

OPEN D2 5

A Plan for Safe, Healthy and Rigorous Learning

**ELMHURST COMMUNITY UNIT
SCHOOL DISTRICT 205**

2020-2021

FORWARD

When COVID-19 shook the world during the spring of 2020, the term “the New Normal” became fashionable. It was intended to capture the ideas that many futurists have been espousing for years—the fact that we live in a highly unpredictable and rapidly changing world. During the past few years, through its work with Ray McNulty, President of the Successful Practices Network, District 205 innovation teams became familiar with the concept of a VUCA World, a military term that stands for Volatility, Uncertainty, Complexity, and Ambiguity.

Last spring, most of us were probably moving through our normal existence, not giving much thought to “New Normals” or VUCA Worlds. We weren’t thinking about social distancing, bending curves, or debating the security features of Zoom meetings. But that was then. A few short months later, the VUCA World hit home.

I begin this document by offering my sincere thanks to everyone involved in getting us this far. The spring was a whirlwind. School employees, who have been working on overdrive for months, and parents, students, and community members, whose lives have been significantly disrupted, all came together to endure challenge after challenge in order to bring the 2019-20 school year to a close. I could not be more proud of my team or thankful to our community.

As the 2020-21 school year approaches, Illinois has entered Phase 4 of Restore Illinois: Revitalization. Though there have been hints of a return to normalcy, restrictions remain, much is still uncertain, and yet in its midst, Elmhurst Community Unit School District 205 will renew its commitment to being a National Leader in Future Ready Learning.

This document reflects our best current thinking. It is based not only on regulations and guidance from the Illinois State Board of Education and local, state, and national health organizations but perhaps more importantly, on lessons learned from this past spring, community input, and the accumulated knowledge from across the world on the virus itself and its impact on the educational process.

We all wish for a return to normal operations—collaborative learning environments, school activities, and a renewed sense of community. But while this document prioritizes in-person learning, it also recognizes the need for agility and the ability to pivot quickly. These necessary components ensure that we can appropriately personalize learning for students and adjust to external forces that may occur until Illinois can safely enter Phase 5 of recovery: Illinois Restored.

Sincerely,



Dr. David Moyer
Superintendent of Schools
Elmhurst Community Unit School District 205

INTRODUCTION

In March 2020, Elmhurst Community Unit District 205 closed its physical doors due to COVID-19 in accordance with Governor J.B. Pritzker’s Executive Order. Remote learning occurred through the remainder of the spring. Extracurricular activities ceased. Year-end traditions moved to virtual celebrations. At the time, many people expected this to be temporary, and most held out hope that schools would re-open for in-person learning and other purposes before the end of the school year. This was not to be.

In May 2020, D205 administrators convened a 2020-21 Opening of School Committee based on the District Management Group Model that included four committees, Instructional Core/SEL, Operations, Stakeholder/Communications, and Resources, and a Steering Committee to coordinate the work. A total of 78 teachers, administrators, staff, Board members, labor representatives, and community members. To all of these dedicated employees and volunteers, I extend my sincere gratitude.

The Steering Committee determined that the following four foundational beliefs would guide the work:

- 1) The top priority is protecting the health and safety of all students and employees;
- 2) Re-establishing relationships and ensuring that the social-emotional needs of students and basic wellness needs of families will be prominent in the learning and resource allocation decision-making process;
- 3) Educators will champion an assets-based philosophy and ensure appropriate rigor to promote student growth—interventions will be strengthened to address skill deficiencies that may have emerged due to the disruption in the educational process; and
- 4) The plan will be legally sound such that the District is protected from liability and in compliance with state and local directives while incorporating the agility and flexibility to adjust for the potential of rapidly changing environments and expectations.

Input to guide the development of the plan was solicited in many ways. Among them, students and parents were asked to complete an initial survey on their experiences with remote learning, and parents and staff were asked about their concerns as it relates to returning to school this fall.

This document is intended to serve as requirements and guidance for students, staff, parents and the community. In some cases, there will be details that will and must be commonly adhered to, and, in other cases, specific implementation strategies will be developed by building leadership teams or other means and approved by D205 district office administration. In addition, the document is intended to be fluid so that it can be edited quickly as needed to respond to external circumstances that cannot be predicted at this time.

The Open D205 Schools Plan consists of 10 sections:

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| 1) Health & Safety | 5) Social Emotional Learning | 10) Communications |
| 2) Calendar & Scheduling Considerations | 6) Equity & Diverse Learners | |
| 3) Learning & Assessment | 7) Workforce Management | |
| 4) Blended Remote Learning | 8) Operations | |
| | 9) Technology | |

The undertakings by the District described in this plan are intended to be performed reasonably and practicably in light of the uncertainties of COVID-19 and the frequent changes in guidance and standards from multiple governmental and private entities. Nothing in the plan constitutes a waiver of the District's protections under the Illinois Tort Immunity Act or other law or creates standards of care different than those established by the Act.

HEALTH & SAFETY

Our first priority as a school district is the health and safety of our students, staff, and community. Throughout this pandemic, our team from District 205 has partnered with and been guided by local, state, and federal agencies including the Dupage County Department of Public Health, the Illinois Department of Public Health, the Illinois State Board of Education and the Centers for Disease Control. As the date for the start of the school year draws closer, we will always put the health and safety of our students, staff, and community at the forefront of our decision process. With this in mind, regardless of the learning model, any person entering D205 property will be required to follow all public health regulations. Below is an explanation of the health requirements and expectations which must be followed:

HEALTH AND SAFETY PROTOCOLS

Face Coverings

Cloth face coverings/face masks provide a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering talks, coughs, or sneezes. D205 regulations related to face coverings follow.

- All individuals in a District 205 school building **must** wear a face covering at all times unless they are younger than 2 years old; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Face coverings must be worn at all times in school buildings even when social distancing can be maintained.
- The use and wearing of masks and face coverings by all persons in the school building will be enforced. Students and staff with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act and other applicable law.
- Face coverings are not required outside if social distance is maintained (if individuals remain 6 feet apart from each other).
- Families are responsible for providing the children's face coverings/masks. Face coverings for students will be available on a backup basis.
- Language or pictures/depictions on face coverings may not interfere with the educational environment and therefore should not be offensive, provocative, or disruptive to instruction.
- The face covering must be layered, fully cover the mouth and nose, and the covering must fit snugly against the sides of the face with no gaps.
- Staff and students will be educated on the wearing and use of masks/face coverings including using signage from the Centers for Disease Control. The [CDC Use of Face Coverings](#) provides helpful explanations about the use and care of face coverings.

- The parent/guardian of a student for whom wearing a mask is medically inadvisable must provide a physician's note identifying the specific medical reason the student is unable to wear a face covering/mask. The district will then consider alternative methods of keeping the student and staff around the student safe, including allowing the student to wear a face shield which should wrap around the sides of the wearer's face and extend to below the chin. The parents of students for whom wearing a mask is medically inadvisable are advised that the CDC does not recommend face shields as a substitute for cloth face coverings.
- Parents of students who have medical conditions which pose additional risk of complication if exposed to COVID-19, should consult with their physician and also contact the school nurse to discuss your child's specific medication and medical needs within the school setting. Please see the following CDC reference for more insight: [People Who Are at Higher Risk for Severe Illness | Coronavirus | COVID-19.](#)
- The need for use of Personal Protective Equipment(PPE) for staff above a face covering will be identified by exposure risk and the need to maintain safety for all staff and students. PPE will be made available for use accordingly throughout the school year. Staff will be provided training on the proper use of PPE, including putting on and removing PPE.

Social Distancing Practices

[ISBE and IDPH Guidelines](#) recommend that the school environment provide a 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings.

- Physical distancing impacts classroom configuration, instructional practices, scheduling, lunch and general school operations. Assemblies, field trips and staff meetings will be managed in observance of requirements from the Illinois Department of Public Health.
- To enhance opportunities for students, outdoor class, lunch or other activities will be planned. Social distancing requirements will be maintained outside, including during recess. When multiple groups of students are outside, social distance between the groups will be considered 30 feet. The use of playground equipment and sharing of playground equipment will be restricted.
- Staff and students must abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc.
- Floor decals, colored tape, and signs will be placed to provide guidance to students and staff of the flow and direction of one-way traffic and also to identify social distancing intervals of 6 feet when standing in a line. Hallway and stairway traffic patterns will be developed and identified for students and staff.
- Furniture will be arranged to support required social distancing practices.

