meetings for staff, transportation, lunch and recess, school safety and security (drills, entrance/exits, etc.) and other related topics as needed. There are restrictions for onsite learning within this model that are presumed to include:</p> <ul style="list-style-type: none"> • Restrictions are placed on all large group activities (ie. Assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.) • Social Distancing Restrictions apply (ie. hallway movement, locker usage, class seating arrangements, arrival and dismissal procedures, etc.) • A maximum identified number of students may access face-to-face instructional experiences at one time • Some students are participating in remote learning
	<p>Scenario 3 – Remote Learning: <i>eLearning</i> Model: A scenario that provides a synchronous/asynchronous model for instruction due to classroom, building, and/or district physical closures. This plan provides all students learning opportunities in a fully remote format.</p>
	<p>Intermittent Opportunities: This scenario takes into account all considerations from Scenario 1, 2, and 3; and ensures that the district can pivot quickly between face-to-face learning, blended learning, and <i>eLearning</i> in the event that decisions are made with very little notification and/or time to respond. Special considerations of identifying what students will take home with them across each grade level, expectations/platforms for staff-student communication, continuation of support services to students (counseling, related services, etc.) will all be necessary.</p>

Instructional Plan Considerations	<p>The following criterion were followed during the creation of the instructional models presented:</p> <ol style="list-style-type: none"> 1. Demonstrated flexibility and care for the unique and individual needs of staff and students 2. Made recommendations based upon research and/or best practice; take into account all stakeholder feedback 3. Opportunities of choice for students (virtual, physical, etc.) 4. Developed sustainable structure for any emergency related to school closure 5. Used a process for assessing student mastery, and implementing supports for student skill gaps (individuals and cohorts) 6. Considered human interactions, and provided opportunities for the monitoring of the social-emotional well-being of kids and adults 7. Continued to practice fiscal responsibility with resources, plans and recommendations 8. Complied with legal expectations as well as ISBE requirements
Resources	<p>Highlighted Research Information:</p> <p>Based on research, only the addition of time (and/or instructional interventions) may have a limited positive impact. International research has found that the positive effect of additional time on math and science achievement were largely due to longer school days, not longer school years, which may guide school system decision-making: if only half of the students may be present at one time, it may be more academically effective to have students in school for longer days on an alternating schedule, rather than every day on a half-day schedule.</p> <p>Research on summer slide shows that a slowdown/break in instruction has a greater negative impact on math as compared to ELA.</p> <p>Northwest Evaluation Association (NWEA) simulation determined that a less expected learning loss would occur during a shutdown or slowdown in reading compared to math.</p> <p>Research has consistently found fully online virtual schools to produce less effective outcomes than those for students who receive on-site learning.</p> <p>Research indicates that one-on-one tutoring and/or small group direct instruction can be more effective in raising student achievement than a specific curriculum, intervention, and/or set of instructional materials. Additionally, time spent out of school is better utilized in small group or one-on-one settings. Further research indicates that paraprofessionals can effectively deliver tutoring small group/one-on-one settings as effectively as teachers.</p> <p>Looping</p> <p>Research stating that younger students have more trouble processing content delivered via online method even when synchronous.</p> <p>Research on Mental and Emotional Well-Being</p>



Lake Zurich Community Unit School District 95

Hybrid: Blended Instructional Model

District 95's Hybrid: Blended Instructional plan meets all State expectations associated with the Governor's Restore Illinois Plan and the Illinois State Board of Education "Starting the 2020-21 School Year"

INTRODUCTION

Lake Zurich Community Unit School District has developed a Hybrid: Blended Instructional Plan based on a review of best practices, and State/National/World guidance/expectations (including information from the Illinois State Board of Education (ISBE), Illinois Department of Health (IDPH), and the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO)). The information below outlines District 95 expectations for the 2020-21 School Year should the district return to school meeting all requirements to allow students to be on site in-person. While District 95 has worked very hard to ensure the safest possible return for students, staff and administrators, the district will provide reasonable accommodations for staff/administrators who demonstrate a specific need related to returning to work onsite (with physician request), and District 95 will offer all students the opportunity to participate in the district's eLearning plan on an identified basis (semester/trimester). Parents of students who request to move from the agreed upon eLearning plan to the Hybrid: Blended Model prior to the end of the semester/trimester must submit a formal request that will be reviewed by an administrator within the Curriculum & Instruction Department and/or the Student Services Department. All requests will be reviewed and answered within three business days.

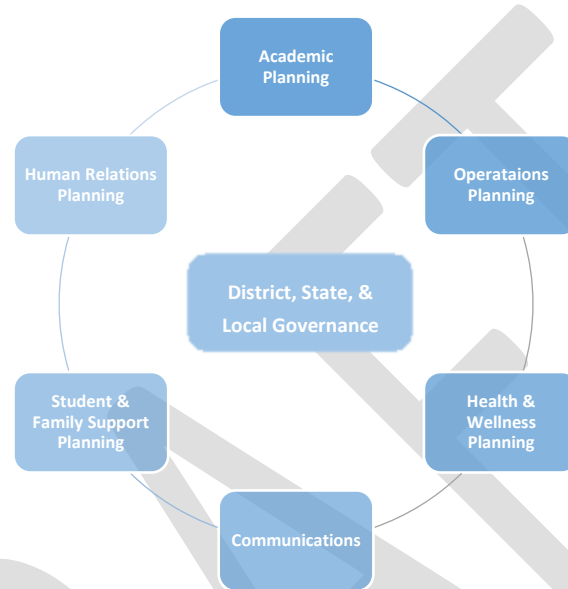
Based on the State's guidance document, in-person instruction is allowable while in Phase 4 of the Restore Illinois Plan. When implementing Face-to-Face models of instruction, the State requires that all districts, including District 95, follow the IDPH guidelines, which provide the following:

- Require use of appropriate personal protective equipment (PPE), including face coverings at all times regardless of whether or not social distancing is in place;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and,
- Require an increase in schoolwide cleaning and disinfection.

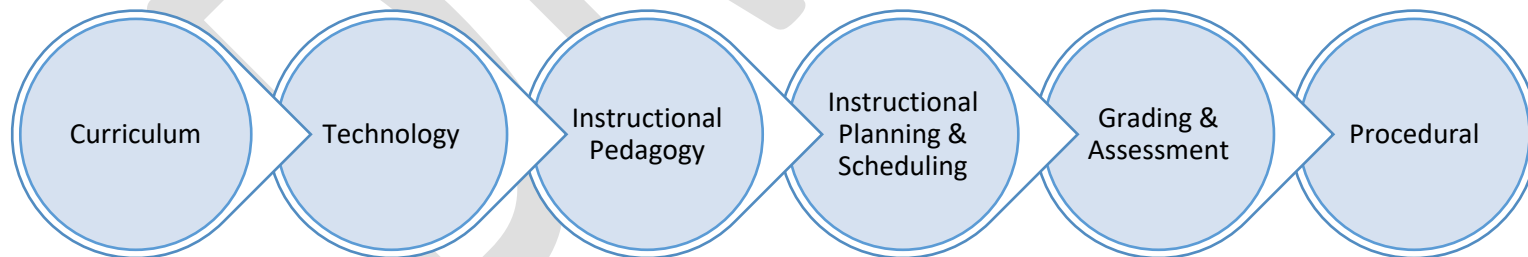
Additionally, the State Superintendent has determined that districts shall include as much face-to-face or synchronous instruction as possible. ISBE also provided additional guidance related to districts considering child care needs of families when developing reopening plans. District 95 has taken care in considering potential negative effects of "mixing" students with multiple groups (ie. Students at school and at a daycare), as well as best practices associated with identifying the best practice instructional strategies for elementary students. The district has used this information in planning for a return to school, alongside the State guidance and support for as much face-to-face instruction as possible.

Furthermore, the State is recommending that while schools are able to return to in-person learning, all curriculum nights, back to school events, etc. should be conducted virtually. Based on ISBE guidance, District 95 will limit any nonessential visitors, volunteers, and activating involving external groups, or organizations as much as possible. Specific protocols are outlined within this document.

The following section of this document provides a comprehensive review of District 95's Hybrid: Blended Instructional Model, including specified areas of focus:



Each of the identified focus areas will include an overview, containing stakeholder expectations that are a critical part of the district's Hybrid: Blended Model (with restriction). Within each of these identified areas of focus, there are additional sub-areas that are thoroughly described. For example, as a part of the Academic portion of the district's Hybrid: Blended Instructional Model identified sub-areas include:



While this document represents a comprehensive description of District 95's Hybrid: Blended Instructional Plan, separate stakeholder-specific Playbooks/Snapshot will be available to provide an appropriate highlight of all of the important aspects of the district's Hybrid: Blended Instructional Plan specific to a particular stakeholder group (ie. Student).



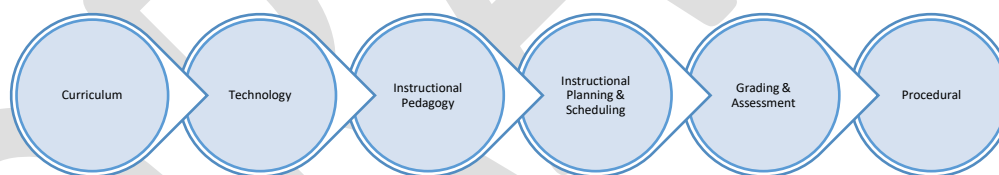
Academic

Overview

The Academic portion of District 95's Hybrid/Blended Plan contains important information specific to all aspects of the pre-, during-, and post- learning expectations. While conducting the Hybrid Plan, District 95 will continue to use its curriculum currently outlined for each grade level, content area, and/or course. It is important to note that District 95's curricula is aligned to the State of Illinois learning standards. Regardless of the educational model identified (face-to-face, hybrid/blended, or eLearning), District 95 will utilize its curriculum as a basis for all instructional planning, delivery, and assessments. It is important to note that there are likely to be times when educators may identify priority standards as their main focus for instruction during any of the instructional models executed or when pivoting between them. Changes related to curriculum will be determined by the district.

Additionally, this section of District 95's Hybrid Plan is broken into six different sub areas. These areas highlight the important information necessary for successful implementation.

Sub Areas of Focus:



Prior to a thorough description of each of the sub areas, District 95 Academic expectations are clearly outlined for each stakeholder group.

Stakeholder Expectations

District 95 has identified expectations that are believed to bring about the greatest level of success as students, parents/guardians, staff and administrators navigate the Hybrid instructional model which is a blended model (face-to-face and eLearning) used when it is determined that for health and safety reasons, all District students are not able to attend daily full capacity face-to-face instruction.

The district has established a formal definition and purpose of the *Hybrid Plan*, and a definition of the Alternate Remote Learning Program.

Hybrid/Blended Model Defined

The Hybrid Model enables schools to provide continuous educational opportunities for all students with State restrictions for on-site learning by using a blended format of eLearning and Face-to-Face instruction.

This model assumes that all students in the entire district are not able to return to school at full capacity and are engaged in eLearning in conjunction with face-to-face instruction on limited days with State restrictions. This plan includes considerations that:

- The youngest students and at-risk students have priority access for daily face-to-face instruction
- Restrictions are placed on all large group activities (ie. assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.)
- Social distancing/capacity restrictions apply (ie. hallway movement, locker usage, class seating arrangements, large space use, arrival and dismissal procedures, etc.)
- eLearning is implemented for any day that Face-to-Face instruction does not take place

Purpose Hybrid/Blended Model

The purpose of the District 95 Hybrid Model is to provide all students with access to face-to-face learning or eLearning daily. To the extent allowable by the State, District 95 will mirror “normal operations” observing ISBE guidance and following recommended health and safety protocols during every face-to-face learning day, and to follow eLearning protocol when Face-to-Face instruction is unable to take place. The use of strategies that emphasize full group and small group face-to-face instruction, will also include a combination of technology-based instruction, as well as asynchronous interaction. District 95 will continue to strive to achieve its mission in which all learners are empowered to achieve personal excellence. Instructional strategies supportive of students in realizing the district’s mission shall encourage all District 95 educators to:

- Support meaningful learning during times where students and educators are unable to utilize all on-site physical space as during “normal operations”
- Provide continuous learning aligned to local and State standards, specifically focused on those standards identified critical to a student’s success within a given grade level and/or course
- Embed virtual experiences within the classroom to increase student familiarity and build confidence with their use in preparation for any pivot between models that may be needed through the school year
- Inspire a gradual release of responsibility supportive of students accepting ownership of their own learning
- Promote students in realizing opportunities to express District 95’s values including: Collaboration; Continuous Improvement; High Expectations; Integrity; Perseverance; Respect; Equity
- Provide for strong partnerships between home and school

Alternate Remote Learning Program

It most likely will become necessary for District 95 to provide alternative opportunities for families who do not send their child(ren) to school for Face-to-Face instruction days due to medical reasons or out of an abundance of caution. The district will provide families with an opportunity to choose between remote learning or the district's Hybrid/Blended Model of instruction. When individual students are on a different instructional delivery plan than that of the District as a whole, teacher care shall be taken to:

- Strategically establish teacher routines to reach out to parents/students
- Record in session/classroom lessons when possible and post to Seesaw/Canvas
- Identify a schedule for students to participate in live classroom lessons
- Determine ways to provide real-time learning broadcasts

The Curriculum & Instruction Department will provide oversight to this programming, working in coordination with the student's teacher(s). This plan may include a pick-up and drop-off plan for assigned pencil/paper tasks if the student is unable to engage in District 95's published eLearning Plan as an alternative to face-to-face on-site learning. Students will be expected to complete all learning tasks assigned, including assessments, and follow established deadlines. Other considerations include, but are not limited to the following:

Elementary	Middle School and High School
<ul style="list-style-type: none"> • Synchronous learning opportunities <ul style="list-style-type: none"> ○ Scheduled lesson times for students to participate in synchronous learning where the student is focused ONLY on the teacher ○ Establish good placement for audio and visual for videos at home; investigate purchase of bluetooth lapel microphones for teachers • Work on iPad and Airplay/share screen for in-class and out of class visual display • Investigate the use of Swivl tool for recording • Remote Learning-like schedule both in and out of the classroom for ease of face-to-face and remote learners • Identify "must-dos"/"may-dos" for students ill and unable to complete ALL learning activities. This may mean some students are in need of homebound services beyond the district's eLearning plan • Provide resources & content within Canvas (Grades 4&5) • Utilize digital tools like Canvas and NearPod to deliver content/lessons (Grades 4&5) 	<ul style="list-style-type: none"> • Provide resources & content within Canvas • Utilize digital tools like Canvas, NearPod, and Screencastify to deliver content/lessons • Provide synchronous learning opportunities for all students • Record in-session/classroom lessons as determined necessary by the educator in an effort to create student flexibility related to learning

District 95 seeks strong partnerships with students, parents/guardians, staff, and administrators in order for students to benefit and find the greatest level of success across the entire learning community. Expectations for each stakeholder group have been identified to further support the district's partnership in deploying a successful eLearning experience for all. Identified stakeholder expectations are listed below.

District/Building Administrator Expectations	
Preparing for Hybrid or Blended Day	<ul style="list-style-type: none"> • Ensure all educators and students have access to necessary materials and tools, including: <ul style="list-style-type: none"> ○ iPad and charger ○ Internet access ○ email accounts ○ Google Accounts ○ Learning Management System (ie. Canvas) ○ Technology Organization Tools (ie. Seesaw) ○ Virtual Opportunities (ie. Zoom, Canvas, etc.) ○ Instructional tools, resources, etc. ○ Required PPE • Provide appropriate communication to all stakeholders regarding Hybrid Plan • Support plan for educators, students, and parents/guardians • Oversee all attendance/check-in procedures for educators and students as outlined within this document • Follow the Technology Department's plan for reporting and repairing broken equipment, internet needs, etc. • Administrate/schedule access to large capacity spaces within the building in accordance with the State guidance • Access to curriculum and instructional plans for all educators, students, and parents/guardians • Plan for virtual staff meetings, check-in opportunities, and other means of communication to support all staff • Principals shall create a document to log any issues as well as successes related to the Hybrid Model. This information shall be ready to discuss during principal meetings. This information will be used to assist the district in their efforts to apply continuous improvement efforts to ensure overall district wide success • Observe all protocols within the district's communication plan included as a part of this plan and designed to provide timely information to all identified stakeholders

District/Building Administrator Expectations (cont.)

During Hybrid/Blended Day	<ul style="list-style-type: none">• Continuous communication as reflected in the communication plan and as appropriately applied to the school newsletter• Successful implementation of attendance/check-in procedures as outlined within the Attendance Procedures included in this plan<ul style="list-style-type: none">○ Contact of students struggling with attendance○ Initiate substitute plans as necessary• Monitor student/staff health and safety requirements including usage of large capacity spaces and adjust usage/traffic patterns as necessary• Provide opportunities for staff collaboration through staff meetings, professional learning experiences, etc.• Provide guidance to support staff related to realizing all professional responsibilities
Concluding a Hybrid/Blended Day	<ul style="list-style-type: none">• Ensure all materials and supplies are working and ready for the next day• Continually review, monitor, and identify continuous improvement efforts based on feedback collected to make changes necessary to increase student and staff success

Educator Expectations

Preparing for Hybrid/Blended Day

- Plan for student participation in continuous learning aligned to identified standards and skills (consistent across grade levels and/or courses/content)
- Plan to embed virtual experiences within the classroom to increase student familiarity and build confidence with their use in preparation for any pivot between models that may be needed through the school year (use of Seesaw/Canvas as part of your instructional plan),
- Plan for student independent practice opportunities supporting students to be creative, innovative, and analytical
- Provide consistency related to grade level, course assessments focused on priority standards and rigor (common experiences are necessary)
- Consider student social emotional well-being
- Design instruction to encourage students to demonstrate the following values:
 - Collaboration
 - Continuous Improvement
 - High Expectations
 - Integrity
 - Perseverance
 - Respect
 - Equity
- Inform the Human Resources Department (Ms. Julia Becich) of any personal attendance needs and/or accommodation requests
- Collaborate with all special education staff, health-related staff, and/or other related service staff to support and follow all Individual Education Plans (IEPs), 504 Plans, and/or Health Plans.
- Follow all professional expectations as articulated within the Professional Responsibilities portion of this document
- Identify all necessary equipment, resources, and materials prior to teaching. Coordinate any needs to enter a school site with building principals while following expectations included within this document.
- All staff are required to take home school issued technology devices on a daily basis
- Attend all required professional meetings

Educator Expectations (cont.)

During a Hybrid/Blended Day	<ul style="list-style-type: none"> • Monitor and respond to school email with an intent to give feedback within a 24 hour period (even if you do not have an answer and need more time to problem solve) • Provide work submission expectations when assignments, projects, activities, etc. are assigned • Assign work that is appropriate in length based on individual grade levels/courses • Determine and communicate the assignments, projects, activities, etc. that will be graded. Provide timely feedback for all required assignments • Follow all attendance expectations as outlined within this plan • Respond to any attendance needs related to students • Follow teacher work schedule • Meet professional expectations
Concluding a Hybrid/Blended Day	<ul style="list-style-type: none"> • Provide feedback as appropriate and as communicated to students and/or families • Encourage opportunities for redo's, retakes, etc. with consistent practices across grade levels and courses as outlined within the Grading and Assessment portion of this document • Use student responses, graded work and feedback to plan for future instruction • Continue to provide regular classroom communication as typical (ie. Newsletters) • Determine any resource needs for future planning efforts and communicate those needs to the building principal • Notify an administrator with any concerns noted during the day

Student Expectations

Preparing for Hybrid/Blended Day	<ul style="list-style-type: none"> • Ensure readiness to access (each as appropriate by level): <ul style="list-style-type: none"> ○ iPad and charger ○ Google accounts ○ Seesaw/Canvas/Teacher webpage ○ email • Prepare to attend each class/classroom (either Face-to-Face or eLearning) with all necessary work, assignments, projects, etc. completed as assigned, and with a fully charged iPad and all required supplies
During Hybrid/Blended Day	<ul style="list-style-type: none"> • Read and respond to any ongoing communication from teacher(s) within a 24 hour time period • Review all teacher communication channels to ensure that all work assignments, activities, projects, assessment information, etc. is understood. Be prepared to ask questions and seek answers to gain clarity • Check and review all teacher feedback • Complete all work by the expected due dates. Communicate any concerns or struggles regarding meeting expectations associated with assignments and/or deadlines to teacher(s) • Participate in all required learning opportunities as assigned by teachers (either Face-to-Face or eLearning) • Communicate with teacher(s) any needs or issues related to engagement with learning or technology issues • Engage in learning daily
Concluding a Hybrid/Blended Day	<ul style="list-style-type: none"> • Review teacher/peer feedback • Complete all daily assignments and submit by requested due date • Engage in any make-up work and opportunities for redo's or revisions as assigned by teacher(s) by the requested due date • Charge the iPad • Prepare for the next day of school

Parent/Guardian Expectations

Preparing for a Hybrid/Blended Day	<ul style="list-style-type: none"> • Ensure student readiness for class (each as appropriate by level): <ul style="list-style-type: none"> ○ Charged iPad and charger ○ Google accounts ○ Seesaw/Canvas/Teacher webpage ○ email • Check email communication directly to student and/or parent for key communication • Support student daily attendance • Monitor student for fever and other COVID-19 related symptoms. Prepare to keep any symptomatic child(ren) home • Report any confirmed, presumed positive COVID-19 cases within the household to the school ASAP following guidelines within this plan
During a Hybrid/Blended Day	<ul style="list-style-type: none"> • Monitor and support your child(ren)'s participation and engagement in school on a daily basis • Support your child(ren) with all synchronous and asynchronous learning opportunities as needed (often dependent upon age) • Review and discuss your child(ren)'s daily assignments. Should you have questions, either email your child(ren)'s teacher(s) or if age appropriate, assist your child(ren) in communicating concerns or need for clarity with the teacher(s) • Maintain open lines of two-way communication with your child(ren)'s teacher • Monitor student for fever and other COVID-19 related symptoms. Prepare to keep at home, or pick up from school immediately upon notification, any symptomatic child(ren) • Report any confirmed, presumed positive COVID-19 cases within the household to the school ASAP following guideline within this plan
Concluding Hybrid/Blended Day	<ul style="list-style-type: none"> • Ensure your child(ren) does not have any outstanding work • Support your child(ren) as needed with assigned tasks • Communicate needs with your child(ren)'s teacher(s) as appropriate

Curriculum

District 95 has developed a renewal cycle for all curriculum development that includes a process of State Standard alignment/re-alignment, research recommended and equitable instructional practices connected to the local curriculum, analysis of student achievement data used to inform local curriculum alignment and planning, embedded social/emotional, and technology strands, resource selection process, professional learning for all identified staff, creation of local common assessments aligned to the curriculum, and a validation process. Regardless of the educational model identified (face-to-face, blended, or eLearning), District 95 will utilize its curriculum as a basis for all instructional planning, delivery, and assessments; however, at times, educators may identify priority standards as their main focus for instruction during any of the instructional models executed. Changes related to curriculum will be determined by the district as deemed appropriate. District 95 will plan for all teachers to review the spring academic plans and determine any prerequisite skills missed as a result of the implementation of the extended remote learning period.

The following curricula expectations have been identified for staff, students, and parents at each level.

