



DOLTON SCHOOL DISTRICT 149



2020-2021 REOPENING TRANSITION PLAN

Guidelines for Reopening Transition Plan for Dolton School

In-Person Model Instruction

In the event that the school is temporarily closed, this document will serve as our plan for providing instruction to our students remotely. Please understand that this plan is flexible and must adapt to changing circumstances. We must ask parents to be patient and understand that in implementing this plan, it will take time and there will be a learning curve. It is also being done under circumstances that are also affecting the lives of our teachers.

Teachers may be in the position of taking care of their children, parents, or loved ones. Not every class will look exactly the same and we may have to shift teaching responsibilities as teachers' lives change. Should there be an event or circumstances that warrant a building closure and shift to remote learning, the Dolton School District 149 Leadership Team will meet to determine the best course of action.

The Dolton School District 149 Leadership Team will include the Principal, Director of Curriculum, Instruction & Assessment, 21st Century Learning Director, Director of Special Education Services, Director of Grants, Teachers, Para educators, faculty, staff, and administration. The Superintendent will also regularly report to the Board of Education. The decision to close the school building and transition to remote learning will be made by the Board of Education, in consultation with the Superintendent and District 149 Leadership Team.

The implementation of this plan will depend on the circumstances presented. There may be situations where remote learning may not start for several days, where remote learning may be interrupted, or where the school determines that it can no longer continue remote learning and a future date for resumption of remote learning will be announced. Should the decision be made to close the school building and transition to remote learning, the Superintendent will send email communications and phone blasts to both parents and faculty/staff making this announcement and setting forth a timeline for implementation.

An exact date will be designated when remote learning will begin for Dolton SD 149 students. Days prior to the date of implementation will be set for teacher training, depending on the circumstances. During this time, the school will prepare more specific information for parents, teachers will prepare to support students, and technology needs will be set up as appropriate depending on the circumstances. During such time, the Superintendent will provide email updates to the community via the District Website, apprising them of any circumstances, decision-making, and updates.

The decision to reopen the school building will be made in consultation with the Board of Education, District Leadership Team and any government officials. The purpose of this document is to provide clarity around Dolton School District 149's approach to remote learning, the platforms being used, the responsibilities and expectations for our parents, students, and professional community, as well as any other considerations that need to be taken into account.

We have to think differently about the way our students will learn through remote learning. It cannot and should not be students simply sitting on a computer all day watching their teacher. It is not developmentally appropriate nor logistically feasible. Teachers will utilize a variety of methods to support student learning and growth that will include some video, some synchronous small group work, a one to one check-in with a teacher, some offline work, and some online work. Our goal is for students not to be solely reliant on computers, but to engage in learning that also incorporates reading, writing, math, social studies, science, social-emotional learning, communication and authentic learning experiences.

Acknowledgements

The following staff, parents, community members, Board members and Administrators assisted collectively in the creation of this document. The Remote/E-Learning Task Force Committee gave of their time, talents and committed to meeting weekly until this document was completed. Each and every member of this Team showed tremendous dedication and commitment. I would like to thank all of you because none of this could have been accomplished without our collective and tireless efforts.

Darlene Gray Everett Board President	Lolita Crisler-Liggon Board Vice-President	Bertha Jolly Board Secretary
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Hannah Thies Copps Special Education Teacher	Yvette Abraham Counselor Middle Schools	Nafiseh Vossoughi -Parks CTA Executive Board SOFA Math 8 th Grade
Mae Brown CTA Executive Board Balanced Literacy Coach TMS	Technology Department Jamar Everett John Shields John Smida Rita Hall Alfred Thompkins	Dr. Margaret Policastro IL EMPOWER Roosevelt University

Parent Survey Participants
Electronic and Phone
469

Certified Staff Participants
165

Guidelines for Remote Learning for Dolton School District 149 Teachers

Remote learning will be different from “normal operations.” It actually takes much longer for teachers to prep lessons that are offered remotely as they have to think differently about content delivery, technology, providing instructions, giving feedback, and encouraging connections among students, all during difficult circumstances.

These are guidelines for our teachers during this time:

- Provide a sense of normalcy. Depending on the circumstances, there will likely be a lot of anxiety for students and parents. Morning messages and other routines help provide that sense of calm and familiar.
- Check-in on how students are doing. 1 to 1 meetings will help teachers assess how students are doing with this transition.
- Continue with routines. Teachers will continue with norms and routines set in their classrooms.
- Teachers will need to think about and prioritize essential learning so that their students can meet their necessary standards and continue to grow in their learning.
- Find opportunities in the challenges. This can be a very difficult time, but it can be an opportunity for teachers to learn a new way of thinking or new skills. It can also be a learning opportunity for students to explore.
- Continue to differentiate. Teachers will continue to differentiate through assigned activities, during small group synchronous lessons, or 1 to 1 meetings.
- Rethink assessment methods. Teachers may be able to use some assessment tools that are used in “normal” operations, but they may have to evaluate additional assessment methods for remote learning.

Guidelines for Parents During Remote Learning

During remote learning, parents will have to think differently about what their child needs to be successful. It will likely be a challenging transition, made more difficult by circumstances where parents are also trying to work. We also ask that parents be patient and empathetic to our teachers, who are facing challenges of their own, as well as a transition to a different learning model.

Our guidelines for parents are:

- Set up a routine with your children. Talk with them about what a day looks like and what is expected. Try to maintain normal routines as much as possible and definitely have time for movement and exercise.
- Help them be prepared by establishing a physical space to do their work. This will help with the effectiveness of their routine.
- Monitor communications from your children’s teachers. Communications may come through email to parents (or students directly, depending on their age), or through **Class Dojo or Google Classroom**.
- Set a time to check in with your children.
- Be flexible and resilient as needed. Your child may need to be checked in on frequently or less frequently. This will depend on the age of the children.
- Build in breaks and exercise. Remember that during “normal” school hours, they have recess, lunch, and on certain days PE. Make sure they have time to get outside and move!
- Support them emotionally. Children are very perceptive and pick up on how their parents are feeling. School Social Workers and/or School Counselors are also available to help support your child.
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- Monitor how much time your child is spending online. **We do not want our students staring at computer screens for 5-6 hours a day.** We ask that parents remember most teachers are not experts in remote learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. School administrators will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!
- Set rules around their online interactions: Students may connect online and that will be a helpful way to remain connected with their friends. However, any school utilized platforms that are used inappropriately will be turned off for that student as a consequence. Additionally, older students may have access to other social media or platforms unrelated to school. We ask that parents monitor their children's use and remind them to be respectful and kind.

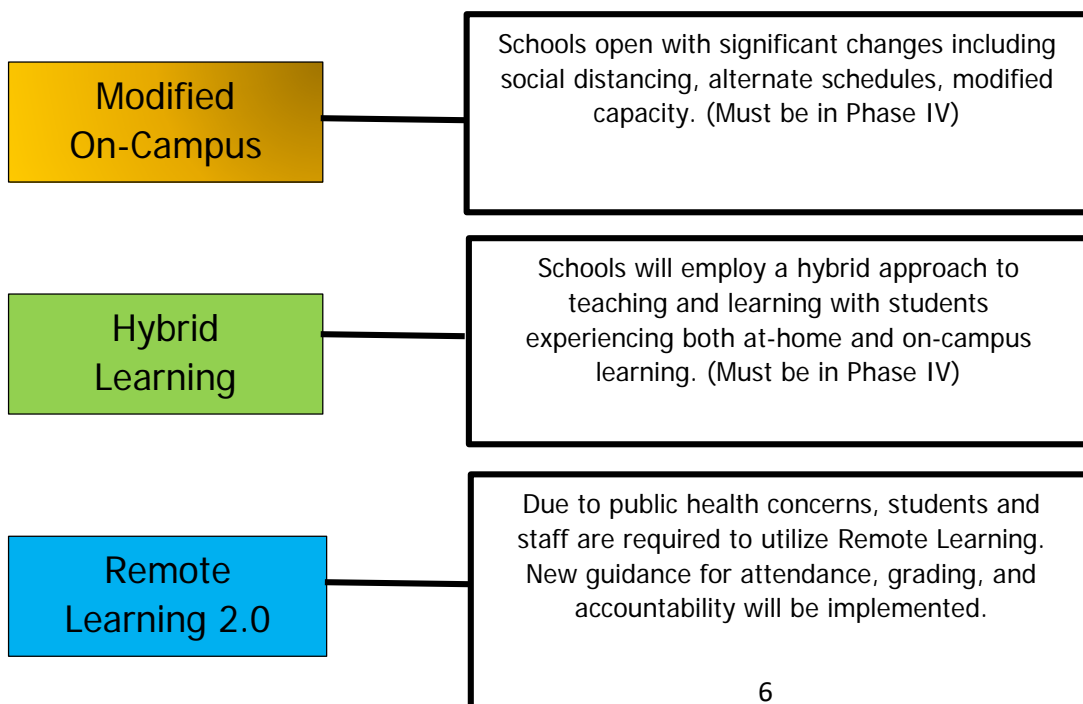
Plan and modified for Dolton School District 149,

In May, 2020, Governor JB Pritzker revealed the Restore Illinois Plan (Appendix). This plan encompasses a healthy approach to reopening our state. In June, 2020 Governor Pritzker issued Executive Order 2020-40 which allows for all schools within the state of Illinois to reopen for in-person instruction.

It is important to note that within this Executive Order, the following guidelines from the IDPH (Illinois Department of Public Health) should be followed:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- 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 school wide cleaning and disinfection

These guidelines are required for all public and nonpublic schools in Illinois serving Pre-Kindergarten through 12th grade students. Please be advised that these requirements are subject to change pursuant to updated public health guidance and changing public health conditions. We are also attaching the **Illinois State Board of Education's (ISBE)** Transition Joint Guidance (Appendix). This document was written in conjunction with the **Illinois Department of Public Health (IDPH)**(Appendix). Along with these documents, we are also attaching the Access/Equity/Engagement document created by the Illinois Association of School Administrators (**IASA**) (Appendix). Within several of the documents you will read various references to a modified learning model, hybrid model or Remote Learning 2.0 model. I am referencing the diagram listed below. Please be advised that DSD 149's **"In-person Instruction"** model is equivalent to the **"Modified On-Campus"** model.