Personal Hygiene and Health Practices

- Handwashing is included in the first line of defense. Increased frequency of hand washing is expected throughout the school day.

- When handwashing with soap and water is not feasible, alcohol-based hand sanitizer of at least 60% alcohol will be made readily available for all grade levels in each classroom and in common areas.
- Staff and students will be educated on healthy hygiene and handwashing to prevent the spread of infection including using signage from the Centers for Disease Control. Signage on how to stop the spread of COVID-19, properly wash hands, and promote everyday protective measures including face coverings will be on display throughout the school buildings.
- Staff and students will be encouraged to avoid touching the face to decrease the transmission of COVID-19 or other infectious diseases.

Home Symptom and Temperature Screening

Daily self-certification for symptoms and temperature will be required for all staff and students prior to taking transportation to school, arriving at school, or entering school buildings. Parents will need to complete a Symptom Screener for each student in the household before the student leaves for school on a daily basis. The screening involves checking to ensure a temperature below 100.0 degrees Fahrenheit, and for other COVID-19 symptoms. Students must be kept at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. See: Stay at Home and Illness Procedure. Individuals who exhibit symptoms should consult with their medical provider for evaluation and treatment as necessary.

Visitor Health Screening

To preserve space for students and staff, visitors to the schools will be limited. Visitors must complete a health screening immediately upon entering the school building. Visitors showing symptoms of COVID-19 will not be allowed to enter or remain on campus and should consult with their healthcare providers for further guidance. Visitor information will be maintained in visitor logs, including contact information, reason for visit, and locations within the school visited in case contact tracing is required.

Travel Screening

Screening and additional requirements to quarantine following travel may occur based on guidance from local, state and federal recommendations. For instance, at the present time, the DuPage County Health Department recommends that all travelers coming from Florida, Texas, Arizona and other states with high positivity rates be required to self-quarantine for 14-days upon returning home to prevent any possible spread of the virus. Parents and families returning from travel are expected to notify the school nurse.

Health Monitoring and Interventions

Schools will engage in wellness and symptom screening as needed during the school day. Visual wellness checks as students and staff enter campus and buses will be conducted on an ongoing basis.

- If a student or staff is symptomatic with flu-like symptoms while entering campus or during the school day, the nurse must be notified and the nurse advised of the person's flu-like symptoms.

The ill person will be separated from others, cared for in an isolation area and required to wear a face mask until the parent or emergency contact of the student can be reached and the student can be transported home or to a healthcare provider. Ill staff should contact their supervisor immediately and then leave campus. Parents and families will be reminded to keep their children home if they are not feeling well.

- The isolation area used by an ill person will be cleaned per CDC guidelines and will not be used until cleaning has been completed.
- Individuals who exhibit symptoms will be referred to their healthcare provider for evaluation, treatment, and information about when they can return to school.
- Social distancing requirements will be maintained in the health office.
- Strategies to reduce health office visits from students, staff, and visitors; reduce health office congestion; reduce exposure to infection; and allow for separation will be implemented.
- If a student is injured or ill with non-COVID-19 related symptoms, the student may stay in place and be evaluated by the nurse in a setting other than the health office. The nurse must be notified of a student illness or injury prior to sending a student to the health office, and screening and temperature checks can be completed outside of the health office so appropriate triaging and/or isolation can take place. Basic first aid will usually be managed in the classroom or other suitable area. Student's specific medical needs in the school setting will be individually evaluated.
- Many students have health and medication needs during the school day and prompt and ongoing attention to their health-related concerns is of vital importance. Parents should be prepared to discuss their student's health needs with the school nurse in order to identify and develop the necessary health plan and/or medication regimen. Clean areas inside or outside of the health office will be designated for attending to the health care needs of students who do not demonstrate virus symptoms.
- All non-essential medications and treatments should be administered at home. Student needs and prescribed treatments for asthma and respiratory care at school will be reviewed for safety and effectiveness and discussed with the parent. All required medication procedures will be enforced and medication forms must be completed by the student's physician and parent to meet legal prescription and authorization requirements.
- Parents of students and all staff will be educated on the updated [Stay at Home and Illness Procedure](#).

Attendance

To protect our school community as a whole, all staff, parents, and students are expected to report COVID-19 exposures, symptoms and diagnoses when reporting absences. Attendance personnel and nursing staff will utilize attendance information to support our ability to monitor the health of the District 205 students and staff. District 205 attendance will be reported as required by local health officials.

Early Childhood

Attention to our youngest learners is especially important when considering social events that prepare and orient this group of learners to the routines, schedules, and patterns of their school environment that may not be possible as usual. Young students may struggle more than other students with understanding and complying with social distancing and wearing face coverings.

1. Students will remain in small groups with the same students and remain 6 feet apart as much as practical. Having instruction outside will be utilized when possible to help with social distancing requirements. Developmentally-appropriate activities for smaller group activities will be implemented.
2. Teachers will rearrange furniture and play spaces to meet social distancing requirements when practical and find creative ways to allow students to create their own space using yarn, masking tape, or other materials.
3. Teachers will implement strategies to model and reinforce social and physical distancing and movement, including the following:
 - Using carpet squares, mats, trays, or other visuals for spacing.
 - Modeling social distancing when interacting with children, families, and staff.
 - Creating and developing a scripted story/role play around social distancing, as well as hand washing, proper etiquette for sneezes, coughs, etc.
 - Giving frequent verbal reminders to children.
 - Hanging pictures within the school building to give constant reminders.
 - Sending home a tip sheet to parents and caregivers so they can also learn about social distancing.
 - Offering more opportunities for individual play and solo activities, such as fine motor activities (e.g., drawing, coloring, cutting, puzzles, and other manipulatives).
 - Planning activities that do not require close physical contact between multiple children and keeping groups separate for special activities, such as art, music, and exercising.
 - Staggering indoor and outdoor play and adjusting schedules to reduce the number of children in the same area.
4. Our teachers will teach, model, and reinforce healthy hygiene habits and social skills including the following:
 - Explaining to students why it's not healthy to share drinks or food.
 - Practicing frequent hand hygiene by teaching a child-friendly song or counting to 20.
 - Teaching students to use tissue to wipe their noses and to cough inside their elbows.
 - Modeling and practicing hand hygiene before and after eating, coughing, sneezing, playing outside, and using the restroom.
5. Our teachers will create a classroom environment that promotes positive teacher and student relationships that support student social-emotional well-being and self-esteem, including through virtual instruction. For example, teachers will work on:
 - Promoting empathy through conversations about other people's feelings and perspectives and talking about responsibilities.
 - Building a coping toolbox that includes body- and mind-calming strategies.
 - Reading children's books to help support the children when they may be feeling anxious or sad.

COVID-19 and Communication in the School Community

- Individuals who have COVID-19-like symptoms, who have been diagnosed with COVID-19, or who have been exposed to someone with COVID-19 and are in quarantine will be excluded from school.
- In accordance with current [IDPH guidance](#), when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school, the local health department will be notified as required by the Illinois Infectious Disease Reporting requirements issued by IDPH.
- Local and state health officials recommendations for notifying close contacts will be followed, while we remain sensitive to student and staff confidentiality interests. Staff and students determined to be close contacts of exposure are not to return to the school until they have met CDC criteria to discontinue home isolation, as the following document explains. [COVID-19-Quarantine-vs-Isolation](#)
- District 205 will cooperate with health officials regarding contact tracing for persons confirmed positive with COVID-19.

CALENDAR AND SCHEDULING CONSIDERATIONS

Calendar Information

With the passage of [Public Act 101-643](#), school districts are allowed to have up to five Blended Remote Learning Planning Days included in their calendar. As such, the district plans to make the following alterations to the calendar for the school year:

- Three Remote Learning Planning Days will be taken on August 19, August 20, and August 21, 2020. This means that the first day of school will now be Monday, August 24, 2020.
- An unrelated change in state law requires all schools to be closed on Election Day (November 3, 2020).
- By October 16, 2020, the school district will announce a plan for using the remainder of its Remote Learning Planning Days.

Scheduling

Elmhurst Community Unit School District 205 believes that all students should be provided with in-person instruction to the greatest extent possible. As scheduling for the 2020-2021 school year was considered, the Open D205 Team considered the following [guidance](#) from the Illinois State Board of Education:

1. A high priority should be placed on providing in-person instruction for students who have Individualized Education Programs (IEPs), 504 Plans, and/or who receive English language support when building an equitable schedule for Blended Remote Learning Days.
2. Schools should consider prioritizing in-person instruction for students under the age of 13.

3. Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings *to the greatest extent possible*.

Given the size of the student population in each of our buildings, *providing social distancing throughout the school day in many of our buildings is not practicable*. Additionally, it is our belief that we can bring specials and other activities to children in the younger grades (Pre-kindergarten through 5th grade) within a classroom setting (rather than having students moving throughout the building) throughout the day in an effort to prevent the spread of the virus. For example, a physical education teacher might use Zoom to teach a class from another part of the building. While the students would stay in the room, they would still receive regular classroom instruction.

Pre-Kindergarten through Fifth Grade Scheduling

In the early grades, we believe that all students **can be in school safely and the current plan is to reopen all elementary schools for in-person instruction**. However, all parents and families should be aware of the following:

- Any parent/guardian of a child may choose to have their child educated remotely. The District will provide information to all parents and families about how to make this choice. This option will be given at the beginning of the year and, where feasible (given staffing levels, school safety, current recommendations from health departments) parents may opt-in or out on a semesterly basis (i.e. opting for remote learning at the beginning of the year would be a choice through January).
- All students must wear a mask or other face covering during the school day with the exception of when eating lunch or when outside. Information about how exceptions to this requirement will be handled are available in previous sections of this document.

However, should the spread of the virus necessitate great social distancing or if there are changes in the guidance from the Illinois Department of Public Health or the Illinois State Board of Education, **parents and families should be prepared to implement the following hybrid schedule:**

PK-5 Hybrid Schedule - To Be Used ONLY If Need Arises					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-Person	In-Person	Remote	Remote	Remote
Group B	Remote	Remote	Remote	In-Person	In-Person

The District will provide at least 24 hours notice (when possible) to all parents and families of the implementation of a hybrid option. Finally, we are also prepared for the possibility that all students in the early grades may require remote instruction (i.e. that in-person instruction might not be possible at some points during the year).

Additional considerations for these grade levels:

- In the coming weeks, the District will determine which students will be in groups A and B respectively and notify parents and students of their child’s group placement. Students with disabilities and those with English Learning needs will have the option of being in groups A and B.
- Working with members of the Operations and Resources teams in conjunction with the building leadership, the District will determine if shortened school days are necessary or if the school hours should remain the same.

Middle Schools and High School Scheduling

As a part of a middle school or high school experience, students typically move between classrooms and have several different teachers. While some teachers could move from room to room during the day at the middle schools, the number of students mixing between teams is still significant. We believe that the benefits of having a middle school or high school schedule are an integral part of the Elmhurst Community Unit School District 205 experience. Therefore, with the present guidance on social distancing in mind, **all students in 6th through 12th grade will experience a hybrid schedule** with some instruction being provided in person and some instruction being provided remotely. The following key points should be kept in mind:

- Any parent/guardian of a child may choose to have their child educated remotely. The District will provide information to all parents and families about how to make this choice. This option will be given at the beginning of the year and, where feasible (given staffing levels, school safety, current recommendations from health departments) parents may opt-in or out on a semesterly basis (i.e. opting for remote learning at the beginning of the year would be a choice through January.).
- All students must wear a mask or other face covering during the school day with the exception of when eating lunch or when outside. Information about how exceptions to this requirement will be handled are available in previous sections of this document.
- We are also prepared for the possibility that all students will require remote instruction (i.e. that in-person instruction might not be possible at some points during the year).

Additionally, as the scheduling team considered options, there was a need to have students attend school in smaller groups for the purpose of social distancing along with a need to have consistency in

learning days each week. Given these parameters, the scheduling option below was developed which attempts to accomplish the following:

- Offers in-person instruction each week for every student.
- Provides a combined block of interventions and remote learning on Wednesday rather than a full day of intensive interventions and a separate day of remote learning.
- Minimizes the days in between in-person instruction (maximum of three school days in between).
- Allows all students to have instruction on the same days every week.

Typical Student Perspective

	Monday	Tuesday	Wednesday	Thursday	Friday
What's Happening?	In-Person Instruction	In-Person Instruction	Remote Instruction with Intensive Intervention/ Programming	Remote Instruction	Remote Instruction
Length of Day	Typical school day length	Typical school day length	Minimum of five hours of instruction	Minimum of five hours of instruction (see description below)	Minimum of five hours of instruction (see description below)

Typical Teacher Perspective

	Monday	Tuesday	Wednesday	Thursday	Friday
Who is Receiving Instruction?	Group A In-Person Group B Remote	Group A In-Person Group B Remote	Remote Instruction with Intensive Intervention/ Programming	Group B In-Person Group A Remote	Group B In-Person Group A Remote
Work Hours	Regular Working Hours				

For days of Remote Instruction:

- The teacher delivers instruction via recorded video or synchronous platform (i.e Zoom, Google Hangout, another platform).
- Remote small-group work via breakout room or conference call.
- Independent/flexible student work time.
- Virtual/telephone teacher-student check-ins.

For Wednesdays (Intensive Intervention/ Remote Instruction Days):

Using existing structures within the district, there are several options that we have available to utilize this day each week to ensure support for the greatest number of students possible and to ensure that all students - including those in the middle and those with enrichment needs - are addressed.

- **Option 1: Academic and Social Emotional Focused Programming**

Under this option, we would screen all students for social-emotional and academic challenges at the beginning of the year and then identify students in greater need of support. Under this option, we anticipate approximately 20-30% of students would be required to come on each of the Wednesdays. Parents would be notified after the start of school if their child would be coming to school on Wednesday.

- Students would be scheduled for this option based on screener scores. At the beginning of the year (prior to screenings), this would be done based on determinations by teachers in collaboration with parents and families to assist in determining student needs.
- Contact tracing and attendance would be done via sign-in each day and the regular rules (i.e. masks, social distancing as much as possible) would remain in place.
- All teachers would be required to be in the buildings on this day to support students. Some teachers would be working with students in need of support while others would be working with students who are learning remotely. Teacher schedules on this day would be determined by building leadership teams at the beginning of the school year.
- Principals at each of the buildings in conjunction with their building leaders would manage this schedule and ensure that all students are engaged in learning during this day each week.
- Students who are not receiving support in the building would be doing one of the following:
 - a. Students working on grade level could be working on assignments in preparation for in-person instruction.
 - b. Students in need of additional acceleration could be working with an instructor (usually remotely) focused on extending the learning that has already happened in the classroom. For example, it might be a time for students and teachers to engage in an extension of the learning they have been doing during in-person instruction.

- **Option 2: Grade-Level Focused Programming**

We have an opportunity to offer programming to our students that will strengthen the experience at the middle schools and the high school. For example, on Wednesdays in August and September, we could have all sixth-grade students and all first-year students in school together for programming focused on the unique needs of students in these grade levels. As we move into October, perhaps the attention then shifts to the unique needs of students in their junior year as they look to complete some college applications and life beyond high school. There are many options to consider as this develops (meetings with student activities, college and career pathway days, in-depth STEM activities, etc.). Under this option, approximately 25% of the students at the high school and around 33% of the students at the middle schools would be attending on that Wednesday.

- In this option, students would be scheduled based on their grade level.

- Contact tracing and attendance would be done via sign-in each day and the regular rules (i.e. masks, social distancing as much as possible) would remain in place.
- All teachers would be required to be in the buildings on this day to support students. Some teachers would be working with students focused on that grade level programming while others would be working with students who are learning remotely. Teacher schedules on this day would be determined by building leadership teams at the beginning of the school year.
- Principals at each of the buildings in conjunction with their building leaders would manage this schedule and ensure that all students are engaged in learning during this day each week.
- Students who are not receiving instruction in the building that day would be engaged in one or more of the following:
 - a. Extensions of learning (remotely engaging with teachers and other students on extensions to assist in learning acceleration).
 - b. Intervention work (working with teachers remotely to assist in building skills to pre-teach vocabulary, re-teach lessons, and ensure that students are able to move through our curricular program).
 - c. Independent remote learning (Activities that can be completed with teachers and other small groups of students with very little direct instruction to assist students with continued learning during the day).

Understanding that this virus and the guidance from local, state, and national groups has changed significantly throughout the past several weeks, we would suggest that we plan for one of these options through one quarter of the year and then evaluate the effectiveness and need for changes during that time.

