
DISTRICT 95 TRANSITION
INSTRUCTIONAL PLANS
LAKE ZURICH CUSD 95

2021-22



INSTRUCTIONAL
PLANS

District 95 Instructional Planning Background

Lake Zurich CUSD 95 has developed four instructional plans for potential implementation should an alternate form of traditional school be State required other than the traditional school model. The Illinois State Board of Education (ISBE) has recommended that all Districts within the State of Illinois be prepared to implement one of five instructional models beginning during the 2021-22 school year. Those plans include:

- Full Capacity without Classroom Physical Distancing Restrictions
- Full Capacity with Classroom Physical Distancing Restrictions of 3-6 Feet
- Hybrid Learning (Classroom Physical Distancing Restrictions of at Least 6 Feet)
- Remote Learning

District 95 created multiple Planning Teams to develop/revise each of the four new models under the advisement of its Pandemic Advisory Council. The District's approach allowed for the teams to create and/or adjust the District's plans to ensure the most optimal educational experience for all learners, while maintaining an unwavering commitment to the health and safety of our students and staff. Furthermore, the District understands and acknowledges the potential of future educational interruptions during the 2021-22 school year due to a resurgence of COVID-19, as well as the potential to operate within multiple models throughout any given school year.

Additionally, due to the uncertainties and unknowns related to any emergency situation, the District has designed fluid and flexible plans to best support the potential for changing orders from the governor and ISBE.

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

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

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



Sub-areas specifically considered by the corresponding Planning Team

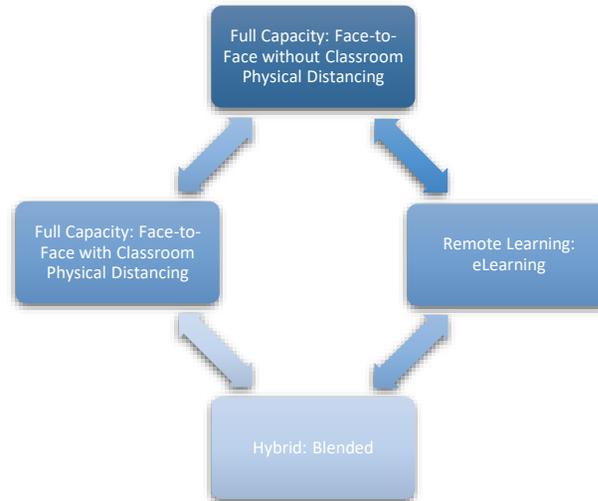
<p>Academics & Thoughtful Data</p> <ul style="list-style-type: none"> • Data Analysis • Curriculum • Technology • Instructional Pedagogy • Instructional Planning & Scheduling • Grading & Assessment Practices • Procedural 	<p>Operations</p> <ul style="list-style-type: none"> • Facilities • Transportation • Safety • General Cleaning Protocols • Food Service • Fiscal Responsibilities • Procedural 	<p>Human Relations</p> <ul style="list-style-type: none"> • Staff • Health • Professional Learning • Expectations • Procedural
<p>Student & Family Support</p> <ul style="list-style-type: none"> • Special Education, 504s, & EL/Bilingual Services • Interventions • Procedural • Social Emotional Learning Considerations and Expectations 	<p>Health & Wellness</p> <ul style="list-style-type: none"> • Supplies & Resources • Reporting • Hygiene • Procedural • Community Collaboration • Learning Plan Pivots Driven by State Guidance 	<p>Communications</p> <ul style="list-style-type: none"> • Feedback • Community Channels • Communication Documents & Templates • Implementation Plans • Community Culture & Climate • Procedural

Guiding Principles:

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

- Ensure flexibility and the ability to remain nimble so that the District is able to easily pivot between plans
- Support meaningful learning at all times
- Protect the health and wellness of all staff, students, and visitors by complying with all state and local efforts of
- Engage all students
- Assess all students to identify needs and potential acceleration to best determine the best path forward
- Inspire a gradual release of responsibility supportive of students accepting ownership of their own learning

- Ensure educator support and professional learning to influence a greater impact with students and families
- Promote students in realizing opportunities to express District 95's values including: Collaboration, Continuous Improvement, High Expectations, Integrity, Perseverance, Respect, and Equity
- Provide for strong partnerships between home and school



In preparation of the 2021-22 School Year, four potential academic models have been developed with the idea of successful pivots between models for individual classrooms, buildings, and/or District level implementation. The process of pivoting is symbolized as arrows within the following visual representation.

It is important to note that District 95 remains committed to achieve its goal of providing ALL students the greatest access to Full Capacity: Face-to-Face Learning (without classroom physical distancing restrictions); however, the State's health organizations in cooperation with the Illinois State Board of Education provide specific guidance, recommendations, and/or expectations that school districts shall follow. The State's direction may at times force the District to pivot between instructional plans. It will remain incredibly important to the District's success for all staff, families, and students to remain flexible throughout the 2021-22 school year.

<p style="text-align: center;">Four (4) Scenarios/ Intermittent Opportunities for Recommendation & Board Approval</p>	<p>Scenario 1 – Full Capacity: Face-to-Face (without Classroom Physical Distancing Restrictions): A scenario where all students are encouraged to be physically present in the school building (if possible) with specified restrictions. Considerations of academic plans, lunch and recess, student activities and programs, transportation, cleaning protocols, health/sickness procedures, etc. must be planned accordingly. Physical Distancing Restrictions may apply to large congregate settings, such as the cafeteria, busses, gymnasiums, locker usage, hallways, arrival/dismissal procedures, etc. Classrooms are able to facilitate classroom set-ups that encourage collaboration and teaming. Additional considerations may be required for athletic and after school activities, school safety and security drills, etc.</p> <ul style="list-style-type: none"> • Restrictions may be placed on large group activities (ie. Assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.) • Physical Distancing Restrictions may also apply (ie. hallway movement, locker usage, class seating arrangements, arrival and dismissal procedures, etc.) • Class sizes may be reduced at the elementary level • Eligible students may be participating in remote learning
	<p>Scenario 2 – Full Capacity: Face-to-Face (with Classroom Physical Distancing Restrictions of 3-6 Feet): A scenario where all students are physically present in the school building with specified restrictions. Considerations of academic plans, student supports, classroom setup, lunch and recess, fine arts opportunities, student activities and programs, transportation, cleaning protocols, health/sickness procedures, etc. must be planned accordingly. Physical Distancing Restrictions apply (ie. hallway movement, locker usage, class seating arrangements, arrival/dismissal procedures, specials, etc.). Additional considerations may be required for athletic and after school activities, school safety and security drills, etc. There are likely restrictions for onsite learning within this model, including:</p> <ul style="list-style-type: none"> • Restrictions are placed on all large group activities (ie. Assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.) • Social Distancing Restrictions apply (ie. hallway movement, locker usage, class seating arrangements, arrival and dismissal procedures, etc.) (Likely 3-6 feet) • Class size caps will need to be considered • Some students may be participating in remote learning

Scenario 3 – Hybrid: Blended Model (combines Face-to-Face with eLearning). This scenario takes into account all considerations from *Scenario 2* and will work from an initial assumption of 25% to 60% of school capacity at any given time. Considerations of courses taught virtually vs. face-to-face, unique schedules of students based upon grade level assignments, supports (IEP's, 504's, Accelerated Courses, etc.), athletic and after school opportunities, access to specials, professional development and meetings for staff, transportation, lunch and recess, school safety and security (drills, entrance/exits, etc.) and other related topics as needed. There are restrictions for onsite learning within this model that are presumed to include:

- Restrictions are placed on all large group activities (ie. Assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.)
- Social Distancing Restrictions apply (ie. Classrooms, hallway movement, locker usage, class seating arrangements, arrival and dismissal procedures, etc.) (Likely 6 feet)
- A maximum identified number of students may access face-to-face instructional experiences at one time
- Some students are participating in remote learning

	<p>Scenario 4 – Remote Learning: eLearning Model: A scenario that provides a synchronous/asynchronous model for instruction due to classroom, building, and/or district physical closures. This plan provides all students learning opportunities in a fully remote format.</p>
<p>Instructional Plan Considerations</p>	<p>The following criterion were followed during the creation of the instructional models presented:</p> <ol style="list-style-type: none"> 1. Demonstrated flexibility and care for the unique and individual needs of staff and students 2. Made recommendations based upon research and/or best practice; provided for stakeholder feedback and response to this feedback 3. Supported opportunities of choice for students/parents when possible, appropriate, and/or allowable (virtual, face-to-face, etc.) 4. Developed sustainable structure for any emergency related to school closure 5. Follow a process for assessing student mastery, and implementing data thoughtfully designed supports for student skill gaps (individuals and cohorts) 6. Considered human interactions, and provide opportunities for the monitoring of the social-emotional well-being of students and adults 7. Continued practices to support fiscal responsibility with resources, plans and recommendations 8. Complied with legal expectations as well as State/ISBE requirements
<p>Resources</p>	<p>Highlighted Research Information:</p> <p>Academic/Student-Family Support Team American Academy of Pediatrics CDC The Effects of Block Scheduling (NOTE: Most studies on block scheduling are older (15+ years old) and do not utilize “hard” data in reviewing student outcomes in relation to block schedules)</p>



Lake Zurich Community Unit School District 95

INSTRUCTIONAL PLANS FOR THE 2021-22 SCHOOL YEAR

District 95's Instructional Learning Plans are designed to meet all State expectations associated with the Governor's Restore Illinois Plan and the Illinois State Board of Education

"Beginning the 2021-22 School Year"

INTRODUCTION

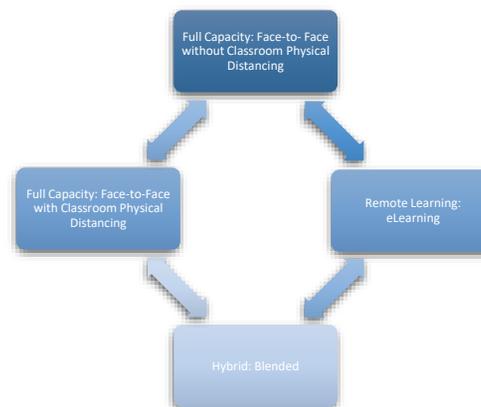
Lake Zurich Community Unit School District 95 has developed four *Instructional Plans* based on State/National/World guidance/expectations (including information from the Illinois State Board of Education (ISBE), Illinois Department of Health (IDPH), and the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO)). The information below outlines District 95 expectations for the 2021-22 School Year should the District return to school meeting all requirements to allow students to be on site in-person. While District 95 has worked very hard to ensure the safest possible return for students, staff and administrators, the District will provide reasonable accommodations for staff/administrators who demonstrate a specific need related to returning to work onsite (with physician request), and District 95 may offer students/families the opportunity to participate in remote learning, if eligible. Families requesting remote learning will be required to provide evidence of need for remote learning. This evidence will be reviewed by an administrator within the Curriculum & Instruction Department and/or the Student Services Department. All requests will be reviewed and answered prior to the start of the school year and/or within three business days.

Based on the State's guidance, District 95 continues to expect to continue the following practices until otherwise directed:

- Required use of appropriate personal protective equipment (PPE)
- Reduced numbers of individuals in large settings;
- Required physical distancing observed, as much as possible;
- Increased school-wide cleaning and disinfection.

Additionally, the State Superintendent has recommended that districts provide in-person learning to the greatest extent possible. District 95 has a strong commitment to the entire learning community to resume full in-person learning during the 2021-22 school year unless otherwise directed by the State. The District has used this information in planning for a return to school, alongside current State guidance.

Furthermore, the District will continue to follow all guidance related to after school parent and student events. Based on ISBE guidance, District 95 may continue to limit any nonessential visitors, volunteers, and activating involving external groups, or organizations. Additional requirements for COVID



vaccinations may also be expected based on State guidance. Specific protocols will be outlined as a part of this document. The following section of this document provides a comprehensive review of District 95's Instructional Models, including specified areas of focus:

Each of the identified focus areas will include an overview, containing stakeholder expectations that are a critical part of the District's Instructional Models. Within each of these identified areas of focus, there are additional sub-areas that are thoroughly described.

This document represents a comprehensive outline for each of the identified areas.



Academics

Overview

The Academic portion of District 95's Instructional Learning Models contain important information specific to all aspects of the pre-, during-, and post-learning expectations. District 95 will continue to use its curriculum currently outlined for each grade level, content area, and/or course alongside consideration of student performance data. It is important to note that District 95's curricula is aligned to the State of Illinois learning standards. Regardless of the educational model identified (Full Capacity without Classroom Physical Distancing, Full Capacity with 3-6 Feet Physical Distancing, hybrid/blended, or eLearning), District 95 will utilize its curriculum as a basis for all instructional planning, delivery, and assessments. It is important to note that there are likely to be times when educators may identify priority standards as their main focus for instruction during any of the instructional models executed or when pivoting between them. Changes related to curriculum will be determined by the District.

This section of District 95's Instructional Learning Plan includes the following information:

- Stakeholder expectations
- Model definitions
- Technology considerations
- Remote learning considerations
- Schedule considerations
- Procedural information related to attendance

Instructional Model Information

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Instructional Models Defined

FULL CAPACITY: FACE-TO-FACE WITHOUT CLASSROOM PHYSICAL DISTANCING REQUIREMENTS

The Full Capacity: Face-to-Face without Classroom Physical Distancing Requirements allows the District to provide continuous in-person educational opportunities for all students with State restrictions for on-site learning by placing potential restrictions in place for large group gatherings as well as other potential expectations such as mask wearing.

This model assumes that all students in the entire District may return to school at full capacity with the exception of those students who have documented reasons to remain in a remote learning status, which may include limited access to the COVID-19 vaccine. This plan includes considerations that:

- All students shall have access to daily face-to-face instruction
- Restrictions may be placed on all large group activities (ie. assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.)
- Physical distancing/capacity restrictions may apply in identified situations (ie. hallway movement, locker usage, large space use, arrival and dismissal procedures, bussing, etc.)
- Remote and/or Hybrid Learning shall be implemented for any day that full time Face-to-Face instruction may not be possible, as directed by the State or due to other emergency situations (ie. Inclement weather, water main break, etc.)

