



Hawthorn CCSD 73
ARP (American Rescue Plan) ESSER III Funding Plan

Hawthorn CCSD 73 Plan for Use of ARP Funds

District leaders with input from building principals, teachers and community partners created the required funding plan and allocated funds to areas that have been impacted by the pandemic.

How the district engaged in meaningful consultation with stakeholders, including students: families: school and district administrators (including special education administrators): and teachers, principals, school leaders, other educators, school staff and their unions.

The district engaged in meaningful consultation with the above mentioned stakeholder group in below ways:

- Hawthorn CCSD 73 website
- Hawthorn CCSD 73 e-newsletters

The district also engaged district staff in various meetings in order to collect feedback and input on the use of ESSER III funds.

How the district engaged in meaningful consultation with each of the following to the extent present in or served by the LEA: tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

- Hawthorn CCSD 73 website
- Hawthorn CCSD 73 e-newsletters
- Hawthorn CCSD 73 Parent advisory groups (PTO, BPAC, etc.)

The district also engaged district staff in various meetings in order to collect feedback and input on the use of ESSER III funds.

The plan addresses the return to in person learning that has been mandated for all students throughout the state of Illinois. Our plan is as follows:

Salaries will support learning loss and social emotional well being of our students will be a large portion of our funding plan. Hawthorn will retain six Interventionists for SY22-23. Our Interventionists will continue to use a variety of universal screeners to determine which students are experiencing academic and/or social gaps. They intervene quickly, figure out the students need(s) and activate a plan so students get the help they need immediately. They will work very closely with students on academic and social skills. Growth is monitored weekly for these students. Hawthorn will hire five Instructional Coaches for SY22-23. Our Instructional Coaches will work with staff and students to address gaps in student achievement. They support teachers in professional learning communities to ensure that interventions for students are implemented consistently and effectively. Through data-driven coaching cycles, they work with staff to constantly refine learning experiences to address the academic and social emotional needs of every student. Hawthorn will hire four Summer Program Leaders. One for each summer program (ESY, Summer Scholars, HEI (Hawthorn Enrichment Institute and Hawthorn Music Camp) held Summer 2022. Program leaders support the development and implementation of summer programming throughout the district along with supporting students, staff and parents of each program. Hawthorn will hire four Afterschool Program Leaders for SY22-23 and six for SY23-24. Program leaders support the development and implementation of afterschool programming throughout the district. This program will focus on students who need additional support academically and socially.

Instructional materials will be purchased for Elementary and Middle School students. An Elementary reading intervention software license will be purchased to support student learning loss for one of our Elementary buildings. Guided reading books will be purchased for an Elementary Book Room to also support student learning loss. Students will be encouraged to take books home and practice reading at home. SY22-23 novels will be purchased for Middle School students to support learning loss.

Hawthorn will continue to follow CDC, IDPH, ISBE and State Law guidelines to navigate the pandemic. To help our students and staff districtwide continue to feel safe, the district will provide PPE supplies and Disinfecting Services will be performed to prevent the spread of COVID-19. PPE supplies will be purchased and maintained in the nurses offices at every building. Supplies purchased will include but are not limited to are: masks, gloves, disinfecting hand

wipes, disposable pillowcases, clear face masks and hand sanitizer. Districtwide Disinfecting Services will be performed daily by GSF.

The purchase of PowerSchool Unified Insights (formerly known as PowerSchool Hoonuit) data warehouse and training along with continued technology staffing to support 1:1 devices is also included in our funding plan. PowerSchool Unified Insights (formerly PowerSchool Hoonuit) Historically, our schools have only used assessment data once per trimester to identify school-wide student support needs. Our current system of collecting and interacting with the data is disjointed and prevents us from seeing an accurate and comprehensive picture of a student's needs. This proves to be inadequate for our students, especially with our efforts to overcome pandemic-related learning loss, social-emotional wellness needs, and ensure equity and inclusive practices across our schools. Current practices result in incomplete data and time delays with regard to urgently needed student supports. PowerSchool Unified Insights (formerly PowerSchool Hoonuit) will allow educators to obtain the necessary information from demographics, attendance, behavior, grades, assessments, and social-emotional surveys in order to target and provide timely interventions that close these gaps for our students. Training for school administrator's on PowerSchool's Unified Insights will be provided. Technology staffing will continue to support 1:1 devices for students and staff.