<i>Elementary Staff Expectations</i>	<i>Middle School Staff Expectations</i>	<i>High School Staff Expectations</i>
<p>Teachers in Grades K – 5 will review the following data points to help identify learning gaps and monitor student progress:</p> <ul style="list-style-type: none"> • Prior to the start of school, administration will identify students who struggled with eLearning to develop scaffolding and support plans • Review of Winter 2019 and Fall 2020 MAP data • Administer end of year quarterly assessment for Math (Origo) from prior grade level • Review available LEXIA Core 5 data for students who engaged with program (continue consistent onboarding with the program to involve all students for skill gap remediation) • Administer Fountas and Pinnell Benchmark System Assessment 	<p>Teachers in Grades 6 – 8 will focus on identifying learning gaps and monitoring student progress particularly in the areas of ELA and Math.</p> <ul style="list-style-type: none"> • Prior to the start of school, administration will identify students who struggled with eLearning to develop scaffolding and support plans • Review all grades of Incomplete from prior quarter for completion and grade replacement • Review of Winter 2019 and Fall 2020 MAP data • Administer Math pre-assessment to gauge student understanding of priority standards from previous course (adapt focus skills as necessary to fill gaps) • Conduct pre-assessments before each unit of study to identify additional needs • Monitor SEL needs 	<p>Teachers in Grades 9 – 12 will use the PLC structured format to determine prerequisite skills, foundational learning, develop pre-assessments as needed, and adjust curriculum as needed to meet students' level of learning/mastery.</p> <ul style="list-style-type: none"> • High School administration and designees will create a template within shared PLC folders that each team can use for documenting curriculum progress (recommend having PLC teams lead by Division Heads) • SST & SEL team to share SEL needs and strategies prior to the start of the year • Conduct pre-assessments before each unit of study to identify additional needs • Counselors will conduct audit of incompletes at the end of summer and make schedule course changes as necessary

Pending review of the above data points and audits, additional supports may need to be considered to support students.

It is critically important that all levels set expectations for synchronous programs/structures to continue to be embedded within the regular classroom in order to establish routines, enhance familiarity, and build confidence in navigating Learning Management Systems to allow for ease in transition between learning model plans.

Elementary	Middle School and High School
<ul style="list-style-type: none"> • Seesaw/Canvas used consistently in and out of school <ul style="list-style-type: none"> ○ Intro Seesaw/Canvas and practice from start of school (embedded practice during face-to-face instruction) ○ Use “announcements” for parents once connected <ul style="list-style-type: none"> ▪ Simplified document to parents that explains LMS functions (work view, functional adaptations for students, and expectations of use for parents and students) ▪ Provide home codes to parents ASAP ▪ Posts daily assignments ▪ Provide authentic guided practice to students • Provide format for effective feedback and clear expectations regarding posts on LMS • Recorded lessons shall be used periodically (watch with students as guided practice in how they should respond when accessing content remotely under eLearning- designed to support pivoting between plans) • Routinely update devices (2x per week) • Assistive Tech video for students using Co-writer 	<ul style="list-style-type: none"> • Provide resources & content within Canvas platform • Utilize Canvas and tools like NearPod from start of school • In-class teacher focused instruction, labs, models, demos, etc. may be recorded for student use as needed and teacher-directed • Ensure consistency with posting and providing resources in Canvas in each instructional model • Provide professional learning related to blended learning practices for staff • Provide in-class instruction to enhance student’s familiarity and confidence with blended learning

Technology

Technology is an important tool for the successful implementation of eLearning. All District 95 staff will be expected to utilize technology as a means to provide meaningful, synchronous educational experiences for students. To facilitate successful learning experiences for all students, all District 95 educators, paraprofessionals, and administrators will be expected to execute the appropriate learning management platform/tool. Expectations are outlined below.

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Learning Management Expectations/Tools

For all instructional delivery models, the learning management platforms will be:

- Early Childhood – Grade 3 – Seesaw
- Grades 4 – 12 – Canvas

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Learning Management Protocols

To support and build student, staff, and parent comfort levels when navigating platforms, the following protocols will be put into place:

- Consistent use of Seesaw/Canvas through all learning delivery models to build student knowledge and confidence of system use
- Seesaw/Canvas onboarding unit (students, teachers, parents)
- Canvas organizational blueprints for grades 4 – 12 (Advanced features will be strategically rolled out for new users)
- Use of Calendar Assignments (caution: Calendar events don't show up on to-do list)
- Condensed content and clear instructions into Rich Content Editor
- Consistent naming conventions
- Professional Learning (video, virtual and self-paced) for use of technology tools and systems

It is noteworthy that during the implementation of the Hybrid/Blended Model, students recognize and utilize Seesaw (grades K-3) and Canvas (grades 4-12) as its Learning Management platform to be used within any learning model. It is an expectation that during any model, students will experience:

- Use of Canvas messaging in grades 4-12 as it allows for individualized quick response between teacher and student
- Use of Canvas announcements in grades 4-12 as it allows for information to be accessed in one place
- All students in grades 4 -12 will submit work through Canvas (not all assignments, but periodically, so that students can master this skill)
- In grades K-3, all students will participate in Seesaw usage to support all learning as it will be able to transcend all models of instruction

Instructional Pedagogy

District 95 educators will regularly utilize best practices within their instruction to meet the needs of all students and enhance the student educational experience. When the Hybrid instructional model is implemented as the primary mode of delivery, educators will facilitate instruction by providing students access to the best possible academic and embedded technology experiences within a classroom setting. District 95 believes the following strategies will support teachers in their quest to support students.

Expected Instructional Strategies	Expected Instructional Technology Strategies
<ul style="list-style-type: none">• Support open communication & trust• Promote critical reflection and discourse• Create and sustain sense of community• Support purposeful inquiry• Ensure students sustain collaboration• Ensure that inquiry moves to resolution or mastery• Ensure assessment is congruent with intended learning outcomes• Encourage social emotional well-being of students• Empower student choice and voice	<ul style="list-style-type: none">• Provide authentic practical experiences with technology embedded into the lesson• Access to district devices daily• Ensure student access to electronic sites• Establish supportive expectations for students, staff, and parents• Create engaging assignments – asynchronous, synchronous, self-paced• Support communication through district-issued student email and Learning Management System access• Initiate two-way communication between students/teachers or parents/teachers during school hours• IT support for students, staff, and parent

Instruction needs to allow for flow between models providing for continuation of learning and delivery of curriculum regardless of learning model mode. Additionally, direct teaching of the Seesaw/Canvas usage functions will be incorporated into the first week of school for all elementary students and students in Grades 6 and 9 to support the need to pivot between instructional models (Face-to-Face, Blended/Hybrid, and eLearning). Teachers will review the functionality of the Canvas system during the first few days of school for every student in Grades 7, 8, 10, 11, and 12.

Furthermore, students will have access to both synchronous and asynchronous teaching experiences, which are created or curated by teachers when deemed necessary and appropriate. Recorded learning resources will be housed in Canvas/Seesaw.

The Curriculum and Instruction Department will develop a plan to provide professional learning opportunities that meet the following criteria:

- Timely notification of opportunities to staff
- Planned in advance and specified as Professional Learning Day
- Allow for teacher choice
- Provide for differentiated levels of need (novice to experienced)
- Include self-paced options
- Open to new teachers and veteran staff

Ongoing and embedded (elementary-based) professional development will be additionally provided for Fountas & Pinnell Classroom (FPC) and Ampify.

Additionally, the creation of robust Technology-based Professional Development Opportunities will support staff usage of the following tools/programs:

Canvas Tools	Sharing Tools	Other Tools
<ul style="list-style-type: none">• Canvas Storyline• Canvas Messaging• Canvas Commenting• Canvas Rubrics• Canvas Teacher Annotations• Canvas Quizzes• Assignment Submissions	<ul style="list-style-type: none">• Nearpod• Screencasting• Screencastify• Flipgrid• iMovie	<ul style="list-style-type: none">• Adobe Captivate• Articulate Storyline• Mastery Manager• Notability• Explain Edu• Padlet Backpack• Choice Boards• Seesaw• Explain Everything

Staff will additionally receive professional development and/or guidance regarding classroom management, instructional planning, blended learning strategies, effectively utilizing paraprofessionals, Social-Emotional Learning (SEL) instruction, and other relevant areas (such as NWEA test proctoring). Further recommendations for professional development include providing both self-paced and synchronous/asynchronous learning opportunities.

Off-Site Learning Experiences

The Department of Curriculum and Instruction will work with schools, grade levels, and departments to support and recommend alternate opportunities for field trips and other typically held off-site learning experiences including but not limited to:

- Virtual Field trips
- Vetted and approved guest speakers via Zoom (authors, scientists, motivational speakers, field experts, etc.)
- Recommendations for family outing experiences to enhance learning connections
- Recommendations for viewing opportunities (documentaries, podcasts, filmed “live” performances, real time phenomena (astronomy, nature, geology, weather, life cycles, etc.

- Museum Docents

Social Emotional Instructional Recommendations

- Elementary teachers will conduct Morning Meetings daily to develop community and support students
- Middle and High School schedules allow for appropriate staff to meet with individual or small groups of students to develop community and provide support and guidance.
- EL and SPED staff, along with paras, will provide additional support through both push in (synchronous class learning periods) and pull out (additional scheduled synchronous work sessions) driven by student need and or IEP's

Per ISBE guidance, resources and equipment that should not be shared between students will be identified by department, course and or grade level teams. Further consideration should be given to increased student responsibility to clean/wipe down resources that may be deemed shareable as appropriate after use.

Instructional Planning & Schedules

LZ95

Expectations Related to Instruction

Teachers will onboard/transition students to Seesaw (PreK-3)/Canvas (4-12) from the first day of school year, regardless of instructional delivery model, to ensure that all materials needed to be accessed by students (Face to Face, Hybrid/Blended, or remotely through *eLearning*) are stored in Seesaw/Canvas, and it is expected that teachers continually update their accounts to remain current and provide students with the most current information. This practice is designed to support accommodating students within the Hybrid/Blended Model and those who may have long-term illnesses, are experiencing quarantine restrictions, or who are engaged in *eLearning*. It also allows teachers and students to build and gain confidence with platform features which will support all learning models if the need to pivot between models becomes a reality.

Canvas/Seesaw Platform Expectations:

The following expectations will be clarified upon the start of the school year. All staff will be expected to:

- Use appropriate district designed common Canvas format to ensure consistent organization for all staff, students, and families
- Each Monday post weekly agenda (helps students understand the big picture of essential learning expectations)
- Post all daily information, instruction, and assignments on Seesaw/Canvas by 8:30 each morning (eLearning Days)
- Provide virtual meeting dates and times at least a day ahead of time

Staff at all levels shall consider appropriate transition support for all students, and work to identify students needing support above and beyond the transitional support given to all students in order to be successful in this learning delivery model. Staff should review outstanding incomplete designations, attendance records and engagement levels to help determine those students who may benefit from additional services as the year begins. Every effort should be made to identify striving students (academic, executive functioning, SEL). These supports may include, but are not limited to:

- Classroom support and differentiation
- ELA/Math intervention support or services
- MTSS process
- EL and SEL services
- After school academic support
- Homeroom intervention
- SST Tier II

Scheduling Parameters

When determining schedules and space usage, consider all district buildings and spaces as alternate learning sites. Buildings may need to consider some of the following parameters when building staff and student schedules:

- Consider using synchronous strategies by special area teachers to eliminate student/teacher movement and foster cohort model
- Determine the potential for specials to deliver session across common grade level using synchronous strategies
- Create scheduled restroom breaks by homeroom
- Identify staggered start times per grade level to allow teacher plan time
- Determine the opportunity to condense the school day to embed teacher plan time and/or PLC meeting
- Intervention block (limit to one 30 minute block)
- Homeroom Interventions
- After school offerings (academic)
- Alternative supports (Title I, Math IXL, Reading support, MyOn, etc.)
- Teachers to move between classrooms when possible (exception examples may be FACS, BOC, Science, PE)
- Restroom/handwashing plan (schedule, supervision)
- Staggered passing periods when students can/do move
- No locker use

At the middle and high school level, consider use of both Face-to-Face instruction and eLearning for a blended delivery. Also consider “blocked” options for classes that allow us to seamlessly pivot from one model to another and to allow for cleaning and student movement in hallways. This could include extending class periods and/or offering less periods in the day or scheduling face-to-face instruction on only specific days of the week that would not necessarily have the full student body in attendance all at once.

Large or Performance Group Scheduling Considerations

- Potential partial practice for all large classes (BOC - only some students with teacher each day, this may require additional adult supervision)
- Students must wear or bring tennis shoes with them to class for PE
- Floor markings for students to identify appropriate location to stand (inside and outside)
- PE/BOC outside when possible
- Identify extra entrance and exit pathways, moving through one door will take too long
- PAC (HS) or largest area available used when possible for BOC
- Planned entrance and exit routes and assigned seating
- Instruments and stands must be kept by assigned seats
- Maintain cleaning between students in these spaces
- Extra supervision needed to monitor students and maintain social distancing during transition times
- (HS) When two large classes (orchestra and band) are scheduled at the same time, move one class to the PAC and the other class can spilt between two classrooms, extra supervision may be needed
- (MS/HS) PE classes may need classroom access (an assigned space)

Student Instructional Day Schedules

District 95 believes that routines and structure can be important for many students to achieve success. The instructional schedules provided by level are generally expected to be followed to support students. In those situations where students participate in courses outside of the typical day as presented, students will be responsible to view any recorded synchronous meetings, log-in to all courses as directed, and complete all assignments/assessments, tasks, activities, projects, etc. as assigned by each teacher while following all due dates. Any individual struggles or concerns should be directed to the appropriate educator.

HYBRID PLAN #1: Half Day Face-to-Face Instructional Model

Highlights:

- The half day face-to-face instructional plan provides all students an opportunity to attend school on a daily basis; however, the day is shortened to allow for smaller class sizes to achieve 6 feet of social distancing
- Elementary students receive in-person daily ELA and mathematics instruction; however, they receive asynchronous science, social studies, specials and interventions
- Consistent schedule provided to all students, but especially to youngest learners as it relates to literacy and mathematics instruction
- Middle and elementary school times were adjusted from the original schedule due to transportation issues. Times needed to be coordinated between schools in order to allow for midday transportation needs
- Added routes yield additional human resource needs and financial resources (increase in driver time from approximately 4 to 6.5 hours)
- Plan requires a high level of operational and transportation attention
- Cleaning efforts between morning and afternoon groups will include high traffic areas, expectations of students and teachers to wipe personal learning spaces
- Eliminates the need to serve lunch across the system (bagged/boxed lunches prepared daily for those students in need)
- Midday additional human resources necessary for dismissal and arrival of students (lunch/recess staff to be reassigned to this role)
- Students wear masks for a shorter period of time, while educators are provided a midday break from wearing a mask
- Daily consistency for working parents
- Middle and High School educators will be expected to apply the blended instructional framework to all courses, as they will only meet every other day
- Student attendance times are based on geographic locations
- Middle, High and Elementary students may not be on the same am/pm schedules due to transportation
- Parking at the high school will include a greater number of students to allow for potentially fewer bus riders

Overall Schedule for Half Day Learning Across the District

Level	Student Schedule	Level	Teacher Schedule
HS	Start time: 8am End time: 11:10am Start time: 12pm End time: 2:40pm	HS	Start time: 7:46am End time: 11:10am Start time: 12pm End time: 3:26pm
MS	Start time: 7:15am End time: 10:14am Start time: 10:45am End time: 1:44pm	MS	Start time: 7am End time: 10:15am Start time: 10:45am End time: 2:35pm
ES	Start time: 9:20am End time: 11:50am Start time: 1:10pm End time: 3:40pm	ES	Start time: 8:45am End time: 11:50am Start time: 1:10pm End time: 4pm

High School Schedule

HIGH SCHOOL SCHEDULE			
AM/PM HS A Day		AM/PM HS B Day	
Period	Arrival: 7:46-8:00	Period	Arrival: 7:46-8:00
1	8:00 – 8:30	1	8:00 – 8:30
2	8:40 – 9:10	2	8:40 – 9:10
3	9:20 – 9:50	3	9:20 – 9:50
4	10:00 – 10:30	4	10:00 – 10:30
5	10:40 – 11:10	5	10:40 – 11:10
	Dismissal: 11:10 – 11:20		Dismissal: 11:10 – 11:20
Period	Arrival: 11:45 – 12:00	Period	Arrival: 11:45 – 12:00
6	12:00 – 12:30	6	12:00 – 12:30
7	12:40 – 1:10	7	12:40 – 1:10
8	1:20 – 1:50	8	1:20 – 1:50
9	2:00 – 2:30	9	2:00 – 2:30
	Dismissal: 2:30 – 2:40		Dismissal: 2:30 – 2:40
	Teacher Lunch/PLC Time/ Teacher Prep 2:40 – 3:26		Teacher Lunch/PLC Time/ Teacher Prep 2:40 – 3:26

Middle School Schedule

AM Group BLUE DAY			
Time	6 th Grade	7 th Grade	8 th Grade
7:15-7:45	1 st Period	1 st Period	1 st Period
7:52-8:22	2 nd Period	7 th Period	4 th Period
8:29-8:59	8 th Period	HR/BOC	HR/BOC
9:06-9:36	HR/BOC	2 nd Period	3 rd Period
9:43-10:13	4 th Period	3 rd Period	5 th Period
10:14	Staggered Dismissal		

AM GROUP GREEN DAY			
Time	6 th Grade	7 th Grade	8 th Grade
7:15-7:45	9 th Period	8 th Period	7 th Period
7:52-8:22	5 th Period	4 th Period	8 th Period
8:29-8:59	6 th Period	HR/BOC	HR/BOC
9:06-9:36	HR/BOC	6 th Period	2 nd Period
9:43-10:13	10 th Period	9 th Period	9 th Period
10:14	Staggered Dismissal		

PM GROUP BLUE DAY			
Time	6 th Grade	7 th Grade	8 th Grade
10:45-11:15	1 st Period	1 st Period	1 st Period
11:22-11:52	2 nd Period	7 th Period	4 th Period
11:59-12:29	8 th Period	HR/BOC	HR/BOC
12:36-1:06	HR/BOC	2 nd Period	3 rd Period
1:13-1:43	4 th Period	3 rd Period	5 th Period
1:44	Staggered Dismissal		

PM GROUP GREEN DAY			
Time	6 th Grade	7 th Grade	8 th Grade
10:45-11:15	9 th Period	8 th Period	7 th Period
11:22-11:52	5 th Period	4 th Period	8 th Period
11:59-12:29	6 th Period	HR/BOC	HR/BOC
12:36-1:06	HR/BOC	6 th Period	2 nd Period
1:13-1:43	10 th Period	9 th Period	9 th Period
1:44	Staggered Dismissal		

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Blue Schedule	Green Schedule	Blue Schedule	Green Schedule	Blue Schedule
Week2	Green Schedule	Blue Schedule	Green Schedule	Blue Schedule	Green Schedule
Week3	Blue Schedule	Green Schedule	Blue Schedule	Green Schedule	Blue Schedule
Week 4	Green Schedule	Blue Schedule	Green Schedule	Blue Schedule	Green Schedule

Elementary Sample Schedule

ELEMENTARY SAMPLE SCHOOL SCHEDULE			
AM/PM Day- A Group <i>Arrival 9:05-9:20am</i>		AM/PM- B Group <i>Arrival- 12:55-1:10pm</i>	
Time	Face-to-Face Learning Task or Activity	Time	Synchronous/Asynchronous Learning Task or Activity
9:20-9:35	Morning Meeting	9:20-9:50	Grades 1-4 Specials/Small Group Support (K-5)
9:35-10:50	ELA	9:55-10:25	Asynchronous Social Studies
10:50-11:40	Math	10:35-11:05	Grades K,5 Specials/Small Group Support (K-5)
11:40-11:50	Staggered Dismissal	11:10-11:50	Asynchronous Science
11:50-1:10	Transition, Lunch, Break (Includes Teacher Plan Time)	11:50-1:10	Transition, Lunch, Break (Includes Teacher Plan Time)
Time	Synchronous/Asynchronous Learning Task or Activity	Time	Face-to-Face Learning Task or Activity
1:10-1:40	Grades 1-4 Specials/Small Group Support (K-5)	1:10-1:25	Morning Meeting
1:45-2:15	Asynchronous Social Studies	1:25-2:40	ELA
2:25-2:55	Grades K,5 Specials/Small Group Support (K-5)	2:40-3:30	Math
3:00-3:40	Asynchronous Science	3:30-3:40	Staggered Dismissal

Band, Orchestra, and Choir will be delivered synchronously before school, as well as pull out groups during the asynchronous and synchronous times planned for science and social studies.

HYBRID PLAN #2

AABBA/AABBB Alternate Full-Day Instructional Model

Highlights:

- The alternating day schedules allow for smaller class sizes to achieve 6 feet of social distancing
- Elementary students receive in-person daily ELA, mathematics, science, social studies, interventions and some specials at least twice weekly
- Inconsistent schedule for all students, but most especially elementary students in terms of literacy and mathematical development
- Some school times were adjusted from the original schedule due to transportation issues. Times needed to be coordinated between schools in order to allow for dismissal needs at the end of the day between all levels.
- Added routes yield additional human resource needs and financial resources (increase in driver time for half time schedule at the high school level)
- Cleaning efforts between morning and afternoon groups will include high traffic areas, expectations of students and teachers to wipe personal learning spaces (HS only)
- Bagged/boxed lunches prepared daily for elementary and middle school students (lunch will need to be provided)
- Additional support for lunch/recess will be necessary
- Students wear masks all day, but for fewer days during the week
- All educators will be expected to apply the blended instructional framework to all courses
- Middle, High and Elementary students may not be on the same daily schedules (ie. High School schedule may be applied over multiple days and vary from both middle and elementary
- Parking at the high school will include a greater number of students to allow for potentially fewer bus riders

High School Schedule

Hybrid Model (with two options)

Phased effort. Begin with splitting student population in thirds, then transition to half after a determined amount of time. The district may also start this schedule at 50% capacity (may eliminate the option to split student population in thirds).

High School Schedule – Students would be divided in thirds alphabetically, creating Group 1, 2, and 3. The schedule would be blocked, like it is for face-to-face learning. Please note that ALL times may be adjusted to support elementary and middle school schedules and potential transportation needs. For example, we could decrease the 80 minute block if necessary by five minutes.

A Day	B Day
Early Bird – 7:05 – 7:45 (40 min)	Early Bird – 7:05 – 7:45 (40 min)
Arrival – 7:46 – 8:10	Arrival – 7:46 – 8:10
1 – 8:10 – 9:30 (80 min)	9 – 8:10 – 9:30 (80 min)
2 – 9:40 – 11:00 (80 min)	8 – 9:40 – 11:00 (80 min)
7 – 11:10 – 11:50 (40 min)	7 – 11:10 – 11:50 (40 min)
6 – 12:00 – 12:40 (40 min)	6 – 12:00 – 12:40 (40 min)
5 – 12:50 – 1:30 (40 min)	5 – 12:50 – 1:30 (40 min)
4 – 1:40 – 2:20 (40 min)	4 – 1:40 – 2:20 (40 min)
3 – 2:30 – 3:10 (40 min)	3 – 2:30 – 3:10 (40 min)

1. The chart below reflects when students attend in person. Asynchronous learning occurs on days not in person. (2 days in a row in person, 4 days asynchronous learning). This chart reflects students attending in 3 groups.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
	A Day (Group 1)	B Day (Group 1)	A Day (Group 2)	B Day (Group 2)	A Day (Group 3)
Week 2	Monday	Tuesday			
	B Day (Group 3)	Rotation begins again			

2. This chart reflects a 50/50 split or could also be a transition to 50/50 from the model that splits the population into thirds. Group 1 and 2 would alternate attendance in person. Asynchronous learning occurs on days not in person. (2 days in a row in person, 2 days in a row asynchronous learning).