FULL CAPACITY: FACE-TO-FACE WITH CLASSROOM PHYSICAL DISTANCING REQUIREMENTS (3-6 FEET)

The Full Capacity: Face-to-Face with Classroom Physical Distancing Requirements allows the District to provide continuous educational opportunities for all students with State restrictions for on-site learning by placing potential restrictions in place for classroom capacities as well as large group gatherings as well as other expectations such as mask wearing.

This model assumes that all students in the entire District may return to school at full capacity with the exception of those students who have documented reasons to remain in a remote learning status, which may include limited access to the COVID-19 vaccine. This plan includes considerations that:

- All students shall have access to daily face-to-face instruction with physical distancing requirements in place (ie. 3-6 feet)
- Restrictions may be placed on all large group activities (ie. assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.)
- Physical distancing/capacity restrictions may apply in identified situations (ie. Classroom seating assignments, hallway movement, lunch, locker usage, large space use, arrival and dismissal procedures, bussing, specials, etc.)
- Remote and/or Hybrid Learning shall be implemented for any day that full time Face-to-Face instruction may not be possible, as directed by the State or due to other emergency situations (ie. Inclement weather, water main break, etc.)

HYBRID LEARNING MODEL

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

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

- The youngest students and at-risk students have priority access for daily face-to-face instruction
- Restrictions are placed on all large group activities (ie. assemblies, sporting events, activities and clubs, celebrations, fine arts performances, etc.)

- Social distancing/capacity restrictions apply (ie. hallway movement, locker usage, class seating arrangements, large space use, arrival and dismissal procedures, etc.)
- eLearning is implemented for any day/school time period(s) that Face-to-Face instruction does not take place as directed by the State or due to other emergency situations (ie. Inclement weather, water main break, etc.)

REMOTE LEARNING MODEL

The Remote Learning Model enables schools to provide continuous educational opportunities for all students with State restrictions for on-site learning by using eLearning as the model for students to access learning in a predominantly synchronous format.

This model assumes that all students in the entire District are unable to engage in face-to-face learning due to health and safety concerns or other identified reasons. This plan includes considerations that:

- Understands that the majority of students shall participate in remote learning; however, the youngest students and at-risk students may still have priority access for any type of face-to-face instruction that the State will allow.
- Restrictions are placed on all school sports and activities. The District shall follow the guidance of the State.
- eLearning is implemented in lieu of Face-to-Face instruction. Additional opportunities for eLearning may include emergency situations identified by the District, such as inclement weather, water main break, power outages, etc.

LZ95 Purpose of the District's Instructional Models

The purpose of District 95's Instructional Models is to provide all students with access to face-to-face learning and/or eLearning daily. To the extent allowable by the State, District 95 will mirror "normal operations" observing guidance from the Illinois State Board of Education (ISBE) while following recommended health and safety protocols during each face-to-face learning day. The District will also implement eLearning protocols when Face-to-Face instruction is unable to take place. The use of strategies that emphasize full group and small group face-to-face instruction may also integrate technology-based instruction. District 95 will continue to strive to achieve its mission in which all learners are empowered to achieve personal excellence. Instructional strategies supportive of students in realizing the District's mission shall encourage all District 95 educators to:

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

Stakeholder Expectations Specific to Learning Model

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

MODEL	Student Expectations	Parent/Guardian Expectations	Educator Expectations
Remote Learning	<ul style="list-style-type: none"> *Adhere to regular student schedule while learning remotely *Ensuring all technology is charged and ready for the start of class *Face shown on screen (but for individualized student exceptions and when directed by staff) 	<ul style="list-style-type: none"> *Ensure student is following schedule and is on-screen/engaged in class *Work to establish a work area with limited distractions at home *Assist student in communicating any technological issues *Communicate any social-emotional concerns to building staff (i.e., teacher, social worker, counselor, administrator) *Communicate any academic/learning concerns to building staff (starting with the classroom teacher) 	<ul style="list-style-type: none"> *Communicate any concerns (i.e., attendance, social-emotional concerns) for remote learners to appropriate building staff *Conduct check-ins regarding well-being for students who are fully remote
Hybrid Learning	<ul style="list-style-type: none"> <i>*Follow all remote expectations when remote</i> *Follow student schedule when in-person *Take care of any necessary business when in-building/in-person 	<ul style="list-style-type: none"> *Assist student in following their hybrid schedule *Communicate any social-emotional concerns to building staff (i.e., teacher, social worker, counselor, administrator) *Communicate any academic/learning concerns to building staff (starting with the classroom teacher) <i>*Follow all remote expectations</i> 	<ul style="list-style-type: none"> *Remind students of weekly schedule *Review/refresh students on expectations for being in-building upon return to school

Technology Considerations

Technology is an important tool for the successful implementation of remote, hybrid and full capacity learning. All District 95 staff will be expected to utilize technology to provide meaningful, innovative, and synchronous educational experiences for students. To facilitate successful learning experiences for all students, all District 95 educators, paraprofessionals, and administrators will be expected to execute the appropriate learning management platform and digital tools.

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Learning Management Expectations/Tools

For all instructional delivery models, the learning management platform will be Canvas and it will serve as a digital hub for students and families.

- Landing page for **ALL** Grades PreK-12: Canvas
 - Grades 4-12 – Canvas as digital learning platform and working gradebook
 - Grades PreK-3 – Canvas as a digital hub for students and families with Seesaw for learning activities

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Learning Management Protocols

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

- Consistent use of Seesaw & Canvas through all learning models to build student knowledge and confidence in system use
- Seesaw & Canvas onboarding units (for students, teachers, parents)
- Canvas organizational templates for grades K–12 (additional digital features strategically rolled out)
- Concise content and clear instructions provided via text, graphics, and video
- Consistent naming conventions and practices used throughout
- Professional Learning (video, virtual and in-person) provided for use of technology tools and systems

It is noteworthy that during the implementation of all learning models, students recognize and utilize Canvas as a landing page with Seesaw for learning purposes (grades K-3) and Canvas (grades 4-12) as its Learning Management platform. It is an expectation that during any model, students will experience:

- Use of Canvas messaging in grades 4-12 as it allows for individualized quick response between teacher and student
- Use of Canvas class and school announcements in grades 4-12 as it allows for information to be accessed in one place
- In Grades 4-12 Canvas will serve as the working gradebook and the platform for submitting work as appropriate

- In grades K-3, all students will participate in Seesaw usage to support all learning as it will be able to transcend all models of instruction and use Canvas as the digital class hub

Instructional Planning & Schedules

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Expectations Related to Instruction

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

Canvas/Seesaw Platform Expectations:

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

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

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

- Classroom support and differentiation
- ELA/Math intervention support or services
- MTSS processes
- EL and SEL services
- After school academic support
- Homeroom intervention

Student Instructional Day Schedules

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

Schedule General Notes

The same schedule will be followed, regardless of instructional model. Use of the same schedule will allow for the seamless transition between instructional models - if needed. The bell schedule is presented under the assumption of start and end times listed below. The times can be shifted/adjusted accordingly, should the start and end times need to shift due to other factors (such as transportation).

LEVEL	Drop-off Time	Class Start	Class End	Bus Departure
Elementary	8:20	8:25	2:50	3:00-3:05
Middle School	7:10	7:30	2:20	2:28-2:33
High School	7:55	8:05	3:21	3:30-3:40

Should a shift to a hybrid model be required, District 95 students will follow an AA/BB schedule - similar to that followed during the 20-21 school year at the middle school and high school levels. Care shall be taken to ensure that elementary, middle school, and high school hybrid schedules are aligned to the greatest extent possible - and that families with students at multiple levels have the same days in-person (and remote).

PLEASE NOTE: A remote schedule may also be implemented in emergency situations (such as extreme weather), in accordance with the District's eLearning Plan filed with the Regional Office of Education (ROE).

High School Schedule

PERIOD	Monday	Tuesday	Wednesday	Thursday	Friday
Early Bird	7:11-7:55	7:11-7:55	7:15-7:55	7:15-7:55	7:15-7:55
PLC/Office Hours/Student Activities	N/A	N/A	7:56-8:35 (PLC)	7:56-8:35 (Office Hours/ Student Activities)	7:56-8:35 (Office Hours/ Student Activities)
1	8:05-8:49	8:05-8:49	8:40-9:20	8:40-9:20	8:40-9:20
2	8:54-9:38	8:54-9:38	9:25-10:05	9:25-10:05	9:25-10:05
3	9:43-10:27	9:43-10:27	10:10-10:50	10:10-10:50	10:10-10:50
4	10:32-11:16	10:32-11:16	10:55-11:35	10:55-11:35	10:55-11:35
5	11:21-12:05	11:21-12:05	11:40-12:20	11:40-12:20	11:40-12:20
6	12:10-12:54	12:10-12:54	12:25-1:05	12:25-1:05	12:25-1:05
7	12:59-1:43	12:59-1:43	1:10-1:50	1:10-1:50	1:10-1:50
8	1:48-2:32	1:48-2:32	1:55-2:35	1:55-2:35	1:55-2:35
9	2:37-3:21	2:37-3:21	2:40-3:21	2:40-3:21	2:40-3:21

Office Hours. On WEDNESDAYS, the late start/PLC schedule will continue to allow for PLC time for staff (note the day change). On THURSDAYS/FRIDAYS, the high school will operate the same PLC late start schedule, but will hold office hours during the 7:56-8:35 time frame. Operating office hours at the start of the day (versus the end of the day) and on the same schedule as the PLC schedule will address the following: avoiding conflicts for students who need to ride the bus home; avoiding conflicts for students involved in extracurricular activities or sports; keeping a consistent schedule versus introducing another, separate schedule for students to learn.

Office hours may be utilized by students and staff members to achieve any of the following (note that this list is not exhaustive): receiving additional 1:1 support from classroom teachers; checking in with counselors or other related services providers; completing PE make-ups for missed class periods; completing additional communication needed (which might include parent conferencing) for students struggling to engage. Students may come in to

Speak with teachers/make appointments, and teachers (or other staff members, such as counselors) may also request that students come in to receive support during office hours.

Additionally important to note, office hours may be utilized within the context of Multi-Tiered Systems of Support (MTSS); for example, should a student be identified as in need of additional academic, social-emotional, or behavioral support - this timeframe may be utilized in order to deliver said support. There will be staff and student accountability measures developed to ensure that this time is utilized effectively and consistently in support of student needs.

Social-emotional Learning & Practice Opportunities. Students will continue to have SEL lessons and related activities on a rotating department schedule basis. The Assembly Schedule can be utilized for whole-school opportunities for SEL connection and skill practice.

Additionally, during the 20-21 school year, students will also have the opportunity to access a Calming Room during lunch periods. This space will be available to all students, will be staffed by Student Services team members, and will serve as an additional opportunity for students to practice Self-awareness and Self-Management skills during the school day.

Activities Opportunities - During the School Day. Students who are not accessing Office Hours may access additional social connection/student activity options during this time. Student activities will be determined based on student feedback, and will be supervised by adult staff (paraprofessionals). It should be noted that some student clubs, activities, interest areas will be able to be facilitated during this time, while others may not (for example, open weight room will not be able to be run due to a conflict with PE Office Hours).

Middle School Schedule

6 th Grade	7 th Grade	8 th Grade
1 st 7:30 – 8:21 *	1 st 7:30 – 8:20 *	1 st 7:30 – 8:10
2 nd 8:23 – 9:04	2 nd 8:22 – 9:02	2 nd 8:12 – 8:52
3rd 9:06 – 9:36 HR/BOC	3 rd 9:04 – 9:44	3 rd 8:54 – 9:34
4 th 9:38 – 10:18	4 th 9:46 – 10:26	4 th 9:36 – 10:26 *
5 th 10:20 – 11:00	5th 10:28 – 10:58 Lunch	5 th 10:28 – 11:08
6 th 11:02 – 11:41	6 th 11:00 – 11:40	6th 11:10 – 11:40 Lunch
7th 11:43 – 12:13 Lunch	7 th 11:43 – 12:22	7 th 11:42 – 12:22
8 th 12:15 – 12:55	8 th 12:24 – 1:04	8 th 12:24 – 1:04
9 th 12:57 – 1:37	9 th 1:06 – 1:46	9 th 1:06 – 1:46
10 th 1:39 – 2:20	10th 1:48 – 2:20 HR/BOC	10th 1:48 – 2:20 HR/BOC

Flexible Service Delivery. The middle school schedule will be utilized to provide academic intervention and support more flexibly during the 21-22 school year. Examples of more flexible service delivery include (but are not limited to): considering push-in services for Lit/LA blocks of time; using student data to support scheduling in Lit/LA blocks; ensuring that Lit/LA periods are scheduled together and with the same teacher to the greatest extent possible.

Math Support. A review of academic performance data indicates that students made fewer gains in math during the 20-21 school year as they had pre-pandemic. In response to student academic performance data, the following is recommended for implementation during the 21-22 school year:

- Additional professional development opportunities in support of math instruction
- Shift the focus of instructional coaches toward math instruction
- Addition of math interventionist staff at both middle schools (to run during selected times of the school day)

With regard to professional development and instructional coaching focuses, there is minimal/no additional budgetary implications for these supports. Due to other shifts in FTE across the District, the addition of 1 math interventionist per building (2 math interventionists total) would be an increase in FTE of 1.0. Math interventionist staff would provide support during selected intervention periods, as well as push-in support to select math classes. Math interventionist staff members will additionally provide support in team PLCs, will assist with building-level data review, and will provide additional consultation and collaboration around best practices in math instruction.

Social-emotional Check-in. An additional 10 minutes/day will be integrated within the schedule in order for students to connect with each other and with teaching staff. The purpose of the period is to provide a space where students do not have any other academic obligations and where they can practice social-emotional competencies (namely, Relationship Skills). This period shall also serve as a starting point for further exploring a more comprehensive Advisory program; check-in time will be in addition to scheduled time to teach core Social-emotional Learning (SEL) content and related practice/extension activities.

Homeroom. Homeroom will be offered daily to students. Homeroom will take place during the same time block for the entire grade level, allowing for students to access classroom teachers outside of their homeroom assignment for additional support. The following activities can be accomplished during homeroom time in order to provide students with additional support:

- Individual student academic support/re-teaching of material
- Individual student check-ins (social-emotional support)
- Mentoring
- Homework help
- Small group support
- Providing problem-solving support to students (i.e., facilitating communication with other teachers, setting up appointments, assisting with creating timelines for completing work)

Should students who are enrolled in Band/Orchestra/Choir (BOC, scheduled during homeroom) require additional academic or social-emotional support, they will be considered excused from BOC in order to receive said support. It should also be noted that students may seek out additional support independently, or that they may be prompted/invited within the context of MTSS (students being identified as needing additional support and intervention).