Capital Project to improve school air quality and ventilation. Estimated start date is June 2022 and estimated end date is August 2022.

ARP ESSER III - PURPOSE

The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) fund provides state and school districts help to safely reopen and sustain the safe operation of schools and address the impact of the COVID-19 pandemic on the nation's students.

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

Section 2001(i) of the ARP Act requires a Local Education Agency (LEA) that receives ARP ESSER funds to develop and make publicly on its website a plan for the safe return to in-person instruction and continuity of services. The LEA must regularly review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services.

[Hawthorn CCSD 73 COVID-19 Dashboard](#)

USE OF FUNDS PLAN

Each LEA that received ARP ESSER funds must develop a plan for its use of funds and post on its website.

The plan must explain:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance.
- How the LEA will use the funds it reserves under Section 2001(e) (1) Of the ARP Act to address the academic impact of lost instructional time.
- How the LEA will use its remaining ARP ESSER funds.
- How the LEA will ensure the interventions it implements will respond to the social, emotional, mental health, and academic needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic.

FUNDS FOR LEARNING LOSS

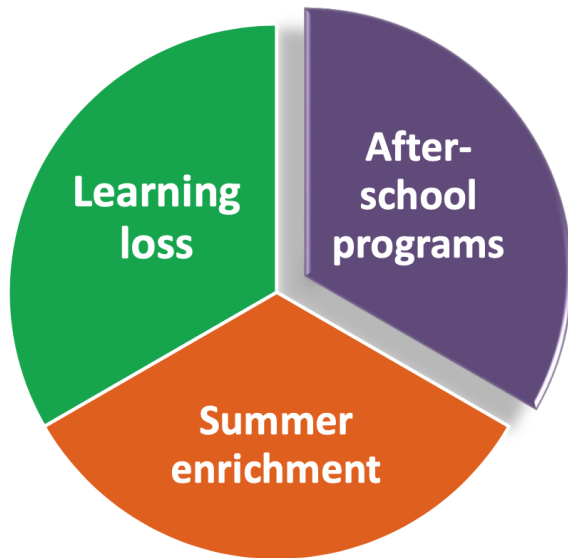
An LEA must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs. It must ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Hawthorn CCSD 73 ARP - ESSER III Allocation is \$2,147,562.00 (20% of this amount or more MUST be reserved for Learning Loss.)

Calculation: $\$2,147,562.00 \times 20\% = \$429,512.40$

STATE LEVEL RESERVATIONS

Under Section 2001(f) of the ARP Act, a State Education Agency is required to reserve ARP ESSER III funds for three state-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children and youth in foster care and migratory students.



Hawthorn CCSD 73

Required Reservation Amounts

State-level Reservation Learning Loss \$92,496.00

State-level Reservation Summer Enrichment \$18,499.00

State-level Reservation After-school Programs \$18,499.00

HAWTHORN CCSD 73 ALLOCATIONS AND FUNDING PLAN

Allocations:

Eligible Reimbursement Period: March 13, 2020 - September 30, 2024

2147562	ARP -ESSER III Allocation (at least 20% of which must be used to address loss of learning)
92496	State-level reservation - Learning Loss
18499	State-level reservation - Summer Enrichment
18499	State-level reservation - After-School
2277056	Total Funds Available

Funding Plan:

Expenditure	Minimum Expenditure to meet ESSER III Requirements	Budget Amount	Total Allocation 2,277,056.00
Salaries - SY22-23 Interventionists	Federal-level Learning Loss \$429,512.40	512,942.00	1,764,114.00
Salaries - SY22-23 Instructional Coaches	State-level Learning Loss \$92,496.00	358,508.00	1,405,606.00
Salaries - Summer Enrichment Program SY21-22	State-level Summer Enrichment Program \$18,499.00	27,578.00	1,378,028.00
After-school Program	State-level After-school Program \$18,499.00	27,578.00	1,350,450.00
Intervention Reading Materials		31,631.00	1,318,819.00
PPE		25,000.00	1,293,819.00
PowerSchool Hoonuit Data Platform		31,500.00	1,262,319.00
PowerSchool Hoonuit Data Platform Administrator Training		20,900.00	1,241,419.00
Technology Staff to Support 1:1 devices		59,094.00	1,182,325.00
Districtwide Disinfecting Services		447,711.00	734,614.00
HVAC		734,614.00	0.00

Hawthorn School District 73

Family Guide 2021-2022: Moving Forward



The contents of this guide may be changed in accordance with ongoing guidance from the Illinois State Board of Education (ISBE), Illinois Department of Public Health (IDPH), and the Lake County Health Department. Adjustments may also be made to best meet the needs of students, staff, and families in Hawthorn District 73.

Hawthorn District 73

Family Guide 2021-2022: Moving Forward

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Introduction & District Goals

The intent of this guide is to provide information specific to the reopening of all Hawthorn District 73 schools for in-person learning during the COVID-19 pandemic. Health and safety information is aligned with updated CDC guidance for COVID-19 prevention in K-12 schools, fully adopted by IDPH and ISBE and legally enforceable. This guide is not all encompassing. Please connect with your child's building administrator if you have any questions or need clarification.

District goals for the 2021-2022 school year, as related to the COVID-19 pandemic, include:

- Prioritize health and safety.
- Ensure a smooth transition to on-site learning for all students, staff, and families.
- Prepare for multiple scenarios.
- Remain nimble and flexible, acting in accordance with guidelines from the Illinois State Board of Education and Illinois Department of Public Health.
- Provide a remote learning option for students required to quarantine or isolate because of a COVID-19 exposure.
- Promote collective responsibility and kindness throughout the Hawthorn community.

Curriculum & Instruction

Acceleration for All

Learning acceleration is an approach that engages students in materials, tasks, and assignments at their grade level, while also providing needed support or services. Unlike remediation methods, which move students backwards by delaying access to grade level instruction, acceleration focuses on moving students forward. Our goal is to accelerate student learning to close any gaps; targeted, timely support is provided when students are lacking the skills they need to effectively engage with grade-level content.

Acceleration is made possible by educators working together as a Professional Learning Community (PLC) to implement our Guaranteed and Viable Curriculum (GVC). The GVC is a curriculum in which specific grade level content is identified, and instructional time is provided to teach that content. Essential outcomes are selected to represent the prioritization of that content; they provide focus and a common understanding of what all students must know and be able to do.

A Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively to achieve better results for the students they serve. PLC practices and structures create a sustainable focus on learning; build a collaborative culture in which learning matters; and focus on results. Our grade level team and department-based PLCs work together to ensure student learning by responding to four key questions:

- What is it we want all students to know and be able to do? (GVC)
- How will we know if each student has learned it? (assessments)
- How will we respond when students don't learn it? (intervention)
- How will we extend for the students that already demonstrate mastery? (enrichment)

Learning Model

All classrooms reflect in-person instruction. Staff are prepared to temporarily transition to concurrent learning should a member of their classroom community be [prohibited from attending school](#)

in-person due to COVID-19. In these cases, students access learning via Zoom and a Learning Management System so that they may maintain their same teacher(s) and any support services. Staff are also prepared to transition to remote learning in accordance with any changes to ISBE or IDPH guidance. **UPDATED 9.26.21**

Social Emotional Learning & Support

Hawthorn District 73 is committed to the continued growth and learning of all students. This includes a focus on our students' academic *and* social-emotional needs.

Building supportive classroom communities is essential. Positive and meaningful relationships with peers and teachers allow for students' authentic engagement in the learning process; students feel safe, supported, and ready to learn. Additionally, practices that promote equity and inclusion ensure all students feel safe and a sense of belonging at school.

Morning meetings (elementary) and advisory (middle school) sessions provide a touch point at the start of each day to address students' more immediate social emotional needs related to problem solving, peer relationships, emotional management, and more.