In response to the COVID-19 global health crisis, Dolton School District 149 has developed this on site/remote learning plan so our students can continue learning while our school buildings are closed. This plan represents DSD's commitment to making every effort to ensure that the learning of each and every District 149 student continues to be successful.

This plan is founded on the following principles: (1) supporting continuous instruction, (2) providing access for all students, and (3) maintaining connectedness to the community.

Throughout school closures, DSD teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. They will do so using one of the three remote learning options identified in this plan:

- 1. In-Person Instruction**
- 2. Hybrid Blended Model**
- 3. Remote Learning 2.0**

Dolton School District 149 in preparation to reopen in-person instruction, we have devised a plan to include the following protocols according to ISBE and the Illinois Department of Public Health.

- Require five hours of instruction daily (ELA, Math, Social Studies, Science and Social Emotional Learning)
- **Elementary Schools start time 9:00 am - 3:30 pm Monday –Friday**
- **Middle Schools start time 8:20 am – 2:50 pm**
- Review curriculum standards for all benchmarks to determine where students are skill deficient
- Deploy Chromebooks in Fall,2020 for all students in K-8th grades and Special Education and begin training students on how to log on and use the Google platform
- Restore face to face testing for students who need case study evaluations
- Require use of appropriate personal protective equipment (PPE), including face coverings
- Require COVID-19 posters and social distance markers in all schools in designated areas
- Require face mask be worn daily except during lunch
- Require 6 feet social distancing be observed, as much as possible
- Require all schools conduct symptom screenings and temperature checks daily
- Require students with temperatures of 100.4 to move to the nurse's triage area and contact parents. Student must quarantine for 14 days
- Require lunch is held in the classrooms
- Require water bottles be given to all students and cold water will be given to students twice daily to maintain hydration via Organic Life
- Require all special area and exploratory teachers report to designated classes to minimize movement throughout the building
- Require students to wash and/or sanitize hands frequently throughout the day
- Set washroom breaks accordingly using social distancing daily
- Require all visitors to have appointments upon entry to all school buildings

Face Coverings

All students, staff, administrators and visitors in any of our District facilities must wear face coverings at all times unless they are younger than two years of age or have trouble breathing with the necessary medical documentation on file. Face coverings are expected to be worn at all times in all facilities even when social distancing is maintained. Dolton SD 149 will provide face coverings (masks/face shields) for staff and students during the instructional day. Students are allowed to wear personal masks (**no bandanas or scarves**) that adhere to the district's dress code (no skulls, profanity, or inappropriate symbols or images).



Self-Certification & Symptom Screening

Only students and staff members who are healthy should report to school for in-person learning. As such, Dolton School District 149 is requiring parents and staff to self-certify themselves daily prior to entering of the District's facilities. It should be noted that ALL staff member's temperatures will be taken upon arriving to work daily. If any of the following symptoms of COVID-19 are exhibited by staff or students, then they should remain home.

- **Fever of 100.4 or higher**
- **Chills**
- **Cough**
- **Shortness of breath or difficulty breathing**
- **Headache**
- **Loss of taste or smell**
- **Nausea or vomiting**
- **Fatigue**
- **Muscle or body aches**
- **Congestion or runny nose**
- **Diarrhea**

Health and Wellness Isolation Rooms

- Each building will have a room or space separate from the nurse's office where students who are feeling ill are evaluated or wait to be picked up. These rooms will be called isolation rooms. Face coverings must be worn by students and staff at all times. A record will be kept of all persons who enter the room and the room will be disinfected several times a day. Strict social distancing is required. Parents, guardians, and/or authorized individuals should pick up ill students within a reasonable amount of time; students will not be allowed to utilize the school bus for the return home.
- Students who do not display symptoms of COVID-19 can be seen and treated in the nurse's office. These would include students who are injured during the school day or students with special health care needs such as those with chronic health conditions (i.e. diabetes or seizures), those requiring medical treatments (i.e. suctioning, tube feeding, or nebulizers), and those with individual health care plans.
- Nurse's offices will be separate from the isolation rooms. School nurse staff and/or administrator/designee working with individuals with illness symptoms will be provided the appropriate PPE. This includes gloves and face coverings to interact with staff and students. Appropriate PPE should be used in conjunction with appropriate hand hygiene and standard precautions. **Personal care aides working with medically fragile students will wear PPE.**
- Immunization requirements still remain in effect during this time period. Information regarding local health departments and health systems can be provided.
- Considerations have been given to the impact that COVID-19 has had on the mental health of faculty, staff, students, and their families. The mental and emotional well-being of students and staff members will be monitored. The District will provide training to staff to increase the awareness of the impact of COVID-19. This training will take place prior to school starting. Access to school counselors, social workers and school psychologists are readily available and will be communicated to students. Principals will establish a Building Crisis Team to provide supports, as needed, to staff and students. The District will also have a District Crisis Team to coordinate supports. Social Workers will work with students on lessons that are age- appropriate with regards to social distancing, hand washing, mask wearing and proper hygiene.

Safety

Section 1: Social Distancing in a School Environment

All Main Entrances

Dolton SD 149 will take measures to ensure social distancing:

- Touch-free thermometer check (thermoscans).
- Masks must be worn.
- Students seated in every other seat in the classroom
- Staff will monitor/supervise students in line using 6 feet social distancing
- Employees will be required to utilize the thermoscans upon entering the workplace.

Transportation

Dolton SD 149 will take measures to ensure social distancing:

- Assigned seating with the first row of seats on the bus remaining empty.
- **Buses will be sanitized between groups and/or stops.**
- PPE provided to bus driver and assistant.
- Driver and assistant must self-certify prior to entering the bus.
- **Parents are encouraged to drive students to school.**
- DSD 149 will continue to work with our current transportation company, First Student Bus Company, to provide transportation for students to and from school. **Where at all possible, parents will be encouraged to drop off and pick up students from their schools.** We will continue to follow all COVID-19 guidelines related to travel. **The first row of seats on every bus will be empty.** Students will be placed according to CDC guidelines. **No more than 45 students will be transported on any of our school buses for any reason.** Masks must be worn by all students and the bus company will keep extra masks in the event our students forget their masks on a given day. **All students must have a temperature scan before boarding the bus. All cleaning supplies necessary to sanitize the buses will be provided by First Student Bus Company to ensure the buses stay cleaned and sanitized. The buses will be sanitized several times throughout the day and in between pick up and drop offs by a First Student driver and/or bus aide.**

Classrooms

Dolton SD 149 will implement regulations to reduce large clusters in one location:

- Assigned seating with 6 feet of distance wherever possible.
- Arrange desks so they all face the same direction.
- Face masks must be worn by students, staff, and visitors.
- Avoid switching classes and allow teachers to travel instead of students.
- Students or staff with symptoms referred to medical provider immediately.

Food Service Program

All breakfasts and lunches will be made fresh daily by Organic Life and disseminated using brown bags daily. This will make it more accessible so students can eat in the classrooms. We intend to feed our students daily while school is in session. Should we transition to the Remote Learning option, then we will continue to provide food for students from the Middle School site at 1650 Pulaski Road. We are excited about our new healthy and nutritious breakfast and lunch distribution process. We intend to adhere to all USDA (United States Department of Agriculture) guidelines and requirements. All food service staff is certified according to local, state and federal guidelines. They will continue to use PPE equipment and adhere to social distancing guidelines.

Lunch Cafeteria (If used)

Dolton SD 149 will enforce protocols to ensure cleanliness and reduce chances of contamination by:

- Utilizing disposable utensils
- Entry and Exit procedures
- No sharing of any sort (soup/salad bars discontinued)
- Offering water bottles and shut off water fountains
- Prepackaged produce
- Food with little/no prep required
- Staff must change gloves and wash hands when needed
- No self-serve stations
- Assigned seating
- Promote social distance

In-Person Grab and Go Brown Bag Breakfast & Lunch

- Breakfast and lunch in the classroom
- Breakfast and lunch monitors from Organic Life
- Water bottles will be filled at breakfast and refilled at lunch
- Students remain in same seats
- Security will monitor hallways and classrooms

Communication

Dolton SD 149 will execute information regarding social distancing and safety for personnel and students through:

- Newsletters
- Marquees
- District website
- Robo-calls
- Parents
- Flyers
- Social media: Facebook, District Website and Press Releases
- Class Dojo

Washing Hands

Students and staff are expected to perform regular hand washing:

- Before eating
- After eating
- After using shared equipment
- After using bathroom

Section 2: Preparation and Procedures

Training

Dolton SD 149 will hire and train staff on Recognizing Covid-19 Symptoms:

- A fever of 100.4 F or greater
- Cough
- Difficulty breathing
- Shortness of breath
- Chills
- Muscle pains
- Headache
- Sore throat
- Loss of taste or smell

Procedures for handling individuals who have tested positive:

- Designated areas will be wiped down and sanitized (after 24 hours if possible)
- The last people that came in contact with are encouraged to self-quarantine for at least 14 days

Individuals will only be allowed back if:

- they no longer have a fever
- symptoms have improved
- at least 14 calendar days have passed since they have shown symptoms
- had two negative tests at least 24 hours apart

Cases will be reported to the school community for their safety but individuals will remain anonymous when reporting cases. Identity will only be used to trace back who came in contact.

Preventative procedures:

- Encourage individuals to stay at home when not feeling well
- Promote handwashing
- Ensure social distancing
- Require usage of face masks
- Remind individuals to sanitize
- Avoid large clusters of people: practice virtual meetings when possible

Three Key Custodial Cleaning Team

Ensure the cleanliness of the environment by:

- Establishing a sanitization schedule
- If a person tested positive wait 24 hours (if possible) before sanitizing
- Adjust custodial schedule as necessary.

School Building Signage [Laminated]

Display signs, posters and decals that provide social distancing markings:

- On benches within cafeteria
- Footprints for spacing to be installed on walls
- Hand washing
- Label/ organize classrooms to satisfy social distancing regulations
- Standing in line for bathroom and classrooms

EQUITY

Dolton School District 149 remains committed to a holistic approach to our remote learning. In addition to academic support, DSD149 will continue to support students and families with their physical, mental, and emotional health during these unprecedented times.

It is our plan to ensure all students have the needed remote learning resources and supplies to support balanced literacy and other core subject areas contingent upon what option is selected to support learning in the fall.