Opportunities for Connection During the School Day. Students will have the opportunity to engage in preferred activities one day/week during homeroom, should they choose. Activities will be planned by grade level teams and will integrate student feedback. During this time, students can navigate to assigned rooms where activities are run (i.e., chess club, art club, table top games); students can also still opt to complete homework or receive other academic/social-emotional support. (NOTE: Students enrolled in BOC are considered to be enrolled in a high-interest/preferred activity.)

Elementary School Schedule

SAMPLE ELEMENTARY SCHEDULE (Start time: 8:35, End time: 2:50)	
Morning Meeting	20 minutes
ELA	120 minutes
Math	60 minutes
Social Studies/Science	30 minutes
Personalized Learning Opportunities	20 minutes
Specials	3 days/week = 60 minutes 2 days/week = 30 minutes
Lunch	30 minutes
Recess	30 minutes

General Notes. Within the proposed schedule, students receive the following: 120 minutes/day ELA; 60 minutes/day math; 30 minutes/day of either science OR social studies; 20 minutes/day Personalized Learning Opportunity time; 20 minutes/day of Morning Meeting time. The schedule provides all contractual requirements related to teacher plan (240 minutes/week) and lunch time.

Specials Considerations. For specials classes, 3 days/week are 60 minutes of specials, and 2 days/week are 30 minutes of specials within the proposed schedule. Overall, students will receive the following minutes of specials over the course of the school year: PE (2100); Music (2100); Art (2100); LMC (2100).

Recess Time - For the 21-22 school year, the District will follow the following guidelines for staff

- 2 days/week PLC, 3 days/week push-in to support CORE/Tier 1 Instruction (other grade levels)

Alternate Remote Learning Program

It may become necessary for District 95 to provide alternative opportunities for families who do not send their child(ren) to school for Face-to-Face instruction days due to medical reasons or other State/District approved reasons. The District will provide families who have a State approved reason to access remote learning an opportunity to participate in an eLearning educational experience.

The Curriculum & Instruction Department will provide oversight to all instructional learning experiences, working in coordination with the student's teacher(s) and building administration. This plan may include pick-up and drop-off plans for resources to support identified learning tasks ensuring access to similar learning experiences across the District. Remote learning students will be expected to complete all learning tasks assigned, including assessments, and follow all established deadlines just as those students learning in-person. Other considerations include, but are not limited to the following:

Elementary	Middle School and High School
<ul style="list-style-type: none"> ● Synchronous learning opportunities <ul style="list-style-type: none"> ○ Scheduled lesson times for students to participate in synchronous learning where the student is focused ONLY on the teacher and instruction ○ Establish good placement for audio and visual for videos at home ● Work on iPad and Airplay/share screen for in-class and out of class visual display ● eLearning schedule shall be similar to in-person learning schedules for ease of transitioning to fully in-person learning ● Provide resources & content within Canvas (Grades 4&5) and/or Seesaw (PreK-3) ● Utilize digital tools like Canvas and NearPod to deliver content/lessons (Grades 4&5) 	<ul style="list-style-type: none"> ● Provide resources & content within Canvas ● Utilize digital tools like Canvas, NearPod, and Screencastify to deliver content/lessons ● Provide synchronous learning opportunities for all students ● Record in-session/classroom lessons as determined necessary by the educator in an effort to create student flexibility related to learning

General Information

Parents/guardians who are interested in submitting an application for consideration must complete the form linked [HERE](#) by **June 30th, 2021**. Any family submitting an application due to a student medical condition must submit an executed release of information that allows the District to speak with the child’s healthcare provider (form linked [HERE](#)), in addition to current medical information (to be supplied by the student’s healthcare provider).

Families interested in a Remote Educational Program should also note the following:

- The District reserves the right to approve or deny any application for a Remote Educational Program, per Board policy
- The term of the remote plan will be for the entire school year
- If a student has an Individualized Education Plan (IEP), an IEP team meeting will be convened in order to review the application for remote learning
- The number of students approved for remote education programs will dictate the type of learning experience the District will be able to provide (the reader is referred below for examples of potential remote models)
- *Please note that there may not be enough students to support fully protected remote sections across all levels (elementary, secondary), in which case students would join in-person sections for their learning (if approved)*

Elementary Remote Considerations

District 95 will offer remote learning options on a case-by-case basis in alignment with Board Policy 6.185 (Remote Educational Program). Remote sections at the elementary level will be District-wide (there will not be grade-level sections for every elementary building), and may be blended sections (i.e., K-1, 2-3, 4-5) based on the number of students who require a remote learning option. Students may have a dedicated remote section for specials, or may join existing in-person classes - depending on other scheduling considerations (number of specials sections available). In order to offer a fully remote section (versus having students join existing in-person classrooms), there must be a minimum of 12 students who require this support. *Please note that families who request remote learning will be making a commitment for the entire school year, and that an application for remote learning does not guarantee approval (as referenced above).*

Secondary Remote Considerations

District 95 will offer remote learning options on a case-by-case basis in alignment with Board Policy 6.185 (Remote Educational Program). *Please note that families who request remote learning will be making a commitment for the entire school year, and that an application for remote learning does not guarantee approval (as referenced above).*

The option that is executed will depend on the number of students who are approved for a Remote Educational Program.

Model A (Concurrent Teaching for ALL Classes)	Model B (Concurrent Teaching for SOME Classes)	Model C (Concurrent Teaching for NO Classes; available at the high school level ONLY)
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Students requiring remote learning join in-person learning sections remotely No change from 20-21 remote learning arrangement	CORE classes are offered in a fully remote section; existing staff teach remote sections Students join in-person sections remotely for remaining classes (electives, AP classes at the high school level)	CORE classes are offered in a fully remote section; existing staff teach remote sections Illinois Virtual School for all other courses (AP, electives, other courses)
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Model A Considerations. Model A would be implemented in the event that a very small number of students are approved for a Remote Educational Program (under Board Policy 6.185). In this model, staff will make every effort to schedule students who are remote learners to be scheduled within the same section - versus dispersed across several sections.

Model B Considerations. Model B would be implemented in the event that there were enough students approved for a Remote Educational Program (under Board Policy 6.185) within a given section (12) that required remote learning. If all students displaced by the creation of a protected remote section could not be absorbed elsewhere within the master schedule/if all of their schedule needs could not be met, consideration for an overload for a staff member would be made. If there was not a staff member available for an overload, consideration for additional FTE would be required.

With regard to the creation of remote sections (which could potentially include a “stacked” section), it is the recommendation that staff member volunteers for remote sections are solicited first (before assigning staff to remote sections). It is also the recommendation that stacked sections are avoided (if at all possible), and that staff members who are already assigned to a particular prep (for example, a staff member that teaches English I and English II) are assigned to stacked sections (if needed).

In order to facilitate scheduling of protected remote sections, building staff at the secondary level will create general remote schedules by grade level. In order for all secondary buildings (Middle School North, Middle School South, LZHS) to share resources for remote learning sections, the middle school and high school must operate a similar schedule. A sample schedule of the Freshman remote schedule is provided below:

Class Period	Course
1	English 1
2	World Studies**
3	Freshmen PE
4	Biology

5	Math*
6	Lunch
7	Elective
8	Elective
9	Elective

**For math classes, due to the wide range of classes offered at each level (9th grade – 5, 10th grade – 6, 11th grade – 9, 12th grade – 8), how math is delivered (via students Zooming into in-person sections or via some other platform) would be determined on a course-by-course basis (dependent upon the number of students in need of remote learning)*

***Similar variety in courses for Social Studies are noted at upper levels (13 elective options for 11th grade, 16 elective options for 12th grade), and how social studies is delivered would also be determined on a course-by-course basis*

Additionally, for the purposes of selecting outstanding elective classes for remote learners, it is to be expected that remote learners will have fewer/more restricted options for electives (those electives that fit around remote sections). It is also suggested that, when making elective considerations for students, the number of remote learners in the section and the student experience for a remote learner (for example, being the only remote learner in a choir class) should be considered when assisting students in selecting electives.

Model C Considerations (High School Only). Model C may be implemented for a more consistent experience for students (a fully remote experience with no classes taught concurrently). The primary difference between Options B and C is how students engage in outstanding course requirements (any class that cannot be offered in a protected section).

Grading & Assessments

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

We believe:

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

LZ95

Assessment Practices

Regardless of instructional model, District 95 is committed to continuing to collect local and state assessments. It should be noted that the District will adhere to additional state guidance regarding required assessments, should a shift in instructional model, state order, or any other emergency result in the inability to administer assessments.

The reader is referred to the District website (linked [HERE](#)) for complete information regarding all Local and State assessments.

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District 95 Grading Expectations

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

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

All grading expectations will be implemented, regardless of instructional model implemented during the 21-22 school year. Additionally, teachers may exercise increased flexibility in grading practices, should there be extended periods of remote learning and/or other extenuating circumstances. ***It is the responsibility of teachers across all levels, Early Childhood – Grade 12, to personally contact the parents of any student who is significantly underperforming, struggling, or who has become disengaged in learning in a content area or class. This direct contact may be in the form of home visits, electronic communication (email), or phone. Contact is expected.***

Procedural Considerations

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Attendance Procedures

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

In all instructional models and across all levels, students are expected to arrive to class on time and to remain in class for the duration of the period (unless otherwise excused by a parent/guardian). On-time and full class period attendance expectations also apply to remote learners.

Some common attendance scenarios that may present during the 21-22 school year in relation to current school exclusion guidance are outlined below:

Scenario	Attendance Response
Student is an in-person learner, and is not feeling well/stays home for the day	Student will be marked absent (Excused) for the day (will not have access to class via Zoom)
Student is an in-person learner, and is not feeling well/stays home for the day (<i>an assessment is being given on the day of absence</i>)	Student will be marked absent (Excused) for the day, and will have the opportunity to make up the assessment on the next date of in-person attendance
Student is an in-person learner and has a symptomatic sibling who needs to be out for the day	Student will be marked absent (Excused) for the day; teachers will attempt to provide work/assignments if possible for completion asynchronously <i>*If a student is sent home from school, they will be marked absent (excused) for the remainder of the day - and will be able to Zoom in the following day (see below)</i>
Student is an in-person learner and tests positive for COVID	Student is able to Zoom in during isolation period
Student is an in-person learner, but needs to be quarantined due to a COVID-exposure (inside or outside of school) or due to having a symptomatic household member, <i>beyond the first day of quarantine</i>	Student is able to Zoom in during quarantine period
Student is a remote learner (or is accessing learning remotely due to a quarantine/isolation situation), but is not on camera/not responsive to the teacher	Student will be marked ABSENT for the period; school staff will follow-up with parent/student directly as applicable



Human Relations

Overview

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

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

Preparing Staff for a New School Year

As the District prepares for the start of a new school year, there are many considerations necessary for a successful transition of staff and students to school. Prior data collected through various stakeholder surveys throughout the school year have indicated several considerations for change, improvement and updates to those practices and strategies utilized as a part of the District's learning plans to ensure successful transitions between instructional plans. This section of the District's Transition Plan is designed to support a successful return to work for all staff. This includes reflecting on the past 15 months, understanding the potential for necessary/reasonable accommodation requests, identifying all training and professional learning needs, planning for strategies to support any staff with potential workday, role, and responsibility changes, and building knowledge around any changes/updates to the staff evaluation process, including those related to student growth.

Staff Planning

As the District prepares for full return to in-person instruction, we realize that some of our employees may require special consideration or accommodations.

To allow us to make informed decisions about safety, staffing and scheduling, all staff members are asked to work with the Human Resources Department (Executive Director) to process any paperwork for any required reasonable accommodations in accordance with the Americans with Disabilities Act.

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

Staff Input

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

Survey Considerations	Staff members may have questions in a variety of areas having worked the previous school year in multiple learning models. Survey questions may focus on areas such as:
	<p>Human Relations Questions for Staff:</p> <ul style="list-style-type: none"> ● Understanding cleaning protocols, staff and custodial responsibilities ● Understanding safety protocols and expectations for staff and students in various learning models ● Understanding staff expectations regarding safety measures/social distancing ● Understanding set up of classroom/ physical space expectations ● Understanding teacher expectations related to technology instruction for students ● Understanding the expectations for the use of resources and materials, as well as what students will be provided by outside sources (not teacher made) ● Protocols related to quarantine guidelines and time off
	<p>Curriculum and Instruction Questions for Staff:</p> <ul style="list-style-type: none"> ● In what areas may you need additional professional development ● What technology resources would assist in providing instruction in various learning models ● What is the most beneficial when required to pivot between learning models
Identification of Staffing Needs Based on Plan Initiated	

	<ul style="list-style-type: none"> ● Based on the recommendations and/or needs identified within the Academic Plan, staff opportunities for re-assignment may include be necessary and may vary during the year. Staff shifts may include: <ul style="list-style-type: none"> ○ Reading Specialists ○ Bilingual/EL support staff ○ Special Education Resource Staff ○ Math Interventionist (K-5) ○ Specials staff (Library, Art, Music, PE, Band, Orchestra, Fine Arts) ○ Paraprofessionals at all levels (kindergarten, classroom, one-on-one, job coach, library, etc) ○ Other support staff utilized to support classroom teachers (bus drivers, playground supervisors, etc.)
	<p>When at all possible, any staff member re-assigned from their regular role will stay within their same building and certification area. Attempts will be made to identify staff members that may have previous experience with that content area, subject matter, and/or group of students.</p>
	<p>Staff will be utilized to support at-risk students and to assist staff members with small group instruction, break out groups, behavior monitoring and other necessary remote learning areas of need.</p>
	<p>Attempts will be made to seek volunteers first for any potential recommended re-assignment as well as a needs-based approach for staff identification.</p>
	<p>With the possibility that we will likely move between learning models, the District will look to minimize disruptions of staff assignments as much as possible.</p>

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

Development of an understanding of current and updated:

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

Identification of Staffing Needs

It is imperative that the District identify and plan for in-person instruction allowing flexibility for potential shifts in learning models. The staffing processes involves reviewing enrollment numbers, section numbers and space availability given the distancing parameters outlined in provided guidance. The District must also consider regular staffing shifts that occur at the end of a school year and plan for the upcoming year. Staffing considerations consist of the following:

- Inventory and identify any staffing needs. This includes



- A plan has been determined to support staff shortages in an in-person learning model. Options for substitute coverage may include, but are not limited to:
 - Human Resources will identify from the current substitute pool those substitutes that will be returning for the upcoming school year for full in-person instruction
 - Human Resources will recruit and hire additional substitutes to the pool in preparation for the start of the school year
 - Allowing staff opportunities to continue to work remotely under certain COVID related circumstances with a student supervisor in the classroom- these decisions will be made on a case-by-case basis for hard to staff certified positions (for example psychologists, social workers, etc).
 - Make available a pool of other certified staff members (for example paraprofessionals eligible to substitute) may be utilized to support classrooms or provide substitute support. All consideration will be given to not remove paraprofessionals from their assignments unless absolutely needed.
 - Potential of other staff members assigned to replace staff who are ill or unable to fulfill their duties
 - To utilize a substitute teacher plan, all substitutes shall participate in training specific to remote learning, any health & wellness expectations, and all mandatory training aligned to State expectations
- Reading Specialists, Instructional coaches, etc. may also be called upon to support staff members who are filling in for absent staff. District 95 believes it is preferable to keep those staff members within their current building when at all possible. Staff members may be used to create a “buddy” system, whereby, if a staff member is unable to work, the buddy may support the staff member or substitute covering the class
 - If so, it should be within the PLC, team or department if possible.
 - The next layer of support for absent staff members will come from the Department Chair, Assistant Principal or Principal.
 - Instructional coaches may also be called upon to support staff members who are filling in for absent staff.