Our MTSS (Multi-Tiered System of Supports) model provides for early identification and timely intervention so each student's needs are met. Our clinician team plays an important role in supporting student success, and will support students within or outside the classroom. In addition, all staff are participating in professional development around trauma-informed practices and supporting students' social and emotional learning needs through tiered efforts.

A list of community services and resources is available for families [here](#). Our district social workers and psychologists may also help connect families with resources in our community. Contact information for our district social workers and psychologists is [here](#).

Mitigation

Cleaning

Increased daily cleaning and disinfecting protocols have been instituted at all facilities, with an emphasis on repeated cleaning of high-touch/high-traffic areas (including bathrooms).

Custodial teams have a dedicated employee in each building continuously disinfecting frequently touched surfaces every two hours, including staff room, lunchrooms, and restrooms.

~~Each classroom is provided with a spray bottle of [solution](#) and paper towels. On Friday afternoon of each week, the spray bottles are placed outside the classroom door in the hallway to be refilled, as the spray has a shelf life of one week. If staff is in need of the spray bottle to be replenished prior to the end of the week, they coordinate with the building custodial staff. Teachers and instructional staff are asked to disinfect personal workspace, especially in situations where surface areas may be shared.~~
UPDATED 4.18.22

Any area of a school or district facility used by an individual who is ill will be closed until proper cleaning and disinfection procedures have been completed.

Hand Washing & Sanitizing

Classrooms are provided with hand sanitation supplies with continued focus on frequent handwashing.

Masks

While indoors, masks are recommended for all staff, students, and visitors (age 3 and older) regardless of vaccination status. This mitigation aligns with health and safety recommendations in the updated CDC, IDPH, and ISBE guidance. **UPDATED 4.8.22** ~~It also significantly decreases the likelihood that students' learning will be interrupted due to required quarantines; the updated guidance removes students from the list of close contacts within a classroom setting when they are consistently and correctly wearing well-fitting masks and other preventative measures (including social distancing at a minimum of 3 feet) are in place.~~

~~Fully vaccinated staff meeting with other fully vaccinated staff outside of settings where unvaccinated persons are present may remove their masks. In these cases, a distance of 6 feet is maintained.~~ **UPDATED 8.11.21**

While outdoors, ~~except during activities that are crowded,~~ masks are optional for students and staff. ~~not required to wear them under [COVID-19 Executive Order No. 98](#) and other IDPH/ISBE guidance for schools.~~ It is recommended that staff and students wear masks outdoors for days 6 through 10 if returning from five days of isolation, quarantine, or exclusion, or for 10 days for all individuals who were exposed to a confirmed or probable case of COVID-19. **UPDATED 4.8.22**

Masks are recommended on school busses by all individuals (age 3 and older), regardless of vaccination status. ~~as school buses and other school transport qualify as public transport.~~ **UPDATED 4.8.22**

Additional masks are available in each school office and on school buses.

Self-Certification

Parents/Guardians are not required to complete daily self-certification of their child's COVID-19 symptoms. Instead, by sending their child to school each day, parents/guardians are certifying that their child is not displaying any COVID-19 symptoms.

Sharing Materials

Students may share materials and equipment. It is recommended that students wash or sanitize their hands before and after sharing items. If someone is sick or has tested positive for COVID-19, the building administrator and Facilities Department coordinate needed cleaning and disinfection.

Social Distancing

While indoors, students and ~~vaccinated~~ staff are socially distanced at 3-6 feet. ~~Unvaccinated staff are socially distanced at 6 feet.~~ While outdoors, activities do not involve sustained close contact with unvaccinated persons. During breakfast and lunch, students are socially distanced at 6 feet and face the same directions. **UPDATED 4.8.22**

~~Social distancing signage and markings have been added to all facilities. Lockers or hooks may be used when time at these locations is limited.~~

Testing

Our COVID-19 Testing FAQ ([English](#) and [Español](#)) was emailed to families on August 27th. The FAQ details information about SHIELD Testing and BinaxNOW Testing. SHIELD testing is currently an option for both unvaccinated and vaccinated students. The District is not participating in the Test to Stay program. **UPDATED 4.8.22**