Transition Center

Students who attend the Transition Center will experience the same schedule as those students from the early grades as we believe that all students at the Transition Center ***can be in school safely.*** However, all parents and families of students at the Transition Center should be aware of the following:

- Any parent/guardian of a student at the Transition Center may choose to have their child educated remotely. The District will provide information to all parents and families about how to make this choice. This option will be given at the beginning of the year and, where feasible (given staffing levels, school safety, current recommendations from health departments) parents may opt-in or out on a semesterly basis (i.e. opting for remote learning at the beginning of the year would be a choice through January).
- All students must wear a mask or other face covering during the school day with the exception of when eating meals or when outside. Information about how exceptions to this requirement will be handled are available in previous sections of this document.
- Students who are being educated at the Transition Center are often out in the community at work sites. There may be additional requirements for students while they are at supported work sites and the District will work with all students and their families as appropriate.

LEARNING AND ASSESSMENT

District 205 has embraced an educational philosophy focused on personalized learning. We believe this philosophy best facilitates students' mastery of Illinois State Standards. No matter what limitations may be imposed on our instruction by public health guidelines, this plan will remain in place for teaching and learning during the 2020-21 school year. School staff will be expected to support in-person learning to the greatest extent possible and support remote learning when necessary.

By offering in-person and remote learning for our students, District 205 continues to focus on strong relationships and instruction for our students. At times when full student attendance in school is not possible, District 205 may need to use a remote learning or hybrid learning model. Remote learning will serve as official attendance days for school when the students and teachers stay at home due to emergency situations while learning continues as students remotely leverage digital tools and engage in teacher-prepared lessons. When students are engaged in class from home, online learning tools will be used when school does not allow any students into the physical classroom. Hybrid learning, a combination of in-person and remote learning, will not re-create the traditional classroom experience and will look quite different. Therefore, tools and systems will be in place to support teachers and staff across the district to meet the needs of all students.

Remote learning can occur asynchronously and synchronously. Asynchronous learning is when instruction and learning does not happen at the same time for all learners. The teacher provides learning resources and tasks using online resources including Google Classroom and/or Seesaw. Students access learning at a time that works for them and their family. Synchronous learning is an approach where teachers and students are engaged online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled through Google Classroom, Google Meets during a specific time.

During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom, and/or Seesaw. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include: small group instruction (literacy, math, language development), hands on application of learning (Career Technical Education experiences), and teacher-led assessments.

Key Point 1 - The district and schools will partner with our students and families to support students' hybrid (in-person and remote) learning when returning to school in the fall.

- 1.1 District 205 will provide a roadmap for the district curriculum with monthly learning topics so students and families can better understand academic expectations and ways to support student success.
- 1.2 Ongoing communication will be provided to support families in the learning process including additional instructional resources to help make hybrid learning successful for students at home.

- Technology tips and troubleshooting guides will be available to help students and parents navigate online instructional tools, such as Google Classroom and Seesaw.

Key Point 2 - We will support educators' fall planning and instructional needs with professional learning, resources and supports to:

- 2.1 Create flexible learning expectations and timelines to utilize multiple ways for students to share their learning through assignments, tasks, and projects.
- 2.2 Gain a deeper understanding of the grade-level curriculum and resources with a focus on prioritized Illinois State Standards to personalize learning.
- 2.3 Review and provide meaningful feedback on student work to adjust instruction and set learning goals with students.
- 2.4 Adapt an instructional approach to balanced assessment practices that facilitate hybrid learning and provide data to inform next steps in learning.
 - Create grade-banded teams to identify and develop appropriate assessments. EC, K-2, 3-5, MS by dept, HS by dept
 - Develop student self-assessment protocols. Support students in tracking their own growth along standards.
 - Identify platforms to deliver assessments to students
 - Move assessments to digital platform
- 2.5 Support delivery of academic content, assessment, and student reflection through the appropriate and flexible use of a variety of instructional digital tools, such as online apps, to support student learning.
- 2.6 Identify anticipated student learning gaps and strategies to close them through ongoing staff training and resources. Use Institute Days, Late Arrivals, and PLC time to determine what students are missing and spiral it into grade level standards.
 - Curricular teams will use the Institute days in August to conduct vertical articulation sessions to identify standards and skills that were not addressed during end of 2019-2020 school year, identify assessments available to give to students for baseline data, review data to determine learning goals and targets, identifying gaps and standards of focus to address needs.
 - At the Institute days in August, Teams will create learning plans to guide instruction focusing on areas of need and differentiation plans.
 - In professional learning communities (PLCs) and during Late Arrivals, teams of teachers will Identify assessments to be used for progress monitoring.
 - During the August Institute days and beyond, teams will create a plan for remediation and extension for student learning.
 - During the August Institute days and beyond, teams will Identify strategies that are effective over remote learning vs. face to face.

Create a PD plan to allow teachers to learn new strategies or reinforce learning of strategies that is personalized for teachers. See 3.1 for more information.

- 2.7 Prioritize foundational literacy and math skills, to catch up struggling readers, and to deliver the best developmentally appropriate instructional practices for a hybrid learning environment for elementary grades pre-kindergarten through 5th grade. This includes how to best provide small group instruction in a remote or hybrid situation, building on options that already exist such as Zearn, ST Math, Dreambox, Lexia, F&P phonics, and using the What Works Clearinghouse to find other proven resources and strategies.
- 2.8 Support student learning interests and needs to ensure career and college readiness for middle and high school levels aligned to Elmhurst graduation requirements.
- 2.9 More detailed information specific to elementary, middle, and high school hybrid planning will be forthcoming.

Key Point 3 - The District will support our educators to meet student needs in a hybrid (in-person and remote) learning environment. Professional learning opportunities will provide time and resources for educators to build relationships, plan, and teach in a hybrid environment. In this setting, educators will be offered:

- 3.1 Ongoing professional learning to support student learning in a hybrid model, such as:
 - Time for teachers or PLC/course teams to Identify which standards to prioritize for in person learning vs. which standards will work in remote learning.
 - Opportunities for teachers to become familiar with the hybrid model and how it is different from other models of learning, including for example resources from [iNACOL](#) and standards for hybrid learning.
 - Strategies to leverage hybrid learning based on the course, activity, and level of supports that students might need.
- 3.2 Specific examples of high-quality instruction to engage students in hybrid learning. To this end, the district will:
 - Compile ideal models for different grade levels utilizing research from resources/teachers with blended experience
 - Utilize templates created by the Remote Learning subcommittee for each grade level for teachers to use to communicate with students/families in-person vs at-home learning.
 - At the August Institute day teachers will create a communication plan to share with students to practice a variety of hybrid learning structures

BLENDED REMOTE LEARNING

A Plan for Continuity of Instruction was developed in the Spring of 2020 in response to COVID-19, in which Elmhurst Community Unit School District 205 defined “Continuity of Instruction” as a continuation of academic activities as much as possible while mitigating the effects of any significant academic disruption(s).

In response to the evolving academic disruptions posed by COVID-19, and to continuously improve remote learning practices and procedures during school year 2020-2021, the following items were utilized in planning for this school year:

- Student survey data regarding remote E-Learning experiences (from May 2020)
- Parent survey data regarding remote E-Learning experiences (from May 2020)
- Staff survey data regarding Remote E-Learning experiences (from May 2020)
- Staff and parent input and feedback from the Remote Learning Subcommittee (from Summer 2020)
- Remote learning plans and academic procedures from other school districts
- Guidance from the Illinois State Board of Education

The following three elements emerged in planning as the major focus areas for consideration and development related to the future remote learning experiences of students.

1. Engaging Learning Experiences for Students

Based on scheduling for remote learning, plans for fall remote learning will include a blend of learning opportunities for students, including synchronous (“live”) learning and other creative engagement opportunities, such as various pre-recorded models related to asynchronous instruction, as well as whole-class engagement opportunities with the teacher (based upon the grade level and developmentally appropriate practice).

2. Professional Learning Experiences for Staff

In an effort to provide support in continuously improving remote learning experiences for students (and parents), several professional learning opportunities will be designed for staff members. These sessions will focus on providing necessary supports for students, such as the following: delivering equitable remote instruction opportunities and access for all students; balancing the amount and quality of learning experiences for students; designing weekly/daily schedules; and, organizing learning resources for students (and parents).

3. Organized Systems for Students and Parents

New parameters (and times) will be established for staff to personalize the learning for students, along with an increased emphasis on delivering organized resources for students and parents, such as streamlined locations for online learning resources and other learning tools to allow for student-friendly learning experiences.

District 205 appreciates the hardworking, adaptive team of faculty and staff across the District committed to continuing to utilize remote learning procedures, to the extent necessary, to maintain the continuity of instruction and support the social emotional learning needs of students in the event of an emergency disruption that may result in a suspension of learning, including but not limited to in-school classes and/or campus activities.