This includes the following: Textbooks, whiteboards, markers, paper, journals, pens, pencils and other supplement learning materials for home and school.

SUPPORTING CONTINUOUS INSTRUCTION

The District will continue to support instruction through a variety of digital and non-digital materials to maintain academic growth for grades K-8. DSD 149 will support the whole child through common core standards, curriculum mapping and best practices, as well as provide flexible learning options and adjustments along the way.

INSTRUCTION

Student Attendance

Daily attendance and engagement of students is and has always been a cornerstone of Dolton SD 149's educational expectations. We will continue to follow attendance procedures of contacting parents or guardians daily of any student not in attendance. We will also continue to follow all state laws mandating the reporting of child abuse and neglect. Dolton SD 149 will provide face coverings (masks/face shields) for staff and students during the instructional day. All students and staff are required to wear masks unless medical restrictions are documented.

Students are allowed to wear personal masks (**no bandanas or scarves**) that adhere to the district’s dress code (no skulls, profanity, or inappropriate symbols or images).

Any student demonstrating a fever, cough, chills, breathing difficulties, muscle pain, sore throat, or any symptoms related to COVID-19, or non-characteristic behaviors, should remain at home and parents are encouraged to contact the school.

All DSD 149 parents will have the option of keeping their child(ren) home for remote learning instead of in-person instruction. However, this option once selected must be adhered to for the entire semester which includes the first and second quarters. All decisions will be final and no exceptions will be made. Parents will be given this selection opportunity during the registration process prior to the first day of school.

In an effort to adhere to COVID-19 restrictions and CDC/IDPH guidelines Dolton SD 149 will closely monitor all class sizes to ensure that they remain as small as possible. As such, please be advised that ANY and ALL students registering after September 11, 2020 will be strongly encouraged to select the Remote Learning option.

Staff Attendance

Dolton SD 149 encourages and supports staff attendance and is committed to providing appropriate protective equipment, clean and hygienically safe environments, adequate staffing, planning and collaboration time, necessary and reasonable modifications and accommodations and, as always, a voice in processes and decision-making related to the safety and well-being of staff and students.

Dolton SD 149 will provide face coverings (masks/face shields) for staff and students during the instructional day. All students and staff are required to wear masks unless medical restrictions are documented. Staff is allowed to wear personal masks (**no bandanas or scarves**) that adhere to the district’s dress code (no skulls, profanity, or inappropriate symbols or images).

PROVIDING ACCESS FOR ALL STUDENTS

Dolton School District 149 is committed to providing device and internet access to all students K-8, and is working closely with community partners to meet this goal. We are focusing on equity of access to learning for our students with disabilities, second language learners, and Pre-K students.

MAINTAINING CONNECTEDNESS TO THE COMMUNITY

If schools do not remain open, the District has coordinated meal pick-up and delivery at our middle school for the district. We are prepared to work with our external partners to provide telehealth OT and PT support to our students with disabilities and Speech.

COVID-19 Parent Response Survey Questions Data

Parents were asked to complete an online survey during the month of June and July on the District's website via Survey Monkey about possible reopening of schools in the fall.

Phone blasts were sent throughout the community to inform our parents and community members to complete the survey in an effort for the district to ensure their voices were heard about the plans for fall 2020.

Attached are survey results from parents.

The district had 452 parents respond to the survey electronically and 39 parents responded to the phone survey to ensure their voices were heard about the decision to support the following models:

Option I: In-Person Learning

Option II: Hybrid blended model

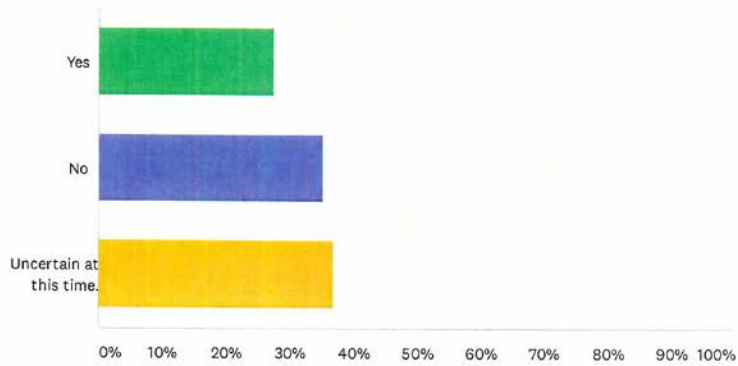
Option III: Full Remote Learning

Based on the parental survey data only 27.65% responded yes, they would send their child to school if we opened in August and 35.40% responded no, they would not send their child to school if we opened in August and 36.95% stated uncertain.

The electronic parent survey results and graphs are listed below for your information.

Q1 Assuming that schools would be allowed to open in August, would you send your child to school?

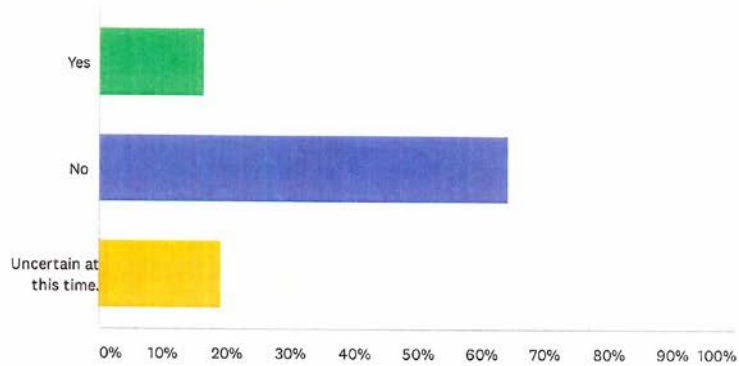
Answered: 452 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	27.65%	125
No	35.40%	160
Uncertain at this time.	36.95%	167
TOTAL		452

Q2 Assuming that schools would be allowed to open in August, and your child is a bus rider, would you allow your child to ride the school bus with two students per seat?

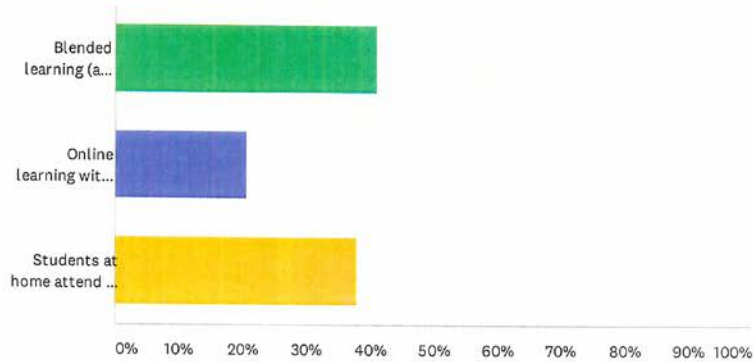
Answered: 449 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	16.48%	74
No	64.37%	289
Uncertain at this time.	19.15%	86
TOTAL		449

Q3 If school opens in the fall but the virus is still present and social distance and group size limits are in place, what learning environment is best for your child?

Answered: 447 Skipped: 5



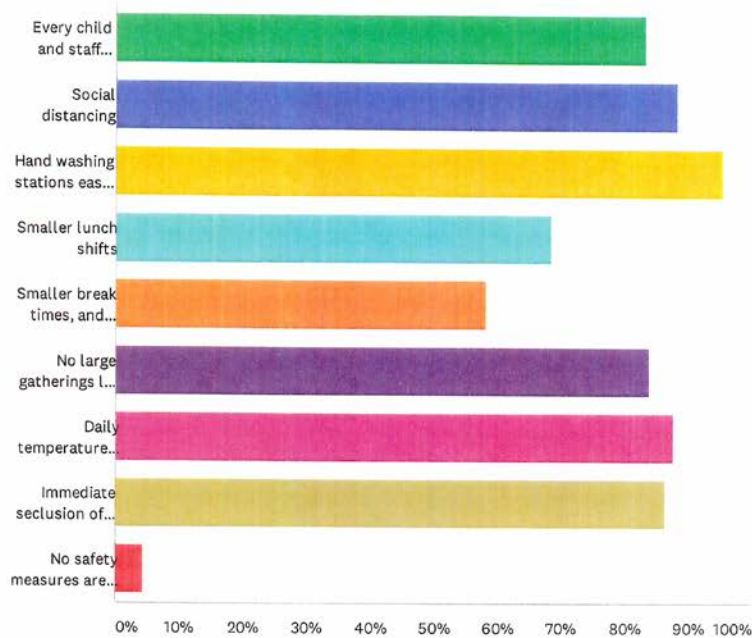
ANSWER CHOICES

RESPONSES

Blended learning (a combination attending school part-time in small groups and learning online at home)	41.16%	184
Online learning with the assigned classroom teacher	20.81%	93
Students at home attend an actual classroom in session remotely and participate virtually	38.03%	170
TOTAL		447

Q4 What safety measures would need to be in place for you to be comfortable sending your child to school (choose all that apply)?

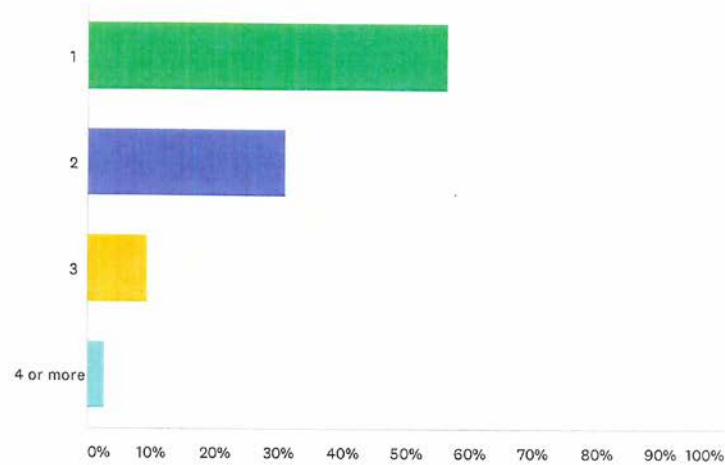
Answered: 438 Skipped: 14



ANSWER CHOICES	RESPONSES	
Every child and staff member has to wear a mask	83.56%	366
Social distancing	88.58%	388
Hand washing stations easily accessible in classrooms	95.66%	419
Smaller lunch shifts	68.72%	301
Smaller break times, and passing period	58.45%	256
No large gatherings like assemblies or pep rallies	84.02%	368
Daily temperature checks of students and staff	87.90%	385
Immediate seclusion of any signs of COVID-19	86.53%	379
No safety measures are needed if my child and family are healthy	4.34%	19
Total Respondents: 438		

Q5 How many school-aged children do you have completing an Elementary School COVID-19 remote learning program via your school or District?