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

All staff are expected to have updated and standard formats of lesson plans, class seating charts, and any instructions for a substitute on a daily basis. Staff will have access to a template that must be utilized so a consistent format is shared with substitutes across the District.

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



The following substitute information and training has been developed to support staff and substitutes in their request and preparation for a substitute and for the substitute to be prepared to teach for the day. (https://docs.google.com/presentation/d/1iT5zctGQxvWqll-T7VFuuACOrGVezAEd_6fJYxeOPMs/edit?usp=sharing)

Supporting Staff Return to School

District 95 will continue to work with staff to support with the start of the upcoming school year in a full in-person model. Planning efforts shall include the implementation of a survey that will help the District identify staff needs related to Human Resources and Curriculum and Instruction areas.

As the District continues to move toward a full in-person return, staff members that have concerns regarding assignments or roles should work with their immediate administrator first. Questions or concerns that are not addressed at the building level should them be brought forward to the Director of Human Resources for discussion.

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

- Pre-determine educator planning time to prepare for different learning models (See Academic Section), transitioning needs and strategies to more easily pivot between instructional models. Consideration of educator classroom set-up may be necessary during periods of transition.
- Identification of staff who may be able to support students needing an alternate school-day schedule (outside of the typical school day schedule)

Options for staff to continue working in a distance format when excluded for reasons of COVID-19 who may be asymptomatic may be available on a limited case by case basis for hard to cover positions. The District will follow the latest guidance related to quarantine and isolation protocols. Current CDC guidance recommends that an unvaccinated individual who is asymptomatic remain at home (i.e., may be excluded from the workplace) for a period of 14 days (10 days if not a household member) after the last exposure under any of the following circumstances:

1. The individual had “close contact (<6 feet) for a prolonged period of time” with a symptomatic person with COVID-19;
2. The individual is a household member of a symptomatic person with COVID-19;

Exclusion guidance is subject to change per recommendation and direction from the local health department, Illinois Department of Health and the CDC.

Where an individual is required to quarantine or isolate per current exposure guidance, the employee may have options including, but not limited to the following:

- Limited Remote work or work from home opportunities if in a hard to fill position (i.e. social work, psychologist, etc.)
- Personal District sick leave usage

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

It is critical to establish staff opportunities for classroom set up prior to return at the start of the school year. The building principals will establish a communication plan regarding expectations related to opportunities and options for staff to access the building and classrooms in preparation for full in-person learning.

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

- Teachers must adhere to any current mandated social distancing guideline. Prior to entering the building:
 - Staff must complete all mandated training videos related to COVID
 - Staff should be familiar with the classroom set-up guidelines (ie. Room spacing, desks, sanitation stations, use of shared objects)
 - Staff must comply with any health screening guidelines
- While in the building:
 - Staff must wear proper PPE when entering the building and at all times during a potential contact with another individual- as required and subject to guidance changes
 - Staff follow any guidelines set by building administrator (ie. door to enter, etc.)

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Professional Learning & Training

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

Mandatory Trainings

Trainings identified by the State

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

Professional Learning

District established learning needs identified for the successful implementation of the eLearning Plan

District determined learning needs essential for the successful transition between each of the three instructional models

Mandatory Staff Trainings

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

Staff Training During eLearning

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

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Staff Training to Return to Face-to-Face

2

- Sources of exposure to COVID 19 virus
- Hazards associated with exposure to virus
- Best practices to reduce exposure, including general hygiene, social distancing and use of PPE
- Appropriate workplace protocols to prevent/reduce likelihood of exposure to the virus including, but not limited to:
 - Disinfection of common workspaces, materials, equipment
 - Symptoms of COVID 19 and what to do if sick
 - Isolation of individuals with suspected or confirmed COVID19
 - Reporting of possible cases
 - The Do's and Don'ts of Wearing Masks and Gloves (5:57mins)
 - <https://www.youtube.com/watch?v=eVJbenwzR1s&list=PLmjMwCUfAI0N-MMSQWJVaiO40DOL-o4wS&index=100>
 - GCN training videos on:
 - COVID19 Plan, Prepare, and Respond
 - COVID19 How to wear a mask
 - COVID19 Proper Handwashing
 - COVID19 Workplace Guidelines
 - Training resources will include OSHA guidelines, CDC posters and emails, and GCN training videos

Onboarding New Staff

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

Onboarding of New Staff

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

In addition to onboarding all newly hired staff, all certified staff are engaged in a District mentoring program. Staff members work with a District mentor at minimum monthly on a variety of topics to support their transition to their roles. In addition, each new certified staff member is assigned a partner staff member at their building to serve as their “go to” person for day-to-day questions, support and direction. The District is in the process of revising and updating its new teacher mentoring and school support practices. Therefore the above practices may change.

Staff Professional Learning

As both veteran and new staff come together to execute District 95’s full in-person plan, the Department of Curriculum & Instruction will provide professional learning opportunities that meet the following criteria:

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

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

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

Staff Specific Health & Wellness Expectations

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

Health Screening Requirements

All staff are encouraged to monitor themselves and their household members for symptoms of infectious illness every day through home-based symptom screening. The District will communicate regularly to remind staff of self-screening expectations and all reporting COVID-19 requirements.

- Mandated posters have been posted in all buildings but staff should be aware of the following: http://dph.illinois.gov/sites/default/files/COVID-19_WorkplaceHealth_SafetyGuidance20200505.pdf
- All staff must self-screen themselves using the latest CDC screening questions daily prior to work, which may include:
 - Do you have a fever of 100.4 degrees F or higher
 - Do you have any COVID related symptoms listed [here](#)?*
 - Have you traveled internationally or outside of the state in the last 14 days?*
 - Have you had close contact in the last 14 days with an individual diagnosed or presumed to have COVID 19?

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

Staff members that self-assess themselves daily and answer yes to any of these questions should report the information confidentially to their immediate supervisor/administrator. A reminder will be sent to all staff with the most updated guidelines for screening requirements. Staff members will continue to utilize the Frontline absence management system, however any time off entered as a sick day will require detailed information in the notes to administrator section. Under the EEOC guidelines and CDC recommendations, any staff member that is absent for a sick reason indicating any possible symptoms related to COVID will be contacted for additional screening information.

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

The District reserves the right to adjust and/or implement health screening practices based on transmission levels.

Potential tips regarding self-care strategies:

- Flyer that complies information: https://drive.google.com/open?id=1Vzen2QJslfX_UzQ91X2heYYWP6zO7ZU-
- If you get sick (pdf): <https://drive.google.com/open?id=1y-XPV7ZxpW7Be3rZRqkjbjsHbBcqrXV>
- 16 foods that boost your immune system: <https://www.webmd.com/cold-and-flu/ss/slideshow-immune-foods>
- <https://www.webmd.com/lung/video/best-foods-immunity> (1:01 video)
- Immune System Boosters and Busters - WebMD <https://www.webmd.com/cold-and-flu/cold-guide/10-immune-system-busters-boosters#1> (47 secs)
- Self-Care during the COVID pandemic <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/self-care-tips-during-the-covid-19-pandemic>

Required Face Coverings

The District will review the latest guidance and requirements related to required face coverings. If masks are required, employees who are unable to wear a face covering due to a medical condition will be required to provide a physician's note to the Human Resources Department prior to the start of work/school. The Director of Human Resources will work with the employee to understand if the employee may have a disability or medical reason that prevents him or her from wearing a face covering. The District will engage in the normal interactive dialogue process as required under the ADA that will verify if the employee cannot wear a face covering and what possible accommodations would allow the employee to comply and return to work.

Mandatory Communication of the Employee Assistance Program

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

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Staff Evaluation Processes & Expectations

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

Student Growth & PERA

Annually, the PERA Joint Committee meets to review the Certified Evaluation Plan, any required changes or modifications, and reviews student growth measures. The PERA Joint Committee will convene as needed to support any necessary evaluation plan changes and communication related to evaluation processes.

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Staff Professional Expectations

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

- Staff shall adhere strictly to the teaching schedules outlined
- Staff shall post assignments on websites/canvas daily by a specific time that has been predetermined with the plan; regardless of the instructional model
- Staff shall provide feedback to students in a timely manner to help ensure student growth

- Staff shall continue professional development related to the facilitation of remote learning, in-person and hybrid. Staff shall communicate with an administrator if unable to teach according to the schedule based on curriculum, personal needs, technology issues, or other potential barriers

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

Elementary: <https://docs.google.com/document/d/1ku7KTJKtJ7HYQBOxRjLbunwfrA2KMv1-LjPcWB-BfWo/edit?usp=sharing>

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

High School: <https://docs.google.com/document/d/19ikbYvIUSLzqIfsAhzt5iY2S9IVn-1cvYfU8Km74jOw/edit?usp=sharing>

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

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

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Transition to Another Instructional Model

District 95 is prepared to transition between all instructional models during 2021-22 school year as circumstances necessitate utilizing synchronous or asynchronous instruction. In order to provide all students with the most comprehensive and successful educational experience, District 95 staff must be ready to transition between instructional models with ease.

District Expectations for Transitioning from between models:

- Staff time to organize materials, technology and other instructional needs to pivot to other models

- Preparedness to travel between classroom spaces, when appropriate
- Plan to allow for staff to have planning time during time other specials are in their classroom. Appropriate space will be made available for staff members that may need to travel to another area for prep and/or planning time.
- Consideration should be given for classroom teachers that may need to travel from room to room in regard to additional risk and exposure in utilizing classroom equipment and materials used by other staff members (desks, materials, etc.)
- Additional training and required certifications may be necessary for staff members covering lunchroom supervision and/or recess (CPR training required).
- Room set-up expectations will be modified depending on the model of instruction:
 - Standard classroom with no required social distancing
 - Standard classroom with 3-6 feet social distancing
 - Standard classroom with 6 feet social distancing
 - Remote classroom
- Social distancing is outlined by the Operations Transition Team (ie. Desks facing forward and not towards another student)
- Identify and remove all restricted items as determined by the Operations Transition Team
- Provide access to sanitation stations and/or materials as per the information provided by the Health & Wellness Transition Team and/or the Operations Transition Team
- Follow all health guidance when sharing of resources and materials
- Utilize time allocated to ensure successful classroom set-up following all guidelines provided by the Health & Wellness Transition Team, prior to the start of the school year and/or when pivoting between instructional models

Follow all directives related to passing periods, cohort expectations, and other guidelines provided by the Operations Transition Team



Operations

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

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

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

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

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District Facilities

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

Space Configuration

Congregation spaces should be reconfigured and/or include markings to promote social distancing as required/appropriate. Spacing options will be unique to each space, building, and level. Students should face forward with the required social distancing between desks when directed and appropriate. In general, students should use personal supplies, when feasible, but may share as long as the guidance allows for this. Shared materials should be sanitized daily or as appropriate. Larger spaces may have capacities limit.

Special consideration is given to higher risk activities such as band and chorus. The number of students may be limited based on capacity guidance. Social distancing of six feet shall be maintained when directed. Based on current guidance band and chorus are limited to 30 minutes followed by a period of time without singing or playing that allows for a complete air exchange of the space. This would be 15 minutes for a normal sized classroom. It is important to note that this guidance may change based on community transmission rates or other reasons.

Furniture Considerations

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

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

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

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

Rentals

Rentals can be accommodated consistent with the District's ability to clean before and after events. Current social distancing and District COVID guidelines shall be followed. Groups shall be charged for additional cleaning cost as adopted by the Board of Education. Priority consideration will be given to groups with District 95 student participants.

Music tutor programming may be evaluated based on transmission rates, availability of tutors, and special requirements for music taking into consideration the space limitations and social distancing challenges within the space.

Lockers

At the secondary level, District 95 has determined that hallway lockers may be used by students during periods of low transmission of Covid 19 with appropriate social distancing as guidelines require. Students will be encouraged not to congregate at their lockers. In grades 6 – 12, students will be allowed to go to their locker at the beginning of the day to place coats and lunches and will carry academic materials in a backpack throughout their day which can be stored under their desk or the back of their chair while in class. They can retrieve their lunch at the required time and return items after lunch. Students may visit their locker at the end of the day before they go home. Elementary schools can also use hallway lockers if access is structured and done in small groups that maintain social distancing requirements. Locker use will be restricted if the transmission rate increases.

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

PE locker rooms could be used by PE classes with schedules created by an administrator that assign rotations and times to allow for social distancing as required by the State.