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A Day Group 1	A Day Group 1	B Day Group 1	A Day Group 2	B Day Group 2
Week 2	A day Group 2	A Day Group 1	B Day Group 1	A Day Group 2	B Day Group 2
Week 3	B Day Group 1	A Day Group 1	B Day Group 1	A Day Group 2	B Day Group 2
Week 4	B Day Group 2	A Day Group 1	B Day Group 1	A Day Group 2	B Day Group 2

Middle School North and South Block Schedule for 2020-2021

BLUE DAY SCHEDULE			
Time	6 th Grade	7 th Grade	8 th Grade
7:30-8:50	1 st Period	1 st Period	1 st Period
9:00-10:10	2 nd Period	7 th Period	4 th Period
10:20-11:30	8 th Period	Lunch/HR/BOC**	Lunch/HR/BOC**
11:40-12:50	Lunch/HR/BOC*	2 nd Period	3 rd Period
1:00-2:10	4 th Period	3 rd Period	5 th Period
2:10-2:20	Staggered Dismissal		

GREEN DAY SCHEDULE			
Time	6 th Grade	7 th Grade	8 th Grade
7:30-8:50	9 th Period	8 th Period	7 th Period
9:00-10:10	5 th Period	4 th Period	8 th Period
10:20-11:30	6 th Period	Lunch/HR/BOC**	Lunch/HR/BOC **
11:40-12:50	Lunch/HR/BOC*	6 th Period	2 nd Period
1:00-2:10	10 th Period	9 th Period	9 th Period
2:10-2:20	Staggered Dismissal		

* 6th Grade Lunch/Homeroom/BOC Time

Lunch from 11:40-12:10 and HR/BOC from 12:20-12:50

**7th and 8th Grade Lunch/Homeroom/BOC Time

-Non-Band, Orchestra, and Chorus Students have lunch from 10:20-10:50

- Band, Orchestra, and Chorus Students will have class from 10:20-10:50
- Non-Band, Orchestra, and Chorus Students have homeroom from 11:00-11:30
- Band, Orchestra, and Chorus Students will have lunch from 11:00-11:30

Full Day Face-to-Face Schedule for Four Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A Blue Schedule	Group A Green Schedule	Group B Blue Schedule	Group B Green Schedule	Group A Blue Schedule
Week2	Group A Blue Schedule	Group A Green Schedule	Group B Blue Schedule	Group B Green Schedule	Group B Blue Schedule
Week3	Group A Blue Schedule	Group A Green Schedule	Group B Blue Schedule	Group B Green Schedule	Group A Green Schedule
Week 4	Group A Blue Schedule	Group A Green Schedule	Group B Blue Schedule	Group B Green Schedule	Group B Green Schedule

Elementary: Pre-K-5th (Pre-K will follow an everyday model, but remain half days as is current practice)

Group A

Times	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:35am – 2:50pm	Face-to-Face	Face-to-Face	eLearning through Zoom	eLearning through Zoom	Alternating between eLearning and Face-to-Face (by week)

Group B

Times	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:35am – 2:50pm	eLearning through Zoom	eLearning through Zoom	Face to Face	Face to Face	Alternating between eLearning and Face-to-Face (by week)

Elementary Sample Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:55	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:55 – 10:00	ELA - Whole Class Interactive Read Aloud/Mini Lesson	ELA - Whole Class Interactive Read Aloud/Mini Lesson	ELA - Whole Class Interactive Read Aloud/Mini Lesson	ELA - Whole Class Interactive Read Aloud/Mini Lesson	ELA - Whole Class Interactive Read Aloud/Mini Lesson
10:00 – 10:50	Specials	Specials	Specials	Specials	Specials
10:50 – 12:10	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:10 – 1:00	Math – Whole Class and small breakout groups	Math – Whole Class and small breakout groups	Math – Whole Class and small breakout groups	Math – Whole Class and small breakout groups	Math – Whole Class and small breakout groups
1:00 – 1:50	ELA	ELA	ELA	ELA	ELA
1:50 – 2:20	Science	Science	Social Studies	Social Studies	Social Studies/ Science
2:20 – 2:50	Skill Build	Small Group	Skill Build	Small Group	Skill Build

Staggered Schedule Options

ES & Grade 6: All students begin in-person on August 24.

HS (9): All students begin eLearning on August 24th and in-person on August 31

MS/HS: All students begin eLearning on August 24th and in-person on September 8

OR

ES & Grade 6: All students begin in-person on August 24.

MS (7 & 8): All students begin eLearning on August 24th and in-person on September 8

HS (9): All students begin eLearning on August 24th and in-person on September 8

HS (10-12): All students begin eLearning on August 24th and in-person on September 14

Grading and Assessments

District 95 has designed our current grading practices at each level: high school, middle school, and elementary school to transcend any instructional model assigned throughout any given school year. The information below provides a more comprehensive explanation of District 95's practices during any given school year regardless of the instructional plan model.

We believe:

- Students may experience positive learning gains under different circumstances and at different rates
- Student grades shall reflect their achievement and mastery of the skills taught
- Effective feedback, grading, and evaluation can provide an important contribution to a healthy social-emotional state
- Providing and supporting students throughout the school year through the use of consistent grading practices regardless of the instructional plan applied

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Local Assessments

To determine cohort gaps or individual students for targeted support or enrichment, teachers shall consider the following assessments:

- MAP Scores
- ACCESS Scores
- Common Assessment Results
- Recorded Guided Reading Levels (determined by common administration and scoring practices)
- Previous Year's Final Exams (in pre-requisite courses and equivalent content area only)
- PLC Discussions Outlining Objectives Not Taught During Previous School Year
- Pre-assessment Created and Administered to Identify Student Skill Entry Level (Prior year's finals may be used to support this effort)
- PLC Identification of Struggling Students from Previous School Year for the Purpose of More Timely Wrap-Around Services
- Lexia Data
- KIDS Data (or other kindergarten exit data)

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Common Local Assessment Expected Practices

PLC's shall develop common implementation plans for assessments to be given per level (course) for the upcoming school year. Common implementation plans shall ensure:

- Consistent assessment time frames across District when applicable

- Use of small group time as needed and when appropriate for assessments
- Online monitoring of students during assessments (when not performance or project based)
- Use of appropriate tools to efficiently administer assessments (Nearpod, Canvas quizzes, etc.)
- Use of formative and summative assessments, common whenever possible
- Use of feedback and well-defined grading rubrics in assessment
- Varied assessments purpose and design (performance task assessments, projects, final papers, project-based performances, project based summative learning experiences, observation, practicums, etc.)
- Remote students may need proctoring during assessments

Every attempt to administer all planned assessments (in terms of frequency, and total point aggregation) so that a student's final grade is not influenced by the instructional delivery plan phase that the District is currently operating under (i.e., a student shall have a similar opportunity to accumulate total formative and summative points explained within course syllabus or previously communicated class expectations).

The Curriculum and Instruction Department continues to monitor updates to home testing options as they are refined.

- The proposed testing schedule for school year 20-21 can be viewed at: [CUSD 95 Testing Schedule 2020-21 draft.xlsx](#)
- *Special Note: This draft is subject to change due to the inclusion of state and national tests dates and requirements outside the control of CUSD 95.*

Kindergarten Screeners (NOTE: District 95 will attempt to offer a face-to-face screener to any incoming kindergarten student. A schedule will be provided to families.)

Kindergarten screener options are listed in order of preference:

- Face-to-Face Screener (Planned July 2020)
- Screener done synchronously prior to school start by appointment
- Use of an identified universal screener completed within first two weeks of school

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State Assessments

IAR, SAT, DLM-AA: State assessments, including the Illinois Assessment of Readiness, SAT, DLM-AA, the Illinois Science Assessment have not yet been scheduled for school year 20-21.

SAT Assessment: The College Board has determined that the cancelled Spring 2020 SAT test has been rescheduled to be administered on October 14, 2020.

District 95 Grading Expectations

The goal of District 95's consistent grading practices is to foster student learning and support students to find success. Letter grades in Grades 4 - 12 are based on the quality of work, and demonstration of knowledge and skill acquisition at or above defined expectations, and in alignment with the District grading scale. Standards based grading used in Grades K – 3, does not reflect an average or percentage, but rather a measurement toward mastery of a standard and/or skill. Common grading practices and beliefs across all grade levels/courses include:

- Timely and meaningful feedback on progress through formative learning opportunities will enhance the student's opportunity to demonstrate current and accurate mastery levels on summative assessments
- Summative assessments are common within a course or across a grade level
- Retakes, revisions, and resubmissions are part of the meaningful feedback cycle and enhance student learning

Grading Expectations for K-3 Staff and Students

K – 3 Common practices and expectations for grading periods that include extended and/or intermittent remote eLearning periods:

- Allow for redos, retakes, resubmissions after reteaching
- Refrain from using 0
- Grade is taken for level of mastery demonstrated or observed
- Use of a scope and sequence to guide assessments used for mastery
- Does not allow for the use of homework or extra credit to either inflate or negatively impact student mastery levels when assessing mastery skill or standard
- Elementary special area teachers (Music, Art, Physical Education) may issue participation grades during learning models adjusted due to Pandemic

Grading Expectations for 4-12 Staff and Students

Grades 4 – 12 Common practices and expectations for grading periods that include extended and/or intermittent remote eLearning periods:

- Allow for redos, retakes, re-submissions after feedback and direct reteaching, as outlined by the teacher and/or on the course syllabus (applicable for 9-12 only). Timeline for remediation/retake/revision is outlined on the 9-12 course syllabus or by the Grade 4-8 teacher(s).
- Students are expected to receive and respond to effective feedback with the opportunity to rebuild
- It may become necessary for a teacher to adapt the modality of an assessment based on a change in the current instructional delivery model (i.e., a paper pencil test may now be administered through Mastery Manage
- Dependent upon the timing or extended use of alternate instructional delivery models when Face-to-Face is replaced by Hybrid/Blended or remote eLearning, a course scope and sequence may need to be adjusted to include the most essential learning targets necessary for success at the next level
- If it becomes necessary (due to repeated interruptions to the Face-to-Face instructional delivery model or extensive modifications to course content) to eliminate a final exam at the end of a semester, teachers are strongly encouraged to utilize performance assessments or other appropriate assessments that can be calculated within the summative category
- Updated Grades shall be evident in Canvas and eSchool

- Utilization of Canvas Gradebook; HomeAccess is still an official grade and will be used for eligibility and progress reports
- Elementary special area teachers (Music, Art, Physical Education) may issue participation grades during learning models adjusted due to Pandemic.

While eSchool remains the official student grade reporting system for students, Canvas Gradebook provides a timely and accurate picture to students and parents regarding submitted work, missing assignments, and assigned grades for all completed assignments and assessments. Teachers in grades 4-12 are expected to:

- Adhere to all published mid-term, progress reports, quarter, trimester and semester reporting deadlines as outlined in elementary, middle school and high school calendar
- Zip grades from Canvas to eSchool weekly
- Update grades in eSchool each Friday as applicable

Due to limitations in Seesaw, parents of students in Early Childhood – Grade 3 are not able to view grades within the system. The following recommendations will improve opportunities for parents to monitor student progress:

- Consistent folders within Seesaw
- Access information for “family join codes” clearly communicated

It is the responsibility of teachers across all levels, Early Childhood – Grade 12, to personally contact the parents of any student who is significantly underperforming, struggling, or who has become disengaged in learning in a content area or class. This direct contact may be in the form of home visits, electronic communication (email), or phone. Contact is expected.

Procedural Considerations

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Attendance Procedures

Daily student attendance continues to be an expectation of Lake Zurich CUSD 95. Daily attendance is necessary for students to experience success. Parents must contact the school for each student absence. Parents who do not report a student absence will be contacted if their child(ren) are not in attendance.

Teacher Expectations	Student Expectations	Parent Expectations
Teachers should take their daily and or period attendance following attendance protocol used under normal operating procedure on Face-to-Face instructional days.	If a student is absent, they shall log on to each course/class (if well enough to do so) to access classwork expectations.	If a child is sick or will be missing a day of school, parents are expected to call the school and report the reason for the absence (Face-to-Face and eLearning days). School phone numbers are listed on our website at www.lz95.org/schools.
Teachers will check Canvas every day, post a message, list assignment(s) as appropriate, and include any important updates for students. The information will be posted before the start of class. Teachers will work with the administration to identify interventions to support student attendance and participation.	Students shall work with their teacher(s) to make up any missed work, assignments, assessments, etc. due to their absence.	Please support the school's effort to maintain daily attendance for all students. Please advise school of any attendance issues that your child(ren) are experiencing.
Teachers will work collaboratively with parents to support regular student attendance and participation.	Students should participate daily in each class (either Face-to-Face or eLearning) and do their best.	For student absences, parents/guardians will be contacted by the attendance clerk to check on the well-being of the student.



Human Relations

Overview

District 95 employs more than 800 staff members, hired to ultimately support students in achieving personal excellence. District 95 values all staff and recognizes the outstanding contributions of its staff to positively influence student learning and success. Student performance levels as well as other community based factors continue to place Lake Zurich as one of the best communities to raise a family.

While District 95 believes strongly in the power of retaining and assigning high quality staff to the many identified roles and responsibilities needed to continue to create the best educational experience possible for students, it is equally important to recognize that it may become necessary for some roles, responsibilities, typical work day schedules, and other usual constants to shift and change. Additionally, District 95 understands the many family, student, and staff needs that will necessitate exceptional flexibility especially as a part of the Hybrid plan. Therefore, it is important to acknowledge that there are likely to be changes in staff roles, responsibilities, and/or typical work day schedules. District 95 is committed to supporting all staff and providing the greatest level of timely notification, training, and support necessary to meet any future recommended changes or adjustments.

Preparing Staff for a New School Year

As the district prepares for the start of a new school year, there are many considerations necessary for a successful transition of staff and students to school. Prior data collected through a stakeholder survey at the conclusion of the school year indicated several considerations for change, improvement and update to those practices and strategies utilized as a part of the district's *eLearning* plan, some of which may also apply to the Hybrid Model, especially to ensure successful transitions between instructional plans. This section of the Hybrid Plan is designed to support a successful return to work for all staff. This includes the development of a new survey, requesting additional information from staff to understand the potential for necessary/reasonable accommodation requests, identifying all training and professional learning needs, planning for strategies to support any staff with potential work day, role, and responsibility changes, and building understanding around any changes to the education evaluation process including those related to student growth.

Staff Planning

As the District begins to prepare for the eventual transition from remote to a Hybrid or form of in-person instruction, we realize that some of our employees may have personal circumstances that could impact their ability to return to their on-campus work assignments, or may have medical conditions that require special consideration or accommodations.

To allow us to make informed decisions about safety, staffing and scheduling, all staff members are asked to notify the Human Resources Department (Mrs. Julia Becich) by no later than August, 1, 2020 indicating any personal circumstances and/or physical needs that may require special consideration or accommodation. We understand that one's personal health is fluid and your personal circumstances and/or physical needs may change. If so, it is imperative for staff to notify the Department of Human Resources as soon as possible. This notification will support successful planning for both the staff as well as students and families. The more information we have for planning purposes, the better we can plan for everyone's benefit. It is important to also note that any medical information that staff provides will be maintained on a confidential basis in accordance with the Americans with Disabilities Act.

The collection of the above information would be confidential and the Human Resources Department will engage in an interactive process as required under the ADA to discuss and determine options to accommodate needs of staff. It is important for all staff to keep in mind that some accommodations may be available on a temporary basis and not long-term, while other suggested accommodations may be more long-term in nature, and yet some recommendations may not be available.

Staff Survey

Prior to a return to work for all staff, a survey will be sent to all staff that incorporates questions and needed information from the other strand areas (ie. Operations, Health & Wellness, etc.) to best understand staff concerns, needs, and other staff related information.

Survey Considerations	Create potential questions for staff to answer related to "returning to work" as a means to help understand how the district can support staff members with concerns, issues, or questions regarding returning to Hybrid or Face to Face instruction.
	Human Relations Questions for Staff: Please rank the following in order of importance: which would help you be more comfortable returning to face to face instruction? <ul style="list-style-type: none">• Understanding cleaning protocols, staff and custodial responsibilities• Understanding safety protocols and expectations for staff and students• Understanding staff expectations regarding safety measures/social distancing• Understanding set up of classroom/ physical space expectations• Understanding teacher expectations related to technology instruction for students• Understanding the expectations for the use of resources and materials, as well as what students will be provided by outside sources (not teacher made)• Understanding how the encore/special/elective classes will be implemented and necessary restrictions• Understanding what materials will be provided if teachers must travel• Nothing will make me feel comfortable
	Should staff need to travel between classrooms, what items/resources are needed to support successful instruction? <ul style="list-style-type: none">• Would you need a cart/bag to carry your supplies? Yes No

	<ul style="list-style-type: none"> • Would you need an area in the room to store items? Yes No • Would you need a container to store those items? Yes No <p>If you are asked to travel from room to room, what concerns you the most?</p> <p>What reasonable accommodations or modifications can District 95 provide to assist with any challenges you may have returning to face-to-face work?</p>
	<p>Identification of Staffing Needs Based on Plan Initiated</p> <ul style="list-style-type: none"> • A communication and support plan has been created to support the reassignment of any staff based on the Academic Transition Team planning recommendations (ie. Create opportunities for synchronous learning with smaller groups) • Based on the recommendations and/or needs identified within the Academic Plan, staff opportunities for re-assignment may include: <ul style="list-style-type: none"> ○ Reading Specialists ○ Bilingual/EL support staff ○ Special Education Resource Staff ○ Math Interventionist (K-5) ○ Specials staff (Library, Art, Music, PE, Band, Orchestra, Fine Arts) ○ Paraprofessionals at all levels (kindergarten, classroom, one-on-one, job coach, library, etc) ○ Other support staff utilized to support classroom teachers (bus drivers, playground supervisors, etc.)
	<p>When at all possible, any staff member re-assigned from their regular role will stay within their same building and certification area. Attempts will be made to identify staff members that may have previous experience with that content area, subject matter, and/or group of students.</p>
	<p>Staff will be utilized to support at-risk students and to assist staff members with small group instruction, break out groups, behavior monitoring and other necessary remote learning areas of need.</p>
	<p>Attempts will be made to seek volunteers first for any potential recommended re-assignment as well as a needs-based approach for staff identification.</p>
	<p>With the realization that we will likely move between <i>eLearning</i>, Blended, and Face-to-Face instructional models/strategies, the district will look to minimize disruptions of staff assignments as much as possible.</p>
	<p>Determine any potential face-to-face staffing needs that may be addressed or cause limitations with the facilitation of Face to Face Learning (ie. All changes to staff assignments must be considered within the context of how the other two plans: Full Capacity: Face-to-Face and Hybrid: Blended modes will be affected. There is a strong likelihood of pivoting between plans, necessitating the need to ensure alignment and consideration of how Face to Face learning plans will impact other plans as each are implemented.)</p>

To support staff in their return to school/work, the following protocols and expectations will be addressed either with staff training, in-service, or communication shared throughout the District and/or building:

Development of an understanding of

- Cleaning protocols, and staff/custodial responsibilities
- Safety protocols and expectations for staff and students
- Staff expectations regarding safety measures/social distancing
- Classroom/ physical space expectations
- Teacher expectations of technology instructional practices with students
- Materials/resource expectations for students and those materials from outside sources (not teacher made) that may be provided
- Implementation of encore/special/elective classes and necessary restrictions
- Necessary materials/resources for traveling teachers
- Readiness for staff to pivot between models at a moment's notice

Identification of Staffing Needs

It is imperative that the district identify potential staffing needs prior to staff transitioning back to school/work. This information will be collected in a variety of ways and shall be elicited through the staff survey as well. Once this information is collected, the District must consider and respond, at minimum, to the following items:

- Inventory and identify any staffing shortages due to COVID-19. This includes



- A plan has been determined to support staff shortages in a face-to-face environment and how to cover for absent staff members. Options for substitute coverage may include, but are not be limited to:
 - Human Resources will identify from the current substitute pool those substitutes that will be returning and available for face-to-face instruction.
 - Communicate with the current substitute pool regarding opportunities to return to face-to-face teaching.
 - Solicit new members or staff to the substitute pool.
 - Substitutes may not always be a viable option; a pool of substitutes will be created that are assigned to each building that may be available to cover in the event of absences without traveling to different buildings
 - Assign “permanent” substitutes per building to be utilized daily as needed without travel to other buildings.
 - Identify potential use of paraprofessionals who have substitute licenses or PELs to be utilized as substitutes to eliminate outside staff contact
 - Potential of other staff members assigned to replace staff who are ill or unable to fulfill their duties

- To utilize a substitute teacher plan, all substitutes shall participate in training specific to *eLearning*, any health & wellness expectations, and all mandatory training aligned to State expectations
- Reading Specialists, Instructional coaches, etc. may also be called upon to support staff members who are filling in for absent staff. District 95 believes it is preferable to keep those staff members within their current building when at all possible. Staff members may be used to create a “buddy” system, whereby, if a staff member is unable to work, the buddy may support the staff member or substitute covering the class
 - If so, it should be within the PLC, team or department if possible.
 - The next layer of support for absent staff members will come from the Department Chair, Assistant Principal or Principal.
 - Instructional coaches may also be called upon to support staff members who are filling in for absent staff.

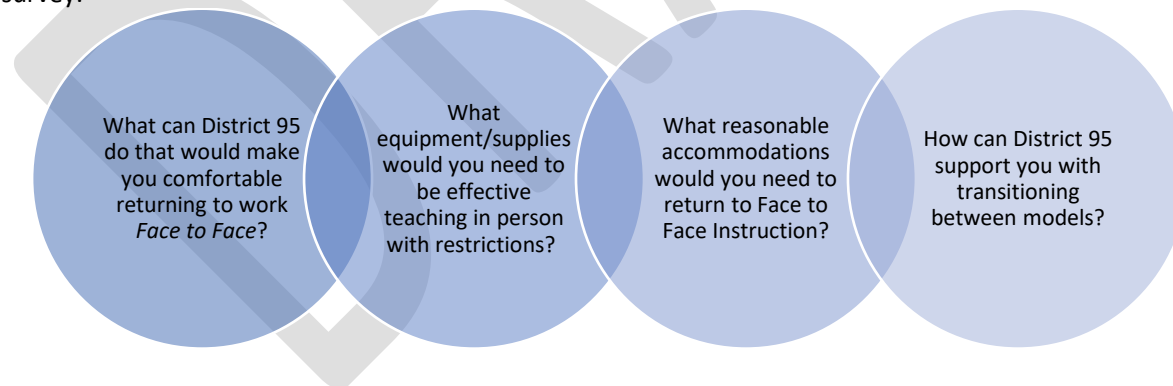
Student Support staff services such as social work, speech, psychology, etc. may have to be modified so that they are not in small spaces and may need to be provided as push-in services to reduce the amount of student pull-out and travel throughout the building.

In the event of a need for a substitute, the assisting educator shall have access to the following tools:



Supporting Staff Return to School

District 95 will identify activities, procedures, and practices to support staff with returning to work/school and to assist in the facilitation of a Hybrid model at the start of the year and/or during transitions between all three models. Planning efforts shall include the implementation of a survey that will help the district to understand those practices, activities, and programs that excite, calm and prepare staff for their return including the following questions within the survey.



As the District implements the face-to-face model, some employees may have concerns or refuse to return to in-person work. The employee will be asked to speak with the Director of Human Resources and/or their LZEA representative to determine why the employee is refusing to return. Some reasons may or may not be legally protected.

Employees with a generalized concern about contracting coronavirus are not legally protected. However, some employees may have a reasonable and more specific fear of contracting coronavirus, perhaps due to an underlying health condition that makes them more susceptible to complications from coronavirus (e.g., compromised immune systems), or they may have a mental disability that causes a more extreme reaction to the potential risks. In these cases, the District will handle the situation as it would any other request for accommodation under the Americans with Disabilities Act (ADA) and applicable state law.