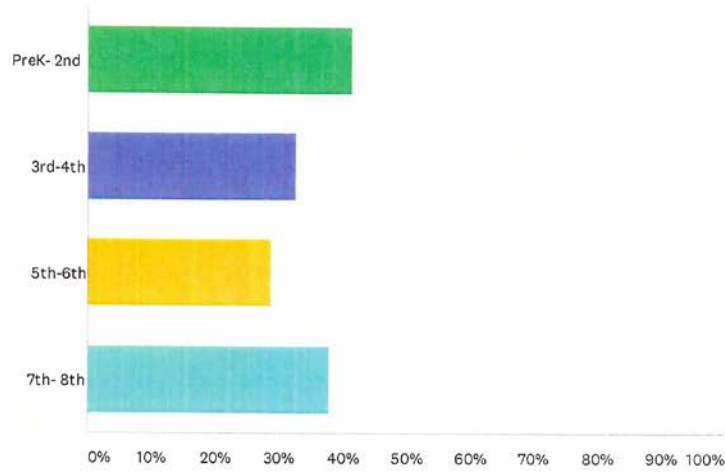
Answered: 449 Skipped: 3



ANSWER CHOICES	RESPONSES	
1	56.79%	255
2	31.18%	140
3	9.35%	42
4 or more	2.67%	12
TOTAL		449

Q6 What grade(s) do they attend? (Check all that apply.)

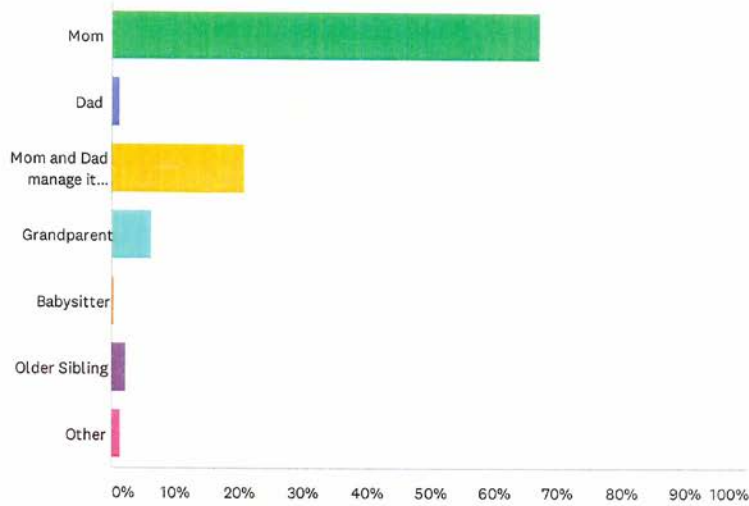
Answered: 451 Skipped: 1



ANSWER CHOICES	RESPONSES	
PreK- 2nd	41.69%	188
3rd-4th	32.82%	148
5th-6th	28.82%	130
7th- 8th	38.14%	172
Total Respondents: 451		

Q7 Who is the parent/guardian most responsible for managing or helping your child/children with their school work?

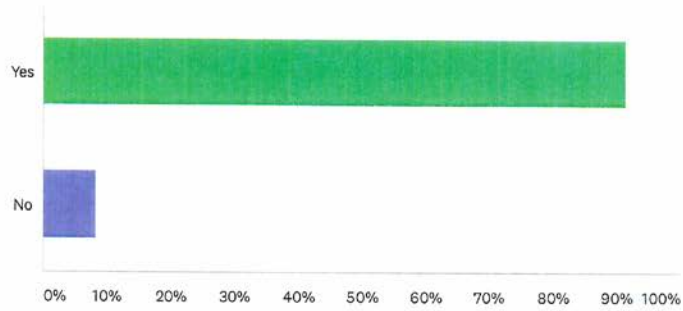
Answered: 450 Skipped: 2



ANSWER CHOICES	RESPONSES	
Mom	67.33%	303
Dad	1.33%	6
Mom and Dad manage it equally	20.89%	94
Grandparent	6.22%	28
Babysitter	0.44%	2
Older Sibling	2.22%	10
Other	1.56%	7
TOTAL		450

Q8 Do you have reliable Internet access in your home?

Answered: 451 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	91.57%	413
No	8.43%	38
TOTAL		451

COVID-19 Teacher Response Survey Questions Data

Teachers were asked to complete an online survey during the month of June and July on the District's website via Survey Monkey about possible reopening of schools in the fall.

Phone blasts were sent to all teachers and staff to complete the survey in an effort for the district to ensure their voices were heard about the plans for fall 2020.

Attached are survey results from teachers and staff

The district had 165 teachers respond to the survey electronically to ensure their voices were heard about the decision to support the following models:

Option I: In-Person Learning

Option II: Hybrid Blended Model

Option III: Full Remote Learning 2.0

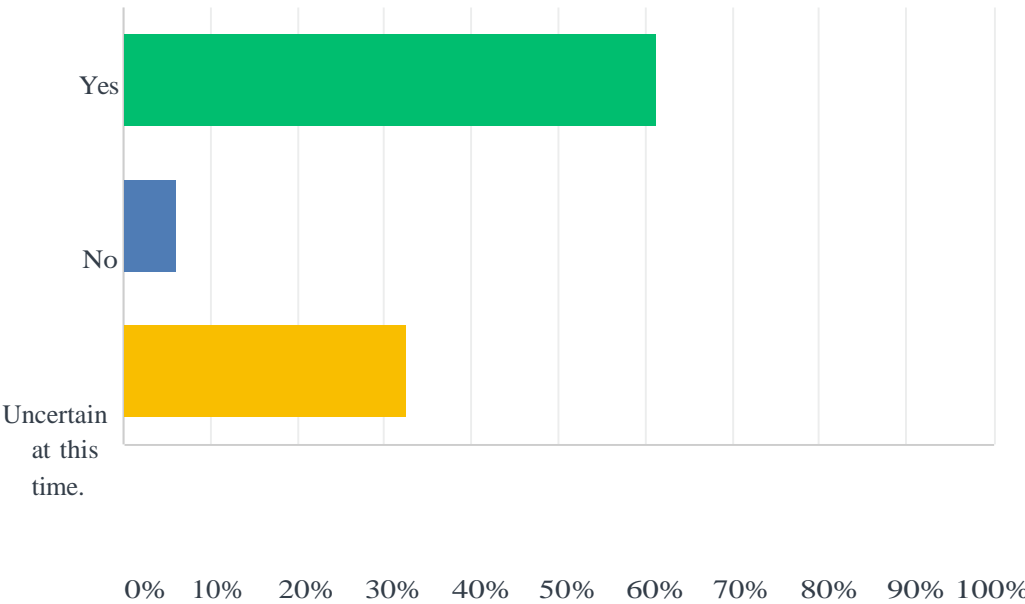
Based on the teacher survey data only 61.21% responded yes, they would return back to work if schools opened in August and 6.06% responded no, they would not return to school if schools opened in August and 32.75% stated they were uncertain.

Assuming that school would be allowed to open in August, teachers were asked what would be their preference and 18.29% responded face- to-face instruction, 45.12% responded that would prefer remote learning and 36.59% responded to support the Hybrid Blended Model.

The teacher survey results are listed below for your information.

Q1 Assuming that schools would be allowed to open in August, would you report back to work?

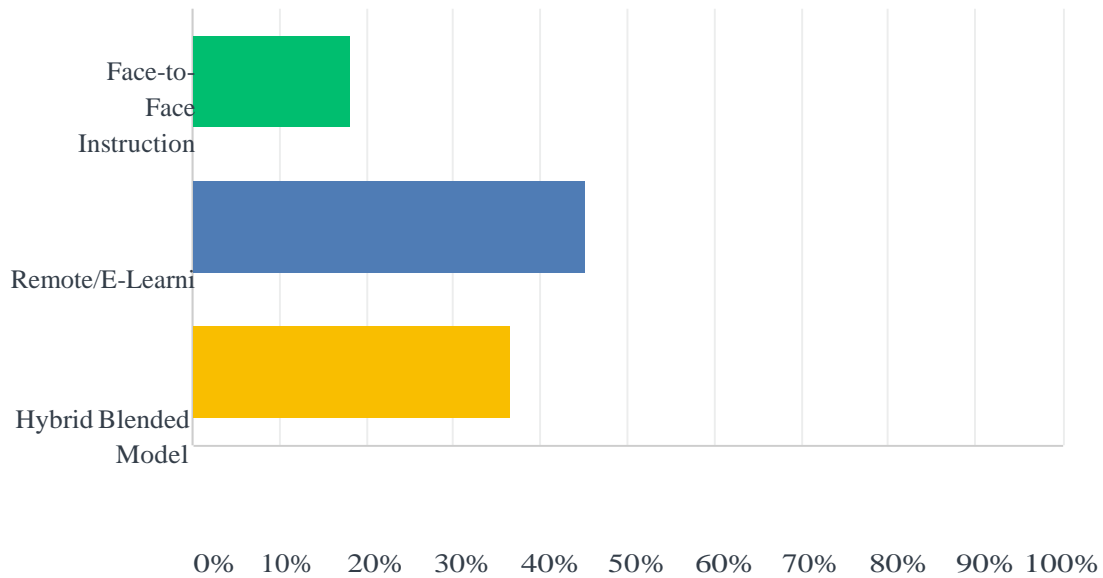
Answered: 165 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	61.21%	101
No	6.06%	10
Uncertain at this time.	32.73%	54
TOTAL		165

Q2 Assuming that schools would be allowed to open in August, what would be your preference?