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

Large Group Gatherings & Experiences

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

<p>School Assemblies</p> <ul style="list-style-type: none"> ● Virtual synchronous viewing (Zoom, Skype, YouTube Live, etc.) ● Pre-Recorded; viewed synchronously or asynchronously ● Assemblies may be allowed based on the capacity of the space and corresponding guidance including social distancing requirements. 	<p>Staff Meetings</p> <ul style="list-style-type: none"> ● Virtual synchronous meetings ● In-Person meetings, depending on mitigation measures in place, with multiple sessions if necessary, to maintain social distancing
<p>Curriculum Nights</p> <ul style="list-style-type: none"> ● Virtual synchronous presentation (Zoom) ● Consideration should be given to in-person opportunities based on current guidance for capacity and social distancing 	<p>PTO / Booster Meetings</p> <ul style="list-style-type: none"> ● Virtual synchronous meetings ● May be allowed based on the capacity of the space and corresponding guidance including social distancing requirements.

<p>Back to School Classroom Visits / Walking Schedule / Orientation</p> <ul style="list-style-type: none"> ● Pre-Recorded presentation / Virtual Tour of classrooms with click points of interest ● Students should be allowed to attend in person, consideration should be given to creating schedules that follow current Covid guidance. ● Special considerations should be given to students that are new/transitioning between buildings and programs. 	<p>Graduation/Promotions</p> <ul style="list-style-type: none"> ● Alternative celebrations - parade, signs, virtual recognitions ● May be allowed based on the capacity of the space and corresponding guidance including social distancing requirements. ● Held outside, if possible
<p>Sporting Events</p> <ul style="list-style-type: none"> ● Follow the guidance provided by IHSA. ● Virtual viewing 	<p>Fine Arts Performances</p> <ul style="list-style-type: none"> ● Performances may be allowed based on the capacity of the space and corresponding guidance including social distancing requirements and following music/band mitigation measures ● Virtual viewing ● Small/Multiple group performances
<p>Club and Activities</p> <ul style="list-style-type: none"> ● Virtual synchronous meetings ● In-Person meetings, depending on mitigation measures in place, multiple sessions if necessary. 	<p>Classroom Parent Involvement/Parent Volunteers</p> <ul style="list-style-type: none"> ● Virtual ● Whenever possible parent involvement should be encouraged, consideration should be given to the environment and social distancing requirement in place at the time of the activity.

LZ95 **Transportation**

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

Transportation & Health

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

During Hybrid: Blended learning, the buses are used multiple times a day to transport students to and from school. All school bus drivers, bus aides, and students may be required to wear face coverings. If face coverings are required, school bus drivers will have additional masks for students in need.

School bus drivers will use disinfectant wipes to wipe the most touchable surfaces (bus seat tops, handrails, window ledges and window mechanics) after unloading the entire bus of students, both am and pm. Additionally, school buses will be disinfected with a disinfecting spray after returning to the bus lot after morning and/or before afternoon routes.

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

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

Transporting Students

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

Seat assignments will be the same in the morning and afternoon. Siblings will be seated together.

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

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Safety & Security

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

Modification to Visitor Procedures

During Hybrid: Blended learning, visitors to each building will be restricted to utilizing a single entrance and will maintain appropriate social distancing when entering and checking into the building. Visitors may be required to wear a mask in the building. Visitor entrances may be modified to include

shields for personnel in addition to placing appropriate social distancing, capacity, and COVID-19 health screening signage. Personnel working in this space will be encouraged to limit the use of shared phones and will have the ability to wipe down devices after use.

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

During times of medium or high transmission additional screenings may take place for every visitor, volunteer, and contractor entering our schools and buildings. This includes asking a set of COVID-19 specific health-related questions. These questions would be added to the already existing RAPTOR Technologies screening software program.

Individuals failing to pass the health screenings will not be permitted to enter the building and appropriate administrative and/or security personnel will be notified in the same manner utilized for other visitors failing to pass the RAPTOR Technologies screening.

Safety Drills

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

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

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

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General Hygiene Related to Cleaning Efforts

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

Cleaning Efforts

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

Teachers will have the ability to support the cleaning efforts by being provided with wipes to clean high touch points in the classroom including light switches, faucet handles, telephone, paper towel dispensers, pencil sharpeners, etc. Staff will also have the ability to wipe down common space items such as copiers and microwaves. Students will have the ability to support the cleaning efforts as necessary by wiping down their personal desk space.

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

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

- Open all windows (if possible) and open fresh air intakes to maximize the amount of fresh air brought into the space.
- Space may be cleaned and disinfected prior to future use or daily (based on current guidance).
 - Custodial staff shall pay close attention to cleaning offices, bathrooms, classrooms including furniture, gymnasiums, and other spaces that had been used by the individual.
 - Vacuum affected spaces at night with a HEPA filtered vacuum.
 - After the space has been thoroughly cleaned and vacuumed, each affected area shall be thoroughly disinfected.

Additional Considerations

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

Food Service

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

Health & Safety

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

Cafeteria Procedures

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

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

Dining Options (Secondary)

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

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

Fiscal Responsibilities

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

Procedural Items

District 95 will adhere to strict procedures following available guidance and recommendations.

Entry Protocols

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

Entrance protocols are specific to mode of transportation, building, and level. Entrances will be marked with spacing indicators to promote social distancing. For students arriving by bus, management of the number of students in an area will be considered. Entrances will be propped or held open to prevent students from touching the door handle.

Hallways

Once inside the building, students are to avoid congregating in the hallways and common areas.

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

Exit Protocols

When exiting the building, For all buildings, dismissal will be staggered, and students will remain in the classroom until dismissed. Like entrance protocols, exit protocols are specific to mode of transportation, building, and level. Exit doors will be propped or held open to prevent students from touching the door handle.

Recess is held at the primary level. Practices will be implemented that are in compliance with COVID requirements for shared equipment use.

Restrooms

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

Limit the number of students that use the restrooms at any one time, including lunch periods. Provide supervision to limit the number of students.

Large Space Congregation

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

Staff Workspace / Staff Lunchroom

Staff members utilizing shared spaces may be required to wear a facemask, except when eating. The capacity in these spaces may be limited, and include social distancing markings/signage. Additional spaces may need to be identified to provide all staff members an appropriate space to eat and/or work during prep time if classrooms are occupied by students.

School / Administrative Offices

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



Health & Wellness

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

When considering the safety of students, we must consider a student’s daily journey. This includes waking up in the morning, transportation to the physical school building, waiting to enter the building, entering the building in designated areas, locker visits, getting to class, taking into account any and all movement throughout the day (changing classes, using the restroom, lunch/cafeteria (breakfast and lunch), gym/PE, recess, etc.), and returning home. Recommendations for each of the learning models will be decided by District Administration in collaboration of the Board of Education, based on all information available from the State, ISBE, IDPH, and the Lake County Health Department as well as pertinent local information. District 95 will be partnering with each of those organizations to facilitate the safest return possible for all District stakeholders. Preparation will be necessary for a successful and safe return and much of the health and wellness considerations can be applied to home in support of in-person learning plan implementation.

LZ95

Supplies & Resources

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

Classrooms/Teaching Spaces	Health Office	Cafeteria	Bus
Mandatory	Mandatory	Mandatory	Mandatory
Hand sanitizer	Hand sanitizer	Hand sanitizer	
Disinfectant wipes	Disinfectant wipes	Disinfectant wipes	
Kleenex	Kleenex	Kleenex	Kleenex

Hand soap and paper towels will be provided in any classroom/teaching space that is equipped with a sink	Hand soap and paper towels	Thermometers (no touch)	
	Thermometers (no touch)		
	Additional PPE (i.e., gloves, gowns, KN95 or N95 mask, and face shields) for use during assessment of symptomatic persons		
Classrooms/Teaching Spaces	Health Office	Cafeteria	Bus
Voluntary	Voluntary	Voluntary	Voluntary
Gloves	Gloves		Gloves
Face shields	Face shields		

Dependent upon the District’s review of and response to current guidance and mandates, all students and staff may be required to wear face coverings throughout the school day, especially on the bus, in the hallways, bathrooms, and other large common areas, unless they are outside and are appropriately distanced (based on current District established expectations). Students and staff will be issued a face covering if they are not wearing one before entering the building or getting on a school bus, if face coverings are required. When face coverings are required, all individuals in a school building must wear a face covering unless they have a medical contraindication, have trouble breathing, or are unconscious, incapacitated, or unable to remove the face covering without assistance. Medical documentation is needed for exclusion of wearing a face covering, when they are required.

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

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

Staff will...	Students will...
Sanitize the teacher’s desk and other tables with District approved disinfectant wipes.	Be given a District provided disinfectant wipe to clean their desk and chair prior to leaving the classroom. They will then dispose of the wipe and use District provided hand sanitizer to clean hands.

Wipe all frequently touched areas, such as doorknobs and light switches regularly throughout the school day with District approved disinfectant wipes.	Practice good personal hygiene throughout the school day: i.e. handwashing, hand sanitizing
Practice good personal hygiene throughout the school day: i.e. handwashing, hand sanitizing	Sanitize hands prior to entering and upon leaving any new space or area.

The return to in-person learning may require training on health and wellness issues identified as critical to the safety and well-being of all students and staff. The following staff development/training opportunities for staff, students and parents is recommended and will be updated as guidance and requirements change.

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

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

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

Reporting

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

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

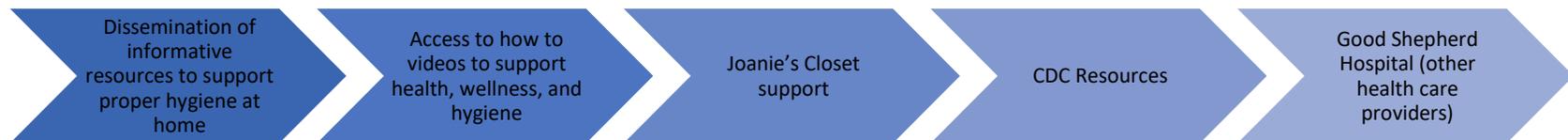
In addition, the site-based building attendance hotline will also include a message asking parents to be specific about symptoms causing the student absence. Nursing staff will follow up on any absence calls that include symptoms related to COVID-19 using additional screening questions.

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

Hygiene

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

- School nurses (with assistance from staff members) will identify a list of students that are medically fragile and/or have special needs. If staff members become aware of a medically challenged student and/or family members, staff will inform the school nurse in a timely manner.
- School nurses will establish a calendar/schedule to check in with students (or their parents) impacted as needed (particularly if the student attends school in-person); the school nurse will report the information to building administration and if appropriate the school social worker and/or school psychologist.



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

Learning Materials for Hygienic Training

The following materials will be available for staff to show to students as needed (additionally linked to D95 website, Seesaw/Canvas) Videos will also be available throughout the year, as re-teaching may be needed.

- Handwashing: [WHO Handwashing Video](#) [NHS Video/Song](#) [CDC ELEM. Handwashing](#)
- How to properly wear a mask: [Intermediate/High School](#) [CDC MS/HS/Adult](#), [Mask on and Off](#)
- Coughing and sneezing: [Elem. Song/Video](#) / [Coughing Sneezing Etiquette Middle School/High School](#)
- Social distancing: [CDC Social Distancing Video](#)
- *"If You Need Assistance"* Video with contacts

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

Elementary students with adult support and supervision will be encouraged to sanitize at the following times:

- Upon entering the school building
- Upon entering and leaving any classroom
- Before and after consuming lunch
- After coughing, sneezing or blowing their nose*
- Upon loading the bus at school to go home (sanitizer cannot be used on the bus)

Middle School/High School students will be encouraged to sanitize at the following times:

- Upon entering the school building
- Upon entering and leaving any classroom
- Before and after consuming lunch
- After coughing, sneezing or blowing their nose*
- Upon loading the bus at school to go home (sanitizer cannot be used on the bus)

**NOTE: Students that exhibits a cough will additionally be referred to the school nurse for further assessment*

LZ95 **Procedural**

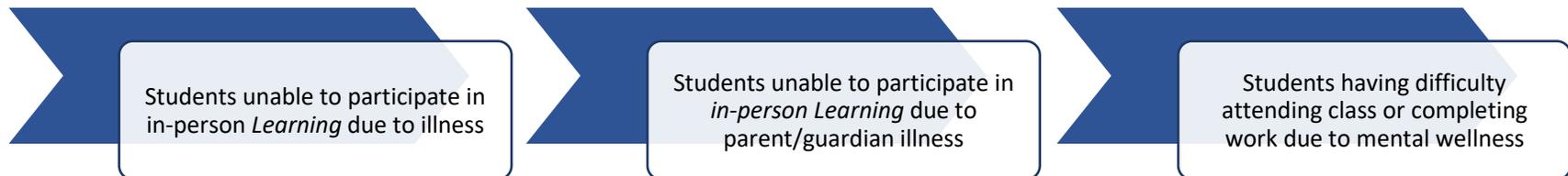
The following identified health related concerns during In-person Learning must be reported immediately to site-based building administrators who will then follow intervention protocol to secure the proper support:

Review of Student Health Records

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

- Prior to start of the school, District nurses review health records to identify potentially medically fragile students and/or students on health plans ([CDC: People Who are at Higher Risk](#))
- Prior to the start of school, District nurses contact parents of identified students to determine possible revision to health plans to address minimizing infection
- During the first weeks of school, work with Student Support Team to determine if other provisions are necessary. Families should work with their building principal to discuss individual student needs, medical exemptions and other options for learning experiences.

Attendance



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

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

Health Screening Procedures

All District policies and procedures related to health screening and protocols must be followed as outlined in the Parent-Student Handbook. All students must be monitored for symptoms of infectious illness every day through home-based symptom screening. The District will communicate regularly to remind families of self-screening expectations and all reporting COVID-19 requirements.

All students must be self-screened using the latest CDC screening questions daily prior to coming to school, which may include:

- Do you have a fever of 100.4 degrees F or higher
- Do you have any COVID related symptoms listed [here](#)?*
- Have you traveled internationally or outside of the state in the last 14 days?*
- Have you had close contact in the last 14 days with an individual diagnosed or presumed to have COVID 19?

A student who experiences fever and/or any other symptoms while home **may not report to school**. This rule may also apply to siblings of the sick child.