Additionally, District 95 believes it is important to coordinate communication and planning efforts with the Health & Wellness and Operations Transition Teams regarding any items related to the cleanliness of schools, classroom configurations with social distancing (if necessary), expectations for student and/or staff shared items, and any other additional safety measures staff should expect. The district will specifically consider the following items prior to staff returning to work; however, there may be times when flexibility is necessary:

- Pre-determine educator planning time for Face-to-Face instruction as a part of the student daily/weekly schedule (See Academic Section), transitioning needs and strategies to more easily pivot between instructional models. The use of professional development days that the State allotted (up to 5 days) will be determined in consideration of staff needs. Consideration of educator classroom set-up may be necessary during periods of transition.
- Identification of staff who may be able to support students needing an alternate school-day schedule (outside of the typical school day schedule)

Options for staff to continue working in a distance format when excluded for reasons of COVID-19 who may be asymptomatic may be available. CDC guidance recommends that an individual who is asymptomatic remain at home (i.e., may be excluded from the workplace) for a period of 14 days after the last exposure under any of the following circumstances:

1. The individual had “close contact (<6 feet) for a prolonged period of time” with a symptomatic person with COVID-19;
2. The individual is a household member of a symptomatic person with COVID-19;
3. The individual is an intimate partner of a symptomatic person with COVID-19; or
4. The individual “provides care in a household without using recommended **infection control precautions**” to a symptomatic person with COVID-19.

The CDC’s recommendations in the above circumstances apply where the individual was exposed to a symptomatic person with COVID-19 during the period of time from 48 hours before the person’s symptoms began until the person meets the CDC’s criteria for **discontinuing home isolation** (e.g., 72 hours after fever resolves and 7 days after symptoms first began, among other things). Where an individual is advised to stay home for 14 days following the exposure, the CDC advises that the individual should self-monitor for symptoms, employ social distancing, and follow **CDC guidance** if symptoms develop. In these situations, the employee may have options including, but not limited to the following:

- Remote work or work from home opportunities
- Eligibility for the Families Cares Act and Expanded FMLA sick leave time
- District sick leave usage
- Other opportunities for telework depending on position, skills, certification and needs at the time

Employees should contact the Human Resources department for further guidance and information.

It is critical to establish staff opportunities for classroom set up prior to any return to in-person learning. The building principals will establish a communication plan regarding expectations related to social/physical distancing requirements and options for staff to access the building and classrooms in preparation for Face to Face learning.

Teachers will be provided an opportunity prior to the start of the regular school year to set up their classroom for learning. Teachers must follow the guidelines below while setting up their classroom:

- Teachers must adhere to social distancing guidelines. Building leaders will communicate a schedule to the staff that will be used to limit the number of teachers in the building at one time.
- Prior to entering the building:
 - Staff must complete all mandated training videos related to COVID
 - Staff should be familiar with the classroom set-up guidelines (ie. Room spacing, desks, sanitation stations, use of shared objects)
 - Staff must comply with all mandatory health screening requirements
- While in the building:
 - Staff must wear proper PPE when entering the building and at all times during a potential contact with another individual
 - Staff follow any guidelines set by building administrator (ie. door to enter, wellness screening, etc.)

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Professional Learning & Training

District 95 has demonstrated a strong commitment towards professional learning for the purpose of staff growth and improvement as well as training necessary to ensure the health and safety of its employees. The district has identified additional mandatory trainings specific to Face-to-Face learning situations. Those trainings are outlined within this section. Additionally, professional learning needs have also been established based on information collected within the stakeholder surveys as well as a study of best instructional practices that transcend each of the three instructional models: Face-to-Face, Blended, and *eLearning*. While District 95 will expect staff to participate in both mandatory trainings and professional learning opportunities, mandatory trainings come with associated timelines of completion and are often independent, whereas the professional learning opportunities will likely incorporate collaborative experiences that offer staff choice and voice.

Mandatory Trainings

- Trainings identified by the State
- Trainings identified by the District in preparation of required knowledge often related to the health & wellness of individual or collective groups of employees

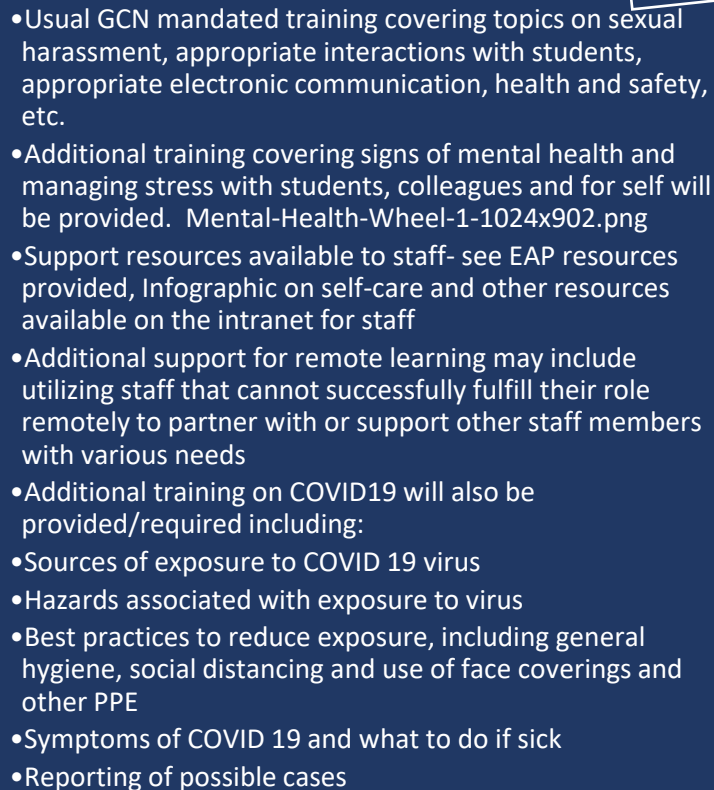
Professional Learning

- District established learning needs identified for the successful implementation of the *eLearning* Plan
- District determined learning needs essential for the successful transition between each of the three instructional models

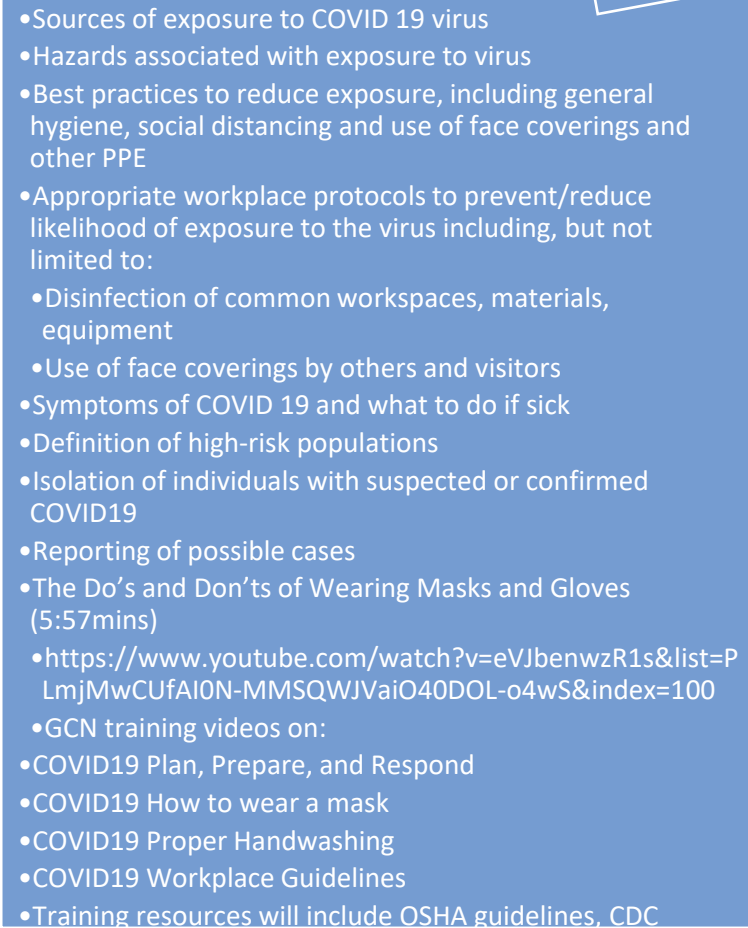
Mandatory Staff Trainings

Training needs for all employee groups will include, but are not limited to the Signs of Mental Health Stress in Co-Workers and Protocols, as well as Maintaining Professional Boundaries with Students, and Electronic Communications.

Staff Training During eLearning

- 
- Usual GCN mandated training covering topics on sexual harassment, appropriate interactions with students, appropriate electronic communication, health and safety, etc.
 - Additional training covering signs of mental health and managing stress with students, colleagues and for self will be provided. Mental-Health-Wheel-1-1024x902.png
 - Support resources available to staff- see EAP resources provided, Infographic on self-care and other resources available on the intranet for staff
 - Additional support for remote learning may include utilizing staff that cannot successfully fulfill their role remotely to partner with or support other staff members with various needs
 - Additional training on COVID19 will also be provided/required including:
 - Sources of exposure to COVID 19 virus
 - Hazards associated with exposure to virus
 - Best practices to reduce exposure, including general hygiene, social distancing and use of face coverings and other PPE
 - Symptoms of COVID 19 and what to do if sick
 - Reporting of possible cases

Staff Training to Return to Face-to-Face

- 
- Sources of exposure to COVID 19 virus
 - Hazards associated with exposure to virus
 - Best practices to reduce exposure, including general hygiene, social distancing and use of face coverings and other PPE
 - Appropriate workplace protocols to prevent/reduce likelihood of exposure to the virus including, but not limited to:
 - Disinfection of common workspaces, materials, equipment
 - Use of face coverings by others and visitors
 - Symptoms of COVID 19 and what to do if sick
 - Definition of high-risk populations
 - Isolation of individuals with suspected or confirmed COVID19
 - Reporting of possible cases
 - The Do's and Don'ts of Wearing Masks and Gloves (5:57mins)
 - https://www.youtube.com/watch?v=eVJbenwzR1s&list=P_LmjMwCUfAI0N-MMSQWJVaiO40DOL-o4wS&index=100
 - GCN training videos on:
 - COVID19 Plan, Prepare, and Respond
 - COVID19 How to wear a mask
 - COVID19 Proper Handwashing
 - COVID19 Workplace Guidelines
 - Training resources will include OSHA guidelines, CDC

Onboarding New Staff

District 95 believes that a process for onboarding new staff is critical to the overall success of the organization as well as the employee. While District 95 is a public school district and likely offers many of the same processes, practices, and expectations of other districts within the United States and Illinois, it also is unique in many regards. District 95 has a comprehensive in-person onboarding process accessible to all new staff for implementation during periods of normal operations; however, while serving the learning community during a pandemic, the district has also established a new process for the onboarding of all new employees within the remote setting. When at all possible, onboarding will be conducted in-person; however, virtual onboarding may be offered to limit the number of contacts with individuals and provide appropriate social distancing protocols.

Onboarding of New Staff

- Offer of position and final discussion with Director of Human Resources
- New hires receive new hire electronic packets for completion from department members and complete and submit all required paperwork electronically via a secured system.
- New hires all require in-person fingerprint background checks which are scheduled on an individual basis with proper social distancing and PPE
- New hires are scheduled into a Zoom with HR department to go over all welcome information, benefits, answer questions, etc
- Technology department schedules each new hire into an individual time slot to pick up their district issued devices
- Technology department schedules a Zoom training for all new hires to receive important training on district systems and resources
- Payroll and all other HR functions are done via Skyward and the online employee portal (all staff must be on direct deposit to receive a paycheck)
- New Teacher orientation conducted remotely for all staff or in person in smaller groups to adhere to number limitations, social distancing and other mandates.

Staff Professional Learning

As both veteran and new staff come together to execute District 95's *Face-to-Face* Plan, the Department of Curriculum & Instruction will provide professional learning opportunities that meet the following criteria:

Timely notification of opportunities to staff	Supportive of both novice and veteran staff
Identified <i>eLearning</i> Professional Development Days as outlined by the Illinois State Board of Education	Provide for differentiated levels of need (novice to experienced)
Support educator/staff choice and voice	Ongoing and embedded (Elementary-based) <ul style="list-style-type: none">• Fountas & Pinnell Classroom (F&P)• Amplify• Blended Learning (Instructional Technology) (Supportive of pivoting between instructional models)
Offer self-paced options	

District 95 Department of Curriculum & Instruction will provide robust Instructional technology-based professional learning opportunities (with timely communication):

- Nearpod
- Adobe Captivate
- Master Manager
- Zoom (including recording)
- Padlet Backpack
- Canvas Commenting
- Canvas Quizzes
- Instructional Planning and Design
- Blended Learning
- SEL
- Screencasting
- Articulate Storyline
- Notability
- Canvas Messaging
- iMovie
- Canvas Rubrics
- Choice Boards
- Seesaw
- Student Engagement in *eLearning*
- Assigning work: Submissions through Canvas (all tools including Google Links)
- Screencastify
- Canvas Studio
- Explain Edu
- Flipgrid
- Explain Everything
- Canvas Teacher Annotations
- Classroom Management
- Paraprofessional Support & Utilization
- PreK-3 Standards-Based Grading/Reporting
- Self-paced/ Synchronous/ Asynchronous Learning Strategies

Staff Specific Health & Wellness Expectations

District 95 has created expectations related to the Health & Wellness of all staff. District 95 will adhere to all required health and wellness screenings realizing that mandates and processes may change due to current conditions. Much of the health & wellness related requirements will also be communicated within the Health & Wellness section of this document; however, the information contained within this section is specific to District 95 staff and not necessarily applicable to other stakeholder groups.

COVID-19 Screening Requirements

The district will execute its communication plan with expected daily staff self-screening and reporting COVID-19 requirements upon return to in person learning.

- Mandated posters have been posted in all buildings but staff should be aware of the following:
http://dph.illinois.gov/sites/default/files/COVID-19_WorkplaceHealth_SafetyGuidance20200505.pdf
- All staff must self-screen themselves using the following screening questions daily prior to work:
 - Do you have a fever of 100.4 degrees F or higher
 - Do you have other symptoms such as cough, shortness of breath, sore throat, loss of taste or smell?
 - Have you traveled internationally or outside of the state in the last 14 days?
 - Have you had close contact in the last 14 days with an individual diagnosed or presumed to have COVID 19?

An employee who experiences fever and/or any other symptoms while home **may not report to work.**

Staff members that self-assess themselves daily and answer yes to any of these questions should report the information confidentially to Human Resources to determine if there are other options for the staff member to utilize.

A daily reporting procedure will be utilized for staff to self-report prior to entering any school building. Any staff member that does not submit a report will be prohibited from entering any school/District building until they are screened. Staff members will continue to utilize the Frontline absence management system, however any time off entered as a sick day will require detailed information in the notes to administrator section. Under the EEOC guidelines and CDC recommendations, any staff member that is absent for a sick reason indicating any possible symptoms related to COVID will be contacted for additional screening information.

Employees who are sick, test positive for COVID19 or otherwise, but are either asymptomatic or feel well enough to work may be offered other options to continue remote work responsibilities depending on needs, skills, and appropriate licensing/certification. Employees who are sick and do not feel they are able to continue with their required responsibilities shall notify their immediate supervisor and the Human Resources department to determine the best course of applying appropriate time-off options.

Staff should be aware of the reporting requirements and quarantine/isolation guidelines as outlined in the Health and Wellness area of this plan.

Potential tips regarding self-care strategies:

- Flyer that compiles information: https://drive.google.com/open?id=1Vzen2QJslfX_UzQ91X2heYYWP6zO7ZU-
- If you get sick (pdf): <https://drive.google.com/open?id=1y-XPfV7ZxpW7Be3rZRqkibjsHbBcqrXV>
- 16 foods that boost your immune system: <https://www.webmd.com/cold-and-flu/ss/slideshow-immune-foods>
- <https://www.webmd.com/lung/video/best-foods-immunity> (1:01 video)
- Immune System Boosters and Busters - WebMD <https://www.webmd.com/cold-and-flu/cold-guide/10-immune-system-busters-boosters#1> (47 secs)
- Self-Care during the COVID pandemic <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/self-care-tips-during-the-covid-19-pandemic>

Required Face Covering

Based on ISBE regulations, all employees are required to wear a face covering unless they have a medical reason that indicates they are unable to do so. Employees who are unable to wear a face covering due to a medical condition will be required to provide a physician's note to the Human Resources Department prior to the start of work/school. Employees who refuse to wear a face covering as required by state, federal or ISBE regulations shall meet with the Director of Human Resources and/or their LZEA representative to discuss the mandate, requirements, and rationale as well as options for the employee. The Director of Human Resources will work with the employee to understand if the employee may have a disability or medical reason that prevents him or her from wearing a face covering. The District will engage in the normal interactive dialogue process as required under the ADA that will verify if the employee cannot wear a face covering and what possible accommodations would allow the employee to comply and return to work.

Mandatory Communication of the Employee Assistance Program

An Employee Assistance Program is available free of charge for all staff members. The Human Resources Department will continue to share and remind staff on a regular basis of where to find the information. The resource can be found on the intranet linked [HERE](#).

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Staff Evaluation Processes & Expectations

District 95 places significant value in the evaluation process for staff as one that is heavily based on a mindset of continuous growth and improvement. It is the expectation that regardless of the instruction model implemented: Face-to-Face, Blended or *eLearning*, District 95 will employ an evaluation process aligned to those expectations aligned to Illinois law, including all student growth criteria and expectations.

Student Growth & PERA

The district's communication plan will be used to present all information related to staff evaluation of District 95 staff prior to the start of the school year. This information will include the district's "All-In" PERA student growth model. The PERA Joint Committee will need to meet prior to the establishment of expectations related to student growth as a part of the staff evaluation process.

District 95 has outlined two options for the PERA Joint Committee to consider for the 2020-21 school year. These options are not affected by the instructional model implemented by the district in the fall. The following two options will need to be considered and a final decision will need to be determined by the district's PERA Joint Committee by the start of the school year.

- Use last year's data, which will carry over for this year.
- For K-8 use Fall to Winter MAP Growth: Most schools have a propensity score close to 0, as this was our first year proctoring Winter MAP for all students, and represents our baseline data. At HS, use ECRA's predicted Fall to Winter PSAT growth. This is predicted, and not actual data. ECRA compared our actual PSAT scores, and growth from the fall of 2018, with our actual PSAT scores from 2019, and predicted how our students *should have* performed on the SPRING 2020 SAT, which was canceled due to the pandemic. (All of the data for option 2 is currently available in the ECRIS portal.)

Staff Evaluation Process

During a Hybrid model of instruction, certified staff evaluation cycles will continue as outlined in the Certified Staff Evaluation plan with the following possible modifications:

- Danielson model and expectations will be considered in relation to the required classroom set up and limitations imposed with social distancing, number limitations and direct contact with students.
- Options may be made available for classroom observations to reduce the number of people entering and leaving classrooms
- Small group instruction and opportunities may not be viable due to guidance and safety protocols

Evaluation cycles will continue as outlined with the following changes:

- Formal observations may be conducted by evaluator in the following ways
 - Observing a staff member's instruction from the doorway of a classroom instead of inside
 - Observing a staff member's instruction during a zoom with a class (if e-Learning)
 - Staff member may utilize synchronous strategies for the evaluator to observe
 - Limitations on conversation or exchange with students within a classroom
 - Options may be provided to staff to submit an instructional video or recording of a lesson versus an in-person observation
- Pre/post observations may be modified in the following way
 - Documentation may be submitted through TalentEd with feedback via the system
 - Staff and evaluator may discuss both via a phone call
 - Staff and evaluator may discuss but via virtual means
 - Staff and evaluator may discuss in person

When evaluating a staff member that has been re-assigned outside of their regular teaching area, consideration will be given to their instruction and planning given the circumstances.

Staff Professional Expectations

District 95 believes in setting high expectations for all educators and employees across the district. The district is extremely proud of the professionalism displayed by all staff. It is a continued expectation that all staff follow all professional responsibilities and behaviors identified within this document as well as those outlined within the district's professional expectations document. More specifically, all District 95 staff must follow all professional Hybrid learning expectations highlighted within the Academic portion of this plan, including:

- Staff shall adhere strictly to the teaching schedules outlined
- Staff shall post assignments on websites/canvas daily by a specific time that has been predetermined with the plan; regardless of the instructional model imposed: *eLearning*, Hybrid, or Face-to-Face
- Staff shall provide feedback to students in a timely manner to help ensure student growth
- Staff shall continue professional development related to the facilitation of remote learning, blended, or Face-to-Face
- Staff shall communicate with an administrator if unable to teach according to the schedule based on curriculum, personal needs, technology issues, or other potential barriers

Staff shall refer to the District professional expectations guidelines that have been outlined and updated for all staff.

Elementary: <https://docs.google.com/document/d/1ku7KTJKtJ7HYQBOxRJLbunwfrA2KMv1-LjPcWB-BfWo/edit?usp=sharing>

Middle School: https://docs.google.com/document/d/1YfISjPMPnq_LUyqNXOgk7sTWsRKSGUEf9u_F927ORBQ/edit?usp=sharing

High School: <https://docs.google.com/document/d/19ikbYvLUslZqlfsAhzt5iY2S9IVn-1cvYfU8Km74jOw/edit?usp=sharing>

Staff members must be prepared to pivot between all three instructional models. Staff members shall be prepared with instructional technology and virtual learning opportunities for students at all times. Expectations for staff preparedness includes, but is not limited to the following:

- Establish routines for use of and care of technology in school, at home, and taking back and forth - (iPads and chargers are brought home at the end of each school day and are to be charged overnight and brought back to school each morning, students are to check Canvas/Seesaw each morning, etc).
- Establish a routine for what students do with technology while in the classroom to keep it sanitized (often students will work off of one Ipad while working on a project).
- Establish where all information regarding school/learning technology will be found for students and teachers
- Establish and teach students how to: log in, organize apps, use Google Drive, Canvas/Seesaw, etc.
- Teach students to troubleshoot their technology
- Maintain consistency throughout grade levels for use of Canvas/Seesaw
- Post assignments on websites/Canvas daily
- Provide feedback to students in a timely manner to help ensure student growth ("Timely manner" is a broad term which is based on grade level, subject matter, assignment type, and whether or not the assignment affects subsequent assignments. Teachers will communicate the "timeliness" with their students.)
- Enter grades on eSchool (or zip from Canvas) minimum once a week

Hybrid Pivot Transition to Another Instructional Model

District 95 fully expects to transition between all three instructional models (*eLearning*, Face-to-Face, and Blended) throughout the 2020-21 school year. In order to provide all students with the most comprehensive and successful educational experience, District 95 staff must be ready to transition between instructional models with ease.