SOCIAL-EMOTIONAL LEARNING

The impact of the pandemic on our students, families, staff, and community cannot be underestimated. Students and staff returning to work may be experiencing challenging feelings surrounding leaving family members for the first time since March. Families may be experiencing food insecurity or joblessness. As our community grapples with the impact of the pandemic on our schools, it is imperative that we support the social and emotional well-being of our students and staff members. In either a hybrid, in-person, or remote learning environment, the Department of Student Services will provide schools with the protocols and training necessary to support the mental health needs of students and adults. We plan to have a section on the Reopen 205 website devoted to social and emotional health along with resources for community members related to testing and other resources available to all members of the school community. A plan will be developed for leveraging data for continuous improvement at regular intervals during the year.

CRISIS RESPONSE AND SUICIDE PREVENTION

- For students who express concerning language or behaviors while in their school building relating to a risk of harm to themselves or others, a mental health professional (School Psychologist, Social Worker, or School Counselor depending on the building) will administer an in-person risk assessment and follow protocols as established (e.g. documentation on risk assessment forms and appropriate notifications and referrals) for in-person interactions.
- For students who express concerning language or behaviors relating to a risk of harm to themselves or others while remote, staff will follow remote protocols (provided to all school administrators and mental health professionals). The Department of Student Services will utilize existing resources in conjunction with the School Association for Special Education in DuPage County (SASED) to determine appropriate protocols.
- All crisis event responses will be made in collaboration with the building level administration using building or remote protocols as needed.
- At the beginning of the school year, the administrative team will review and place an emphasis on training all staff to recognize signs of trauma, depression and anxiety in the physical and remote classroom, along with mandated reporting.
- Crisis resources will be available and easily accessible for students/families to be accessed in a time of need e.g. suicide prevention hotline, crisis talk line, etc.

SPECIAL POPULATIONS SUPPORT AND COMPLIANCE

- We understand that any change to the learning environment has the potential to be a barrier for our learners. Consequently, we are training staff to identify needs, complete necessary referrals, and provide accommodations for students who require a different learning approach in the hybrid or remote learning environment.
- All IEP/504 support and meeting protocols have been developed for both onsite and remote options. Decisions around meeting participation and communication will be made on an individual basis. Teams are encouraged to discuss accommodation needs for students in both learning environments—in person and remote. Additionally, the District understands that there might be unique needs that arise from students attending in a hybrid environment.

SOCIAL-EMOTIONAL LEARNING

Student Services has developed a comprehensive plan for supporting in-person and remote learning that includes: providing training to staff (trauma informed classroom management - in-person and remote, Positive Behavior Intervention and Supports (PBIS) in the classroom and at home, etc.), and supporting family-school partnerships that emphasize relationship building and engagement to enhance building climate and culture. Counselors, social workers, and school psychologists will support both in-person and remote learners by meeting students' social-emotional needs and delivering a social-emotional learning curriculum.

COUNSELING SERVICES

Counselors, social workers, and psychologists will work with their teams and administrators to determine when their services will be provided in-person or remotely. Caseloads will be considered (by alphabet, by grade, pods, etc.) when making these decisions. Virtual appointments during remote learning will be made available for parents and students and can be scheduled through Google appointments or other means. Consent forms for families to complete allowing students to participate in virtual appointments in group settings.

CULTURE AND CLIMATE

Schools will welcome students and families to the new school year. In addition, D205 will:

- Provide training on normalization of masks and different scheduling practices that arise.
- Focus on and prioritize building relationships between staff and students at all levels during the first weeks of school.
- Utilize the CASEL Playbook (with modifications to limit any activities requiring physical contact, etc.) to incorporate daily SEL strategies and routines into the classroom. The playbook also provides relationship building activities.
- Administer a strengths-based screener (English and Spanish) at all schools that can be used to inform levels of support for students and promote student resiliency.
- Work with all schools to support staff best practice around trauma-informed practices.
 - A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students.
 - Best practice guidelines will be available in order to support students who may need more support.
 - Student Services will provide ongoing consultation to staff.
- Building administrators will support staff in the above priorities and:
 - Dedicate staff self-care/mindfulness at the beginning of every meeting, including both staff meetings and PLC meetings.
 - Utilize the CASEL Playbook to support staff in developing daily SEL routines.
 - Consistently share and encourage staff to utilize the Adult SEL resources outlined in the next section.

Adult Mental Health Supports

We recognize the toll the pandemic has on staff, educators, and families, and the new roles adults will need to continue to adopt as we move from school building closures to reentry. We will provide

opportunities for adults to continue to develop their own competencies and capacities to implement SEL and engage in self-care and wellness activities, including:

- Providing self-care 101 cards for teachers and posters for the faculty lounge and other staff locations that provide the following tips:
 - [EAP information](#) clarity, communication, continuity
 - [Calm App](#) Information (free trial for educators)
 - [Headspace App](#) information (free for educators)
 - Identify a supportive friend that you can confide in
 - [Review information](#) from the CDC on coping with stress during the pandemic.
- Utilizing crisis plans created by buildings for those staff in immediate need of assistance.
- Working with bargaining units and existing communication channels within buildings and the district to support changes and allow for feedback as necessary.

Parent SEL Resources

- As noted earlier in this plan, the District will have a website devoted to reopening District 205. One section of this website will be devoted to resources and supporting families. The District will work with its Parent Liaisons and parent leaders from the PTA to make sure that all parents and families have access to appropriate resources. The following documents will be starting points:
 - [Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers](#)
 - [Supporting Children and Families During the Pandemic](#)
- School psychologists, social workers, counselors, and building administrators will be available to provide resources to parents who have social-emotional concerns about their child/children (e.g. new signs of anxiety, depression, loneliness or disconnectedness, etc.), whether they are attending school in-person or remotely.
- District student services staff will work with school counselors, school social workers, and others within the district to send regular email communication to parents and families on recognizing signs of stress, trauma, and anxiety in children and appropriate resources within the district and community.
- Provide community resources that are accessible to parents and families to support any needs they may have outside of school. This includes, but is not limited to, food bank information, counselors, community support resources, and medical resources.

EQUITY AND DIVERSE LEARNERS

Diverse learners require differentiated learning environments in order for learning needs to be met. The District will prioritize in-person learning for the below groups of students to the greatest extent possible.

STUDENTS ELIGIBLE FOR SPECIAL EDUCATION AND/OR UNDER SECTION 504

- D205 is committed to providing free and appropriate educational opportunities for students with disabilities to the greatest extent possible in alignment with public health guidelines. Additionally, collaboration with families continues to be essential during this time.
- To address the unique needs of students with disabilities, IEP and 504 team members will continue the work with families to collaboratively identify the most essential services and

accommodations for each student that can be provided both directly and indirectly in remote and in-person learning environments.

- Service plans will be adjusted as needed for the circumstances of the learning environment. We recognize that each student will have an individual plan based on the learning model selected by the district. When this happens, we will be working diligently to set detailed plans for the delivery of special education services.

Educator Support and Paraeducator/Paraprofessional Support

- In light of the COVID-19 pandemic, educators and paraeducators/paraprofessionals have been tasked to redefine how learning happens, and they have risen to the challenge with grace and innovation.
- To continue this momentum, the Student Services Department will carry on with creating avenues for learning and sharing new approaches. This will include professional learning sessions, online resources, working with current vendors for supplemental curriculum resources, and virtual collaboration platforms that support educators and paraeducators/paraprofessionals in setting the stage for this future learning.
- The District will work with the PSRP to make sure that schedules for teaching assistants are appropriate in light of the pandemic and that these professionals have appropriate personal protective equipment (PPE) for delivering the unique supports for students with disabilities in our schools.

Child Find and Evaluation

- D205 will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. Early on in the school year, the team will develop a list of potential signs that a student might need additional support beyond what is being provided through an MTSS program or through the regular classroom environment.
- At the same time, D205 will be mindful that students have been displaced from their typical learning environment when initiating the referral process. For example, the District will be mindful not to over-identify students who are learning remotely or those who are in-person more simply because they are in a different learning environment than is typical.
- Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. D205 will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

Individualized Education Program (IEP) and Section 504 Meetings

- D205 is committed to providing families an opportunity to have meaningful participation in the special education process. Consistent with recommendations from the Illinois State Board of Education, IEP and 504 meetings, and other meetings between staff and visitors/families will be held remotely, to the greatest extent possible. However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- Special Education and 504 teams will partner with families to determine the most practical format to conduct IEP and 504 meetings and arrange for an interpreter if necessary.