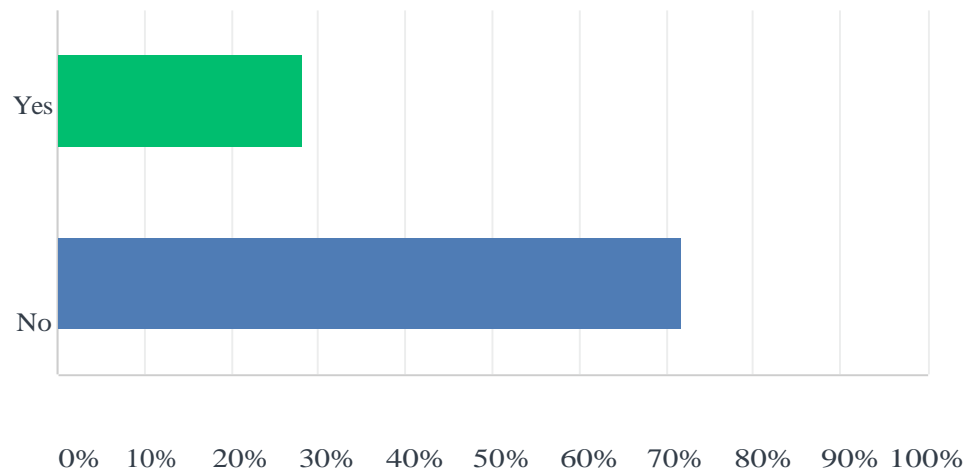
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ANSWER CHOICES	RESPONSES	
Face-to-Face Instruction	18.29%	30
Remote/E-Learning	45.12%	74
Hybrid Blended Model	36.59%	60
TOTAL		164

Q3 Do you have any underlining conditions that would prevent you from returning to work?

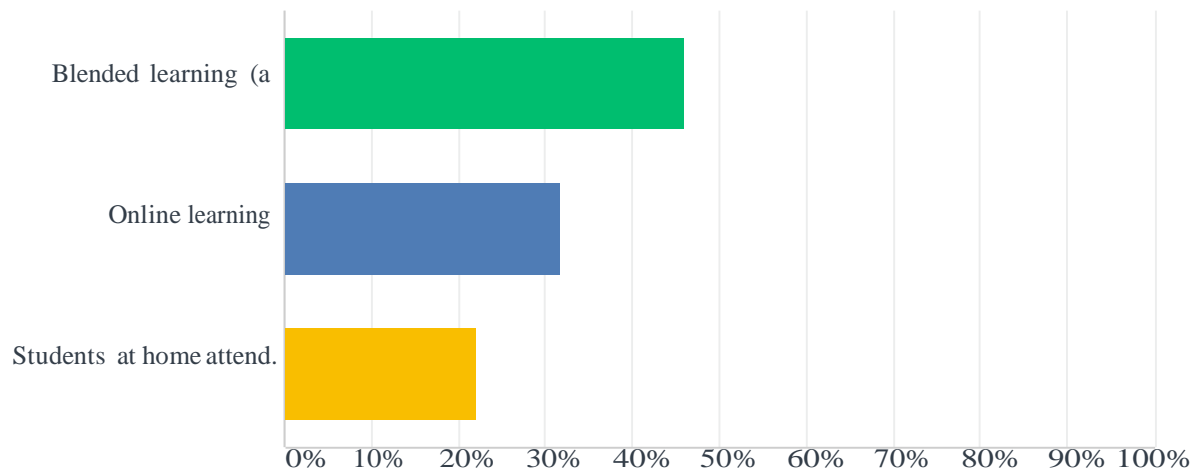
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ANSWER CHOICES	RESPONSES	
Yes	28.22%	46
No	71.78%	117
TOTAL		163

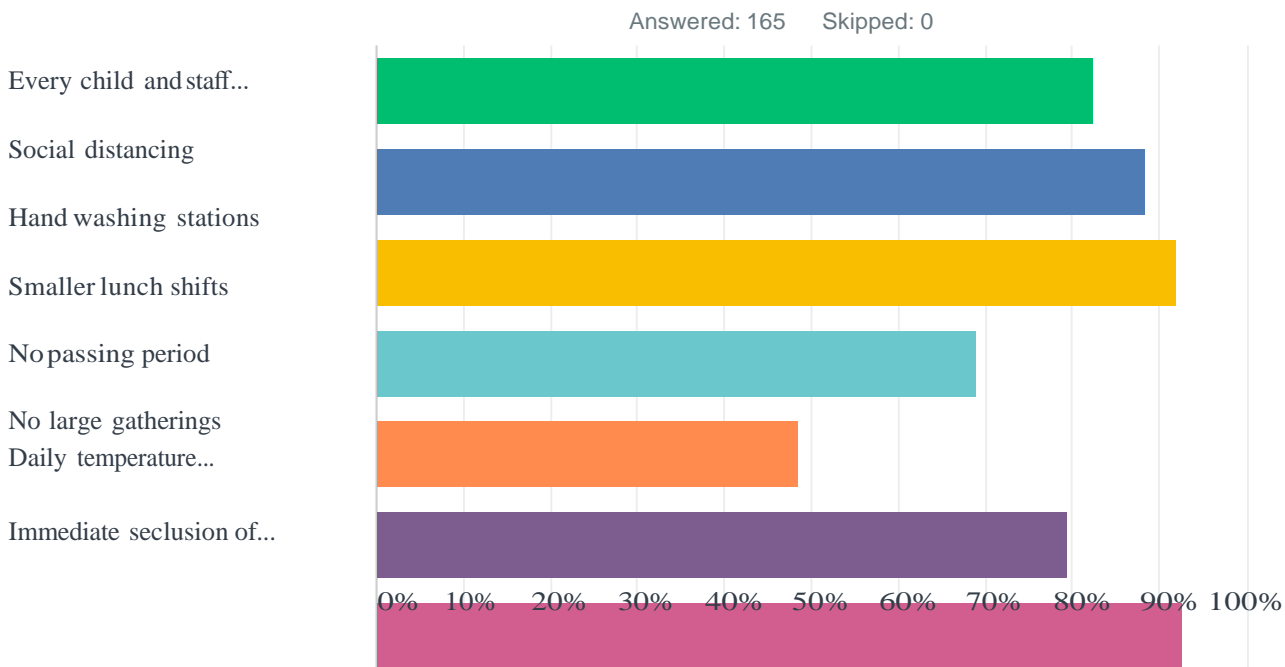
Q4 If school opens in the fall but the virus is still present and social distance and group size limits are in place, what learning environment would be best for your health life safety?

Answered: 163 Skipped: 2



ANSWER CHOICES	RESPONSES	
Blended learning (a combination attending school part-time in small groups and learning online at home)	46.01%	75
Online learning with the assigned classroom teacher	31.90%	52
Students at home attend an actual classroom in session remotely and participate virtually	22.09%	36
TOTAL		163

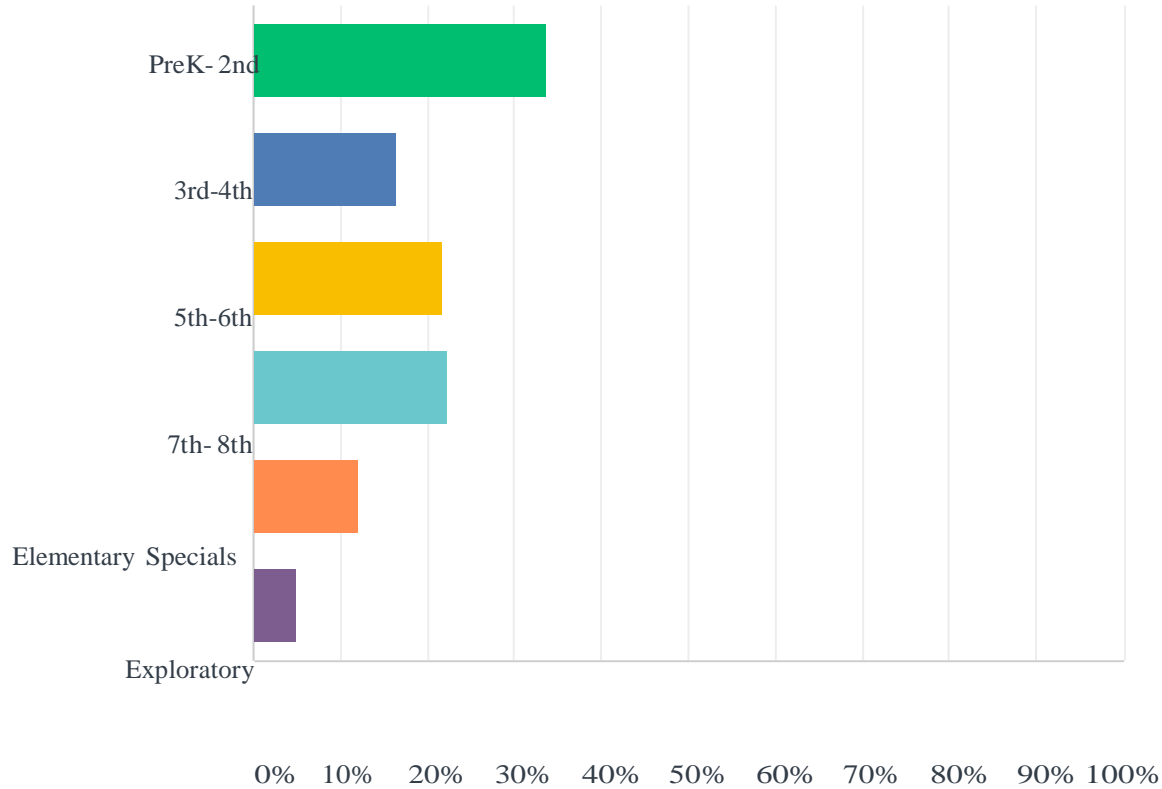
Q5 What safety measures would need to be in place for you to be comfortable reporting back to work (choose all that apply)?