District Expectations for Transitioning from Hybrid to Another Instruction Model

- Staff time to organize materials, technology and other instructional needs to pivot to other models
- Preparedness to travel between classroom spaces, when appropriate
- Plan to allow for staff to have planning time during time other specials are in their classroom. Appropriate space will be made available for staff members that may need to travel to another area for prep and/or planning time.
- Consideration should be given for classroom teachers that may need to travel from room to room in regards to additional risk and exposure in utilizing classroom equipment and materials used by other staff members (desks, materials, etc.)
- Additional training and required certifications may be necessary for staff members covering lunchroom supervision and/or recess (CPR training required).
- Room set-up expectations for social distancing is outlined by the Operations Transition Team (ie. Desks facing forward and not towards another student)
- Identify and remove all restricted items as determined by the Operations Transition Team
- Provide access to sanitation stations and/or materials as per the information provided by the Health & Wellness Transition Team and/or the Operations Transition Team
- Limiting the sharing of resources and materials. When necessary to share supplies (as determined by the Operations Transition Team, follow all cleaning procedures
- Utilize time allocated to ensure successful classroom set-up following all guidelines provided by the Health & Wellness Transition Team, prior to the start of the school year and/or when pivoting between instructional models
- Follow all directives related to passing periods, cohort expectations, and other guidelines provided by the Operations Transition Team



Operations

The operations of a school district include all aspects that relates to facilities, transportation, safety elements, general hygiene related to cleaning efforts, food service, fiscal responsibilities, and system wide procedural needs. District 95 believes the Department of Facilities & Grounds is the critical link that connects the day-to-day functions of the entire learning community supporting a future-ready system ultimately benefiting all students, families, and staff. District 95 is proud of the efforts of this department and its ability to provide exceptional care and maintenance of the 1,013,179 square feet of building space including the heating, ventilation, and air conditioning (HVAC); electrical, plumbing, locksmith, fire protection, facility security, roofing, facility repairs, capital projects, and other related demands of the district. Additionally, the Department of Facilities & Grounds is responsible for the direct oversight of approximately 97.2 acres of total green space. These responsibilities include maintaining safe play areas, athletic fields, parking lots, irrigation systems, storm water detentions, and pest control.

The department is also responsible for leading a third-party team to maintain a clean and healthy environment for approximately 5,800 students and over 850 staff members. The Operations department plays a vital role in supporting how all facilities will operate once Full Capacity: Face-to-Face instruction resumes. Specifically, responsibilities and oversight for the following areas include:

- Facilities
- Transportation
- Safety
- General Hygiene
- Food Service
- Fiscal Responsibilities

Regardless of the instructional model being implemented, District 95 also has developed strong relationships with the Lake County Health Department and is in regular communication with this organization to continue to ensure the district is compliant with all health and wellness expectations.

District Facilities

During the time District 95 implements the Hybrid: Blended Instructional Model, all District 95 facilities are open with specific restrictions. Additionally, the district relies on many staff members during this time frame, including custodians and maintenance staff, to address specific needs. Custodial staff are responsible to continue to follow all protocols in place to ensure district wide cleanliness. Maintenance staff continue to work towards the completion of all projects and ensure optimal operations across the district. The staff is dedicated to providing a safe, clean and comfortable environment for our students and educators.

Pre-opening Activities

Prior to commencing Hybrid: Blended learning, all buildings and facilities will need to be inspected to ensure they are ready for occupancy. This process would include:

1. Conducting fire code and safety inspections
2. Walking the building with the District Safety Coordinator to examine facilities (such as doors and windows)
3. Thoroughly cleaning /sanitizing cafeterias, food service equipment, tables, and floors
4. Flushing the building with 100% outside air two hours prior to building occupancy
5. Changing air filters to MERV 13 in univents, air handlers, and roof top units for greater air filtration
6. Flushing the water from the building for 10-15 minutes (if reoccupying space after an extended absence)
7. Servicing copiers and other equipment that may have been idle for prolonged periods

Also, it is recommended that classroom windows remain open (weather permitting) when students and staff are present to improve air flow.

When staff returns to school in August, teachers shall maintain the recommended social distance and wear masks at all times. Staff should not congregate in common spaces or visit other classrooms and offices.

Space Configuration

Congregation spaces should be reconfigured and/or include markings to promote social distancing. Spacing options will be unique to each space, building, and level as described below.

Elementary School	Middle School	High School
<ul style="list-style-type: none"> Library <ul style="list-style-type: none"> Staff shall go to the classroom for library related exercises Returned books should be held for 72 hours before recirculation One direction for flow through stacks as noted by arrows. Options for checking out books: <ul style="list-style-type: none"> Preselect books for checkout. Weekly book order based on topic. Art Class <ul style="list-style-type: none"> Students should sit face forward Students should use personal supplies carried in a portable bag Holding class in homeroom should be considered PE <ul style="list-style-type: none"> Class outside when weather permits Move from 30 minutes twice a week to 60 minutes once a week. Minimize the use of shared equipment. Students clean equipment before putting away If the gymnasium allows, students shall enter one door and exit through another Music Class <ul style="list-style-type: none"> Move from 30 minutes twice a week to 60 minutes once a week. Stagger arrival and departure so as to maximize social distancing Students clean materials/instruments before putting away Classes held in homeroom classrooms Classroom <ul style="list-style-type: none"> Students utilize individual materials stored in bags/containers (i.e. Math manipulatives) Supplies are not shared 	<ul style="list-style-type: none"> Band/Orchestra/Chorus <ul style="list-style-type: none"> Monitor the number of students per space as to not exceed capacity Students assigned to homerooms to create smaller BOC instructional groups Students will clean materials /instruments before putting away Instruments are not shared Art Room <ul style="list-style-type: none"> Students do not share art supplies PE <ul style="list-style-type: none"> Outside when weather permits Students clean equipment before putting away No locker room usage Computers <ul style="list-style-type: none"> Students clean equipment before putting away Consider keyboard covers to allow for disinfecting Applied Technology <ul style="list-style-type: none"> Limit curriculum to non-shared equipment activities Students clean equipment before putting away Social distance needs to be maintained 	<ul style="list-style-type: none"> PAC Capacity <ul style="list-style-type: none"> Seating Area: 84 Orchestra: 20 West: 13 East: 13 Center: 38 Stage: 70 Band/Orchestra/Chorus <ul style="list-style-type: none"> Monitor the number of students per space as to not exceed capacity Students assigned to sections to create smaller BOC instructional groups Students will clean materials /instruments before putting away Instruments are not shared Art Room <ul style="list-style-type: none"> Students do not share art supplies PE <ul style="list-style-type: none"> Outside when weather permits Students clean equipment before putting away No locker room usage Computers <ul style="list-style-type: none"> Students clean equipment before putting away Consider keyboard covers to allow for disinfecting Applied Technology <ul style="list-style-type: none"> Students clean equipment before putting away Minimize the use of shared equipment Social distance needs to be maintained

Furniture Considerations

The arrangement and amount of furniture will require changes during the Hybrid: Blended instructional implementation. All students should be seated facing the same direction and spread apart 6 feet. Non-essential furniture will be removed to better facilitate this maximization of floor space to arrange desks. Teachers will be required to remove non-essential non-district issued furniture from the building at the direction of each building principal in coordination with the Facilities Department. The district is unable to store these items. One workstation should remain in the classroom earmarked for teacher use. Throughout the buildings, soft seating or other hard to disinfect furniture items should be removed or arranged in a way to limit use. Furniture with shared seating should also be removed or arranged in a way to limit their use as shared seating from large congregation spaces, like the LMC or Studio C at the high school, in adherence to the reduced capacity of the space and support social distancing.

A spreadsheet has been compiled with the square footage of each space in a school building. This will provide the estimated number of students that the space can accommodate. Maintenance will work with building administrators to identify the classroom furniture layout that maximizes instructional space and classroom traffic flow pattern in each instructional space. Furniture that should be removed will be identified for removal. Classrooms will be set up by administration, the floor should be marked to ensure consistency in furniture placement over time. Approval shall be obtained by the teacher from administration to change the classroom layout.

Occupational Therapy/Physical Therapy - Staff shall minimize the use of shared equipment, if it is necessary to share equipment staff will clean equipment after each use.

Offices as Instructional Spaces – Offices used to meet with students will need to be evaluated for capacity and social distancing by administration.

Rentals

During the Hybrid: Blended Instructional Model implementation, all outside rentals shall be canceled in order to limit the number of individuals with access to the building as well as promote time and access to deep clean the buildings during the evening.

Music tutor programming shall be cancelled due to space limitations and social distancing challenges within the space.

Lockers

District 95 has determined that hallway lockers will not be used by students during Hybrid: Blended learning but may be used by teachers to store items removed from the classroom. Instead, students at the elementary level should store their belongings in the classroom. At the secondary level, students should carry their instructional items with them in a backpack to be stored on the back of the chair or beneath their desk when in class.

For athletics, lockers should be assigned in a manner that promotes social distancing. In addition, students should remain at their locker until dismissed. Signage will be applied to indicate flow through the changing space. It may also be necessary to schedule locker room use as the space may not be able to accommodate all students changing in a socially distanced manner at one time. At the high school, it may be necessary to utilize both PE and athletic locker rooms for athletics to further promote social distancing.

Lockers are used in the music program and applied tech. In these instances, the teacher should organize students into socially distanced groups, permitting a small number of students who are spread apart to access their locker at a time and then rotate through the groups.

Large Group Gatherings & Experiences

All District 95 large group gatherings and community experiences are modified during Hybrid: Blended instruction in alignment with State guidelines. This includes all student activities, clubs, sporting events, music performances and concerts, plays, musicals, in-person fundraising events, assemblies, professional learning opportunities, parent nights, and any other district or school based in-person activity or event. All large group gatherings and community events shall be reconsidered for synchronous redesign. The following list serves as recommendations for replacement / modification of large group gatherings

School Assemblies <ul style="list-style-type: none"> Virtual synchronous viewing (Zoom, Skype, YouTube Live, etc.) <ul style="list-style-type: none"> Performers gathered in groups smaller than 50 people Pre-Recorded; viewed synchronously or asynchronously Cancelled 	Staff Meetings <ul style="list-style-type: none"> Virtual synchronous meetings In-Person meetings of less than 50 people with multiple sessions if necessary, to maintain social distancing
Curriculum Nights <ul style="list-style-type: none"> Virtual synchronous presentation (Zoom) Pre-Recorded presentation / Virtual Tour of classrooms with click points of interest 	PTO / Booster Meetings <ul style="list-style-type: none"> Virtual synchronous meetings
Back to School Classroom Visits / Walking Schedule / Orientation <ul style="list-style-type: none"> In-Person small group visits of less than 50 people <ul style="list-style-type: none"> Conducted in multiple time frames over multiple days Utilize Sign-Up Genius or similar Pre-Recorded presentation / Virtual Tour of classrooms with click points of interest 	Graduation/Promotions <ul style="list-style-type: none"> Virtual ceremony (conducted in classroom) with synchronous viewing (stakeholders watching from home) In-Person ceremonies of less than 50 people Alternative celebrations - parade, signs, virtual recognitions Held outside, if possible
Sporting Events <ul style="list-style-type: none"> Virtual viewing Athletes only; no spectators Sign-Up Genius for in-person viewing utilizing social distancing and limiting numbers Cancelled 	Fine Arts Performances <ul style="list-style-type: none"> Virtual viewing Small group performances Cancelled
Club and Activities <ul style="list-style-type: none"> Virtual synchronous meetings In-Person meetings of less than 50 people with multiple sessions if necessary Cancelled 	Classroom Parent Involvement <ul style="list-style-type: none"> Virtual Cancelled

Transportation

District 95 shares great pride in the Department of Transportation that has been developed over the years. The district participates in a bus purchasing program that can offer the entire learning community newer vehicles at a competitive rate, as well as have greater autonomy, as appropriate, with regard to route development, cost-saving mechanisms (ie, triple-tier bussing), and greater flexibility when planning for resource and meal support. District 95 has developed specific transportation safety protocols and practices to ensure the safety and well-being of all staff and students. More specific guidance and expectations related to the district's transportation of resources and/or individuals is highlighted below.

Transportation & Health

The safety and well-being of all employees and students is a significant priority of the district. Just as great care is being demonstrated for everyone inside school buildings, the district applies the same expectations to the transporting of students. In order to achieve the greatest level of safety, health and efficiency, the following expectations will be applied to the transporting of students.

During Hybrid: Blended learning, the buses are used multiple times a day to transport students to and from school. All school bus drivers, bus aides, and students will be required to wear face coverings. If a student arrives at the bus stop without a face covering, the school bus driver will provide the student with one upon entering the school bus. Students may not enter the school bus without wearing a mask.

School bus drivers will use disinfectant wipes to wipe the most touchable surfaces (bus seat tops, handrails, window ledges and window mechanics) after unloading the entire bus of students, both am and pm. Additionally, school buses will be cleaned with electrostatic cleaners after returning to the bus lot after morning routes.

School bus drivers will be encouraged to update immunizations - flu shots.

School bus drivers should be provided COVID 19 updates and training for reducing exposure in the school settings.

Transporting Students

Special attention needs to be given to the methods used to load, unload, and arrange students while riding a school bus. The capacity of each bus will be limited to 50 individuals, and therefore, the District will be unable to offer for pay ride service. Additionally, students will be encouraged to walk or ride their bike to school to further reduce the number of students aboard each bus. Each student will be permitted one bus stop to be used before and after school. For bus stops with a larger number of students, stops may be temporarily added in order to create a small number of students at each stop.

Seat assignments will be made based on the order of students' respective bus stops. In the morning, students at the first bus stop will sit at the rear of the vehicle and subsequent bus stops will fill in the next available seating working towards the front of the bus. The reverse is true for the return route

with students at the first bus stop sitting in the front seat. Siblings will be seated together. Additionally, it is suggested that elementary students utilize bus tags containing their name, grade, teacher, and morning and afternoon bus seat assignment to facilitate this process.

Upon arrival to the buildings, in cooperation with the building administration, buses will be unloaded to promote social distancing of students. Students will be dismissed from the bus, unloading front to back seats. At the end of the school day, buses will need to be loaded in order to promote social distancing of the students. Each school will need to establish designated loading areas for students to wait for their school bus and students will be dismissed from these locations when their bus arrives. Students should line up by seat assignment, last to first, prior to boarding the bus.

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Safety & Security

Safety and security of all buildings is critical to the overall educational programming for all students within District 95. During Hybrid: Blended learning, students and staff are present in all District 95 facilities necessitating the utmost attention to their safety and security. All buildings shall continue to be inspected on a regular basis in accordance with normal protocols and in compliance with all State and health department guidance. Furthermore, additional measures above and beyond regular protocols will need to be taken to ensure the safety and security of all students and staff, as outlined below.

Modification to Visitor Procedures

During Hybrid: Blended learning, visitors to each building will be restricted to utilizing a single entrance and will maintain appropriate social distancing when entering and checking into the building. Visitors are required to wear a mask in the building. Visitor entrances will be modified to include shields for personnel in addition to placing appropriate social distancing, capacity, and COVID-19 health screening signage. Personnel working in this space will be encouraged to limit the use of shared phones and will have the ability to wipe down devices after use.

The visitor check-in process will be modified to minimize direct contact between the staff member and the visitor. Scanners will be placed at a distance from staff. Visitors will be asked to place their ID directly in the RAPTOR scanners or asking staff members to use the webcam to capture a picture of the visitor and manually enter the visitor's information into the RAPTOR system. The visitor should pick up their visitor's pass directly from the printer and adhere it directly to their clothing in lieu of utilizing the traditional visitor's lanyard. In addition, the collection of car keys or other collateral items will be suspended. Please note, the process for check out will be determined based on the ingress procedure.

Additional screenings will take place for every visitor, volunteer, and contractor entering our schools and buildings. This includes asking a set of COVID-19 specific health-related questions. These questions would be added to the already existing RAPTOR Technologies screening software program (at no cost) including an update made to the RAPTOR Procedural Guide. The questions would need to be answered before a visitor's badge is issued. These questions might be:

- *Have you been exposed to anyone who has been positively diagnosed with COVID-19 in the past 14 days?*
- *Are you currently displaying symptoms of COVID-19 such as a fever or cough?*
- *Have you traveled within the last 30 days to any country, state or urban center considered high risk by the CDC?*

In addition, in line with recommendations from state and local authorities, temperature checks will be implemented. In accordance with ISBE, “Individuals who have a temperature greater than 100.4 degrees Fahrenheit / 38 degrees Celsius or symptoms of COVID-19 may not enter buildings.” <https://www.isbe.net/Documents/IDPH-ISBE-Summer-Programs-Guidance.pdf> Individuals failing to pass the health screenings will not be permitted to enter the building and appropriate administrative and/or security personnel will be notified in the same manner utilized for other visitors failing to pass the RAPTOR Technologies screening.

Safety Drills

During Hybrid: Blended learning, it is important for students and staff to be properly trained on safety procedures. Drills should always be conducted in accordance with State recommendations but may need to be modified to promote social distancing. Modifications may include:

- Video trainings
- Reducing the number of students participating in the drill at a time
- Delaying the drill to later in the year

In particular, it is not advisable to gather students together in close proximity for severe weather and lock down drills. Instead, teachers should review the procedures and locations without asking students to congregate in the designated shelter areas. Video trainings may also be used to conduct bus evacuation and other drills. Buildings should conduct staff-only drills as a way to train teachers. Additionally, buildings should also consider ways to engage the various alarm systems to familiarize students with the particular sound or instructions given during the respective emergency.

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General Hygiene Related to Cleaning Efforts

District 95 expects all facilities to be cleaned and sanitized to reduce the transmission of illnesses. During Hybrid: Blended learning, the cleanliness of the building will be supported by all stakeholders including custodial staff, teachers, other personnel, and students. The supply of health-related resources shall be inspected frequently to determine there are enough hygiene products such as soap, tissues, paper products, hand-sanitizer, etc. ready at all times for student and staff use. Additionally, all CDC and OSHA guidelines shall be reviewed to ensure proper cleaning and hygiene practices are being followed.

Cleaning Efforts

Custodial staff will be primarily responsible for ensuring the cleanliness of the building. Daily cleaning will be conducted, concentrating on bathrooms, general hallway, and office cleaning. Bathrooms will be wiped down and disinfected hourly, focusing on high touch point areas including flush handles, soap dispensers, stall doors and handles, toilet paper dispensers, toilet seats, and sinks. High touch points throughout the building, such as doors, door handles, and light switches, will be wiped down frequently with sanitizing wipes throughout the day. In addition, custodial staff will check and refill hand-sanitizing stations hourly. During the evening, classrooms, hallways, bathrooms, and offices will be completely cleaned and disinfected in accordance to expectations. See [Lake Zurich District 95 Cleaning Specifications](#) for the schedule of cleaning expectations. In addition, custodial staff will check and refill hand-sanitizing stations.

Teachers will have the ability to support the cleaning efforts by being provided with wipes to clean high touch points in the classroom including light switches, faucet handles, telephone, paper towel dispensers, pencil sharpeners, etc. Teachers will also have the ability to wipe down common space

items such as copiers and microwaves. Students will have the ability to support the cleaning efforts as necessary by wiping down their personal desk space.

Hand sanitizer will be made available throughout the building including in every classroom, at building entrances, outside of restrooms, in the lunchroom, and possibly in other high traffic areas. Students will be asked to use hand sanitizer upon entering the building and frequently throughout the day.

Following guidance from the Center for Disease Control and the Illinois Department of Public Health, if a staff member or student begins to display symptoms of Covid 19, the individual shall report to an area away from the school Health Office for isolation. For the areas that the staff member or student had used:

- Open all windows (if possible) and open fresh air intakes to maximize the amount of fresh air brought into the space.
- Space will be cleaned and disinfected prior to future use. The CDC recommends waiting for 24 hours for spaces to be cleaned and disinfected. If 24 hours are not feasible, the CDC recommends waiting as long as possible before cleaning and disinfecting affected spaces.
 - Custodial staff shall pay close attention to cleaning offices, bathrooms, classrooms including furniture, gymnasiums, and other spaces that had been used by the individual.
 - Vacuum affected spaces at night with a HEPA filtered vacuum.
 - After the space has been thoroughly cleaned and vacuumed, each affected area shall be thoroughly disinfected.

Additional Considerations

- Special circumstances may require additional and/or enhanced cleaning and disinfecting. This includes increasing cleaning during flu season or after other outbreaks.
- Classrooms and spaces with programs with multiple sessions following a half-day schedule will need to be cleaned and disinfected between morning and afternoon sessions.

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Food Service

District 95 partners with a third-party vendor to provide meal services to students during the school year. In compliance with the health department recommendations and State guidance, meal service continues during Hybrid: Blended learning with modifications as outlined below.

Health & Safety

Food service staff will complete a specialized training on COVID-19 and food service. This training will also include cough and sneeze etiquette along with respiratory training. Food service staff will wear facemasks at all times and stand towards the back of the house to increase the distance between themselves and the patrons unless necessitated by the service style.

Cafeteria Procedures

Upon entering the cafeteria, students will disinfect using a touchless hand sanitizing station prior to following the designated one-way flow through the space. Signage, markings, and barriers will be used to indicate flow and encourage social distancing. Plexiglas will be installed at the serving counters and POS stations. Students will scan their ID cards at POS stations to further reduce contact.

Menu items will be prepackaged for grab and go service. This includes individually wrapping/packaging garden bar items, silverware, napkins, and condiments. Hot and cold grab and go items will be available at the secondary levels. Items will be self-served or served by staff as appropriate using no contact transfers by placing food items on the counters.

Classroom Dining (Primary)

Meal orders would be placed the day before or morning of prior to being prepared by the food service staff. Lunches will then be loaded onto carts and delivered to classrooms by a lunchroom supervisor. These carts will contain insulated bags, garbage bags, gloves, and disinfecting wipes. The lunches on the cart will be distributed by a singular person wearing gloves. If the schedule selected requires lunch service, students may eat at their desks. Desks will then need to be cleaned and disinfected when lunch concludes. The cart, meal roster and garbage bag will be returned to the cafeteria. Alternatively, the garbage bag could be placed in the hallway for the custodian to dispose of. In addition, classrooms are required to be supplied with portable water, such as in a water pitcher or jug, including disposable cups. Should the administration identify other spaces for lunch, those areas would be cleaned accordingly.

Additional Considerations

- Additional procedures may be necessary for students with food allergies, as identified and expanded upon by the Health Committee.
- Students in self-contained classrooms should be integrated into general education classrooms during lunch, as determined by the Student and Family Support Committee.

Classroom Dining (Secondary)

Students will need to be assigned to a specific classroom or other area in which to eat. At the high school, Freshman could be assigned to their FAME group. If students were eating a lunch provided by the third-party vendor, students would be dismissed by the classroom go to the cafeteria to get their lunch. Dismissal may occur in a predetermined order or by radioing / calling individual classrooms. Students will eat at their desks and desks will need to be cleaned and disinfected when lunch concludes. Large garbage cans will need to be placed in the classrooms used for dining. Sophomores, Juniors and Seniors will be assigned a classroom.

Additional Considerations

- Additional procedures may be necessary for students with food allergies, as identified and expanded upon by the Health Committee.
- Additional supervisors would be needed to monitor small groups of students dining in individual classrooms.
- Lunchroom supervisors are traditionally CPR certified. The Health Committee should determine if this is necessary for students dining in classrooms.
- Pre-ordering, use of pin pads, and ecommerce should be explored.

Other Dining Options (Secondary)

Other spaces may be utilized as dining rooms to allow for up to 50 people in a singular space. At the middle schools, this may include the various gyms, cafeteria, stage, and MPR (North only). At the high school, this may include the various gyms, the PAC lobby, the stage, and the cafeteria. It may be possible to use dividers to subdivide these larger spaces into smaller spaces designated for 50 people. Additionally, the ability to setup tables and chairs or utilize the bleachers in these areas should be considered. This option is dependent on how these spaces are used for instruction.

At the high school, seniors may elect to dine off campus provided they return at least 10 minutes prior to the end of the period to ensure enough time to process all of the students back into the building following the entry guidelines. These students would need to be socially distanced around the security area while waiting to be dismissed.