- D205 will adhere to timelines for annual IEP and 504 meetings and required evaluations. There continues to be limited flexibility from complying with federal and state laws. All Individuals with Disabilities Education Act and Section 504 timelines remain in effect.
- Once any additional guidance is issued from ISBE and the federal government, IEP and 504 teams should meet to determine whether any amendments to students IEPs or 504 Plans are necessary to address students' current levels of performance.
- The Student Services Team in each building will develop a list of any evaluations that were not completed in the spring because of the pandemic. Every effort will be made to complete these evaluations during the summer.
- Practitioners will collaborate with publishers and others to determine any language that should be included in evaluations related to COVID-19 (i.e. norms being invalid, etc.)

Delivery of Special Education and Related Services

- General education, special education, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals.
- In a hybrid setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible.
- Other services will continue remotely as specified in the Remote IEP Services Plan.
- For Related Services, the District will consider using virtual means (i.e. remote learning via Zoom or Google Hangout), if possible.
- The District will limit the number of therapists in the therapy room if onsite visits are needed or consider an alternative space for movement.
- Consistent with recommendations from the Illinois State Board of Education, face coverings must be worn. Students who are not able to wear a face covering will be required to have a note from a physician for consideration by the school-based team.
- Materials (e.g., Lycra tunnel or other porous materials, sensory swing, carpet squares, foam items) must be cleaned and sanitized between uses with enough time to let the material properly dry. In-person instruction at home is allowed for medically homebound students. Additional information on homebound instruction can be found [here](#).
- The District will consider having special education teachers provide services to students remotely (i.e. teacher does a Zoom lesson while students are in a corner of a classroom) rather than having students move to another part of the building or to a different classroom to prevent potential spread of infection.
- The District, in collaboration with building leaders and other staff, will determine the best mode for delivering services that have typically been delivered in the co-taught setting.

Progress Monitoring and Reporting

- Special education teams will have in place consistent data collection and service log procedures for use across hybrid and remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction.
- Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided.

- If students are not present, and therefore, data cannot be collected for progress monitoring on goals, the student's case manager will work with the building assistant principal and/or student services leadership team to determine appropriate steps.

Accommodations and Modifications

- Accommodations and modifications can be provided regardless of the educational setting.
- General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications documented.
- The IEP team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

Confidentiality and Student Privacy

- Special education and related service providers will use digital platforms approved by the district for secure access.
- Families may provide consent to participate in teletherapy sessions with providers when remote services are required.
- Families or other household members may observe or otherwise participate in distance learning opportunities. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.

Instructional (Self-Contained) Classrooms Housing Students Who Are Medically Fragile or May Have Behavioral, Developmental, or Emotional Challenges

- The risk of infectious disease exposure may be much higher for staff providing care for medically fragile students.
- The District will provide appropriate PPE for continuous wear and during procedures (e.g., gowns and face shields during aerosolizing procedures).
- Maintaining strict social distancing will not likely be feasible due to the personal nature of common care and services, including feeding, toileting, suctioning, position changes, diaper changing, hand-over hand assistance, physical therapy, occupational therapy.
- Appropriate PPE will be used in conjunction with appropriate hand hygiene and standard precautions.
- The District will consider locations where specialized procedures (such as suctioning and tube feedings) currently occur, which may be in the classroom. The District will evaluate if this is safe to continue or should be moved to a clean area of the health office.
- The District will plan for acute respiratory treatment care using up-to-date standards of care. Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures and will require an N95 mask fitted to the health care worker. See CDC Guidance for Aerosol Generating Procedures.
- Students who need sensory breaks and social-emotional breaks will have schedules and/or procedures put in place following social distancing regulations.
- Sensory rooms will be properly cleaned and sanitized in between uses and students will not share items.

ENGLISH LEARNER (EL) STUDENTS

Language development is an interactive and socially driven process. Any support that can be provided to English Learners to facilitate interactive dialogue with native English-speaking peers or adults, especially on academic topics, is essential. It is also essential that our students in a bilingual program dialogue with peers and adults on academic topics in their home languages, as well as English, to ensure that their development does not stall. Language use and expectations must be targeted and authentic and activities must be meaningful to ensure students achieve linguistic and academic growth, whether English or native language instruction is online, in-person, or a hybrid.

Identification, Eligibility and Services

- All students who meet the criteria on the Home Language Survey will be screened for eligibility for the EL programs in the district. Screenings will be conducted in-person with proper social distancing parameters in place. Should we be in a remote learning environment, the district will use the ISBE Provisional screening process until screening is able to be completed in person.
- In-person instruction will be prioritized for all English Learner students to the greatest extent possible (with appropriate social distancing and other health/safety measures to reduce the possibility of COVID 19 transmission). If in-person services are not possible, teams will determine how to provide remote learning instruction on a case-by-case basis.
- All EL students will be afforded the EL program services they are entitled to in all learning environment scenarios.
- Language learners often require instruction on how to properly pronounce phonemes, syllables, and words. This is typically done through direct observation of the teacher's mouth or tongue position. Such demonstrations will be impeded by traditional face coverings. Therefore, face coverings with clear windows will be used during instruction or pre-recording these demonstrations.

Student Resources

- All students will have access to district technology and curricular materials to support their learning in any learning environment.
- Students will be given appropriate forms of support that will allow them to access the curriculum in a comprehensive manner.
- When developing instruction for English Learners, educators will continue to apply the Illinois English Language Development Standards and utilize the WIDA Can-Do Descriptors for listening, speaking, reading, and writing. Keeping these two documents in mind and differentiating instruction based on each student's English proficiency level will help ensure that lessons are scaffolded appropriately for students. Additionally, early learning educators have language acquisition tools to drive support of young language learners.

Parent Resources

- Parents will be given access to communications from the school district and individual schools in a language they understand and format they can access.
- Parents will be provided access to the Student Services mental health website which will provide ongoing community and district resources to families and community members through the website in multiple languages.

- Multilingual students and families may have difficulty navigating online platforms and resources that require an understanding of English. Therefore, D205 will harness the strengths of parent organizations (through parent liaisons, DPAC, and BPAC) to build supports and scaffolds for families.
- D205 will continue to collaborate creatively to meet the needs of English Learners.

DUAL LANGUAGE STUDENTS

The dual language program is a two-way immersion program that focuses on language and academic content development. As such, dual language learners require a language-rich learning environment where students are immersed in both languages of instruction.

- In-person instruction will be prioritized for all dual language learner students to the greatest extent possible.
- Language learners often require instruction on how to properly pronounce phonemes, syllables, and words. This is typically done through direct observation of the teacher’s mouth or tongue position. Such demonstrations will be impeded by traditional face coverings. Therefore, face coverings with clear windows will be used during instruction or pre-recording these demonstrations.
- All students will have access to district technology and curricular materials to support their learning in any learning environment.
- Students will be given appropriate supports that will allow them to access the curriculum in a comprehensive manner.
- Parents will be given access to communications from the school district and individual schools in a language they understand and format they can access.
- Parents will be provided access to the Student Services mental health website which will provide ongoing community and district resources to families and community members through the website in multiple languages.
- Multilingual students and families may have difficulty navigating online platforms and resources that require an understanding of English. Therefore, D205 will harness the strengths of their parent organizations (through parent liaisons, DPAC, and BPAC) to build supports and scaffolds for families.
- D205 will continue to collaborate creatively to meet the needs of Dual Language Learners.

STUDENTS RECEIVING REACH SERVICES

Parents/guardians of children who were identified to participate in REACH programming were notified in spring and an appeals process for others who were not initially identified has been developed for fall 2020. The District will work with its instructional learning coaches, building leadership teams, and others to ensure a high quality REACH program is available to students whether they are participating in-person or remotely.

LOW-INCOME STUDENTS

Students from low-income backgrounds may require additional supports that will assist in closing the opportunity gap.

Student Resources

- All students will have access to district technology and curricular materials to support their learning in any learning environment.

- Students will be given appropriate supports that will allow them to access the curriculum in a comprehensive manner.
- During hybrid or remote learning, meals will be available for pick-up at a designated time and location each day in accordance with all necessary safety precautions.

Parent Resources

- Parents and students will be provided access to the Open 205 website which will provide ongoing community and district resources to families and community members through the website in multiple languages.
- D205 staff and administration will continue to collaborate with community agencies to make referrals and support the needs of low income students and families.