	RESPONSES	
Every child and staff member has to wear a mask	82.42%	136
Social distancing	88.48%	146
Hand washing stations easily accessible in classrooms	92.12%	152
Smaller lunch shifts	69.09%	114
No passing period	48.48%	80
No large gatherings like assemblies or pep rallies	79.39%	131
Daily temperature checks of students and staff	92.73%	153
Immediate seclusion of any signs of COVID-19	90.30%	149
Total Respondents: 165		

Q6 What grade span do you teach? (Check one)

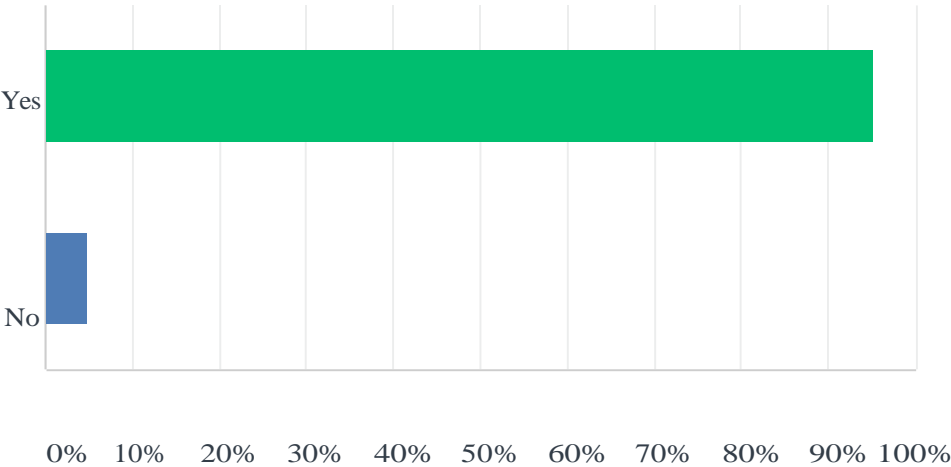
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ANSWER CHOICES	RESPONSES	
PreK- 2nd	33.76%	53
3rd-4th	16.56%	26
5th-6th	21.66%	34
7th- 8th	22.29%	35
Elementary Specials	12.10%	19
Exploratory	5.10%	8
Total Respondents: 157		

Q7 Do you have reliable Internet access in your home, if we continue Remote/E-Learning?

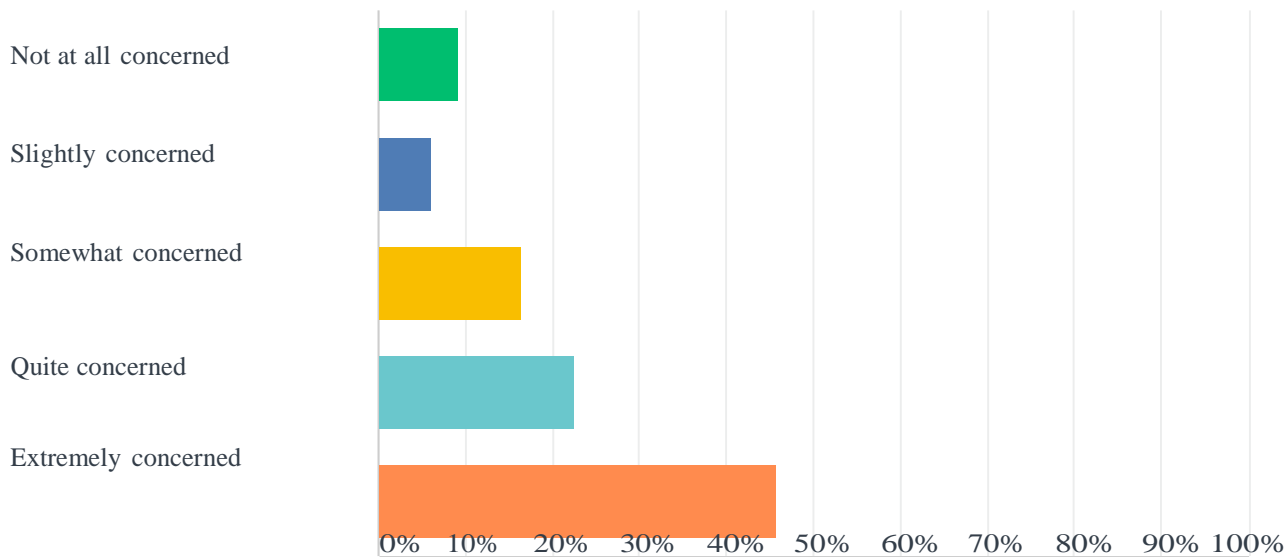
Answered: 165 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	95.15%	157
No	4.85%	8
TOTAL		165

Q8 If in-person learning resumes in the fall, how concerned are you about the health of someone in your household?

Answered: 164 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all concerned	9.15%	15
Slightly concerned	6.10%	10
Somewhat concerned	16.46%	27
Quite concerned	22.56%	37
Extremely concerned	45.7	

Supporting Remote Learning Options for Remote Learning

OPTION 1: In- Person Learning and District-Provided Instructional Materials with Teacher Support

In preparation to reopen in-person instruction, Dolton School District 149 has devised a plan to include the following protocols according to ISBE and the Illinois Department of Public Health.

- Digital instructional materials are provided by the district for students to access independently.
- Students access instruction directly from district provided materials (e.g., district lessons, Google classrooms & Class Dojo).
- Teachers offer online office hours and/or telephone feedback for students.
 - Require five hours of instruction daily (ELA, Math, Social Studies, Science and Social Emotional Learning)
 - **Elementary Schools start time 9:00 am - 3:30 pm Monday – Friday**
 - **Middle Schools start time 8:20 am – 2:50 pm**
 - Review curriculum standards for all benchmarks to determine where students are skill deficient
 - Deploy Chromebooks during Fall, 2020 for all students in K-8th grades and Special Education and begin training students on how to log on and use the Google platform
 - Restore face to face testing for students for students who need case study evaluations
 - Require use of appropriate personal protective equipment (PPE), including face coverings
 - Require COVID-19 posters and social distance markers in all schools in designated areas
 - Require face mask be worn daily except during lunch
 - Require 6 feet social distancing be observed, as much as possible
 - Require all schools to conduct symptom screenings and temperature checks daily
 - Require students with temperatures of 100.4 to move to the nurse's triage area and contact parents. Student must quarantine for 14 days
 - Require lunch to be held in the classrooms
 - Require water bottles be given to all students and cold water will be given to students twice daily to maintain hydration via Organic Life
 - Require all special area and exploratory teachers report to designated classes to minimize movement throughout the building
 - Require students to wash and/or sanitize hands frequently throughout the day
 - Set washroom breaks accordingly using social distancing daily
 - Require all visitors to have appointments upon entry to all school buildings

Before School Tutorial Programs Possible January 2021

It is our hope that before school tutoring can return in January of 2021 with in-person instruction if it is deemed safe. Transportation will be available for students that participate. Small groups will be limited in numbers of students to adhere to social distancing guidelines. All programs will be adequately staffed and will abide by all safety guidelines. Student participation and enrollment for programs will be conducted at all schools with priority enrollment based on assessment results and academic needs of the students. Additional information, applications, and schedules will be provided after the start of school.

Due to the COVID-19 pandemic, DSD 149 will provide transportation at no cost to students required to attend the academic before-school or tutorial programs.

OPTION 2: Hybrid Blended Model Instruction (In-person and part remote)

The purpose of the Hybrid Approach is to promote teaching and learning both at home and on campus. Students will experience instruction both in-person and independently using teacher shared resources by way of videos and other district materials. Students will communicate both in-person and via digital platforms such as Class Dojo and Google Classroom or by phone. Based on the mandates from the Illinois State Board of Education, at least five hours of daily instruction is required for both of these options.

This plan is designed to maintain and promote student growth in ELA, Math, Science, Social Studies, and Social-Emotional Learning. Additionally, students will experience classes such as; Art, Music, Business Education, Health, PE, and WIN.

- Five hours of daily instruction is required.
- Daily attendance will be taken by the classroom teacher. Teachers and students are required to be in contact daily. **If contact is not made, students will be recorded as absent for that day.** Students that accrue an excessive amount of absences will be considered truant.
- Combines in-person instruction and remote learning allowing for half of the student population to be physically on campus while the other half is at home learning remotely.
- Students will be split into an A/B group by the last name. Consideration will be given to multiple students in one household and individual family needs.
- SD149 will ensure that every student in the same household will follow the same A/B schedule.
- Monday and Tuesday: Student Group A attends in-person full day, Group B is remote.
- Thursday and Friday: Student Group B attends in-person full day, Group A is remote.
- Wednesdays are remote learning days for all student groups. Planning and sanitizing for a new group of students will also occur on Wednesdays.

- Monday through Friday: Student Group C are students who may participate in remote learning based upon parent request and/or student needs.
- In-Person Days – Two days per week with five hours of instruction. Learning activities will consist of teacher-facilitated, small group and Individualized instruction.
- Remote Instruction- Three days per week with five hours of instruction. Students will be provided with and are required to complete independent work directed by the teacher for core content areas.
- In-person class sizes will be limited to half of a class of students to ensure social distancing between students.

Hybrid Blended Learning:

- Students are expected to complete all assignments and submit work to the classroom teacher. This will include feedback and submission via digital platforms, emails or pictures uploaded by cell phones. If these options are not feasible, the teacher will work with the student (family) to determine an acceptable method that supports student feedback and accountability.
- Student work will be graded following our traditional School Board approved grading scale and policies. Teachers will continue to support student learning and ensure that students have all the necessary tools and technology to take assessments and complete assignments on time.
- Chromebooks will be distributed to all students in K-8th grades during Fall, 2020.
- Teachers will provide direct instruction and support to their students through digital and non-digital platforms daily (i.e., email, Class Dojo, phone calls, Google Classroom, etc.).
- Instructional packets will consist of “Choice Board” activities (created by classroom teachers) that will allow students to select activities that support their engagement in the learning process. Activities provided are aligned to Common Core State Standards (CCSS), the district curriculum maps, and support social-emotional learning.
- Students that receive Special Education will continue to receive direct instruction with their classroom teachers and related service providers (as needed).
- English Language Learners (ELL) will continue to receive multilingual services from ESL teachers.
- Students will be held accountable for the completion of all their assignments (both digital and non-digital) by recording their activities in the district provided activity log.
- Students are expected to engage in learning via direct instruction, small group learning, independent work, and various methods of learning throughout their five hours of instruction.
- Students are expected to contact their teacher before 9:30 a.m. on remote learning days for attendance. (email, Class DoJo, Google Classroom, and/or phone).
- Teachers design the sequence of learning based on review and exposure to new grade level content. Lessons will continue to align with CCSS and the District Curriculum Map.