School Exclusion

The District will follow all current Illinois Department of Public Health (IDPH) guidance, in concert with Lake County Health Department (LCHD), in determining when it is safe for students and/or staff to return to school. Students and staff members will be excluded from school in each of the following scenarios:

- In any case where they are experiencing any one of the COVID-like symptoms (that are not part of an individual's baseline medical condition)
- In any case where a household member is experiencing COVID-like symptoms
- In any case where a student/staff member is a confirmed contact for a COVID positive case
- In any case where a student/staff member receives a positive COVID test

The most current exclusion guidance can be found [HERE](#) (IDPH website – Decision Tree for Symptomatic Individuals). The District will additionally follow all guidance related to a return to work or school, following a period of exclusion.

In the event that any student must be excluded from in-person instruction due to COVID-19 related reasons or health needs, the school nurse and/or building administration will communicate the length of exclusion and information needed in order to return. Names of students and staff members who are excluded will be maintained at the building and District level.

The District will consult the appropriate agencies when making decisions regarding operational changes, quarantine guidelines, adaptive pauses, school closures and/or re-openings. Agencies may include the following:

- IDPH
- CDC
- ISBE
- State Governor’s Office
- LCHD

COVID-19 Testing

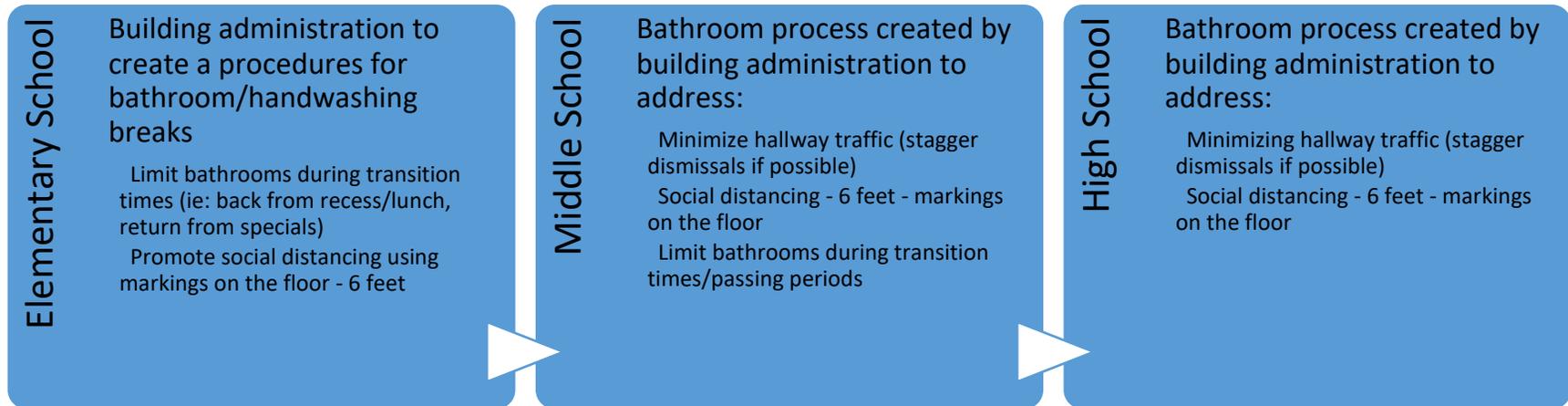
At this time, the District will continue to offer both Antigen and PCR testing options for staff and students. In addition, the District may implement screening testing opportunities as needed based on guidance and requirements from appropriate agencies such as IDPH, CDC, ISBE, LCHD and the state Governor’s Office.

Contact Tracing

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

In-Person Learning – Contact Tracing	In-Person Learning
<ul style="list-style-type: none"> ● Staff and student attendance tracking ● Staff sign in/out (during school day) ● Substitute teachers sign in through front office ● Parents/volunteers: Strongly recommend minimizing/restricting visitor entrance into building (exceptions: IEP meetings, potential pick-ups/drop-offs) ● All visitors must enter through main office entrance 	<ul style="list-style-type: none"> ● Identify door entrance by grade level ● Provide options for parents/guardians for virtual or in-person meetings. ● Restrict visitor access to approved locations identified by administration

Bathroom Procedures



LZ95

Community Collaboration

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

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

Prior to In-Person Model	During In-Person <i>Model</i>
<ul style="list-style-type: none"> ○ Use of CDC resources - signage available, videos available, announcements ○ Post CDC signage in building as appropriate: handwashing, mask wearing, health screening, social distancing ○ Creation of an easily accessible central location for protocol videos and written communication available to all staff, students, and parents as topic appropriate ○ Staff protocol knowledge: Share at staff meeting <ul style="list-style-type: none"> ▪ Handwashing ▪ Coughing and sneezing ▪ Health self-screening ▪ Other protocols recommended by health officials and updated as necessary ○ Parent & student protocol knowledge: Share with residency mail/electronic information and at virtual meet the teacher (as deemed appropriate) <ul style="list-style-type: none"> ▪ Handwashing ▪ How to properly wear a mask ▪ Coughing and sneezing ▪ Social distancing ▪ Health screening ○ District 95 will review and respond to guidance regarding face coverings. 	<ul style="list-style-type: none"> ○ Provide ongoing reminders to staff, students and the community regarding appropriate protocols and procedures. ○ Review the following videos with students the first week of school (see above): <ul style="list-style-type: none"> ○ Handwashing ○ Hygiene protocols ○ Coughing and sneezing. ○ And other protocols recommended by health officials (i.e. mask covering, physical distancing) ○ Clearly communicate how District buildings will pivot between learning models
Health Notifications	Ongoing Communication
<ul style="list-style-type: none"> ○ Students/staff in close contact of the confirmed/presumed positive case will be identified by the classroom teacher/staff member. ISBE defines close contact as within 6 feet for 15 or more minutes. <ul style="list-style-type: none"> ▪ The School nurse will communicate with families and identify next steps as identified by the current protocols. School nurse will communicate exclusion/re-entry protocol for student and staff confirmed or presumed positive COVID-19 cases ○ School nurse will communicate with staff and families regarding other health related protocols and testing opportunities 	<ul style="list-style-type: none"> ○ Continually monitor updated information from the appropriate agencies regarding health and safety criteria (classroom, building, District). Agencies may include LCHD, CDC, IDPH, ISBE Building administrator updates Superintendent and Facilities Director of identified confirmed/presumed positive cases if immediate cleaning is required ○ Clearly communicate how the District will pivot between learning models



Student & Family Support

OVERVIEW

District 95 is committed to providing services, programs and supports to promote positive school culture, to create a strong sense of community, and to continue to advance the academic, physical, social and psychological well-being of students, staff and families. The District works to forge strong partnerships between home and school while focusing on supporting students to develop the knowledge, skills, and abilities needed for lifelong personal and career success. District 95 will continue to support the overall well-being of all students and family members - regardless of the instructional model of the District. Key information related to supports for students, families and staff members across several targeted areas are outlined in this section.

Special Education Services

Students with identified special education needs will continue to receive services outlined in their Individualized Education Plan (IEP) and/or Individual Remote/Hybrid Learning Plan. Specific questions related to Special Education should be directed to the case manager, assistant principal/principal, or the appropriate Student Services Administrator.

Dr. Lauren McArdle Assistant Superintendent for Student Services 847.540.7060	Ms. Lynn Owens Director of Student Services - Elementary 847.540.4939	Dr. Carie Cohen Director of Student Services - Secondary Outplacement Case Manager 847.540.4935
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English Language (EL)/ Bilingual Services

Students with identified English Language (EL) and Bilingual needs will continue to receive services identified to meet their unique needs. Specific questions related to English Language/Bilingual services should be directed to the EL teacher, assistant principal/principal, or the Assistant Superintendent of Curriculum & Instruction.

Ms. Angela Stallion
Assistant Superintendent of Curriculum & Instruction
847.540.4953

Assessment

Social-Emotional Benchmarking System

District 95 will be adopting a universal social-emotional benchmarking and progress monitoring system (Devereux Student Strengths Assessment - DESSA) during the 21-22 school year. Just as it is important to get regular information about math and reading performance at regular intervals for our students, it is also important to gather information about students' social-emotional functioning across the course of a school year. This data is needed within the context of a comprehensive Multi-tiered System of Support (MTSS), and does not currently exist within District 95.

The DESSA is a web-based system that is nationally-normed, and aligned with CASEL competencies (those skills recognized as integral to the District SEL Forward95 action plan). The DESSA collects teacher feedback in a quick screening format, with a more involved data collection tool for those students flagged as "at-risk" on the universal screener. At the high school level, the DESSA collects teacher feedback as well as student self-report data as part of the benchmarking process. The DESSA will allow school-based MTSS teams to gather data on ***all students*** in order to further prioritize student needs. The benchmark assessment is recommended for implementation 4-6 weeks after the start of the school year (allowing staff adequate time to observe students and to identify potential needs).

Student Needs Assessment

All students will complete a brief needs assessment upon return to school in the fall. The needs assessment will help building MTSS teams determine which students are in need of additional social-emotional support as we return to school; the needs assessment will be conducted in a self-report format (similar to the 20-21 school year). Building-based teams will rely on parent/guardian reports related to student needs for students in grades K-1.

Student & Family Supports

Access to Remote Learning

There have been many disruptions experienced by students as a result of the global pandemic - including (but not limited to) losses related to COVID, significant changes in routines, reduced access to friends and peers, more limited opportunities to practice and develop critical social-emotional learning skills, reduced instructional time, and others. Both the American Academy of Pediatrics and the Centers for Disease Control acknowledge these disruptions, and highlight the negative impacts continued disruptions to in-person learning may have on overall student social-emotional and behavioral development.

District 95 affirms that certain skills (such as learning to work collaboratively with others, practicing conflict resolution skills, practicing key pro-social communication skills, and others) are both more challenging to teach and to have students practice within a remote setting. District 95 also affirms that certain academic activities (such as labs, guided physical demonstrations, and others) are also more challenging to teach and practice within a remote setting. As such, District 95 does believe that regular access to in-person learning is best-suited to meet the academic,

social-emotional, behavioral and physical development needs of its students. However, District 95 also recognizes that there are certain situations in which in-person learning is either contraindicated or not the most effective model for certain students.

Medical Need. District 95 recognizes that there are students (and household members) that have medical conditions that place them at increased risk for COVID-19, were they to contract the virus. As such, families will have the option to submit documentation for consideration for remote learning. It should be noted that additional medical documentation from a current provider will be required for the student being considered for remote learning. It should also be noted that, if a family is requesting remote learning considerations due to a household member's medical situation, supporting documentation will be required for the household member. Families may find forms required for remote learning consideration on the District website.

District 95, in cooperation with LCHD, ISBE, and its legal counsel, will utilize CDC recommendations regarding at-risk medical conditions when reviewing family documentation. Information regarding at-risk conditions for adults and children/teens can be found [HERE](#).

Please note that District 95 will be utilizing Board Policy 6.185 (Remote Educational Programming) in order to implement remote learning programming on a case-by-case basis. Families that have a medical need and/or interest need to submit a request for consideration no later than June 30th, 2021; please note that all remote educational plans that are approved for students will be through the 21-22 school year. Please also note that all requests for remote learning plans will be reviewed and considered, **but that submission of a request for remote learning does not guarantee access to this model for the 21-22 school year.**

Counseling Needs

Service Delivery. In person counseling will be provided during full-capacity instruction. Service providers will pay particular attention to students who required additional support during the 20-21 school year (both students with and without formalized minutes of service documented as a need, such as in an IEP), and will prioritize setting appointments with these students first upon return to school in the Fall. For those students who are accessing learning remotely, in-person appointments will be made available (should the family be comfortable accessing counseling services only in-person).

Referral Options. The following options are available to students/families in order to access counseling supports:

- Contact (i.e., phone call, email) a service provider directly to receive an appointment
- Complete a Social-emotional Support Request Form (available to staff as well for completion); links for support request forms can be found [HERE](#) (see *Social-Emotional Support Request Form* section)
- Accessing provider office hours (set times when students can access service providers)
- Accessing community resources (link for District 95 Community Resource list [HERE](#))

School-Wide Social-Emotional Learning (SEL)

Universal social-emotional instruction for all students will continue to occur across all grade levels during the 21-22 school year. Second Step will serve as the primary curricular resource at the elementary and middle school levels, and District-developed content (aligned with CASEL competencies and ISBE SEL standards) will be delivered at the high school level. Direct instruction will occur during established times (Morning

Meeting at the elementary level, on a departmental rotation at the middle and high school levels), with additional SEL opportunities integrated into core content areas and other whole-school opportunities (such as assemblies).

Building level staff will utilize SEL instruction data as well as other data sources (such as MTSS social-emotional data) in order to determine additional targeted group needs (outside of instruction delivered to all students). All SEL instruction (universal and targeted) will be aligned with state social-emotional learning standards and CASEL (Collaborative for Academic, Social, and Emotional Learning competencies) competencies, in alignment with the District improvement plan.

In addition to universal social-emotional instruction available to all students and targeted group supports, resources developed for students to access during the 20-21 school year will continue to be accessible to students. Links for Virtual Calming Rooms can be found below:

- [K-5 Virtual Calming Room](#)
- [6-12 Virtual Calming Room](#)

Alternate Options for Student Engagement During the School Day

Based on stakeholder feedback from the 20-21 school year, the District will continue to explore and implement additional opportunities for students to connect and engage with each other (and with staff) socially during the school day. These opportunities will give students the chance to have additional spaces to practice Relationship Skills (one of the five key CASEL competencies). Opportunities might include (but are not limited to) the following:

- Student-selected activities that are accessible on select days during homeroom (Middle School level)
- Lunch bunch opportunities (Middle School Level)
- Advisory time (Middle School Level)
- Ability to access alternate spaces during lunch periods with fewer students (High School Level)
- Office hours opportunities to connect with staff, peers (High School Level)

The reader is referred to the Academic section for more detailed schedule information (i.e., homeroom, Office Hours) related to opportunities listed above.

Additional Teaching Activities

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

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

Crisis Response Procedures

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

Parent Supports

Previous systems for providing parent support (Parent Universities, Parent Cafes, etc.) will resume with in-person learning. District and building-based staff will take care to assess family needs and stated areas of interest, and will create supports (i.e., resource documents, targeted parent education) in response to parent needs. Alternate options will be provided to those families with significant health concerns (those who are unable to attend parent/guardian trainings in person).