OPERATIONS

Elmhurst School District 205 Public Schools operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders. Transportation, food service, and operational functions will support students and staff.

Operations and support groups include the following:

1. Transportation
2. Facilities
 - a. Facilities Management
 - b. Athletics/Activities
3. Food Services
4. Technology
5. Early childhood

Below is an explanation of the health regulations we anticipate based upon current information:

TRANSPORTATION

The D205 Transportation Department supports students by providing safe and timely transport services for eligible riders attending on-site programs whether the education model is traditional or hybrid. The District will continue to meet special education student transportation needs.

1. Transport service will follow public health guidelines:
 - No more than 50 individuals may be on a vehicle at any one time during Phase 4. No more than 10 individuals may be on a vehicle at any one time during Phase 3
 - Sanitization will be completed daily or between use on all vehicles used for student transportation.
 - Students must undergo symptom and temperature checks via self-certification before boarding a bus.
 - IEP or 504 teams will determine individual transportation needs for students who require special accommodations.
 - The district will enact contact tracing if a child tested positive for COVID-19 who rides to or from school on a school bus.
 - District will suspend the Paid Access to Transportation bus program for our middle school students.

2. School bus drivers will understand new policies and procedures; training will be provided at the beginning of the year and updates will be provided on an ongoing basis, including:
 - Understanding how to effectively clean a bus
 - Being able to self-certify health requirements and refrain from working if symptoms of COVID-19 manifest
 - Contacting supervisor immediately when becoming ill during routes
 - Wearing face coverings. All individuals on a bus must wear a face covering.
 - Performing regular hand hygiene. In addition to wearing approved and appropriate PPE, drivers and monitors must perform regular hand hygiene.

More detailed transportation plans will be available once student schedules are in place, and the District will provide additional information to families using bus transportation regarding specific procedures and expectations.

FACILITIES

The Custodial Services Department will ensure appropriate and timely measures are taken to preserve the health and safety of our students, staff, and community in accordance with CDC guidelines and consultation with the District 205 Health Services department, Elmhurst School District 205 DuPage County Public Health, and the Illinois Department of Public Health and Environment (IDPH).

FACILITIES MANAGEMENT

The Facilities Department will provide necessary student accommodations, both internal and external, to support educational learning. To the extent necessary, District 205 facilities staff will be available to create an atmosphere that is as safe and healthy as possible.

1. The District 205 Facilities Team will maintain all interior and exterior site daily operations:
 - Custodial
 - Maintenance
 - Grounds
 - Environmental
 - Energy Management
2. Indoor facility rentals are suspended for nightly cleaning/disinfecting.
 - a. We will continue to partner with Elmhurst Park District on the Rec Station Program.
3. The Facility Master Plan will continue as scheduled.
4. Ventilation
 - The Facilities Team will engage in the following COVID-19 air quality mitigation procedures:
 - i. Ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible.
 - ii. Increase the frequency of air filtration filter replacements
 - iii. HVAC schedules will start one hour prior to students and staff entering the building
 - Doors and windows will not be opened if doing so poses a safety or health risk to children using the facility.
5. Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year. Custodial Services cleaning practices will be focused on cleaning for health, which includes an emphasis on disinfecting surfaces where bacteria or viruses are most

likely to be transmitted. Custodians will disinfect frequently—at least daily—high-touch surfaces, such as:

- Door handles
- Handrails
- Drinking fountains/Bottle fillers (Fountain will be shutdown/Fillers will be operational)
- Restroom surfaces
- Light switches
- Phones
- Pencil sharpeners
- Art supplies, instructional materials
- Playground equipment

Athletics and Extracurricular Activities

Elmhurst School District 205 will continue to promote and support student participation in athletic and activity programs to the extent permitted in the fall, adhering to Illinois High School Athletic Association (IHSA) parameters for sports and activities programs when those become available for fall 2020. At present, IHSA has entered into Phase 4 of its [Return to Play Plan](#) and this plan will continue to be followed while Illinois is in Phase 4. Past iterations for Phase 3 are available and the District will continue to collaborate with IHSA to keep student athletes safe and healthy. Elmhurst School District 205 has maintained excellence in the extracurricular programs afforded to the students and will facilitate whatever is necessary to continue.

Food and Nutrition Services (FNS)

Elmhurst School District 205 will continue to provide meal service to students. The meal service program will be a combination of in-school serving and a “grab & go” program similar to the one implemented in spring of 2020. The following health and safety guidelines apply to food service workers and services:

- All food service and support employees will wear the face coverings and gloves whenever cleaning or sanitizing an item or surface.
- All cleaning and disinfecting of facilities will be in accordance with CDC guidance.
- All federal, state and local health and safety standard protocols will be followed by FNS staff and serving support.
- All meals served will be in compliance with federal nutrition requirements.
- All meals will be individually plated. The type of attendance day will dictate whether in-school or “grab & go” service will occur.

WORKFORCE MANAGEMENT

The Elmhurst Community Unit School District 205 workforce is large and varied, delivering direct and indirect service to critical components of education. During planning and implementation of workforce management initiatives, attention will be given to two primary needs:

- delivering all services related to education and operations
- supporting our staff with their personal needs related to their work and safety and personal health.

Each model of educational delivery - traditional, hybrid (in-person and remote combination) will pose challenges, and the workforce management plan and implementation will follow the structures below.

Educator Work Schedules

Elmhurst Community Unit School District 205 will provide flexibility for educators in balance with the needs of delivering education to each of our students and their personal needs. This may look like a full-time schedule in the in-person/hybrid environment (in-person+remote/student rotational learning) or a full-time schedule in the remote-only environment. With school-level planning of schedules at the center, Human Resources will support the needs of the school and educator by creating categories of schedule styles including: hybrid (in-person/remote), full-remote, and others as needed. In addition, the District will be prepared, if necessary, to transition from a hybrid to a full-remote environment depending on public health conditions. Through all, the negotiated agreement and all laws will be followed to make certain educators understand the expectations of the new and fluid work environment.

Educator schedules will be built primarily within the standard school day, but modified in collaboration with school administrators to meet the needs of students/families and the educator's needs.

Temporary transfer (across schools) and reassignment (across content or tasks) rules and processes will be designed and communicated as early as possible for full understanding by school administration and educators. In addition, the district will monitor any adjustments or waivers to content qualification requirements and apply any flexibility as appropriate to student learning environments.

In the event of a change in the school or district schedule, the necessary shift in schedules and locations will be made quickly and thoughtfully to cause the least disruption to the education of our students.

Educator Staffing and Leaves

The District will provide staffing-level considerations to meet the needs of students. Specifically, we will develop protocols to temporarily place non-classroom-licensed educators (educators and employees that hold a teaching license but are not currently in a classroom) into independent classroom teaching or classroom support positions. Properly qualified and able licensed/certificated staff can be used to deliver content in order to keep teacher-to-student ratios safe and as optimal as possible in the hybrid and remote learning environments.

As staffing plans develop in step with student attendance choices and educator personal needs (such as health conditions, isolation requirements), the District will develop staffing mechanisms to accommodate the needs of educators, when reasonably possible. All legally required leaves and leaves available through the negotiated agreements will be available, communicated, and honored. Human Resources staff is available to support educators with questions regarding absences and leaves.

Operations and Administration Staffing Flexibility and Leaves

Administrators will maintain flexibility in their own work to support staff, as needed, with the goal of building networks of support for staff and students.

Maintaining full employment for staff is an important value to the District. The District will make efforts to create functional "combination jobs" - that allow our full-time employees to continue full-time work during the modified learning and work periods. This means performing functions outside of a primary job, or, a paraprofessional assisting with food service or other necessary tasks. Staff will be asked to work only in tasks for which they are able and generally qualified to complete.

Administrator and operations/support positions will be reviewed with Human Resources and department leaders to identify remote work possibilities, and the requirements inside any remote work arrangements. Balance and fairness are paramount in determining onsite versus offsite work arrangements, as is the health and safety of staff as a whole.

All legally required leaves and leaves available through the negotiated agreements will be available, communicated, and honored. Human Resources staff is available to support staff with questions regarding absences and leaves.

Staff Safety, Choices, and Leave of Absence

As noted in policy on Educator Staffing and Leaves:

“As staffing plans develop in step with student attendance choice and educator personal needs (such as health conditions, isolation preferences), the District will develop staffing mechanisms to meet the needs of educators, when reasonably possible, with the intent of allowing educator work location preference (onsite versus offsite) be honored in as many circumstances as possible.”