- Resources for students are housed in Google Classroom (e.g., videos, live instruction, assignments).
- Teachers will continue to engage in continuous professional development to gain new knowledge and strategies to improve student learning.
- Special Area teachers, such as art and music, will be brought into classrooms instead of students traveling to their rooms.
- Parents are encouraged to contact their child’s teacher or building principal with any questions or concerns. Teachers will make direct contact with each parent at the beginning of the school year.
- If you are interested in contacting a teacher via email, you will be able to locate their email address on our district website at www.sd149.org. Just select the “Schools” tab and scroll down to the “Staff Directory” tab. This will allow you to locate a teacher through the “search” option or by scrolling through the teacher lists.
- Updates and additional information is always available on our district website at www.sd149.org.

Hybrid Blended Instruction Schedule Elementary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade	9:00 -3:30	9:00 -3:30	9:00 – 3:30	9:00- 3:30	9:00- 3:30
Pre-K	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Kindergarten	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
First	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Second	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Third	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Fourth	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Fifth	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Sixth	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Middle School Schedule					
Grade	8:20 -2:50	8:20 -2:50	8:20-2:50	8:20 -2:50	8:20 -2:50
Seventh	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B
Eighth	In-Person A	In-Person A	Remote A/B	In-Person B	In-Person B

OPTION 3: Remote Learning 2.0

Dolton School District 149 has prepared a remote learning plan if a classroom, school or entire district must close due to risks of COVID-19 and students are not able to attend school in person.

This plan is designed to maintain and promote student growth in ELA, Math, Science, Social Studies and Social Emotional Learning. Additional classes (i.e. Art, Music, Business Education, Health, PE, WIN) will also be included.

- Five hours of daily instruction is required.
- Elementary students are expected to be in attendance daily from 9:30 a.m. – 3:00 p.m. This will include a 30- minute lunch break. Teachers will be in attendance from 8:50 a.m. – 3:40 p.m. daily.
- Middle School students are expected to be in attendance daily from 9:00 a.m. – 2:30 p.m. This will include a 30-minute lunch break. Teachers will be in attendance from 8:10 a.m. – 3:00 p.m. daily.
- Daily attendance will be taken daily by the classroom teacher. Teachers and students are required to be in contact daily. **If contact is not made, students will be recorded as absent for that day.** Students that accrue an excessive amount of absences will be considered as truant.
- Students are expected to complete all assignments and submit work to the classroom teacher. This will include feedback and submission via digital platforms, email or pictures uploaded by cell phones. If these options are not feasible, the teacher will work with the student (family) to determine an acceptable method that supports student feedback and accountability.
- Student work will be graded in accordance with our traditional School Board approved grading scale and policies. Teachers will continue to support student learning and ensure that students have all the necessary tools and technology to take assessments and complete assignments promptly.
- Chromebooks will be distributed to all students in K-8th grades during Fall, 2020. **If remote learning occurs prior to this time, instructional packets will be distributed and/or mailed to Pre-K – 8th grade students.** (Pre-K guidance is expected to be out Soon.)
- Instructional packets will consist of “Choice Board” activities (created by classroom teachers) that will allow students to select activities that support their engagement in the learning process. Activities provided are aligned to Common Core State Standards (CCSS), the district curriculum maps and support social-emotional learning.
- The instructional packets will include activities that teachers typically incorporate at the beginning of the school year. This includes student assessment, review and exposure to new grade level skills. These activities are designed to promote student growth.

- Students will continue to be challenged with new concepts in alignment with their grade level standards. Examples (digital and/or non-digital) will also be provided to assist students in this process.
- Teachers will provide direct instruction and support to their students through digital and non-digital platforms daily (i.e. email, Class Dojo, phone calls, Google Classroom, etc).
- Students that receive Special Education will continue to receive direct instruction with their classroom teachers and related service providers (as needed).
- English Language Learners (ELL) will continue to receive multilingual services from the ESL teachers.
- Beginning in the Fall, 2020, Chromebooks will be distributed to all K-8th graders. Students will be trained on how to log on and use the Google platform. This will allow full digital instruction.
- Students will be held accountable for completion of all their assignments (both digital and non-digital) by recording their activities in the district provided activity log.
- Students are expected to engage in learning via direct instruction, small group learning, independent work and various methods of learning throughout their five hours of instruction.
- Teachers design the sequence of learning based on where they left off and what their students are working on. Lessons will continue to align with CCSS and the District Curriculum Map.
- Resources for students are housed in Google Classroom (e.g., videos, live instruction, assignments).
- Teachers will continue to engage in continuous professional development to gain new knowledge and new strategies to improve student learning.
- Parents are encouraged to contact their child's teacher or building principal with any questions or concerns. Teachers will make direct contact with each parent at the beginning of the school year.
- If you are interested in contacting a teacher via email, you will be able to locate their email address on our district website at www.sd149.org. Just select the "Schools" tab and scroll down to the "Staff Directory" tab. This will allow you to locate a teacher through the "search" option or by scrolling through the teacher lists.
- Updates and additional information is always available on our district website at www.sd149.org.

Best Practices for Remote Learning

General Guidance

PRIMARY GOAL

Provide students with opportunities to continue their trajectory of learning (eg, scope and sequence). This should consist of providing students with access to content, support, and feedback.

ESTABLISH STRUCTURE

Begin by orienting students and families to the new environment and creating structure with a focus on maintaining human interaction.

CONTINUOUS IMPROVEMENT

Maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn.

SUPPORTING TEACHERS:

School leaders should work to ensure all teachers have the resources, support, and flexibility needed to promote student to learn to the best of their ability. Support should include adjusting expectations based on the mental and physical health of our staff and their families.

SUPPORTING STUDENTS AND FAMILIES

Teachers should be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students.

Special Education Guidance

According to Federal guidance from the Office of Special Education and the Office for Civil Rights, if a district closes its schools to slow or stop the spread of COVID-19, and continues to provide educational opportunities to general education student populations, the schools must ensure that students with disabilities also have equal access to the same opportunities. Included in this requirement, school's must implement the IEP of a student with a disability to the greatest extent possible. This means every attempt possible has been tried and documented to ensure equitable access for students with a disability.

DSD 149 is committed to Equity, and this includes services and programs for students with disabilities. Special Education departments nationally and locally recognize that this will be challenging in certain circumstances and that compensatory services may be necessary to ensure equity for all students. Health and safety is the No. 1 concern.

Related Services

Students will be provided instructional support through related service activities for occupational therapy, speech, physical therapy and social work services.

Face Coverings

- Consideration will be given to the impact that staff wearing protective face coverings may have on students with disabilities
- Some students with disabilities may refuse to wear the face covering for various reasons unknown to staff. Students with disabilities who are unable or refuse to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act.
- A physician's note is required for students and staff who are not able to wear a face covering. Consideration of these situations must be addressed so that students and staff members understand and normalize that some persons may not be wearing a face covering and these situations do not need any intervention from others.

Homebound Students

- Homebound or home instruction will be delivered entirely through remote instruction.
- For special education students with IEPs, the nature, extent, and service delivery model should be determined by the child's IEP team.
- In the fall of 2020, students will be assigned to a classroom and placed on the class roster as a remote/homebound student. An assigned teacher will monitor remote/homebound students through the computer program's monitoring system and will communicate with parents throughout the week.
- Teachers may also videotape and post lessons, activities and materials through Google Classroom for remote/homebound students. Students participating as remote/homebound will be graded according to participation and completion of online assignments, assessments, as well as local assessments.

Medically Fragile Students

- Student safety is the primary consideration when determining how to meet the needs of students with disabilities who are medically-fragile or immunocompromised upon return to in-person instruction.
- The district may convene an IEP meeting to review the student's health care plan and determine any potentially harmful effects that may result from potential risk of exposure to COVID-19 if in-person instruction resumes.

- The IEP Team may consider how to address this risk to the student, including consideration of alternative placement options such as continuing the implementation of remote learning, a hybrid of virtual and homebound instruction, or other appropriate service delivery and placement options in the student's least restrictive environment. 34 C.F.R. §§ 300.114-300.116.
- The district ensures full compliance with IDPH safety requirements, including social distancing policies as much as possible and take into consideration individual student circumstances.

Social and Emotional Needs

- The district can assist families in preparing students with disabilities who struggle with changes in routine or understanding personal boundaries for the return to in-person instruction by providing social narratives about the return to school and advanced notice regarding anticipated changes to the environment that the child may experience upon return.
- The district will offer additional social work or counseling service or increased social and emotional (SEL) programming during the time of transition.

Students with 504 Plans

- Students will receive accommodations based on their 504 Plans.

Early Childhood Transition

- There is no flexibility from the federal and state requirement to ensure that a child transitioning from an early intervention program has either an IEP or continued Individualized Family Service Plan (IFSP) in effect on the child's third birthday (23 Ill. Admin. Code 226.260).
- In order to comply with evaluation timelines, early childhood evaluation teams may conduct assessment procedures, such as parent interviews, child care provider interviews, parent rating scales, and review of early intervention reports, in lieu of direct student contact for evaluations.
- Face-to-face evaluations will take place with social distancing and sanitary guidelines in place.

IEP Meetings

- During in-person IEP meetings, all IDPH requirements must be met including but not limited to wearing appropriate PPE, requiring social distancing be observed, as much as possible, complying with capacity limits, and require symptom and temperature screenings.
- Parents or guardians and additional participants should continue to be afforded the opportunity to participate via alternative means.
- When reviewing IEPs, IEP Teams might consider if changes are needed to the methodology, content or delivery of instruction to allow the student to receive the necessary specialized instruction to address the impact of any lack of progress documented during remote learning. Additionally, IEP Teams may consider changes in minutes, service delivery or educational placement to meet the unique needs of the student.

Evaluations

- Evaluations can still be held virtually to the greatest extent possible; however, districts and other serving entities may conduct evaluations in person as long as they adhere to all state and local safety guidelines. (ISBE June 30, 2020).

Calendar

Dolton SD 149 has made calendar modifications to include an additional Institute Day for planning purposes to provide additional time for professional development. The training will focus on information vital to our successful transition back to in-person instruction. School Improvement days are embedded in the calendar to allow for adequate and consistent monitoring of instruction, and resources, along with the implementation of virtual School Open House, Parent University, Teacher nights, and various other day and evening activities.