~~Our COVID-19 Testing FAQ ([English](#) and [Español](#)) was emailed to families on August 27th. The FAQ details information about SHIELD Testing and BinaxNOW Testing, including "Test to Stay" provisions for eligible, asymptomatic students or staff identified as close contacts due to exposure during the school day (excluding extracurricular activities). Individuals found eligible for "Test to Stay" may continue attending school while being tested for COVID-19 over the course of seven days, rather than quarantining. "Test to Stay" [protocols](#) include exclusion from competitions and performances during the 0-7 day testing period. Additional information about eligibility is shared with families if their child is identified as a close contact. **UPDATED 1.18.22**~~

~~Preschool aged children are not eligible to participate in "Test to Stay," per current IDPH guidelines. **UPDATED 11.21.22**~~

Vaccination

Staff

~~Beginning September 19, 2021, all educational employees are required to show proof of vaccination or participate in weekly COVID-19 tests. **UPDATED 9.9.21**~~

Students

~~To further expedite our COVID-19 contact tracing processes, please. Parents are encouraged to upload a copy of your child's COVID-19 vaccination card or immunization records to PowerSchool if they have received the vaccine. If your child has only received the first shot, please wait to upload the record until they have received both shots and are fully vaccinated. ~~Providing this documentation will help us further expedite our contact tracing processes in the event of positive COVID-19 cases at school.~~ **Updated 4.8.22**~~

To submit your child's record, please log into the PowerSchool parent portal and follow the instructions below:

- Using a web browser, log into the [PowerSchool Parent Portal](#).
- Click on the SchoolForms link in the left navigation bar.
- In the window that displays, click on the "COVID-19 Vaccination Record" form.
- If you have more than one student attending Hawthorn District 73, you must repeat these steps for each student.

There is no submission deadline for this request. Please note, you are not required to share this information with us or have your child receive the COVID-19 vaccination at this time. ~~We are simply asking for this information to streamline our contact tracing processes.~~ Should you need any assistance uploading your child's COVID-19 vaccination card or immunization record, please contact your building's front office staff. **UPDATED 4.8.22**

Ventilation

The district has 3 types of HVAC systems: air handlers, univents, and electric heat. Systems are running from 6:00 a.m.- 8:00 p.m. Every unit brings in a minimum of 20% fresh air. If there is no demand for heat or cooling, the units bring in 100% fresh air. The district utilizes a high efficiency filter, Merv rated 10. The district has changed the procedure for changing filters from a 90 day to a 45 day period.

Mitigation: Special Programs & Events

Athletics & Extracurriculars

Athletics and extracurricular programs provide students an opportunity to engage in a variety of activities that reflect their strengths and interests, practice social skills, and build further connections to their school community.

Athletics

Masks are optional for students and staff, regardless of vaccination status, who are engaged in outdoor activities that do not involve sustained close contact. While indoors, masks are recommended for all students and staff. Students who are not fully vaccinated and participating in indoor sports should keep physical distance as much as possible. (UPDATED 4.4.22)

Students may share materials and equipment. It is recommended that students wash or sanitize their hands before and after sharing items. If someone is sick or has tested positive for COVID-19, the building administrator and Facilities Department coordinate needed cleaning and disinfection.

Middle school locker rooms are open. It is recommended that spectators and other visitors (age 3 and older) wear masks while indoors, regardless of vaccination status.

Extracurriculars

All extracurricular programs reflect in-person participation. Staff are prepared to temporarily transition to concurrent experiences should a member of their club or group be prohibited from attending the program in person due to COVID-19. In these cases, students access the activity via Zoom so that they may maintain their participation.

Band & Vocal Music

The district has secured Air and Surface Purification Units for each band and vocal music learning space in the district, including classrooms at Lincoln. The guidance below is specific to environments that reflect local transmission rates (UPDATED 10.5.21) and the use of Air and Surface Purification Units.