Staff Supports

Staff Supports. Previous systems for providing staff support will resume upon return to in-person operations. District and building administrators will pay particular attention to supporting those staff who were not in-building during the 20-21 school year, and will develop supports accordingly (based on staff expressed need). Individual conversations with staff, staff surveys, administrator office hours, and other means of gathering information regarding staff needs will all be considered in order to determine next steps for staff support.

The following supports will be considered for continuation during the 21-22 school year, as staff members indicated them as a priority during the 20-21 school year:

- Administrator office hours
- Individual check-ins from administrators/direct supervisors
- Flexibility with professional learning (self-selected, options for remote participation - when appropriate)
- Opportunities for staff connection (to be facilitated by Building SEL teams)
- Increased opportunity for staff collaboration and consultation with grade-level or content-level counterparts

Additional Staff Training. All staff will receive training in several targeted areas across the course of the 21-22 school year in order to provide them with the support they require for meeting varied student social-emotional needs. It should be noted that ALL training will be aligned with CASEL competencies and ISBE SEL standards, and will fall under the umbrella of District SEL work. Training topics will include (but are not limited to) the following:

- Trauma-informed practices (staff and student)
- Teaching and reinforcing expected classroom behaviors (related to trauma-informed practices)
- Equity-related topics (i.e., understanding diverse student backgrounds and experiences, how to support in the classroom)
- Training on SEL curricular materials and related activities

Remote Considerations

Should the District need to pivot to a remote learning model for an extended period of time, the following adjustments will be made to the above Student/Family supports:

- In-person counseling options will be made available for those students in need; procedures for accessing in-person counseling will be communicated by the Student Services Department, should the District pivot to a remote scenario
- The Remote Crisis Response Protocol will be implemented in a remote scenario
- Student and staff supports listed above will continue to be implemented, but in a virtual setting

SPECIAL POPULATIONS – Students with Individualized Education Plans (IEP’s), Section 504 Plans & English Learning (EL) Needs

Special Education Needs

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

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

Additionally, District and building-based staff will implement the following additional precautions to protect the health and safety of staff and students with regard to sharing of materials and social distancing considerations (in place for **full capacity with 3-6’ restrictions** and **hybrid** scenarios):

NEED AREA	Adapted PE Needs	Crisis Prevention and Intervention (CPI) Needs	Itinerant Needs, Traveling Teachers (Hearing, Vision)	Related Service Provider Needs	Early Childhood (EC) Needs (extends to K)	Transition Programming Needs
C O N S I D E R A T I O N	<p>*Cleaning and sanitizing protocols in place for any PE equipment</p> <p>*Social distancing guidelines in place for Adaptive PE activities</p> <p>*For those students that need hand-over-hand or navigation support, development of guidelines for staff in consult with health staff and CDC guidance</p> <p>*Peer leaders will not be used as hands on support/working with students with more intensive physical needs as a primary means of support</p>	<p>*Consultation with CPI regarding safe crisis intervention procedures</p> <p>*Maximizing all crisis prevention procedures in order to minimize incidents where a student may require a CPI hold</p> <p>*Consideration for alternate spaces in buildings that can be used for de-escalation of students (without the use of CPI holds)</p> <p>*Individualized considerations for access to different activities (such as a community outing) for those students at higher risk for needing physical intervention</p>	<p>*Provision of gloves and other PPE when cleaning materials (such as hearing aides)</p> <p>*For those students that need hand-over-hand or navigation support, development of guidelines for staff in consult with health staff and CDC guidance</p> <p>*Traveling staff will monitor symptoms throughout the day and will wash hands/use sanitizer whenever entering a new building</p>	<p>*Provision of space that allows for social distancing when working with groups of students</p> <p>*Cleaning and sanitizing protocols in place for any shared assessment materials (such as manipulatives included in a cognitive assessment kit); shared materials will be limited to the greatest extent possible</p> <p>*Adapted social distancing protocols in place for assessment or related service delivery activities that require face-to-face interaction and/or hand-over-hand support</p> <p>*Provision of clear masks and/or plexi-glass dividers for when providers need to be able to view student speech production and/or demonstrate speech production</p>	<p>*Additional cleaning and sanitizing protocols in place for any EC equipment</p> <p>*For those students that need hand-over-hand or navigation support (to include bathroom support), development of guidelines for staff in consult with health staff and CDC guidance</p> <p>*Considerations for creating natural boundaries/social distancing protocols (such as carpet squares to teach students where to sit, creative seating arrangements)</p> <p>*Individual material/supply kits for students</p> <p>*Development of adapted cooperative play, sharing, and other protocols</p>	<p>*Teaching social distancing and health/safety protocols for community outings, job settings, etc.</p> <p>*Determining and teaching updated social distancing and health/safety protocols for community job partners</p> <p>*Creation of additional in-district job opportunities, should job partners be more limited upon return to live instruction</p> <p>*Adaptation of certain transition activities, as applicable (such as online shopping lessons versus community shopping trips)</p> <p>*Review community partnerships and determine whether there are any discrepancies between District health/safety protocols and business health/safety protocols (address, if applicable)</p>

General Education Transition Needs

Some students with special education (IEP) or English Language (EL) needs may spend part of their day within one classroom or program, and part of their day in a different setting within general education. For example, a student may be in a self-contained special education classroom for several periods per day – and then join their nondisabled peers for a specials class. In conjunction with District health office staff, protocols will be developed in order to ensure a safe transition between environments for students who spend part of their day in one space or cohort and part of their day in another location. Considerations for transitioning into different spaces for special populations are as follows:

- Having assigned seats for students joining different spaces
- Requiring students to wash their hands prior to entering a new space
- For students entering a building from an off-campus location, requiring an updated health screening/handwashing

- Others, as determined by District staff

Meeting Needs

All meetings during the 21-22 school year will be scheduled for in-person, as long as buildings/school sites have the physical space to host the meeting in-person. Every effort shall be taken to provide for in-person meetings as long as it is in compliance with District expectations. Should families have a need that requires remote access to a scheduled meeting, they should contact their case manager (or other staff member) who worked with them to schedule the conference. All participants of in-person meetings shall follow all District guidance and expectations, unless medically deemed inappropriate.

Provision of Specialized Services

Specialized service providers (special education teachers, EL teachers, other specialists) will attempt to maintain set cohorts of students when delivering services; HOWEVER, there may be times when either a) a provider needs to enter a cohort group to provide services or b) students from different cohorts need to be grouped in order to receive services.

In cases where providers need to enter a cohort group OR when students from different cohorts need to be grouped, the following additional precautions will be taken:

- Maintaining charts/records of students who are grouped together for services
- Providers are following current guidelines related to social distancing (between themselves and students)
- Ensuring that students have the requisite amount of social distancing between them when working in a group (this might entail service providers delivering services outside of their assigned office space, in consultation with building administration)

Remote Considerations

Service providers will make every effort to maintain the same or a similar service delivery schedule in the event of an instructional model shift to remote learning. Should remote learning occur/be required over an extended period of time, families will receive notification regarding the provision of group services in a remote setting notification (form linked [HERE](#)).



Communications

Communications Overview

District 95 believes that effective communication is a critical aspect of building strong partnerships and positive trusting relationships. The District has designed effective, ongoing, and two-way communication opportunities as a means to share information, take in feedback for the sake of improvement, and provide voice to different stakeholders. Furthermore, District 95 has developed and will be implementing specific communication procedures, practices, and protocols that will encourage staff, students, families, and the community to safely re-engage in the education process. Regardless of the current instructional model, it is paramount that the District provides effective communication. It is important for the District to provide continuous opportunities for timely communication, including sharing information, collecting feedback, and listening with a reflective and ready-to-act mindset.

This Communications Plan is designed to address the following scenarios:

- Scenario 1 - Face-to-Face (No Classroom Physical Distancing Restrictions)
- Scenario 2 – Face-to-Face (With 3-6 Feet Physical Distancing Restrictions)
- Scenario 3 – Hybrid: Blended Model (combines Face-to-Face with eLearning)
- Scenario 4 - Remote Learning: eLearning Model for All Students

Communication Plan

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

Communication Plan for All Instructional Models

Vehicle/Audience	Type of Information
<p>Website*</p> <p>Audience</p> <ul style="list-style-type: none"> ● Parents ● Staff ● Community ● Students 	<p>Website Objective: Display key information on front of District and school websites. Utilize infographics to convey information at a glance. Provide collapsible formats or clickable links (expand for more detailed information) for ease of finding information.</p> <p>Infographics under Important Links</p> <p>(NOTE: the number of icons appearing is based on resolution and user settings. Most desktop users see four to five icons without scrolling.)</p> <ul style="list-style-type: none"> ● Learning Model & Schedule – each school will be responsible for keeping this information up to date. The Communications Department will provide training to designated individuals on how to update information through Finals site. <ul style="list-style-type: none"> ○ Current Instructional Model for each school, this will reflect how students are learning in the building at this time. <ul style="list-style-type: none"> ▪ For exceptions, a statement such as “Your student may have unique circumstances that may allow for a different instructional model than the general population” should also be included if not all students are following the same plan. ▪ Include appropriate important reminders for each learning model. For example, reminders for at-home symptom checking, masks when required, social distancing requirements, etc. ▪ The District icon will have links to the schools in order to ensure that information is consistent and up to date. ○ Schedules (school specific) on each school webpage. <ul style="list-style-type: none"> ▪ Daily or weekly schedules should be provided for high school, weekly or monthly for middle and elementary schools. ▪ Schedules should include information such as A days or B days (if applicable). Any other important, relevant schedule information (early releases, etc.) should also be found here. ▪ The District icon will have links to the schools in order to ensure that information is consistent and up to date. ● Recent School Communications – This page is intended to provide families with “one stop shopping” for recent school communications. Each school will be responsible for keeping this information up to date. The Communications Department will provide training to designated individuals on how to

	<p>update information through Finals site. The District icon will say Recent District Communications and will be maintained by the Communications Department.</p> <ul style="list-style-type: none"> ○ Principal Newsletter (link directly to Smore account) for each school. District will feature Superintendent Newsletter. ○ Canvas/Seesaw Communications – link to global Canvas/Seesaw announcements ○ Daily Announcements – link to daily student announcements ○ Reiteration of information from School Messengers or emails sent to families – display important information from recent communications on this page (information should be available directly on this page rather than a link for end-user ease and to avoid the use of PDFs which may not be accessible). ○ Link to District communications – all schools should link to District communications; this link will be provided by the Communications Department and will remain consistent for the year. <ul style="list-style-type: none"> ● Health & Wellness – this icon will lead to the Health & Wellness webpage with COVID protocols, and information about cleaning & sanitation, transportation guidelines, SEL, etc. ● Extracurricular/Athletics for middle and high school pages. PTO for elementary pages. ● Search – depending upon the user’s screen resolution, the user may need to scroll to see this icon. This icon will be visible for those who can see five icons at one time. <p>*WEBSITE DESIGN CHANGES REQUIRED</p> <ul style="list-style-type: none"> ● Modify “Search” webpage to make it more obvious where the user types search keywords ● Include “Search” on main menu of each school and District webpages in order to increase visibility <p>REMOVE</p> <ul style="list-style-type: none"> ● Remove special 2020-21 School Year webpage. Key information will be provided elsewhere and will be more integrated with full website. ● Attendance button.
<p>Superintendent Communications</p> <p>Communication Vehicles:</p> <ul style="list-style-type: none"> ● School Messenger ● Website ● Remind* ● Smore ● Zoom <p>Audience:</p>	<p>Communications should be:</p> <ul style="list-style-type: none"> ● Primarily District-wide information ● School Messenger and Remind for timely information ● Voice messages only for significant changes/news ● Voice, email messages at high level, details on website ● School Messenger auto-translate used for all messages and languages ● Messages not to exceed 5000 char (auto translate maximum) ● Use infographics with minimal text to convey basic information easily ● Message subject line reflective of content ● Non-emergency messages follow consistent format: <ul style="list-style-type: none"> ▪ Opening - personal connection

<ul style="list-style-type: none"> ● Parents ● Staff ● Community ● Students (as appropriate) 	<ul style="list-style-type: none"> ▪ Identifiable sections, in order of importance ▪ Where to find more information ▪ Closing – personal connection ● Smore newsletter for regular monthly information with: <ul style="list-style-type: none"> ▪ Short personal message ▪ Student/staff personal stories when available ▪ Strategic Plan Updates ▪ Upcoming Events ● Zoom for regularly scheduled staff meetings or in person if capacity limit and social distancing can be maintained or are not applicable <p>*NEW IMPLEMENTATION REQUIRED</p> <ul style="list-style-type: none"> ● Remind for texting, District-wide
<p>Principal Communications</p> <p>Communication Vehicles:</p> <ul style="list-style-type: none"> ● School Messenger ● Website ● Remind* ● Smore ● Zoom ● Canvas ● Seesaw <p>Audience:</p> <ul style="list-style-type: none"> ● Parents ● Building Staff ● Cabinet ● Students (as appropriate) 	<p>Communications should be:</p> <ul style="list-style-type: none"> ● Primarily school-wide information ● Principal communications should summarize pertinent important information from Superintendent communications in a succinct format. Reference Superintendent email for greater detail if appropriate. ● Regular Smore newsletter; embed newsletter into email rather than linking ● Canvas and Seesaw for global messaging to all parents and students ● School Messenger and Remind for timely information ● Voice messages only for significant changes/news ● Voice, email messages with specific details for building based information, details on website as appropriate ● School Messenger auto-translate used for all messages and languages ● Messages not to exceed 5000 char (auto translate maximum) ● Use infographics with minimal text to convey basic information easily ● Message subject line reflective of content ● Non-emergency messages follow consistent format: <ul style="list-style-type: none"> ○ Opening - personal connection ○ Identifiable sections, in order of importance ○ Reiterate high level key points from Superintendent messages, details on website ○ Where to find more information ○ Closing – personal connection ● In-person or Zoom for regularly scheduled staff meetings ● Remind for texting in limited circumstances in order to not overwhelm parents ● School Messenger translations for multiple languages <p>*NEW IMPLEMENTATION REQUIRED</p>

	<ul style="list-style-type: none"> ● Remind for texting, school-wide ● Encourage parent Canvas and Seesaw accounts in order to see global announcements being sent by teachers and administrators (and to see other teacher updates).
<p>Teacher Communications*</p> <p>Communication Vehicles: *</p> <ul style="list-style-type: none"> ● As defined in Academics plan 	<p>Communications should include:</p> <ul style="list-style-type: none"> ○ Reiteration of key communication points from Principal ○ Use infographics with minimal text to convey basic information easily <p>*As defined in the Academics plan</p>
<p>Physical Signage</p> <p>Audience:</p> <ul style="list-style-type: none"> ● Students ● Staff ● Visitors 	<p>For Hybrid or Full Capacity, provide signage for</p> <ul style="list-style-type: none"> ○ Physical requirements to enter the building (for example, masks, social distancing, etc.) ○ Where to stand, especially when lining up (bathrooms, cafeteria, buses, etc.) ○ Directional signs if restricting student movement <p>Signs should be mindful of</p> <ul style="list-style-type: none"> ○ Young students who are not yet readers ○ Color blind readers ○ English learners
<p>Social Media</p> <p>Communication Vehicles:</p> <ul style="list-style-type: none"> ● Twitter ● School and District Facebook <p>Audience:</p> <ul style="list-style-type: none"> ● Parents ● Staff ● Community ● Students (limited) 	<p>Social Media Objective: Use social media to share daily activities and “feel good” news, also as part of a multi-pronged approach to provide timely information.</p> <ul style="list-style-type: none"> ● Do not rely on social media for critical messaging, not all stakeholders use these outlets ● Social media posts should link back to District/school website for more information, if appropriate ● Develop hashtags for the school year and encourage the use across the District (#D95Values, etc.) ● Use infographics with minimal text to convey basic information easily ● Partnering with Bear Facts more frequently

Back to School Engagement Plan

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

Overview – Back to School Engagement

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

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

If State or Health requirements require limitations on gatherings (or social distancing, cleaning requirements before/after, etc.), in-person events need to be scheduled (consider signups or assigning people to groups) in order to meet those needs. Serious consideration of all of these factors and any subsequent State/Health guidance should be given before determining whether an in-person or virtual option is best for each event.