LZ95

Fiscal Responsibilities

District 95 prides itself on its financial ratings and ability to exceed all expectations related to fiscal responsibilities. The overall fiscal health of the district is identified as excellent and has been noted with the district's most recent AAA rating. During times of Hybrid: Blended learning, District 95 shall continue to partner with each building and department to ensure budgets are followed or modified and adjusted to stay within each department or building's means and targeted towards priority needs. The business office will continue to work alongside all individuals providing oversight to budgeted accounts to ensure the fiscal health and wellness of the district continues. Additional sources of revenue will be examined including grant funds and fundraising opportunities to enhance the District's financial foundation.

LZ95

Procedural Items

District 95 will adhere to strict procedures when engaging in Hybrid: Blended learning following available guidance and recommendations.

Entry Protocols

For all students, health screenings will be required prior to attending school each day as provided for by State guidance.

Entrance protocols are specific to mode of transportation, building, and level. Entrances will be marked with spacing indicators to promote social distancing. For students arriving by bus, buses will unload one at a time / in a staggered method. Entrances will be propped or held open to prevent students from touching the door handle.

Isaac Fox <ul style="list-style-type: none"> • Bus <ul style="list-style-type: none"> ○ Kindergarten: Door 4 ○ 1st – 3rd Grades: Door 27 ○ 4th + 5th Grades: Door 9 • Parent Drop Off / Walkers: Door 1 	Spencer Loomis <ul style="list-style-type: none"> • Bus: Door 7 • Parent Drop Off / Walkers: Door 1
May Whitney <ul style="list-style-type: none"> • Bus: Door 17 • Parent Drop Off: Door 9 • Early Childhood: Door 8, Consider changing start time 	Middle School North <ul style="list-style-type: none"> • Bus: Door 21 + 22 • Parent Drop Off / Walkers: Main Entrance
Sarah Adams <ul style="list-style-type: none"> • Bus: Door 4 • Parent Drop Off / Walkers: Door 1 + 10 	Middle School South <ul style="list-style-type: none"> • Bus: <ul style="list-style-type: none"> ○ 6th Grade: Door 26 ○ 7th Grade: Door 24 ○ 8th Grade: Door 25 • Parent Drop Off / Walkers: Main Entrance - Door 25
Seth Paine <ul style="list-style-type: none"> • Bus: Door TBD • Parent Drop Off / Walkers: Door TBD 	Lake Zurich High School <ul style="list-style-type: none"> • Bus: Door 14 + 13 • Parent Drop Off: Both sides of main entrance • Drivers: Door 6 • Staff: Door 15

Hallways

Once inside the building, students will utilize one-way hallways (wherever possible) with directional arrows indicating flow and right of way to report directly to their classrooms. For hallways that cannot be designated as one way a demarcation line will be noted between the two sides of the hallways. Stairways should be designated as one-way wherever feasible.

For the High School students should be dismissed in an orderly manner that maintains social distancing and does not allow students to congregate by classroom doors.

Exit Protocols

When exiting the building, students will utilize one-way hallways (wherever possible) with directional arrows indicating flow and right of way. For all buildings, dismissal will be staggered, and students will remain in the classroom until dismissed. Like entrance protocols, exit protocols are specific to mode of transportation, building, and level. Exit doors will be propped or held open to prevent students from touching the door handle.

<p>All Elementary Schools</p> <ul style="list-style-type: none"> • Bus <ul style="list-style-type: none"> ○ Dismissed first ○ Students remain in classroom until bus number announced ○ Students apply hand sanitizer and wear masks prior to boarding the bus • Parent Pick Up - dismissed by alphabetical group <ul style="list-style-type: none"> ○ Group 1 (A-G) ~ 2:50 pm ○ Group 2 (H-P) ~ 3:00 pm ○ Group 3 (Q-Z) ~ 3:10 pm • Walkers - students remain in classroom until dismissed at one-time 	<p>Spencer Loomis</p> <ul style="list-style-type: none"> • Bus: Door 7 • Parent Drop Off / Walkers: Door 1
<p>Isaac Fox</p> <ul style="list-style-type: none"> • Bus <ul style="list-style-type: none"> ○ Kindergarten: Door 4 ○ 1st – 3rd Grades: Door 27 ○ 4th + 5th Grades: Door 9 • Parent Pick Up / Walkers: Door 1 	<p>All Middle Schools</p> <ul style="list-style-type: none"> • Bus <ul style="list-style-type: none"> ○ Dismissed first ○ Students remain in classroom until group announced ○ Group 1 (A-G) ○ Group 2 (H-P) ○ Group 3 (Q-Z) • Parent Pick Up - dismissed by alphabetical group <ul style="list-style-type: none"> ○ Group 1 (A-G) ○ Group 2 (H-P) ○ Group 3 (Q-Z) • Walkers – dismissed last
<p>May Whitney</p> <ul style="list-style-type: none"> • Bus: Door 17 • Parent Pick Up: Door 9 • Early Childhood: Door 8, Consider changing start time 	<p>Middle School North</p> <ul style="list-style-type: none"> • Bus: Door 21 + 22 • Parent Pick Up / Walkers: Main Entrance
<p>Sarah Adams</p> <ul style="list-style-type: none"> • Bus: Door 4 • Parent Pick Up / Walkers: Door 1 + 10 	<p>Middle School South</p> <ul style="list-style-type: none"> • Bus: <ul style="list-style-type: none"> ○ 6th Grade: Door 26 ○ 7th Grade: Door 24 ○ 8th Grade: Door 25 • Parent Pick Up / Walkers: Door 25

Seth Paine <ul style="list-style-type: none"> • Bus: Door TBD • Parent Drop Off / Walkers: Door TBD 	Lake Zurich High School <ul style="list-style-type: none"> • Bus <ul style="list-style-type: none"> ○ Students remain in classroom until bus number announced ○ Door 14 + 13 • Parent Pick Up <ul style="list-style-type: none"> ○ Freshman 3:11 – 3:20 ○ Sophomores: 3:20 – 3:25 ○ Juniors: 3:25 – 3:30 • Drivers / Walkers <ul style="list-style-type: none"> ○ Dismissed by parking space number (even/odds), Knigge Lot, St. Peter's, and walkers ○ Door 6 • Staff: Door 15
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Recess Protocols (Primary)

Students will need to remain with the students in their classroom during recess and will be assigned to a designated play space (i.e. field, lot, lunchroom, hard surface) in order to limit the number of individuals to 50 and not mix classrooms. As a result, additional recess supervisors may be needed to supervise the students grouped by classroom. High-touch surfaces made of plastic/metal, such as swings/slides, railings and other play structures, should be cleaned routinely and disinfected as per the most recent CDC guidance. Consideration should be given to students re-entering the building to maintain social distancing. Indoor recess would be housed in the classroom during inclement weather. Students should sanitize their hands at the conclusion of recess. Early Childhood classes will participate in recess outside of the traditional recess times and will utilize the upper gym during inclement weather.

Restrooms

Restroom procedures, at all levels, will need to be shared with students at the beginning of the year and throughout the year as necessary. In addition, each level recommends the following procedures:

Elementary School <ul style="list-style-type: none"> • Use scheduled by teams • Assign bathrooms to specific classrooms • Close specific urinals/stalls to promote social distancing • Limit the number of students in the bathroom during lunch • Use hand dryers only • Add signs on social distancing and hand washing directions 	Middle School <ul style="list-style-type: none"> • Close specific urinals/stalls to promote social distancing • Assign bathrooms by grade level • Limit the number of students in the bathroom during lunch • Use hand dryers only • Add signs on social distancing, capacity, hand washing directions 	High School <ul style="list-style-type: none"> • Close specific urinals/stalls to promote social distancing • Use hand dryers only • Add signs on social distancing, capacity, and hand washing directions • Provide supervision to limit number of students at one time
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Large Space Congregation

Throughout the day, there are times when a large number of students congregate in the same space. This is especially true at arrival and dismissal. To address this, all levels have suggested that students report directly to class when they arrive at school. It is important to note that this creates the need to adjust how supervision is conducted in the morning and may necessitate additional supervisors in order to watch smaller groups of students in individual classrooms. Each level has also identified other locations where congregation may occur and possible solutions to reduce the number of students in the space.

Staff Workspace / Staff Lunchroom

Staff members utilizing shared spaces should wear a facemask at all times, except when eating. The capacity in these spaces should be limited, utilize one-direction traffic flow (when possible), and include social distancing markings/signage. Shared supplies should be removed from these spaces and sanitizing wipes should be added to allow staff members to disinfect after use. Additional spaces may need to be identified to provide all staff members an appropriate space to eat and/or work during prep time if classrooms are occupied by students.

School / Administrative Offices

The main office of a school is traditionally a high-traffic area. As a result, nonessential visitors, volunteers, and activities should be limited to reduce the traffic in this space. The health of staff members working in this area should be supported by providing protective plastic barriers between office personnel and visitors to the office. In addition, employees and visitors must wear facemasks and engage in social distancing as supported by markings placed in the space. When possible, visitors should remain in the vestibule outside of the office with communication occurring through the intercom. Items being dropped off for students or staff should be discouraged/limited and left on a table in the vestibule when absolutely necessary and only retrieved when no visitors are present. Outside visitors, staff members, and students are encouraged to contact the office by utilizing email and phone communication as much as possible. Electronic sign-out procedures for students will also be explored.



Health & Wellness

District 95 has a strong commitment towards the health and wellness of all employees, students and families within its learning community. Health, safety, and related logistical considerations to safely diagnose, treat, and isolate COVID-19 cases and their contacts, will change our health and wellness practices within our district. Certain precautions must be observed on an ongoing basis during the pandemic recovery phases as identified within the Governor's Restore Illinois plan and by the Illinois State Board of Education (ISBE).

When considering the safety of students, we must consider a student's daily journey. This includes waking up in the morning, transportation to the physical school building, waiting to enter the building, entering the building, waiting inside the building in designated areas, locker visits, getting to class, taking into account any and all movement throughout the day (changing classes, using the restroom, lunch/cafeteria (breakfast and lunch), gym/PE, recess, etc.), and returning home. Recommendations for the Hybrid model for learning will be directed in collaboration of the State, ISBE, IDPH, and the Lake County Health Department. District 95 will be partnering with each of those organizations to facilitate the safest return possible for all district stakeholders. Preparation will be necessary for a successful and safe return and much of the health and wellness considerations can be applied to home in support of our Hybrid model.

LZ95

• Supplies & Resources

During Hybrid Learning, some restrictions will need to be in place to protect the health of all students, staff, and D95 families. Critical supplies (by area and whether they are considered mandatory) are listed below. Prior to students returning to school buildings, staff will inventory needed supplies to ensure all spaces have the appropriate health related supplies. Assistant Principals will coordinate ordering of appropriate stock of identified supplies (staff, student numbers plus reserves) with the Director of Facilities.

Classrooms/Teaching Spaces

Health Office

Cafeteria

Bus

Mandatory	Mandatory	Mandatory	Mandatory
Hand sanitizer	Hand sanitizer	Hand sanitizer	
Face coverings	Face coverings	Face coverings	Face coverings
Disinfectant wipes	Disinfectant wipes	Disinfectant wipes	
Kleenex	Kleenex	Kleenex	Kleenex
*Hand soap and paper towels will be provided in any classroom/teaching space that is equipped with a sink	Hand soap and paper towels	Thermometers (no touch)	
	Thermometers (no touch)		
Classrooms/Teaching Spaces	Health Office	Cafeteria	Bus
Voluntary	Voluntary	Voluntary	Voluntary
Gloves	Gloves		Gloves
Face shields	Face shields		

All students and staff are required to wear face coverings throughout the school day, especially on the bus, in the hallways, bathrooms, and other large common areas, unless they are outside and are 6 feet apart while outdoors. Students and staff will be issued a face covering if they are not wearing one before entering the building or getting on a school bus. All individuals in a school building must wear a face covering unless they have a medical contraindication, have trouble breathing, or are unconscious, incapacitated, or unable to remove the face covering without assistance. A physician's documentation is needed for exclusion of wearing a face covering.

It is recommended that families regularly clean and sanitize students' school materials such as, but not limited to, backpacks, lunch boxes, water bottles, binders/folders, and other supplies. The cleaning of iPad cases is encouraged; however, alcohol wipes should not be used on iPad screens. Regular washing of cloth face coverings will be necessary.

Cleaning and disinfecting of the school building will occur nightly, however, in an effort to provide a greater level of sanitation throughout the school day, the following will be completed inside classrooms.

Staff will...	Students will...
Sanitize the teacher's desk and other tables with district approved disinfectant wipes.	Be given a district provided disinfectant wipe to clean their desk and chair prior to leaving the classroom. They will then dispose of the wipe and use district provided hand sanitizer to clean hands.
Wipe all frequently touched areas, such as doorknobs and light switches regularly throughout the school day with district approved disinfectant wipes.	Practice good personal hygiene throughout the school day: ie. handwashing, hand sanitizing
Practice good personal hygiene throughout the school day: ie. handwashing, hand sanitizing	

The transition to a Hybrid Learning model will require training on health and wellness issues identified as critical to the safety and well-being of all students and staff. The following staff development/training opportunities for staff, students and parents is recommended.

Staff	Students	Parents
<i>August GCN Virtual/Video Training</i>	<i>Virtual/Video/In-Person</i>	<i>Videos Available in August</i>
COVID-19: Plan, Prepare and Respond (GCN)	COVID-19: How to Wear a Mask HS/MS Elementary	COVID-19 – Tips to Prepare Your Child to Wear a Mask
COVID-19: How to Wear a Mask (GCN)	COVID 19: Proper Hand-Washing HS/MS 3-5 PK-2	COVID-19: How to Wear a Mask
COVID 19: Proper Hand-Washing (GCN)	Coughing and Sneezing HS/MS 3-5 PK-2	COVID 19: Proper Hand-Washing
COVID-19: Workplace Guidelines (GCN)	Social Distancing	Social Distancing
The Do's and Don'ts of Wearing Masks and Gloves	The Do's and Don'ts of Wearing Masks and Gloves	The Do's and Don'ts of Wearing Masks and Gloves
COVID-19: School Health and Safety Guidelines PDF	COVID-19: School Health and Safety Guidelines PDF	COVID-19: School Health and Safety Guidelines PDF

The district/school buildings will post informative and cautionary signage (handwashing, mask guidance, coughing and sneezing, social distancing) throughout all school buildings upon return to any learning model that requires staff or students to be present on school grounds.

All site-based school nurses will work with site-based administrators, the Curriculum and Instruction Department, and the Special Services Department to monitor the needs of students and families (basic needs as well as resources to support social, emotional and academic learning) during all phases of any learning model. Dissemination of those resources will be supported through mail, home drop-offs, pick-ups or any other expedient method of delivery.

LZ95

• Reporting

During Hybrid Learning it is important to know the scope of the virus in the community to make informed decisions about reopening schools and activating on-going support for students, staff, and families. The following protocols for self-reporting of COVID-19 exposures, confirmed cases, and presumed positive cases have been established for staff and students of District 95.

STUDENTS

STAFF

Parents/students self-report to the site-based building attendance hotline and follow these instructions: “If you have symptoms of Covid-19 or have tested positive, please contact your school nurse (provide number) immediately.”	Self-report by contacting site-based building administrator immediately who will notify district nurse and secure substitute teacher if needed
Site-based building nurse will contact family upon notification to complete established screening protocol and make appropriate notifications. (Human Resources (Benefits Specialist, Superintendent) as directed	District nurse will contact employee upon notification and complete established screening protocol and make appropriate notifications (Human Resources (Benefits Specialist, Superintendent) as directed
Superintendent office to contact the local health department who will provide further guidance on protocols (ie. Potential classroom assigned to remote learning, potential building assigned to remote learning, etc.)	Superintendent office to contact the local health department who will provide further guidance on protocols (ie. Potential classroom assigned to remote learning, potential building assigned to remote learning, etc.)
Appropriate tracking/tracing protocol initiated by site-based building nurse in conjunction with building principal	Monitor employee for return to work as appropriate
Monitor student for return to school clearance as appropriate	Appropriate tracking/tracing protocol initiated by District Nurse and building principal

In addition, the site-based building attendance hotline will also include a message asking parents to be specific about symptoms causing the student absence. Reasons for a student’s absence that include any symptoms related to Covid-19, will be followed up on by the school nurse using the established [screening protocol](#).

In the event that a staff member becomes aware of, or observes, a student exhibiting symptoms or exposures related to COVID-19, it is expected that they will immediately send the student to the Health Office and call the school nurse, following all established building procedures for sending students to the Health Office. If a student exhibits signs of illness while participating in eLearning, the teacher should contact the school nurse. The school nurse will contact the parent or guardian to do a wellness check.



• Hygiene

It is imperative that an established check-in system for medically challenged students and families be of high priority using the following protocol:

- School nurses (with assistance from staff members) will identify a list of students that are medically fragile and/or have special needs. If staff members become aware of a medically challenged student and/or family members, staff will inform the school nurse in a timely manner. School nurses will establish a calendar/schedule to check in with students (or their parents) impacted at least 1x/per week

(Based on weekly conversation, determination can be made about more frequent check-ins) The school nurse will report the information to building administration and if appropriate the school social worker and/or school psychologist.

Assistance for medically and challenged students and families will include but not be limited to:



Hybrid Learning Timeline for Hygienic Training:

- First week of Hybrid Learning, staff will show videos to students (additionally linked to D95 website, Seesaw/Canvas) Videos will also be available to parents in a Principal Back to School newsletter/blog before the first day of school.
 - Handwashing (Day 1) [WHO Handwashing Video](#) [NHS Video/Song](#) [CDC ELEM. Handwashing](#)
 - How to properly wear a mask. (Day 2) [Intermediate/High School](#) [CDC MS/HS/Adult](#), [Mask on and Off](#)
 - Coughing and sneezing. (Day 3) [Elem. Song/Video](#) / [Coughing Sneezing Etiquette](#) [Middle School/High School](#)
 - Social distancing. (Day 4) [CDC Social Distancing Video](#)
 - “If You Need Assistance” video with contacts (Day 5)

Upon entering the building(s), ALL staff/students will utilize sanitizer or wash their hands with soap and water - sanitizing stations will be placed at each entry point into the building, hallways and classrooms, cafeteria, restrooms, and gymnasiums.

Elementary students with adult support and supervision shall sanitize

- Upon entering the school building
- Upon entering and leaving any classroom
- Before and after consuming lunch
- Going out and coming in from recess
- After each coughing, sneezing or blowing your nose
- Upon loading the bus at school to go home (sanitizer cannot be used on the bus)

Middle School/High School students shall sanitize

- Upon entering the school building
- Upon entering and leaving any classroom
- Before and after consuming lunch

- After coughing, sneezing or blowing your nose
- Upon loading the bus at school to go home (sanitizer cannot be used on the bus)

LZ95 • Procedural

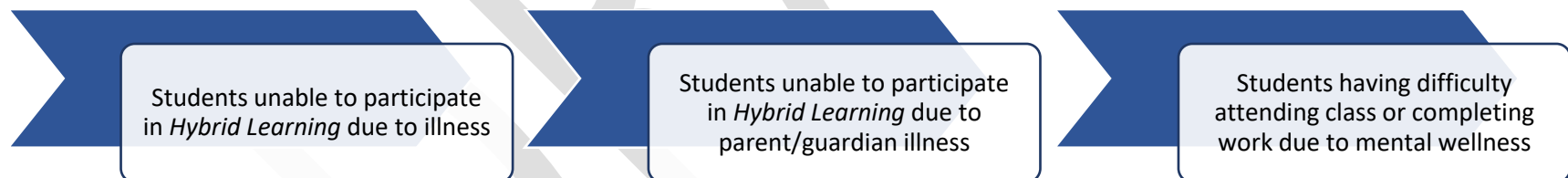
The following identified health related concerns during Hybrid Learning must be reported immediately to site-based building administrators who will then follow intervention protocol to secure the proper support:

Review of Student Health Records

To facilitate records reviews of students potentially identified as being medically fragile students, the following procedure will be implemented:

- Prior to start of the school, district nurses review health records to identify potentially medically fragile students and/or students on health plans ([CDC: People Who are at Higher Risk](#))
- Prior to the start of school, district nurses contact parents of identified students to determine possible revision to health plans to address minimizing infection
- During the first weeks of school, work with Student Support Team to determine if other provisions are necessary instead of potentially going back to in-person instructional experiences

Attendance



Attendance data gathered with regard to any of the above situations from any staff member or other trusted adult should be reported using the following chain of communication:

- Notify school nurse
 - Nurse calls family/staff to gather additional information while reassuring families to focus solely on health
 - Nurse follows up with site-based building administrator noting COVID-19 details as needed
 - The superintendent office will work with the health department on these matters, as they may require closing school and/or classrooms. Only the superintendent can close down educational spaces with Board President approval

Temperature/Symptom Check Procedures

Daily temperature and symptom checks are mandated by ISBE. Staff and students who have a temperature of 100.4 or exhibit at least one symptom of COVID-19 will be sent home from school and will follow Return to Work/School Protocols.

Temperature/Symptom Checks – Option 1	Temperature/Symptom Checks – Option 2
<ul style="list-style-type: none"> • Staff and students self-report daily temperature/symptoms checks • Information is reported daily to designated App (HIPPA compliant) • If information is not reported in the App, temperature/symptom check will be completed at school 	<ul style="list-style-type: none"> • Staff and students self-report daily temperature checks • A self-certification badge will be displayed upon entering the school bus or school • If badge is not displayed before entering the school bus, temperature/symptom check will be completed at school • If badge is not displayed upon arrival at school, temperature/symptom check will be completed at school

Based on CDC/IDPH recommendations and current state guidance, the following implementation plan to determine safe return to school/work has been established:

3 days with no fever (no medication) and symptoms improved and 10 days since symptoms first appeared	If tested positive for COVID-19 but had no symptoms, you can be with others (return to school/work) after 14 days have passed since positive test and no symptoms emerge	If EXPOSED to a COVID-19 positive individual, you can be with others (return to school/work) after 14 days have passed since exposure and no symptoms emerge	Tracking/tracing data will be the responsibility of the site-based school nurse/building principal kept by the nurse and will include student/staff name, <u>and</u> date of onset/exposure. Frequent check-ins with family/staff through the process is required.	Consideration of CDC and IDPH criteria for return to school and/or work <u>Working Document</u> (subject to change based on state recommendations)
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In the event that an *eLearning* Plan must be put into place for any student excluded from face-to-face or hybrid learning models due to COVID-19 related reasons or health needs. At all levels, the school nurse will contact the student's parents/guardians to determine COVID-19 related needs. Names of students who are excluded from Full Capacity/Intermittent/Hybrid Learning Models will be turned in to the building Principal.