Band

- Students are cohorted by class and lesson section. There are no limits to the size of each cohort, as long as distancing is maintained.
- All students and vaccinated staff must be distanced at a minimum of 3 feet. It is recommended that students and staff who play aerosol-producing wind instruments *and* are returning following a five day isolation or quarantine are socially distanced at 6 feet. (UPDATED 4.4.22)
- Maintain a minimum of 15 minutes (high transmission) or 10 minutes (substantial transmission) between student cohorts.
- Playing time is limited to fifty minutes. UPDATED 9.2.21

- All students and staff are required to use instrument covers (provided by the district) when playing wind instruments.
- Individuals may wear slit masks (provided by the district), full masks, or remain unmasked. Any fully masked individual may pull down their mask, play the instrument, then replace their mask over their nose and mouth. (UPDATED 4.4.22)
- Students have an absorbent pad (provided by the district) to catch condensation, and properly dispose of their pad or store it in their instrument case after each session. UPDATED 9.2.21

Vocal Music

- Students are cohorted by class section. There are no limits to the size of each cohort, as long as distancing is maintained.
- All students and vaccinated staff must be distanced at a minimum of 3 feet. (UPDATED 4.4.22)
- Maintain a minimum of 15 minutes (high transmission) or 10 minutes (substantial transmission) between student cohorts.
- Singing time is limited to fifty minutes. (UPDATED 9.2.21)

Band and Vocal Music Concerts

- Families are invited to attend concerts in person. There are no pandemic-related capacity limits.

Breakfast & Lunch

- During breakfast and lunch, students and staff are socially distanced at 6 feet and face the same direction.
- Meal fees are waived for all students until June 30, 2022. (USDA) Every student has access to a school provided breakfast and lunch each day for no cost.
- Meal choices will be limited in order to provide efficient and safe distribution. Menus are linked on the [district website](#).

Buses Updated 4.8.22

- A common list of Frequently Asked Questions regarding transportation is available ([English](#) or [Español](#)).
- ~~Bus drivers are supplied with masks for students who board the bus without one.~~
- ~~In accordance with the CDC guidance on July 9, 2021 which has been fully adopted by the Illinois Department of Public Health, all individuals on a bus regardless of vaccination status must wear a mask and regular capacity limits have been reinstated.~~
- After each route, Lakeside Transportation is responsible for disinfecting the bus.
- Procedures for drop-off and pick-up of non-bus riding students are communicated to families by principals.
- Students are assigned to seats based on their bus stop. Students load the bus from the front to the back. The bus company will cooperate with building principals on the creation of the seating charts.

Physical Education

~~While outdoors, Masks are optional for students and staff not required to wear them under [COVID-19 Executive Order No. 98](#) and other IDPH/ISBE guidance for schools. Please see the “Masks” section. A supervised, socially distanced zone is provided for students who choose to wear a mask and need a mask break. Outdoor activities must not involve sustained close contact. UPDATED 4.8.22~~

While indoors, masks are recommended for all students and staff. Students and vaccinated staff are socially distanced at 3-6 feet. ~~Unvaccinated staff are distanced at 6 feet.~~ Updated 4.8.22

Students may share materials and equipment. It is recommended that students wash or sanitize their hands before and after sharing items. If someone is sick or has tested positive for COVID-19, the building administrator and Facilities Department coordinate needed cleaning and disinfection.

To begin the school year, middle school locker rooms were closed. In the spring, principals released information and a starting date for students to use the locker rooms; changing clothes for P.E. is optional. Heart rate monitors are not used for P.E. at this time. Updated 4.8.22

Recess

~~While outdoors, Masks are optional for students and staff not required to wear them under COVID-19 Executive Order No. 98 and other IDPH/ISBE guidance for schools. Please see the "Masks" section. A supervised, socially distanced zone is provided for students who choose to wear a mask and need a mask break. Activities must not involve sustained close contact.~~ UPDATED 4.8.22

~~While indoors, masks are required for all students and staff. Students and vaccinated staff are socially distanced at 3-6 feet. Unvaccinated staff are socially distanced at 6 feet.~~

Students may share materials and equipment. It is recommended that students wash or sanitize their hands before and after sharing items. If someone is sick or has tested positive for COVID-19, the building administrator and Facilities Department coordinate needed cleaning and disinfection.