During the 2020-2021 school year and due to COVID-19 challenges, in-person instruction for the Middle Schools 7th grade students ONLY will begin on Monday, August 24, 2020. Tuesday, August 25, 2020, ONLY 8th grade students will attend school. On Wednesday, August 26, 2020, both 7th and 8th grade students will attend.

All Elementary K-6th grade students will begin with a full day of in-person instruction on Monday, August 24, 2020. Pre-Kindergarten students will begin on September 8, 2020.

Professional Learning

Much consideration was given to the transition of our students and staff from the home environment back to the school environment and the impact and adjustment for all involved. The district will utilize professional development for the following:

- Use of professional development and practice of new rituals, and routines to address instructional strategies, materials, resources, health and safety adjustments, social-emotional and mental health needs for students and staff.
- Identification of successes and opportunities for improvement related to remote learning, training, participation and instruction.
- Implementation of local assessments to ascertain skill levels, curriculum adjustments, interventions, and programming.
- Provide time for vertical articulation to ensure a smooth transition for teachers and students.
- On July 27th, 28th, 29th and August 3rd and 4th training for District 149 teachers on Google Platform and deploy Chromebooks during Fall, 2020 for all students at respective schools and schedule training for students on Chromebook devices in preparation for possible intermittent returns to Remote Learning Days.

Plan for No Technology Access

Providing Access for All Students

If a student does not have access to technology...

While we are working to ensure all students have access to technology, we realize this will not be the reality for every student. Please note that our Parent Guidance does include information on how a student could use a cell phone if available and write in a notebook. In the case that a cell phone is not available, we will work to mail learning packets home in the core content areas (mathematics, literacy and English language development) to students once we determine which students will need this.

Please note that Partner 4 Results is also providing curriculum mapping aligned with the DSD 149 scope and sequence across content areas to augment remote learning experiences for students.

Parents who choose to opt-out of in-person instruction will have access to District provided

online academic programming and resources, including the Class Dojo platform and later in the fall the Google Classroom Platform. Those students are required to participate in local assessments and any virtual activities and programs sponsored by the district or school.

The District will do everything to ensure all students have the materials and resources to be successful with whatever model is selected for August 2020.

Curricular Instruction

All Dolton School District 149 registered students are invited to return to in-person instruction in compliance with all recommended guidelines and instructions of Illinois State Board of Education (ISBE), and the Center for Disease Control (CDC). All staff and students are required to wear masks as much as feasibly possible. Classroom environments have been restructured to comply with social distancing. Desks will be reconfigured in rows (with 6 feet distancing where possible) with students facing one direction for grades K-8 with grades.

Pre-K - 8 to assist with social distancing (Desks).

Students are required to bring their own school supplies clearly marked with their names, as there will be **NO** communal sharing of supplies. Teachers will provide students individual containers to store supplies and belongings. Special Teachers (PE, Music, Art) are required to follow guidelines of social distancing, outdoors and in classrooms. There will be **NO** shared equipment, contact activities, changing of clothes or locker room use for PE. Physical Education will conduct outdoor classes as much as possible. All schools will have Megaphones available for use during outdoor activities and classes.

The District is also allowing for modification in delivery of instructional services. ISBE and the CDC recommend, where possible, that teachers rather than students move between classes. We are allowing teachers to move from classroom to classroom for instructional purposes in our schools especially for our junior high population. Teachers are encouraged to consider live streaming class lessons, where possible, using virtual platforms (**Google Meets**, etc.) to provide students in different classrooms or at home with synchronous access to the lessons. Similarly, the synchronous lesson could be recorded and used for learning opportunities, tutoring, or simply review when students return home from school.

Assessments

Schools will adhere to the District-wide assessment schedule for local and state assessments for example: NWEA MAP, IAR curricular assessments and other assessments if in person learning or the hybrid blended model is selected. If students are on full remote learning alternative measures will be determined and shared with parents about how we will provide student assessment. We will always follow the guidance from the state of Illinois.

Assessment dates will continue to be posted in our District Handbook, on the district and school websites, and calendars. The Assessment schedule incorporates early testing to identify deficiencies and possible gaps for instructional purposes. Administrators and teachers will identify grade-level standards that students did cover in the previous school year, due to the COVID-19 pandemic, in accordance with our curriculum maps and develop intervention strategies, small groups, tutoring, materials and resources to address areas of concern.

Grading/Homework

According to ISBE guidelines and recommendations, DSD149 will return to our traditional Board approved grading scale and policies. We will insure that students have all the necessary tools, technology, and teacher supports at school to complete all assignments, take assessments, and complete projects in a timely manner. Per the School Code, grading policies are the exclusive responsibilities of local districts (105 ILCS 5/10-20.9a). Policies can be found on our District website.

Building Operations

New Student Registration

DSD 149 will conduct new student registrations by appointment only. However, all incoming Pre-Kindergarten, Kindergarten and new students would need to complete the in-person or remote options, whichever is available at the time. Currently, we will be conducting in-person registrations beginning August 13, 2020 by appointment only with no more than 10-20 participants serviced at a time. This process will be conducted at all schools in the gymnasium. Masks must be worn at all times and no children are allowed. In addition, we will provide hand washing stations, along with hand sanitizers and gloves upon request.

Communication

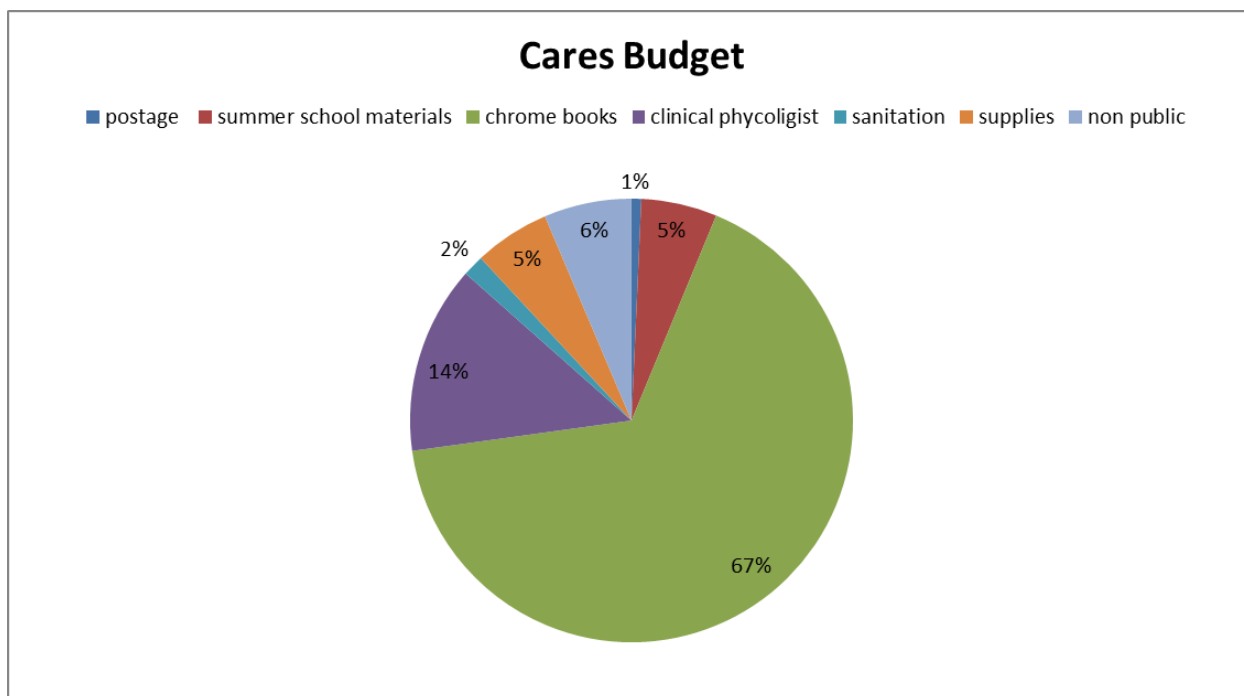
DSD 149 makes every effort to keep parents, students, staff members, community members and all stakeholders aware of current happenings. We will continue to increase our efforts to ensure that all stakeholders are made aware of up-to-date occurrences in a timely manner. We will continue to communicate via the following avenues:

- Weekly and/or Bi-weekly letters mailed to all stakeholders
- Weekly and/or Bi-weekly website updates
- Weekly and/or Bi-weekly robo calls, emails and text messages sent to parents and staff
- Weekly and/or Bi-weekly news releases to local media stations
- Weekly and/or Bi-weekly social media updates (FB and District Website etc.)

Budget ESSR CARES GRANT

The goal of the district budget committee is to support all areas of the school district through the allocation of funds. The development of the district's reopening plan has resulted in additional expenses for the school district. The district will use the funds for:

- Purchase personal protection equipment (PPE) for staff and students,
- Water bottles for students
- Hand sanitizer for all students
- Signage for all schools regarding mask and hand washing and social distancing
- Supplies and materials for the cleanliness of our facilities,
- Support all Afterschool and Summer School programs with additional services and personnel (Title I and Title II)
- Purchase of Technology and online services for eLearning along with training for staff and parents
- Provide ongoing professional development for students, staff and parents related to remote learning, CDC COVID-19 guidelines, etc.



The Remote/E-Learning Task Force Committee would like Board of Education to consider the safety of the children, community, parents and teachers and their families when deciding the best learning option to reopen in August of 2020.

Here are the recommendation options in order:

1. **Full Remote 2.0** for first 10 weeks for students and teachers report to work daily and work in classrooms **August 24, 2020-October 23, 2020.** (First Quarter)
2. If the scientific data and statistics are indicating a decrease in COVID-19 cases and the transmission of cases in the school community are low, we would like the Board to consider the **Hybrid Blended Learning Model from October 26, 2020-January 15, 2021.** (Second Quarter)
3. If the scientific data and statistics are indicating a decrease in COVID-19 cases and the transmission of cases in the school community are low, we would like the Board to consider the **Hybrid Blended Learning Model from January 19, 2021- March 19, 2021.** (Third Quarter)
4. Possible **In-Person Model** if there is a vaccine and possible treatment for COVID-19. The fourth quarter begins **March 22, 2021- June 8, 2021** (Fourth Quarter)