Pre-Pandemic - Back to School

Pre-Pandemic Residency Event Information

- Residency Verification
- Principal letter (Elementary)
- Teacher Assignments (Elementary)
- Teacher Welcome Letter (Elementary)
- Calendars
- Schedules (Middle, High School)
- Parking Passes
- Sodexo – lunch info, payment
- PE Uniforms
- Bus Route Information
- Questions/information for nurses

Multiple Learning Environments - Back to School

Create digital and non-digital comparative services

- Residency Verification – outsource

Digital “Back to School”

- Principal Video Greeting (pre-recorded)
 - Prepare in advance so that translated versions can be made available
- Teacher Assignments/Class Schedules (on ‘reveal’ day)
- Nurses “drop in” Zoom chat, digital forms
- PTO “drop in” chat, digital ordering of spirit wear
- Off campus permission (need to capture parent signature)

Non-Digital

<ul style="list-style-type: none"> ● IDs (Middle, High School) ● Off campus permission (High School) ● PTO Connection, spirit wear 	<ul style="list-style-type: none"> ● Calendars (discontinue print calendar) ● Parking passes (building will coordinate pickup or mailing) ● PE Uniforms (purchase/pick up through office if needed)
Kindergarten Screening	As defined by Academics plan
Parent/Student Information about What's New	<p>Provide a "Back to School" what's new document (consider digital and paper) so parents and students can learn about</p> <ul style="list-style-type: none"> ● Any health requirements such as masks, health screening/self-certification, social distancing, capacity limits, bus health/cleaning requirements, etc. ● New construction or changes within school, movement within school, any other changes such as with specials, lunch recess (elementary), interacting with each other, etc. ● Attendance/absence reporting.
Parent Information about Remote Learning	<ul style="list-style-type: none"> ● Provide "How to Zoom" information (mail and digital formats). Include information about Zoom schedules. <ul style="list-style-type: none"> ○ Provide translated copies of information ● Teachers - Invite parents to Zoom meeting to learn process ● Key information and resources for parents <ul style="list-style-type: none"> ○ Provide physical locations of where to go for help ○ Include supports, resources, and hotlines for students/families who are struggling (SEL, food insecurity, etc.) – central location on website ○ Provide in multiple languages ○ As provided by Student & Family Support Transition Team and others.
Student Information about Remote Learning	<ul style="list-style-type: none"> ● Provide "How to Zoom" information (regular mail and digital) ● Teachers - Invite students to Zoom meeting to learn process; follow up with any students experiencing difficulties ● Key information and resources for students <ul style="list-style-type: none"> ○ Provide physical locations of where to go for help ○ Include supports, resources, and hotlines for students/families who are struggling (SEL, food insecurity, etc.) ○ As provided by Student & Family Support Transition Team and others.

<p>Meet the Teacher (Elementary), Kindergarten playdate (IF, SA)</p>	<p>Either virtual or in-person. Virtually, this can be done as a Zoom meeting with the teacher (set up a schedule or drop-in during certain hours). Zoom with breakout rooms can be considered for virtual “playdates”. For an in-person connection, all State and District requirements must be met. Additionally, reservations would be required and would need to be coordinated at the building level if capacity limits are in place or if social distancing is required. Appropriate cleaning and disinfecting must be performed before and after each visit. Utilize bilingual resources (Heartland Alliances interpretation, bilingual teachers, Family Liaison to reach out to non-English speaking parents).</p>
<p>Scavenger Hunt, Walk the Schedule (Middle School)</p>	<p>Either virtual or in-person.</p> <p>Video tour of the school is possible, however, this might also be a good option for in-person connection if all State and District requirements can be met.</p> <p>For in person options, require that reservations be made and coordinate at building principal level if capacity limits are in place. Appropriate cleaning and disinfecting must be performed before and after each visit.</p>
<p>Freshmen Orientation (High School)</p>	<p>Either virtual or in-person.</p> <p>Can be done as a Zoom orientation (small groups, consider neighborhood based), but this may also be a good option for an in-person connection, if all State and District requirements can be met.</p> <p>For the in-person option, require signups for sessions if capacity limits or social distancing requirements are in place. Coordinate movement of students throughout other parts of the building to ensure capacity restrictions and to limit areas where extra cleaning will be needed. Appropriate cleaning and disinfecting must be performed before and after visits.</p>
<p>First Days of School</p>	<p>All of these activities (and similar) may provide an option for in-person connection, enforcing State and District requirements. All can be delivered as virtual if it is difficult to enforce State and District requirements, and by providing options virtually we are most able to pivot quickly if necessary.</p> <ul style="list-style-type: none"> ● Red carpet video to welcome students (can be pre-recorded) <ul style="list-style-type: none"> ○ Establish location for the welcome activity/entering school, ensuring that groups are not congregating, not exceeding capacity limits, and that social distancing is observed. Utilize outside options where possible, still observing social distancing.

	<ul style="list-style-type: none"> ● (Getting to know you) Activities <ul style="list-style-type: none"> ○ Classroom based or virtual ● Include “what’s new at the school” if appropriate (i.e., building construction/changes) <ul style="list-style-type: none"> ○ Digital or in-person. Coordinate within building for in-person tours to ensure any capacity limits and social distancing are observed. ● Virtual games <ul style="list-style-type: none"> ○ scavenger hunt ○ lip sync battle ○ karaoke ○ trivia etc. ● Daily announcements <ul style="list-style-type: none"> ○ “On this day” facts ○ Jokes and humor ○ Student involvement ○ Themes for morning announcements (carry forward into morning meetings)
Curriculum Night	<p>Either virtual or in-person. Pre-recorded principal/teacher messages are encouraged, these can be used for an in-person gathering or for a virtual meeting. Pre-recorded messages should be made available in other languages as well. In-person Curriculum Night meetings are possible in the Hybrid or in-person models, however overall building capacity and hallway traffic would likely require multiple date/time offerings to keep groups small. Signups or allocated time slots would be required, and overall building scheduling should be managed by building leaders to ensure any capacity limits are not exceeded. Limiting attendance to one parent per child may help limit capacity somewhat. Appropriate cleaning and disinfecting must be performed before and after visits. A virtual Zoom session is also advisable for those who are not willing to attend in person where the teacher can play a pre-recorded message and then allocate some time at the end for questions and answers.</p>
Extracurricular/Activity Information	<p>Either virtual or in-person. Digital information and “drop in” Zoom chat. In-person informational meetings with digital component also possible, enforcing State and District requirements. For in-person option, require that appointments be made ensuring that capacity limits are maintained in each session. Coordinate movement of students throughout other parts of the building to ensure capacity restrictions. Appropriate cleaning and disinfecting must be performed before and after.</p>

Engagement Plan Throughout the Year

The Engagement Plan Throughout the Year looks at traditional school events and determines how and if those events could be altered in order to quickly pivot from one Learning Model to another. Each event will require its own person/team organizer. This document serves to identify key events and potential alternatives.

Overview – Engagement Throughout the School Year

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

In-person events need to be scheduled (consider signups or assigning people to groups) if capacity limits or other requirements are in place. District/school events may require masks unless medically contraindicated, and a health screening prior to entering schools which can be self-administered or conducted by school personnel.

Types of Engagement	Plan
District, School, and Teacher Communications	See Communications Plan
Back to School Events	See Back to School Engagement Plan
Point People within Schools, Personal Connection	Identify “point people” within schools who are responsible for connecting with specific students during any type of learning model. <ul style="list-style-type: none"> ● Academic Concerns – Academic plan ● SEL Concerns – Student & Family Support plan ● Health Concerns – Health & Wellness plan ● Free/Reduced students – Business Office
Access to Support	Increase and improve access to support for Students and Families:

	<ul style="list-style-type: none"> ● Create one location for easy to find supports on website (for example, Health & Wellness icon leading to webpage with related information) ● Highlight existing support structures to parents and students, such as: <ul style="list-style-type: none"> ○ See Something, Say Something ○ Text a Tip ○ Tech Support email and phone
<p>Large Group Events (also see Back to School Events above)</p> <p><u>District-wide</u></p> <p>Parent PD Sessions</p> <p>District-wide Community Engagement</p> <p>Parent Teacher Conferences</p> <p>Foundation Events</p> <p>Monthly Board Awards</p> <p>Red Ribbon Week</p> <p>District-wide Art Festival</p> <p>District-wide Choral Festival</p> <p>EL Nights</p> <p><u>By School(s)</u></p> <p>Curriculum Night</p>	<p>Either virtual or in-person. Each large group event will require its own plan for alternate programming, to be created by the organizer(s), but practices should be consistent across all buildings at a given level. In-person events may still have a virtual component in order for us to manage capacity limits, social distancing, and in the event the District must pivot to another Learning Model. Virtual events may include some or all of the following: Zoom meeting, Livestream, pre-recorded videos, small group breakout sessions (Zoom), possibly Zoom surveys, etc. Information should be provided in multiple languages as much as possible, especially for pre-recorded virtual messages. All in-person plans must include any State, Health, and District requirements including cleaning requirements before/after.</p> <p>These events are possible to offer virtually. Organizers should determine which events are most beneficial as in-person events, if conditions permit.</p> <ul style="list-style-type: none"> ● Parent PD Sessions - for example: <ul style="list-style-type: none"> ○ Getting to Know Zoom ○ All about Seesaw ○ Canvas 101 ○ How to Support your Child During eLearning (multi-part) ○ SEL/SPED supports ○ Special events on these topics for EL parents ● Curriculum Night (see Back to School Engagement) ● Open House ● District-wide Community Engagement Events ● Some PTO events (book fairs, meetings, bingo, etc.) ● Parent Teacher Conferences

Open House	<ul style="list-style-type: none"> ● Some Foundation Events <ul style="list-style-type: none"> ○ District 95 Film Festival ○ STEAM Possible ● Monthly Board Awards ● Red Ribbon Week ● School Assemblies ● Possibly holiday parties (virtual games) ● District-wide Art Festival ● Clubs & Activities – <ul style="list-style-type: none"> ○ For some, possibly combination of Zoom meeting with outside, independent activities; for example, girls/boys on the run. ● Field Trips ● Presenters ● College Night (HS) ● Pathway to Careers (HS) ● EL Nights (digital access must be available) ● Internships (HS) – virtual for some ● Senior Honors Night <p>For these activities, in-person may be required, but some alternate virtual alternatives may be possible with the use of technology. When capacity limits and/or social distancing are in place, parents/outside guests should be very restricted or not permitted.</p> <ul style="list-style-type: none"> ● Concerts ● Plays and musicals ● Vision and Hearing Screening (as determined by Academics team) ● Field Days ● Clubs & Activities ● Homecoming ● Graduation, Promotion <p>These events, in the format typically conducted, are not likely to be held until Phase 5:</p>
PTO Events	
Assemblies	
Holiday Parties (Elementary)	
Clubs & Activities	
Field Trips	
Presenters	
College Night (HS)	
Pathways to Careers (HS)	
Internships (HS)	
Concerts	
Plays and Musicals	
Vision and Hearing Screening	
Field Days (Elementary)	
Homecoming Activities (HS)	
Prom (HS)	
Graduation (HS)	
Promotion Ceremonies (MS)	
Senior Honors Night (HS)	

	<ul style="list-style-type: none"> • District-wide Choral festival • In-person, all-school assemblies • Prom
<p>Celebrations and Creating an Optimistic Mood</p>	<p>STUDENTS</p> <p>Create opportunities to celebrate the work and accomplishments of students</p> <ul style="list-style-type: none"> • Monthly Board Awards • Other student recognitions • Superintendent Student Advisory Team • Student Voice Features • Digital Scrapbook or similar • Art and other displays of student works • Student stories (in principal and District newsletters) <p>STAFF</p> <p>Identify ways to create an optimistic mood and sense of excitement. Emphasis on:</p> <ul style="list-style-type: none"> • How much all stakeholders are valued • Critical role of all stakeholders • Exciting agenda for renewal • Plans for making renewal a reality • New opportunities for stakeholder participation and leadership

District 95 Pandemic Transition Team

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

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- Transition Team Members (Gray- HS, Blue- MS, Peach-ES, White-DO, Green- Board Member)
- Names in Bold indicate Team Leaders