Visitors

All masking and social distancing requirements reflected in this guide are in effect. All visitors (age 3 or older) may choose to wear masks while indoors. ~~Beginning September 19, 2021, volunteers (as defined as persons who spend more than 15 minutes in a school building on at least a weekly basis) are required to show proof of vaccination (i.e. COVID-19 Vaccination Card) or proof of a COVID-19 test within the last week.~~ UPDATED 4.8.22

Student & Staff Illness

Dashboard

The District will continue to track the number of staff and students that are confirmed positive COVID-19 cases, as well as those under ~~required to be quarantined~~. In an effort to prioritize the accuracy of the data and the time and work of our onsite health professionals to identify and communicate with close contacts on a daily basis, which is a requirement from IDPH, this information will be updated weekly by School Nurses and posted on our district website by administration every Friday by 3:00 pm. Updated 4.8.22

Close Contacts

Per IDPH/ISBE guidance, "close contact" means an individual who was within 6 feet of a confirmed or probable case for a cumulative total of 15 minutes or more in a 24-hour period.

~~A close contact is not:~~

- ~~A student who was within 3 to 6 feet in a classroom setting for at least 15 minutes with a confirmed or probable student case if both case and contact were consistently masked for the entire exposure period.~~
- ~~Students and staff aged 18 years and older who have received all [recommended COVID-19 vaccine doses](#), including [boosters](#) for any individual who completed the Pfizer BioNTech primary vaccination series beyond the past five months, the Moderna primary vaccination series beyond the past five months, or Johnson & Johnson Janssen's (J&J) primary vaccination dose beyond the past two months (and additional primary doses for some immunocompromised people).~~
- ~~A student aged 5-17 years who completed the [primary series of a COVID-19 vaccine](#).~~
- ~~An individual on school transportation within 3 to 6 feet if both the confirmed case and the exposed individual were consistently and correctly masked during the entire exposure period and windows were opened (front, middle, and back, or overhead) to allow for good ventilation or [HEPA filters](#) were in use during transit.~~
- ~~An individual who has tested positive for COVID-19 in the past 90 days from date of exposure.~~
- ~~An individual who is solely exposed to a confirmed case while outdoors; however, schools may coordinate with their local health department to determine the necessity of exclusion for higher risk outdoor exposures.~~

The longer a person is exposed to an infected person, the higher the risk of exposure or transmission. The infectious period of close contact begins two calendar days before the onset of symptoms (for a symptomatic person) or two calendar days before the positive sample was obtained (for an asymptomatic person). If the case was symptomatic (e.g., coughing, sneezing), persons with briefer periods of exposure may also be considered contacts. **UPDATED 1.18.22**

Hawthorn District 73 will notify all individuals who were within 6 feet of a confirmed or probable case for a cumulative total of 15 minutes or more in a 24-hour period. **Updated 4.8.22**

Contact Tracing

When an individual is a positively confirmed COVID-19 case, the School Nurses and/or Health Clerks, in collaboration with the Lake County Health Department (LCHD), will reach out to that individual to identify close contacts. ~~To assist in this contact tracing process, the individual will be encouraged to provide the COVID-19 vaccination record information.~~ If the District is aware that a child has been identified as a close contact, parents/guardians will be contacted via phone and letter by District personnel. Families may also be contacted by the LCHD. Per guidance from health authorities and legal counsel, only families of children identified as a close contact will be contacted, rather than entire classrooms. **UPDATED 4.8.22**

Quarantine

Any individual who tests positive for COVID-19 must isolate for 5 days after the onset of symptoms or specimen collection if no symptoms occur. The maximum period of isolation is 10 days after the onset of symptoms or specimen collection. Individuals may release from isolation on day 6 if fever-and vomiting/diarrhea-free for 24 hours and other symptoms have improved.