When the need arises to create additional guidelines and practices necessary for the creation of plans for closure affecting school activities, individual classrooms, schools, or a district-wide closure, the following sources will serve as guidance:

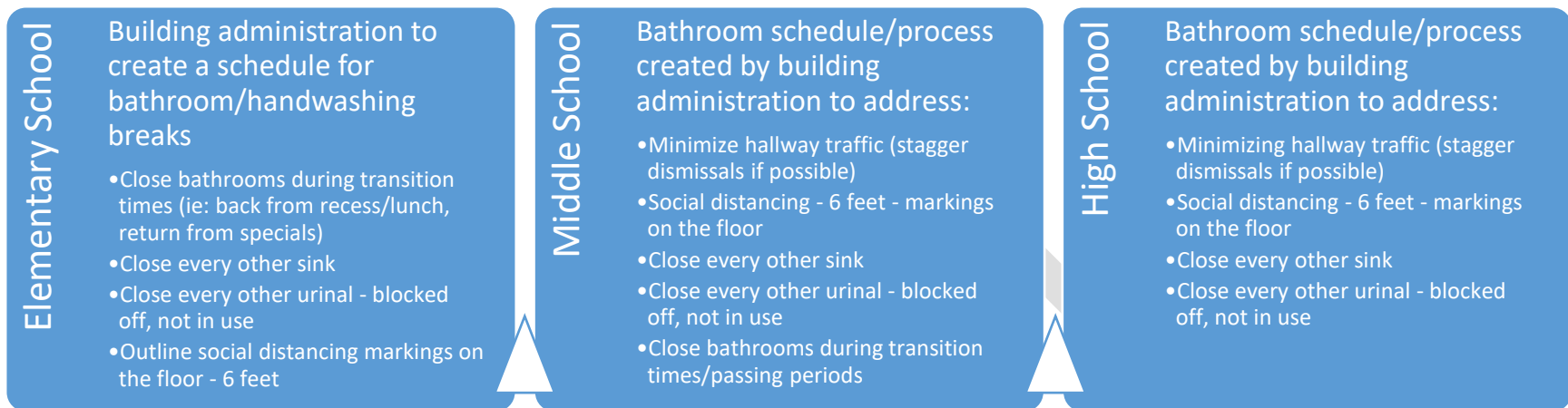
- [CDC Guidelines](#) / IDPH Guidelines
- [IL Summer School Recommendations](#)
- [Starting the 2020-2021 School Year – June 23, 2020 – Part 3 – Transition Joint Guidance](#) or the most current ISBE Guidelines/Recommendations
- [ISBE Latest Updates - FAQs](#)

Principals shall keep dated records of anyone entering building during *Hybrid Learning* to assist and support tracking/tracing data. This data will be shared with the superintendent who will work with the health department to identify any further needs (ie. Classroom quarantine, potential building closures, etc.). To support the comprehensive reporting practice, the following guidelines will also be implemented during *Hybrid Learning*:

Contact Tracing

Hybrid Learning – Contact Tracing	Hybrid Learning
<ul style="list-style-type: none"> • Staff and student attendance tracking • Staff sign in/out (during school day) • Substitute teachers sign in through front office • Parents/volunteers: Strongly recommend minimizing/restricting visitor entrance into building (exceptions: IEP meetings, potential pick-ups/drop-offs) • All visitors must enter through main office entrance • Everyone must enter through main office entrance during school day (staff, visitors, etc.) 	<ul style="list-style-type: none"> • Identify door entrance by grade level • Provide schedule for teachers' staff dining room, work room, daily events, hallway flow, and bathroom usage • Schedule virtual meetings, when possible • Restrict visitor access to approved locations identified by administration • Limit staff errands during lunch hour to essential needs with health checks and hand sanitizing upon return

Bathroom Procedures



LZ95 • Community Collaboration

To ensure that students, staff and parents are prepared with the understanding of Hybrid protocols identified by the Illinois State Board of Education (ISBE), the Health and Wellness Team will work in collaboration with the Communications team to ensure timely communication to all stakeholders. Implementation of screening protocols essential to student, staff and community safety have been identified but are not limited to: temperature/symptom checks, proactive personal hygiene, social distancing, questions related to potential symptoms, and appearance of illness.

Health and Wellness communication for school site entry will be shared in a variety of forms: videos, written communications, or other infomercials in collaboration with Communication Team. Recommendations include:

Prior to Hybrid Capacity Model	During Hybrid Capacity Model
<ul style="list-style-type: none"> ○ Use of CDC resources - signage available, videos available, announcements available ○ Post CDC signage in building: handwashing, mask wearing, temperature checks, social distancing 	<ul style="list-style-type: none"> ○ Regular weekly announcements reflecting personal hygiene and social distancing measures ○ Review the following videos with students the first week of school (see above): <ul style="list-style-type: none"> ○ Handwashing ○ How to properly wear a mask.

<ul style="list-style-type: none"> ○ Creation of an easily accessible central location for protocol videos and written communication available to all staff, students, and parents as topic appropriate ○ Staff protocol knowledge: Share at staff meeting virtually <ul style="list-style-type: none"> ▪ Handwashing ▪ How to properly wear a mask ▪ Coughing and sneezing ▪ Social distancing ▪ Temperature/symptom self-certification ○ Parent & student protocol knowledge: Share with residency mail/electronic information and at virtual meet the teacher <ul style="list-style-type: none"> ▪ Handwashing ▪ How to properly wear a mask ▪ Coughing and sneezing ▪ Social distancing ▪ Temperature/symptom self-certification ○ District 95 Handbook updated to reflect the ISBE documented use of face coverings 	<ul style="list-style-type: none"> ○ Coughing and sneezing. ○ Social distancing ○ Clearly communicate how district buildings will pivot between learning models
Health Notifications	Ongoing Communication
<ul style="list-style-type: none"> ○ Students/staff in close contact of the confirmed/presumed positive case will be identified by the classroom teacher/staff member. ISBE defines close contact as within 6 feet for 15 or more minutes. <ul style="list-style-type: none"> ▪ The School nurse will communicate with families and identify next steps as identified by the CDC protocols – 14 day home quarantine ○ School nurse will communicate exclusion/re-entry protocol for student and staff confirmed or presumed positive COVID-19 cases 	<ul style="list-style-type: none"> ○ Continually monitor updated information from CDC, IDPH, ISBE regarding health and safety criteria (classroom, building, district) ○ Building administrator updates Superintendent and Facilities Director of identified confirmed/presumed positive cases <ul style="list-style-type: none"> ▪ Locations for deep cleaning reported to Facilities Director ○ Clearly communicate how the district will pivot between learning models



Student & Family Support

Overview

District 95 is committed to providing services, programs and support to promote positive school cultures, a strong sense of community, and continue to advance the academic, physical, social and psychological well-being of students and families. The district works collaboratively to forge strong partnerships between home and school while focused on supporting students with the knowledge skills, and abilities in areas of physical, social and psychological development that encourage positive academic growth and lifelong personal and career success. District 95 will support the academic, physical, social and psychological welfare of all students and family members as students return to Full Capacity: Face-to-Face instruction. Specific programming and services designed to support identified students include special education services, English Language and bilingual services, 504 accommodations, and interventions. Expectations for all support systems during periods of the district's return to Full Capacity: Face-to-Face instruction are outlined within this section.

Special Education Services

Any student receiving *Special Education services* will receive communication from the appropriate teachers assigned to meet student needs. Each service provider/special education teacher will communicate regularly to provide the necessary support. Guidelines for services are specific to each child's *Individual Education Plan (IEP)*; therefore, specific information related to these services will be communicated to individual families based on service needs.

Specific questions related to *Special Education* should be directed to the case manager, assistant principal/principal, or the appropriate Student Services Administrator:

Dr. Lauren McArdle
Assistant Superintendent of Student Services
847-540-2831

Ms. Lynn Owens
Elementary School Director
847-540-4939

Dr. Carie Cohen
Middle & High School Director
847-540-4970

English Language (EL)/ Bilingual Services

Any student receiving *Bilingual Services* in a self-contained classroom will continue to meet as a classroom and receive his/her instruction from that teacher. Students who receive *English Language services* will continue to be contacted and supported by the district's EL teachers. Guidelines for services are specific to the individual student's needs; and therefore, specific information related to these services will be communicated to individual families based on those identified needs.

Specific questions related to *English Language/Bilingual services* should be directed to the EL teacher, assistant principal/principal, or the Director of Curriculum & Instruction.

Ms. Stacie Noisey
Director of Curriculum & Instruction
847-540-4966

Interventions

LZ95

• Counseling Needs

Assessing Student Needs. For students with counseling minutes indicated in their Individualized Education Plan (IEP), service providers may utilize a combination of remote and live service delivery (with health and safety and social distancing measures in place) - depending on student schedules in a hybrid scenario. For students who do not have an IEP, staff will continue to utilize the referral form developed for remote learning in order to assess student needs (in addition to other in-person staff assessments and/or parent reports related to student needs).

The referral form for social-emotional support is linked [HERE](#).

Service Delivery. In person service delivery will be provided to the greatest extent possible in a hybrid scenario. Service providers will pay particular attention to students who required additional support during remote learning (both students with and without formalized minutes of service documented as a need, such as in an IEP), and will prioritize setting appointments with these students first upon return to face-to-face instruction in a hybrid schedule. Service providers will also attempt to schedule appointments when students are in-building in a hybrid scenario.

Additional considerations will be made for service providers who have office spaces that do not allow for social distancing when in person for instruction. Building-level administration (in conjunction with District Operations staff) will review related service providers' spaces – and will determine additional options for spaces that allow for social distancing when conducting individual or group counseling sessions face-to-face.

NOTE: The reader is referred below (Special Populations) for additional considerations for other related service provider service delivery needs.

LZ95

• School-wide Social-Emotional Learning (SEL)

Universal social-emotional instruction for all students will occur across all grade levels in a hybrid instructional scenario. Both existing structures (Morning Meetings at the elementary level) and new structures (such as integrating SEL instruction into physical education classes at the middle school and high school levels) will be utilized in order to integrate social-emotional learning concepts in a hybrid schedule. The District will utilize existing social-emotional curricula during established times for SEL instruction. Building level staff will conduct needs assessments in order to determine additional targeted group needs (outside of instruction delivered to all students). All SEL instruction will be aligned with state social-emotional learning standards and CASEL (Collaborative for Academic, Social, and Emotional Learning competencies) competencies, in alignment with the District improvement plan. Staff will prioritize delivery of SEL instruction when students are in-building, to the greatest extent possible.

In addition to universal social-emotional instruction available to all students and targeted group supports, resources developed for students to access during remote learning will continue to be accessible to students. Social-emotional materials will be developed across age levels (choice boards for elementary, middle school and high school SEL choice lists), and students will be able to navigate accessing resources independently.

An example Elementary SEL choice board is linked [HERE](#).

An example Middle School SEL choice board is linked [HERE](#).

NOTE: School-wide social-emotional learning developments (such as establishing set times and/or embedding learning within identified content areas for middle school and high school levels for SEL) are NOT specific to a remote learning scenario; additional structures and systems established across all grade levels are in alignment with Forward95 - and will be implemented in any scenario starting Fall 2020.

LZ95

• Crisis Response Procedures

Procedures developed for crisis response in a remote learning scenario will apply when students are not in-building (when students are participating in remote instruction).

Standard crisis response procedures and protocols will resume when students are in-building, with health and safety guidelines for social distancing in place. Additional care and monitoring will be taken for any student who experienced a crisis situation while in remote learning and/or for any student who personally experienced a significant loss or trauma as a result of COVID-19.

LZ95

• Supporting Student Well-Being

Procedures developed for supporting student well-being in a remote learning scenario will apply when students are not in-building (when students are participating in remote instruction).

All pre-existing systems and supports in place for addressing student well-being concerns will resume when students are in-building, with health and safety guidelines for social distancing in place. District and building-based staff will continue to assess and respond to student needs, particularly those needs related to transitioning back to face-to-face instruction (such as re-teaching of standard school expectations, teaching students what to expect with regard to social distancing, etc.) - as students move between in-person instruction and remote learning in a hybrid scenario.

District and building-based staff will consider all social-emotional teaching needs, but will pay particular attention to legal requirements for teaching specific topics (such as requirements for teaching Erin's Law and Ann Marie's Law) - and will prioritize teaching those topics as soon as possible upon resuming live instruction (in the event that schools transition back to a totally remote learning scenario versus a hybrid).

LZ95

• Parent Supports

Previous systems for providing parent support (Parent Universities, Parent Cafes, etc.) will resume in a hybrid scenario with health and safety guidelines for social distancing in place. District and building-based staff will take care to assess family needs surrounding transitioning students back to live instruction in a hybrid model, and will create supports (i.e., resource documents, targeted parent education) in response to parent needs. Options will be provided (virtual, in person with health and safety restrictions in place) to parents in order to meet family needs and comfort level with being in person for support in a hybrid scenario.

There will be additional opportunities (i.e., virtual classroom visits, teacher conferences/meetings) for acclimating parents at the start of the school year, based on parent need and interest.

LZ95

• Staff Supports

Previous systems for providing staff support will resume upon return to face-to-face instruction, with health and safety guidelines for social distancing in place. District and building administrators will pay particular attention to staff concerns unique to a hybrid instructional scenario (i.e., staff concerns about returning to work, staff concerns about supporting students as they transition back from remote learning, ensuring there is a system for moving smoothly between remote-live instruction), and will develop supports accordingly (based on staff expressed need). Individual conversations with staff, staff surveys, administrator office hours, and other means of gathering information regarding staff needs will all be considered in a hybrid scenario. Options will be provided (virtual, in person with health and safety restrictions in place) to staff in order to meet staff needs and comfort level with being in person in a hybrid scenario.

Procedural

In a hybrid scenario, there may be additional health and safety guidelines and social distancing guidelines that need to be in place when students are receiving instruction in person. District and building-based staff will prepare to support staff in the following areas (in relation to additional guidelines):

- Provision of professional development/training surrounding any new guidelines
- Development of resources for teaching students social distancing guidelines
- Development of resource for teaching students hygiene practices (such as hand-washing guidelines)
- Provision of additional visual markers, posters, etc. outlining expectations for social distancing and hygiene
- Development of schedules and procedures to facilitate social distancing for students and staff (such as bathroom break schedules, arrival and dismissal procedures)
- Provision of professional development related to delivery of instruction in a social distancing scenario (how to facilitate group work, how to manage materials, etc.)
- Development of procedures for convening necessary meetings (IEP meetings, professional learning meetings, professional development sessions) in alignment with social distancing guidelines
- Other needs, as determined by ongoing monitoring of staff needs

An example of introducing students to new health and safety guidelines utilized during summer school is linked [HERE](#). (NOTE: The reader will need to download the presentation to play audio links.) The reader is referred to the Health and Safety section of the current guidance document for resources related to teaching students about social distancing, face coverings, and hand-washing guidelines.

In addition to changes in health and safety measures, there will additionally be the need to prepare students and staff for operating within both in-person and remote learning environments. In order to adequately prepare staff and student groups, District and building-level administration will commit to the following:

- Ensuring access to all needed materials for students when learning remotely
- Ensuring access to all needed materials for staff when teaching remotely
- Teaching expectations up front/early in the school year in regards to remote learning
- Communicating as early as is possible in advance of a shift to a remote learning scenario (for both staff and students)
- Establishing clear procedures for in-person schedules and remote learning for both staff and students

The reader is referred to the Academic section for additional information regarding educator and student expectations in a hybrid scenario.

LZ95

• Special Populations

Students with Individualized Education Plans (IEP's), Section 504 Plans & English Learning (EL) Needs

General Considerations

Previously-existing systems for supporting special populations (students with IEP's, students with EL needs, students with Section 504 Plans) will resume when students are in-building in a hybrid scenario. Student teams will prioritize the following when students are in person:

- Data collection/progress monitoring of goal areas (or other student needs) that were more challenging to collect in a remote learning scenario
- Implementation of goals (to include additional direct instruction and/or practice opportunities, for example) for those goal areas that were more challenging to implement in a remote learning scenario
- Implementation of 504 accommodations for those supports that were more challenging to implement in a remote learning scenario
- Conducting initial evaluation or reevaluation components that require face-to-face interaction (such as cognitive assessments or assessments of fine/gross motor skills)
- Assessing student needs upon return to a live instruction scenario in order to determine what (if any) additional interventions or supports are needed in order to support student functioning

Special Considerations

Additionally, District and building-based staff will implement the following additional precautions to protect the health and safety of staff and students as they during a hybrid learning model (when students are in person):

NEED AREA	Adapted PE Needs	Crisis Prevention and Intervention (CPI) Needs	Itinerant Needs (Hearing, Vision) & Traveling Staff	Related Service Provider Needs <i>(considerations may also apply to teaching staff in a 1:1 interaction with students)</i>	Early Childhood (EC) Needs	Transition Programming Needs

C O N S I D E R A T I O N S	<p>*Cleaning and sanitizing protocols in place for any PE equipment</p> <p>*Social distancing guidelines in place for Adaptive PE activities</p> <p>*For those students that need hand-over-hand or navigation support, development of guidelines for staff in consult with health staff and IDPF/ISBE guidance</p> <p>*Review of peer leader expectations; adjustments will be made to peer leader requirements in order to maintain safety while providing access to nondisabled peers during PE classes</p>	<p>*Consultation with CPI regarding safe crisis intervention procedures</p> <p>*Maximizing all crisis prevention procedures in order to minimize incidents where a student may require a CPI hold</p> <p>*Consideration for alternate spaces in buildings that can be used for de-escalation of students (without the use of CPI holds)</p> <p>*In alignment with state regulations and current CPI guidance, staff may continue to use CPI holds in situations where there is an <i>imminent</i> risk of harm to self or others</p>	<p>*Provision of gloves and other PPE when cleaning materials (such as hearing aides or mobility devices)</p> <p>*For those students that need hand-over-hand or navigation support, development of guidelines for staff in consult with health staff and IDPF/ISBE guidance</p> <p>*Consideration for the purchase of additional devices/equipment OR new cleaning protocols for specialized equipment in consultation with District itinerant staff</p> <p>*Development of protocols for itinerant staff/teaching staff who travel between buildings (such as an updated health screening, requiring hand washing upon arrival at a new building, etc.) in collaboration with District health staff</p> <p>*Investigation of alternate cleaning methods for</p>	<p>*Provision of space that allows for social distancing when working with individuals or groups of students</p> <p>*Cleaning and sanitizing protocols in place for any shared assessment materials (such as manipulatives included in a cognitive assessment kit)</p> <p>*Consideration for using assessment measures that do not require manipulatives and/or that have minimal manipulative requirements</p> <p>*Consideration for single-use materials (i.e., pencils, paper for writing assessment tasks) and/or establishing a “wait period” before service providers handle materials that have been touched by students</p> <p>*Adapted social distancing protocols in place for assessment or related service delivery activities</p>	<p>*Additional cleaning and sanitizing protocols in place for any EC equipment</p> <p>*For those students that need hand-over-hand or navigation support (to include bathroom support), development of guidelines for staff in consult with health staff and IDPF/ISBE guidance</p> <p>*Considerations for creating natural boundaries/social distancing protocols (such as carpet squares to teach students where to sit, creative seating arrangements)</p> <p>*Individual material/supply kits for students</p> <p>*Development of adapted cooperative play, sharing, and other protocols (to be developed in collaboration with the Academic planning team)</p> <p>*Protocol in place for utilizing sensory regulation spaces (one student at a time in the sensory</p>	<p>*Teaching social distancing and health/safety protocols for community outings, job settings, etc.</p> <p>*Determining and teaching updated social distancing and health/safety protocols for community job partners</p> <p>*Creation of additional in-district job opportunities, should job partners be more limited upon return to live instruction</p> <p>*Adaptation of certain transition activities, as applicable (such as online shopping lessons versus community shopping trips)</p> <p>*Individual determinations will be made regarding whether students are able to safely leave campus in order to engage in community-based activities</p>
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			materials/supplies used by itinerants	<p>that require face-to-face interaction and/or hand-over-hand support</p> <p>*Provision of clear masks and/or plexi-glass dividers for when providers need to be in close proximity to students and/or need to be able to view a student activity (such as speech production, for example) in close proximity</p> <p>*Investigation of alternate cleaning methods for materials/supplies used by related services staff that are difficult to clean (such as cloth objects or manipulatives)</p>	room, objects to be sanitized after use); NOTE: sensory space protocols will also apply to older students in programs that use sensory spaces	
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NOTE: Cleaning and sanitizing protocols will be developed by Health and Safety and Operations planning teams, respectively, and shared out with any staff member working with special populations.

LZ95 **• General Education Transition Needs**

Some students with special education (IEP) or English Language (EL) needs may spend part of their day within one classroom or program, and part of their day in a different setting within general education when in-person for instruction in a hybrid scenario. For example, a student may be in a self-contained special education classroom for several periods per day – and then join their nondisabled peers for a specials class. In conjunction with District health office staff, protocols will be developed in order to ensure a safe transition between environments for students who spend part of their

day in once space or cohort and part of their day in another location. Considerations for transitioning into different spaces for special populations are as follows:

- Having assigned seats for students joining different spaces
- Requiring students to wash their hands or use hand sanitizer prior to entering a new space
- For students entering a building from an off-campus location, requiring an updated health screening/handwashing/hand-sanitizing
- Others, as determined by District staff

LZ95

• Meeting Needs

For meetings that must be held in person (versus remotely) during a hybrid scenario, building-based staff members will identify spaces that allow for social distancing between team members. Should teams be unable to socially-distance with the required number of team members, building-based administration will assign staff to attend in-person and staff to attend virtually. Building-based staff will additionally utilize their own writing utensils during meetings (to provide a signature, for example), and parents/other meeting guests will be provided separate writing utensils. Any writing utensil used by a parent/guest will be sanitized following the meeting, in addition to sanitizing shared spaces (such as a conference room table). Whenever possible, student teams will document team member participation electronically (versus passing around a shared signature page).



Communications

Communications Overview

District 95 believes that effective communication is a critical aspect of building strong partnerships and positive trusting relationships. The district has designed effective, ongoing, and two-way communication opportunities as a means to share information, take in feedback for the sake of improvement, and provide voice to different stakeholders. Furthermore, District 95 has developed and will be implementing specific communication procedures, practices, and protocols that will encourage staff, students, families, and the community to safely re-engage in the education process. During periods of eLearning, it is paramount that the district provide effective communication.

Throughout the time the district is able to facilitate students participating in the Hybrid Learning Model, it is important for the district to provide continuous opportunities for timely communication, including sharing information, collecting feedback, and listening with a reflective and ready-to-act mindset.

Several communication model templates have been proactively developed so that communication efforts remain timely and valued by all stakeholders.

Communication Plan – Hybrid

The purpose of the Communication Plan is to define the structure of communications across the district for various stakeholder groups. These plans are designed to provide some structure and consistency to assist stakeholders in finding and accessing information easily.