This same flexibility will be considered within all groups of employees, and the District will make every reasonable effort to meet the requests and needs of staff through schedule flexibility, work location flexibility, or leave of absence.

Guest/Substitute Teachers

The district anticipates a need for guest/substitute teachers - long-term assignments (non-contract, 20+ days per assignment), and daily assignments. These will likely occur both in the hybrid and remote models.

Therefore, the District will prepare a guest/substitute teacher training curriculum for remote model support, and target offerings in late July and early August, via webinar and other remote experiences. These training may include new responsibilities and approaches, technology, onsite safety, and other appropriate topics.

Staff Safety, Reporting, and Problem Solving

The District is dedicated to protecting the safety of our staff, and will respond to any requests or concerns made by staff regarding work conditions and safety.

Every layer of the management/leadership team shares this dedication. Requests to address issues of work conditions and safety should be made to direct supervisors. However, reports may be made anonymously to Human Resources with no concern for repercussions. In this reporting, partnered problem solving will be the first offered solution, followed by human resources intervention, then, if needed, investigation of work conditions or safety concerns.

Evaluations, Work Agreements to Complete Work, Check-Ins

All district staff are professionals, and actively accept the accountability to their assigned work and to the education of students and support of student learning.

The District will await information from the Illinois State Board of Education (ISBE) regarding any adjustments to educator/teacher evaluation requirements during the 2020-21 school year. While no adjustments or waivers are currently anticipated, we will expect informal and formal observations completed in the school year (either

in-person or remote) with a culminating summative professional practices rubric evaluation in the spring of 2021. In addition, teacher-specific student learning outcomes (student measures or individual educator goals) will be created and completed in 2020-21. This will be monitored for flexibility, should waivers be allowed by the Illinois State Board of Education.

Human Resources and other administrators will create best practice documents in professional practice measurement and development of school and individual goals, which can be modified as needed, and completed timely in the spring.

Evaluations for administrators and support staff will be completed by the end of the school/work year, in the spring of 2021.

Work agreement frameworks will be developed, to ensure staff are available while working in remote environments and completing required work, though these agreements will be applied only in situations that warrant additional direct supervision or accountability.

TECHNOLOGY

Elmhurst Community Unit School District 205 will make every effort to ensure that students have access to the technology needed to support them in school and during remote learning. All students in grades K-8 have access to an internet enabled, 1:1 learning device. This device provides students with access to all coursework, including: videos, worksheets and other resources to complete work at home, turn in assignments and obtain new work. Families in need can [request a hotspot](#) that will enable student access to the internet if needed.

During in-person instruction, District 205 faculty and staff will help students understand how to maintain their learning device, guidelines for device functionality, internet safety, and problem-solving techniques for students to utilize if they experience difficulties during remote learning. Faculty and staff will work to develop meaningful integration of technology tools during daily instruction, to support learning and provide students with opportunities to become familiar with the features of online programs and services. In preparation of remote learning, faculty and staff will model the use of different remote learning software and programs. Video conferencing software such as *Google Meet* and/or *Zoom* will be leveraged to provide real-time, synchronous access to the teacher and/or classroom content and material.

During remote learning, students and families have access to technology support through District 205's [E-Learning Technology Assistance Request](#) form. Students and families can also access assistance via email support at elarninghelp@elmhurst205.org. Faculty and staff can access technology support through the District's support ticket system or by calling the technology Help Desk directly.

COMMUNICATIONS

Stakeholder Engagement and Communications

Elmhurst District 205 Communications and Public Relations Department aims to inform, engage, and inspire all stakeholders and the community, no matter the environment. Whether functioning in a traditional school model, implementing remote learning or a hybrid plan, the district's Communication and PR team will continue to keep D205's staff, students and their families and the extended school community informed about work of the district and its plans to OpenD205 for 2020-21 school as the state and nation reengage amid the COVID-19 pandemic.

Regardless of the learning model, D205 will relay critical and necessary information for all audiences, support crisis situations, fortify the district's brand, lead community relations and family engagement, respond to the media, and direct many other "business-as-usual" communications strategies.

Considering the changing dynamics of the 2020-21 school year and the district's intention to potentially deliver alternative learning modes simultaneously, the Communications and PR team anticipate an increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in the status of schools (open or closed in response to virus outbreaks), changing health advisories, operational or central system modifications, increased needs to generate additional resources, national or local government actions, and multi-layered crisis situations. To succeed we must remain agile, flexible, creative, and responsive.

Elmhurst Community Unit School District 205 anticipates the need to deploy unique communications tactics to cater to multiple audiences and fluctuating conditions simultaneously. Whether or not schools open with significant modifications to schedules, classes, or logistics, smooth transitions will require clear and consistent communication. Functional differences created by supporting multiple learning models simultaneously include, but are not limited to:

- Delivering relevant information to in-person students, families, and staff, as well as those remaining in the remote environment.
- Standardizing and increasing crisis communications protocols and additional supports related to COVID-19 health and safety management.
- Implementing of a school status (open-closed) alert mechanism or dashboard.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
- Increasing real-time communications and social media communications at the school level for enrolled students and families as well as the school community.

The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of D205's entire community, the D205 Communications & PR Department utilizes a variety of real-time, multilingual delivery mechanisms for critical information. District translation resources include internal staff and online tools to ensure that all non-English speaking families receive (or have access through online translation mechanisms) information in their chosen language(s) at the same time as every other family in the district.

External Communications

External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, elected officials, and others) will include emails, newsletters, phone and text messaging, websites, media engagement and news coverage, social media, and video. Highlights of key communications tools to support the Open D205: A Plan for Safe, Healthy & Rigorous Learning in the 2020-21 School Year model:

- **External Website** - A new public-facing microsite called *OpenD205* will be developed to convey remote and hybrid learning plans, implementation, and supports for families and students. Content will include high-value topics: school schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.
- **E-Newsletters** - A regularly scheduled E-newsletter which provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.
- **Videography** - Produce high quality visual storytelling for all audiences. YouTube, Instagram TV, and potentially new broadcast outlets will serve as content distribution platforms.
- **Social Media** - Maximize the use of our three district social media channels to provide content that encourages interaction and participation with external audiences. A key tool to engage students and staff to share learning experiences with a wider audience.
- **Media Response** - Reactive and proactive activity with local, national, international media to provide timely and accurate responses to media inquiries. Produce and promote D205 stories about schools, student achievement, and district activities. Our objective is to position the district as a leader in education and expert resource.
- **Voice & Text** - The district and all schools provide important updates and crisis alerts in multiple languages utilizing the SchoolMessenger broadcast platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.

Crisis Communications - Community and School Supports

The success and safety of District 205 students and staff, whether in an in-person, hybrid, or remote learning environment, is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc.

Returning to in-person learning during the ongoing pandemic creates the potential for fluctuations in school status (open-closed) in response to virus outbreaks. This reality, together with rapidly changing health advisories drive the need to develop a system-wide school status (open-closed) alert mechanism. Conceptually, this could be a dashboard (similar to airport arrival/departure systems) to provide real-time updates. The system must be easily managed by sources close to each school and displayed in a manner for families to easily understand the plan should fluctuations in scheduling or virus outbreaks occur.

Community Outreach & Engagement

The district must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align with and support D205's mission and strategic needs. The Communications & PR Department in partnership with Foundation 205 and other local, state and regional agencies provide leadership, coordination, and information dissemination for outreach and engagement initiatives conducted by, or in cooperation with, other district departments. Examples include securing funding or other resources to resolve critical needs and food insecurities, mental health support, and affordable internet access for families and students.

Family Engagement

Family engagement initiatives create opportunities, programs, and resources for families to partner with their student's school, connect to educational progress, and engage in aspects of learning with their student. Engaged families have a direct impact on learning outcomes, and are especially critical for the success of remote learning.

Whether school is in session traditionally, remotely or a combination of the two, the Communications and PR Department will create specific messages and products to support the learning and information needs of families through the District website and social media channels, district and school newsletters, direct mail, webinars.

Internal Communications

D205 Communications & Public Relations provides crisis and regular updates to D205 Employees (employees) via multiple channels including internal website, email, newsletters, dedicated social media channels, video, face-to-face, or virtual meetings.

D205 Communications & Public Relations Department Support

In tandem with activities driven by remote and hybrid learning, business-as-usual initiatives will continue to support the strategic communications needs of Elmhurst Community Unit School District 205. We anticipate constant fluidity and priority shifts for what's necessary today, while simultaneously executing for the future state of schools.