Any individual who exhibits COVID-19 symptoms should stay home until fever-and vomiting/diarrhea-free for 24 hours and other symptoms have improved or they have produced a negative COVID test and symptoms have improved. **Updated 4.8.22**

~~must quarantine and be excluded from school/work until they are able to produce a negative COVID-19 test (at home tests are not accepted) OR at least 5 days and a maximum of 10 days have passed since the onset of symptoms if fever and vomiting/ diarrhea free for 24 hours and other symptoms have improved.~~

Individuals returning from isolation or quarantine may resume all activities, as long as they remain asymptomatic. ~~and mask~~ It is recommended that individuals mask at all times both indoors and outdoors for the remaining 6-10 days. ~~Students in “Test to Stay” may resume all activities with a negative test result upon the last day of their testing cadence, as long as they remain asymptomatic and mask at all times both indoors and outdoors for the remaining 6-10 days.~~ **UPDATED 4.8.22**

Technology

Devices

The purpose of technology at Hawthorn is to provide students with tools to enhance learning opportunities, engage with meaningful problems, and develop innovative solutions. Students in Preschool-Grade 2 are assigned iPads and have access to class sets of [Logitech Crayon](#) styluses. Students in Grades 3-5 are assigned iPads with [Logitech Rugged Combo](#) keyboard cases and have access to class sets of [Logitech Crayons](#). Students in Grades 6-8 are assigned HP Chromebooks.

Learning Management Systems

The purpose of a Learning Management System (LMS) is to ensure students have anytime access to their learning materials and activities, and to provide an avenue for students to share their learning with others. Students use their LMS both in the classroom setting and if they are prohibited from attending school in-person due to COVID-19. LMS are assigned to grade-level bands.

- Preschool-Grade 2: Seesaw
- Grades 3-5: Google Classroom
- Grades 6-8: Canvas

Zoom

Our supported platform for video conferencing is Zoom. Students prohibited from attending school in person due to COVID-19 access learning via Zoom and their Learning Management System (LMS) so that they may maintain their same teacher(s) and any support services.

Appendices

Appendix A: CDC Guidance

On July 9, 2021, the Centers for Disease Control (CDC) updated their [guidance](#) for COVID-19 prevention in K-12 schools. On July 27, 2021, the CDC updated their [guidance](#) for universal masking in K-12 schools.

Appendix B: IDPH Guidance

On July 9, 2021, the Illinois Department of Public Health (IDPH) [fully adopted](#) the updated CDC guidance for COVID-19 prevention in K-12 schools. On July 27, 2021, the IDPH [fully adopted](#) the updated CDC masking recommendations.

Appendix C: ISBE Guidance

On July 9, 2021, the Illinois State Board of Education (ISBE) [fully adopted](#) the updated CDC guidance for COVID-19 prevention in K-12 schools.

Appendix D: ISBE/IDPH Joint Guidance

On July 26, 2021, the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) released an FAQ on the CDC guidance. On August 2, 2021 IDPH and ISBE released an updated [FAQ](#) that clarifies the CDC guidance. On August 9, 2021 IDPH and ISBE released a more updated [FAQ](#). On August 11, 2021 IDPH and ISBE released [Revised Public Health Guidance for Schools \(Part 5\)](#). On January 11, 2022 IDPH and ISBE updated their [Revised Public Health Guidance for Schools \(Part 5\)](#). It was revised again on January 13, 2022 and an [FAQ](#) was released. Updated 1.18.22

Appendix E: Executive Order

On August 4, 2021, Governor Pritzker issued an [executive order](#) for all public and nonpublic schools in Illinois serving pre-kindergarten through 12th grade students detailing mask requirements. On August 26, 2021, Governor Pritzker issued an [executive order](#) for school personnel serving pre-kindergarten through 12th grade students detailing vaccination requirements. On September 3, 2021 Governor Pritzker issued an [executive order](#) for school personnel detailing vaccination and testing requirements. On January 11, 2022 Governor Pritzker Issued an [executive order](#) detailing exclusion mandates. Updated 1.11.22

Appendix F: Tools for Preparing Students

CDC videos are available to reinforce how to [wash hands](#) and [wear a mask](#).