Communication Plan – Hybrid Model

Vehicle/Audience	Type of Information
Website* Audience <ul style="list-style-type: none"> • Parents • Staff • Community • Students 	<p>Website - Front Page information</p> <ul style="list-style-type: none"> • Key info on front of district and school websites: <ul style="list-style-type: none"> ○ Status of learning (i.e. today is eLearning...) ○ Schedule for week or day (Monday is “A” ...) ○ Important status updates (various topics) ○ D95 commitment to cleaning ○ Face-to-Face Reminders: <ul style="list-style-type: none"> ▪ At home symptom check ▪ Bring required face covering ▪ Social distancing required ○ eLearning Reminders: <ul style="list-style-type: none"> ▪ Attendance, other expectations • Provide collapsible formats or clickable links (expand for more detailed information) • Use infographics with minimal text to convey basic information easily • Use webpages and not PDFs so website auto-translation features can be utilized • Make language of correspondence more visible** <p><u>*WEBSITE DESIGN CHANGES REQUIRED</u></p> <ul style="list-style-type: none"> • Change “Translate” to “Language” on websites and make more visible, possibly show list in native language • Main district and school webpages with upfront content (photo reduced, removed, or in background) • Front page (no scrolling) content needs to include: <ul style="list-style-type: none"> ○ news ○ learning status and schedule (if applicable) ○ one-click access to eLearning page(s) ○ attendance links ○ remote learning expectations (students, parents, staff) ○ up-to-date calendar information ○ ‘Where Do I Go For...’ information

	<ul style="list-style-type: none"> ● Improved search page to guide users ● Restructured eLearning webpage(s) <p><u>**ESCHOOL CHANGE, IF POSSIBLE</u></p> <ul style="list-style-type: none"> ● Make language of correspondence for guardians more prominent in eSchool.
<p>Superintendent Communications</p> <p>Communication Vehicles:</p> <ul style="list-style-type: none"> ● School Messenger ● Website ● Remind* ● Smore* ● Zoom <p>Audience:</p> <ul style="list-style-type: none"> ● Parents ● Staff ● Community ● Students (as appropriate) 	<p>Communications should be:</p> <ul style="list-style-type: none"> ● Primarily district-wide information ● School Messenger and Remind for timely information ● Voice messages only for significant changes/news ● Voice, email messages at high level, details on website ● School Messenger auto-translate used for all messages and languages ● Messages not to exceed 5000 char (auto translate maximum) ● Use infographics with minimal text to convey basic information easily ● Message subject line reflective of content ● Non-emergency messages follow consistent format: <ul style="list-style-type: none"> ▪ Opening - personal connection ▪ Identifiable sections, in order of importance ▪ Where to find more information ▪ Closing – personal connection ● Newsletter for regular monthly information with: <ul style="list-style-type: none"> ▪ Short personal message ▪ Student/staff personal stories (assistance needed from schools) ▪ Strategic Plan Updates ▪ Upcoming Events ● Zoom for regularly scheduled staff meetings or in person if capacity limit and social distancing can be maintained <p><u>*NEW IMPLEMENTATION REQUIRED</u></p> <ul style="list-style-type: none"> ● Smore or Constant Contact monthly newsletter ● Remind for texting ● School Messenger translations for multiple languages

<p>Principal Communications</p> <p>Communication Vehicles:</p> <ul style="list-style-type: none"> • School Messenger • Website • Remind* • Smore* • Zoom <p>Audience:</p> <ul style="list-style-type: none"> • Parents • Building Staff • Cabinet • Students (as appropriate) 	<p>Communications should be:</p> <ul style="list-style-type: none"> • Primarily school-wide information • School Messenger and Remind for timely information • Voice messages only for significant changes/news • Voice, email messages with specific details for building based information, details on website as appropriate • School Messenger auto-translate used for all messages and languages • Messages not to exceed 5000 char (auto translate maximum) • Use infographics with minimal text to convey basic information easily • Message subject line reflective of content • Non-emergency messages follow consistent format: <ul style="list-style-type: none"> ○ Opening - personal connection ○ Identifiable sections, in order of importance ○ Reiterate high level key points from Superintendent messages, details on website ○ Where to find more information ○ Closing – personal connection • Zoom for regularly scheduled staff meetings <p><u>*NEW IMPLEMENTATION REQUIRED</u></p> <ul style="list-style-type: none"> • Smore monthly newsletter (if not currently used) • Remind for texting • School Messenger translations for multiple languages
<p>Teacher Communications*</p> <p>Communication Vehicles: *</p> <ul style="list-style-type: none"> • As defined in Academics plan 	<p>Communications should include:</p> <ul style="list-style-type: none"> ○ Reiteration of key communication points from Principal ○ Use infographics with minimal text to convey basic information easily <p>*As defined in the Academics plan</p>
<p>Physical Signage</p> <p>Audience:</p>	<ul style="list-style-type: none"> • For Hybrid or Full Capacity, provide signage for <ul style="list-style-type: none"> ○ Face coverings and other requirements to enter building ○ Where to stand, especially when lining up (bathrooms, cafeteria, buses, etc)

<ul style="list-style-type: none"> • Students • Staff • Visitors 	<ul style="list-style-type: none"> ○ Directional signs if restricting student movement • Signs should be mindful of <ul style="list-style-type: none"> ○ Young students who are not yet readers ○ Color blind readers ○ English learners
<p>Social Media</p> <p>Communication Vehicles:</p> <ul style="list-style-type: none"> • Twitter • School and District Facebook <p>Audience:</p> <ul style="list-style-type: none"> • Parents • Staff • Community • Students (limited) 	<ul style="list-style-type: none"> • Use social media to share daily activities and “feel good” news • Do not rely on social media for critical messaging, not all stakeholders use these outlets • Develop hashtags for the school year and encourage the use across the district (#D95Values, #D95WeGotThis, etc) • Use infographics with minimal text to convey basic information easily • Partnering with BearFacts more frequently

Back to School Engagement Plan

The Back to School Engagement Plan looks at traditional back to school events and determines how and if those events should be altered in this mode of learning while meeting all State and District requirements. Each event will require its own person/team organizer. This document serves to identify key events and potential alternatives.

Overview – Hybrid, Back to School Engagement

For the Hybrid or Full Capacity Model, in-person interactive activities can be considered, especially for students meeting the teacher and principal, for students getting to know other students, and possibly for parents getting to know teacher and principal, etc. **In other words, building relationships is critical, choose the event that does the best job of this for each stakeholder group.** Many of the “getting to know you” start of year activities (*asterisked in the chart below) could conceivably have an in-person component, but thought should be given as to whether or not this is prudent given the restrictions.

Many events can still have the digital component (like a teacher or principal welcome video) that can be played at an in-person event as well as in a remote learning setting. This creates the most flexibility for us to easily pivot between our plans.

In general, in-person events need to be scheduled (consider signups or assigning people to groups) in order to meet the State's capacity limit of 50 and the social distancing requirement of six feet (as permissible) in accordance with State guidance. In addition, masks are required at all times, and appropriate cleaning and disinfecting must be performed before and after all in-person events. Serious consideration of all of these factors and any subsequent State guidance should be given before determining whether in-person or virtual is the best option for each event.

Traditional Back to School	Hybrid (with Restrictions) Back to School
<p>Traditional Residency Event Information</p> <ul style="list-style-type: none"> ● Residency Verification ● Principal letter (Elementary) ● Teacher Assignments (Elementary) ● Teacher Welcome Letter (Elementary) ● Calendars ● Schedules (Middle, High School) ● Parking Passes ● Sodexo – lunch info, payment ● PE Uniforms ● Bus Route Information ● Questions/information for nurses ● IDs (Middle, High School) ● Off campus permission (High School) ● PTO Connection, spirit wear 	<p>Create digital and non-digital comparative services</p> <ul style="list-style-type: none"> ● Residency Verification – outsource <p>Digital “Back to School”</p> <ul style="list-style-type: none"> ● Principal Video Greeting (pre-recorded) <ul style="list-style-type: none"> ○ Prepare in advance so that translated versions can be made available ● Teacher Assignments/Class Schedules (on ‘reveal’ day) ● Nurses “drop in” Zoom chat, digital forms ● PTO “drop in” chat, digital ordering of spirit wear ● Off campus permission (need to capture parent signature) <p>Non-Digital</p> <ul style="list-style-type: none"> ● Calendars (mail) ● Parking passes (mail) ● PE Uniforms (not needed, students will not change clothing)
<p>Kindergarten Screening</p>	<p>As defined by Academics plan</p>
<p>Parent/Student Information about What’s New (new)</p>	<p>Provide a “Back to School” what’s new document (consider digital and paper) so parents and students can learn about</p> <ul style="list-style-type: none"> ● Health requirements in school: masks required unless medically contraindicated or while eating or in band or outside if more than 6 feet apart, maximum of 50

	<p>people in one space including buses, symptom screening prior to entering school buildings, social distancing of 6 feet to be observed as much as possible)</p> <ul style="list-style-type: none"> • New rooms, desks, movement within school, PE and other specials, lunch, recess (elementary), interacting with each other, etc.
<p>Parent Information about Remote Learning (new)</p> <p>Regardless of how we start the year, we need to be ready to pivot learning models quickly in case our situation changes.</p>	<ul style="list-style-type: none"> • Provide “How to Zoom” information (mail and digital formats). Include information about Zoom schedules. <ul style="list-style-type: none"> ○ Provide translated copies of information • Teachers - Invite parents to Zoom meeting to learn process • Provide “Who Do I Go to For...?” info <ul style="list-style-type: none"> ○ Provide physical locations of where to go for help ○ Include supports, resources, and hotlines for students/families who are struggling (SEL, food insecurity, etc.) – central location on website ○ Provide in multiple languages ○ As provided by Student & Family Support Transition Team and others.
<p>Student Information about Remote Learning (new)</p> <p>Regardless of how we start the year, we need to be ready to pivot learning models quickly in case our situation changes.</p>	<ul style="list-style-type: none"> • Provide “How to Zoom” information (regular mail and digital) • Teachers - Invite students to Zoom meeting to learn process; follow up with any students experiencing problems • Provide “Who Do I Go To For...?” info <ul style="list-style-type: none"> ○ Provide physical locations of where to go for help ○ Include supports, resources, and hotlines for students/families who are struggling (SEL, food insecurity, etc.) ○ As provided by Student & Family Support Transition Team and others.
<p>Meet the Teacher (Elementary), Kindergarten playdate (IF, SA)*</p>	<p>Either virtual or in-person. Virtually, this can be done as a Zoom meeting with the teacher (set up a schedule or drop-in during certain hours). Zoom with breakout rooms can be considered for virtual “playdates”. For an in-person connection, all State and District requirements must be met. Additionally, reservations would be required and would need to be coordinated at the building level to ensure maximum capacity is not exceeded. Appropriate cleaning and disinfecting must be performed before and after each visit. Utilize bilingual resources (Heartland Alliances interpretation, bilingual teachers, Family Liaison to reach out to non-English speaking parents).</p>

Scavenger Hunt, Walk the Schedule (Middle School)*	Either virtual or in-person. Video tour of the school is very possible. This might also be a good option for in-person connection, if all State and District requirements can be met. For in person options, require that reservations be made and coordinate at building principal level to ensure maximum capacity is not exceeded. Appropriate cleaning and disinfecting must be performed before and after each visit.
Freshmen Orientation (High School)*	Either virtual or in-person. Can be done as a Zoom orientation (small groups, consider neighborhood based), but this may also be a good option for an in-person connection, enforcing State and District requirements. For the in-person option, require that appointments be made ensuring that no more than 50 people, including staff, are in each session. Coordinate movement of students throughout other parts of the building to ensure capacity restrictions and to limit areas where extra cleaning will be needed. Appropriate cleaning and disinfecting must be performed before and after visits.
First Days of School*	<p>All of these activities (and similar) may provide an option for in-person connection, enforcing State and District requirements. All can be delivered as virtual if it is difficult to enforce State and District requirements, and by providing options virtually we are most able to pivot quickly if necessary.</p> <ul style="list-style-type: none"> ● Red carpet video to welcome students (can be pre-recorded) <ul style="list-style-type: none"> ○ Establish location for the welcome activity/entering school, ensuring that groups are not congregating and exceeding the 50 person maximum and that social distancing is observed. Utilize outside options where possible, still observing social distancing. ● ‘Getting to know you’ activities <ul style="list-style-type: none"> ○ Classroom based or virtual ● Include “what’s new at the school” if appropriate (i.e., Seth Paine construction) <ul style="list-style-type: none"> ○ Digital or in-person. Coordinate within building for in-person tours to ensure 50 person maximum and social distancing are observed. ● Virtual games <ul style="list-style-type: none"> ○ scavenger hunt ○ lip sync battle ○ karaoke ○ trivia etc.

	<ul style="list-style-type: none"> ● Daily announcements <ul style="list-style-type: none"> ○ “On this day” facts ○ Jokes and humor ○ Student involvement ○ Themes for morning announcements (carry forward into morning meetings)
Curriculum Night	<p>Either virtual or in-person. Pre-recorded principal/teacher messages are encouraged, these can be used for an in-person gathering or for a virtual meeting. Pre-recorded messages should be made available in other languages as well. In-person Curriculum Night meetings are possible in the Hybrid or Full Capacity model, however overall building capacity and hallway traffic will likely require multiple date/time offerings to keep groups small. Signups or allocated time slots would be required, and overall building scheduling should be managed by building leaders to ensure capacity limits are not exceeded. Limiting attendance to one parent per child may help limit capacity somewhat. Appropriate cleaning and disinfecting must be performed before and after visits. A virtual Zoom session is also advisable for those who are not willing to attend in person where the teacher can play a pre-recorded message and then allocate some time at the end for questions and answers.</p>
Extracurricular/Activity Information *	<p>Either virtual or in-person. Digital information and “drop in” Zoom chat. In-person informational meetings with digital component also possible, enforcing State and District requirements. For in-person option, require that appointments be made ensuring that no more than 50 people, including staff, are in each session. Coordinate movement of students throughout other parts of the building to ensure capacity restrictions. Appropriate cleaning and disinfecting must be performed before and after.</p>

Engagement Plan Throughout the Year

The Engagement Plan Throughout the Year looks at traditional back school events and determines how and if those events should be altered in this mode of learning while meeting all State and District requirements. Each event will require its own person/team organizer. This document serves to identify key events and potential alternatives.

Overview – Hybrid, Engagement Throughout the School Year

For the Hybrid or Full Capacity Model, all events planned must meet State and District requirements. In determining whether or not an event should take place, organizers must ensure that all requirements can be met. **In other words, building relationships is critical, choose the event that does the best job of this for each stakeholder group.** Certain activities may have greater value in building relations between various stakeholders and therefore may be good options for in-person events, keeping in mind that some people may still prefer a virtual venue. Many events can still have the digital component (like a teacher or principal welcome video) that can be played at an in-person event as well as in a remote learning setting. This creates the most flexibility for us to easily pivot between our plans.

In-person events need to be scheduled (consider signups or assigning people to groups) to restrict the State’s capacity limit of 50 and the social distancing requirement of six feet as permissible in accordance with State guidance. All events will require masks unless medically contraindicated, and a health screening prior to entering schools which can be self-administered or conducted by school personnel.

Types of Engagement	Plan
District, School, and Teacher Communications	See Communications Plan – Hybrid Model
Back to School Events	See Back to School Engagement Plan – Hybrid Model
Point People within Schools, Personal Connection	<p>Identify “point people” within schools who are responsible for connecting with specific students during any type of learning model.</p> <ul style="list-style-type: none"> ● Academic Concerns – Academic plan ● SEL Concerns – Student & Family Support plan ● Health Concerns – Health & Wellness plan ● Free/Reduced students
Access to Support	<p>Increase and improve access to support for Students and Families:</p> <ul style="list-style-type: none"> ● Create one location for easy to find supports on website ● Highlight existing support structures to parents and students <ul style="list-style-type: none"> ○ See Something, Say Something ○ Text a Tip ○ 95 Healthy Me ○ Tech Support email and phone

	<ul style="list-style-type: none"> ● Improve access & add new <ul style="list-style-type: none"> ○ LZHS Student Supports and Resources (currently a PDF, make part of web page so website translation works) ○ Include locations & location-based procedures ○ Add other support information as defined by other transition plans.
<p>Large Group Events (also see Back to School Events above)</p> <p><u>District-wide</u></p> <p>Parent PD Sessions</p> <p>District-wide Community Engagement</p> <p>Parent Teacher Conferences</p> <p>Foundation Events</p> <p>Monthly Board Awards</p> <p>Red Ribbon Week</p> <p>District-wide Art Festival</p> <p>District-wide Choral Festival</p> <p>EL Nights</p> <p><u>By School(s)</u></p> <p>Curriculum Night</p> <p>Open House</p> <p>PTO Events</p> <p>Assemblies</p>	<p>Either virtual or in-person. Each large group event will require its own plan for alternate programming, to be created by the organizer(s), but practices should be consistent across all buildings at a given level. In-person events may still have a virtual component in order for us to manage capacity limits, social distancing, and in the event that we must pivot to another learning model. Virtual events may include some or all of the following: Zoom meeting, Livestream, pre-recorded videos, small group breakout sessions (Zoom), possibly Zoom surveys?, etc. Information should be provided in multiple languages as much as possible, especially for pre-recorded virtual messages. All in-person plans must include the State requirements and must provide for adequate cleaning before and after an individual or group of individuals are present in school facilities.</p> <p>These events are possible to offer virtually, with asterisked items identified as particularly beneficial as in-person events, when possible.</p> <ul style="list-style-type: none"> ● Parent PD Sessions - for example: <ul style="list-style-type: none"> ○ Getting to Know Zoom ○ All about Seesaw ○ Canvas 101 ○ How to Support your Child During eLearning (multi-part) ○ SEL/SPED supports ○ Special events on these topics for EL parents ● Curriculum Night (see Back to School Engagement) * ● Open House ● District-wide Community Engagement * ● Some PTO events (book fairs, meetings, bingo, etc) ● Parent Teacher Conferences –encourage in-person conferences primarily for striving students * ● Some Foundation Events (perhaps Science Showcase, Film Festival)

Holiday Parties (Elementary)	<ul style="list-style-type: none"> ○ Film Festival submissions are already electronic. The event itself could be virtual if necessary, but in-person is possible if audience size is limited. This could be done by limiting the number of attendees (for example, student and one parent) or by offering different viewing times (for example, elementary films shown at this time). ○ Science Showcase submissions could be recorded and submitted via student iPads. The event itself could be virtual if necessary, but in-person is possible if audience size is limited. This could be done by limiting the number of attendees (for example, student and one parent) or by offering different showcase times (for example, elementary exhibits shown at this time).
Clubs & Activities	
Field Trips	
Presenters	
College Night (HS)	
Pathways to Careers (HS)	
Internships (HS)	
Concerts	<ul style="list-style-type: none"> ● Monthly Board Awards ● Red Ribbon Week ● Possibly Assemblies ● Possibly holiday parties (virtual games) ● District-wide Art Festival ● Clubs & Activities – <ul style="list-style-type: none"> ○ For some, possibly combination of Zoom meeting with outside, independent activities; for example, girls/boys on the run.
Plays and Musicals	
Vision and Hearing Screening	
Taft (Elementary)	
Field Days (Elementary)	
Homecoming Activities (HS)	
Prom (HS)	
Graduation (HS)	
Promotion Ceremonies (MS)	
Senior Honors Night (HS)	
	<p>For these activities, in-person may be required, but some alternate virtual alternatives may be possible.</p> <ul style="list-style-type: none"> ● Concerts – some musical groups may be able to perform virtual concerts. For small ensembles concerts could be recorded in-person (if social distancing can be maintained) and then streamed for an audience at a particular time. Band should be held outside as much as possible, students must face the same direction, and distance between students is critical.

	<ul style="list-style-type: none"> • Plays and musicals – musical theatre may be able to Livestream events and, through a partnership with ShowTix, sell tickets for virtual viewing. In Hybrid or Full Capacity, organizers could Livestream the show but also sell a limited number of seats based on State health guidelines. • Vision and Hearing Screening (as determined by Academics team) • Field Days <ul style="list-style-type: none"> ○ Activities held out of doors that do not include sharing of equipment may be possible. ○ Social distancing is still required, therefore smaller groups of students at one time may be more feasible. Certain team activities are likely not possible where sharing equipment or touching are necessary. ○ Parents/outside guests should be very restricted or not permitted. • Clubs & Activities <ul style="list-style-type: none"> ○ For some, in person likely required; for example, Lego League. ○ For larger groups, identify and plan with building leaders what larger spaces are available. Gyms and other large spaces can be divided providing thirty feet between other groups and must plan for social distancing of 6 feet if possible and not less than 3 feet. Stanchions or other physical dividers should be used to remind participants of their area. • Homecoming <ul style="list-style-type: none"> ○ Football game: dependent upon athletics and IHSA. Dance: unlikely to be held with current restrictions. Some other activities could be developed for small in-person activities or for virtual activities. • Graduation – Using 2019 as a guide, this can be altered to be done in small numbers if necessary. Car graduation parade through Lake Zurich should be continued as this was extremely well liked by the community and the students. <p>These events, in the format typically conducted, are not likely to be held until Phase 5:</p> <ul style="list-style-type: none"> • Taft • District-wide Choral festival • Prom • Middle School Promotion Ceremonies
Celebrations and Creating an Optimistic Mood	STUDENTS

Create opportunities to celebrate the work and accomplishments of students

- Monthly Board Awards *
- Other student recognitions *
- Superintendent Student Advisory Team
- Student Voice Features
- Digital Scrapbook or similar
- Art and other displays of student works *
- Student stories (in principal and district newsletters)
- Why District 95? On websites – expand and improve

*For these celebrations, organizers should consider both digital and an in-person celebration in order to pivot quickly if circumstances change. For example, the Monthly Board Awards could remain a digital celebration but the student and one parent/family member could attend the board meeting as well, with State and Local restrictions being met.

STAFF

Identify ways to create an optimistic mood and sense of excitement. Emphasis on

- How much all stakeholders are valued
- Critical role of all stakeholders
- Exciting agenda for renewal
- Plans for making renewal a reality
- New opportunities for stakeholder participation and leadership

As defined by schools and other transition teams.

District 95 Pandemic Leadership Team

A special thank you to each leader identified within the teams highlighted, as they have supported the creation of the Instructional Plans contained within this document.

Pandemic Advisory Council

Julia Becich	Joanne Biondi	Susan Coleman	Vicky Cullinan	Marty Cupples	Erin DeLuga
Tim Dowling	Lyle Erstad	Angela Fortune	Kelley Gallt	Lisa Gregoire	Phillip Howard
Joan Hyatt	Lisa Janezic	Steve Jeretina	Kim Ketcham	Rocky Kleinschmidt	Linda Klobucher
Dana Ladenburger	Jean Malek	Lauren McArdle	Korie Mitchell	Angie Powers	Angela Stallion
Danielle Stevens	Susie Wagner	John Walsh	Lisa Warren	Ashley Weltler	Mary Zarr

Transition Team Leads

Focused Strand	Team Leader	Team Leader	Team Leader	Team Leader
Academic Planning	Mary Zarr/ Angela Stallion	Erin DeLuga	John Walsh	Amy Mahr
Operations Planning	Vicky Cullinan	Ryan Rubenstein	Todd Jakowitsch	Lyle Erstad
Human Relations Planning	Julia Becich	Andrew Lambert	Josh Minsley	Rocky Kleinschmidt
Student & Family Support Planning	Lauren McArdle/ Linda Klobucher	Joanne Biondi/ Pete Nadler	Jackie Haney	Lynn Owens
Health & Wellness Planning	Marie Rothermel/ Joan Hyatt	Todd Gregory	Anthony Dengler	Lisa Gregoire/ Jen Kallaus
Communications	Jean Malek	Emily Coklan	Casey Veitch	Sandy Allen

Transition Team Members (Gray- HS, Blue- MS, Peach-ES, White-Transportation)

Academic Planning	Operations Planning	Human Relations Planning	Student & Family Support Planning	Health & Wellness Planning	Communications
Zach Gimm	Danielle Stevens	Michael Kaufman	Tim Dowling	Amy Pine	Marcus Sipiera
Steve Jeretina	Marcel Graham	Rachel Fischer	Kim Ketcham	Sandy Koelper	Patricia Linares
Angela Fortune	Kelly Henkel	Shirley Kubiak	Lisa Siedentop-Wing	Ryan Keegan	Karen Jaffe
Michelle Levin	McKenna Serowka	Kathy Jamison	Mikhail Mekaelian	Dan Morvaji	Beth Schoo
Julie Bryniczka	Lisa Lightman		Carl Krause	Diane Bondioli-Winfrey	Kathryn Flemming
Jennifer LaBrie	Melanie Honegger	Tara Rittner	Michelle Obsuszt	Lisa LePage	Kim Smith
Laura Cohen	Billy Heisler		Chris Barberis	Stacy Krebill	
Amanda Palmieri	Angie Powers		Karen Palm		
Phil Howard	Jenn Kapczynski		Lisa Linder		
Matt Marston	Sue Richards		Stacie Noisey		
Lisa Janezic	Bethany Loyd		Lindsey Karp		
Marcia Day	Leslie Lauritzen		Jody Stafford		
			Jessica Butera		
Jennifer Helman			Andrea Brady		
Korie Mitchell			Beth Smith		
Dana Ladenburger					
Susie Wagner					
Carly Nicoletti					
Rebecca Perez					