



# HAWTHORN DISTRICT 73

## COMMITTEE OF THE WHOLE

JULY 20, 2020



# One District, One Mission

*"Inspire all students to embrace learning  
in an ever-changing world."*



# Amended School Calendar Highlights

**August 24 & 25:**

State Approved Planning Days

**August 26, 27 & 28:**

Teacher Institute Days

**August 31:**

1st Day of Student Attendance (K-8)

**September 2:**

1st Day of Student Attendance for Lincoln

**In Session:**

November 11 - Veterans Day

December 18 - Friday before winter break

March 1 - Pulaski Day

March 19 - Friday before spring break

**Non Student Attendance-**

November 3 - Election Day

**Last Day of School-**

Friday, June 4



# Administrative Transition Teams

- In April, District 73 administrators began meeting in Transition Teams to plan for the start of our 2020-2021 school year.
- Planning efforts were based on projected guidance and predicted needs.
- Transition Teams focused on:
  - Instruction and assessment
  - Social/Emotional support
  - Building operations and finance
  - Technology
- These efforts served as the foundation for the development of our Return to Learning Committee.



# Return to Learning Committee

**HEA:**

Sandra Cruickshank  
Eileen Duhig-Larsen  
Lora Jacobs  
Millie Naughton  
Erin Roche  
Lisa Frazier Sweeney

**Arbor:**

James Ashbrook  
Marybeth Sprague  
Kathy Tentler

**GSF:**

Scott Mackall  
Ruben Valadares

**Administration:**

Art Abrego  
Jennifer Haack  
Peter Hannigan  
Mike Labbe  
Karen Maturo  
Rob Natale  
Adam Palmer  
John Reid  
Allison Stein  
LeeAnn Taylor  
Renee Ullberg  
Katie Waggoner

**Transportation:**

Denise Diaz, Lakeside  
Jennifer Ezop  
P.J. Lewis, Lakeside  
Shari Niemesz

**Recording  
Secretary:**

Bobbi Elftmann  
Leslie Piotrowski

**Meeting Dates:**

May 13, 2020  
June 4, 2020  
June 18, 2020  
July 15, 2020



# Return to Learning Subcommittees

## Health and Wellness:

Sandra Cruickshank  
Lora Jacobs  
Scott Mackall  
Lisa Frazier Sweeney  
Renee Ullberg

## Meeting Dates:

May 20, 2020  
May 26, 2020  
June 25, 2020  
July 14, 2020

## Social Distancing:

James Ashbrook  
Sandra Cruickshank  
Jennifer Ezop  
Mike Labbe  
Scott Mackall  
Rob Natale

Shari Niemesz  
Erin Roche  
Marybeth Sprague  
LeeAnn Taylor  
Kathy Tentler  
Katie Waggoner

## Meeting Dates:

May 26, 2020  
June 2, 2020  
June 9, 2020  
July 7, 2020  
July 8, 2020  
July 9, 2020  
July 14, 2020

## Teaching and Learning:

Art Abrego  
Eileen Duhig-Larson  
Jennifer Haack  
Karen Maturo  
Millie Naughton  
John Reid  
Allison Stein  
Charity Trowbridge  
Renee Ullberg

## Meeting Dates:

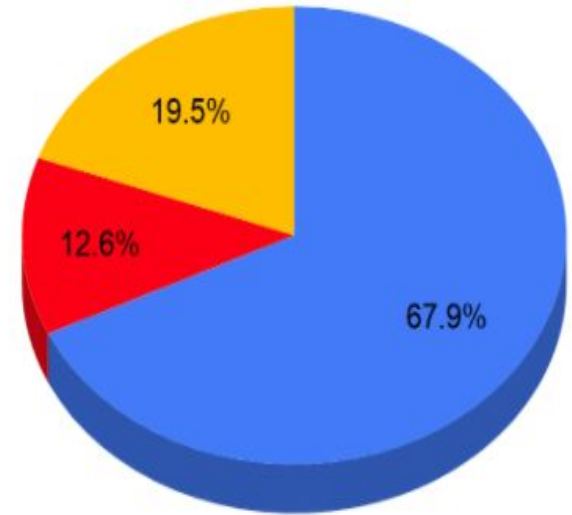
May 19, 2020  
May 27, 2020  
June 2, 2020  
June 10, 2020  
July 9, 2020



# Community Survey Results

1606 Responses

- My child(ren) will attend school in-person, if such an option is available. Our family understands that social distancing and other safety protocols will be in place.
- My child(ren) will not attend school in-person, if such an option is available. Our family understands that remote learning plans, schedules, and services are different from those developed for in-person instruction.
- I do not have a plan at this time.

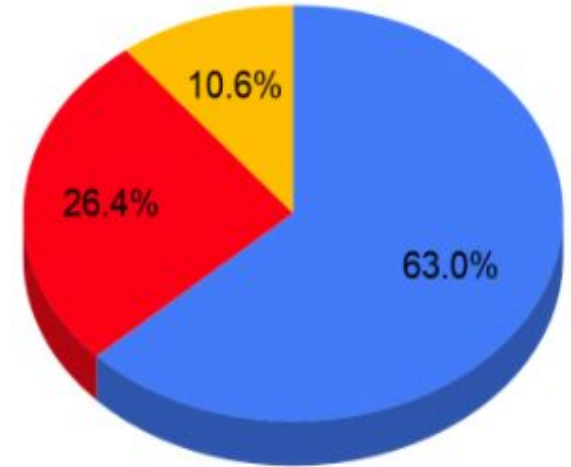




# Community Survey Results

1606 Responses

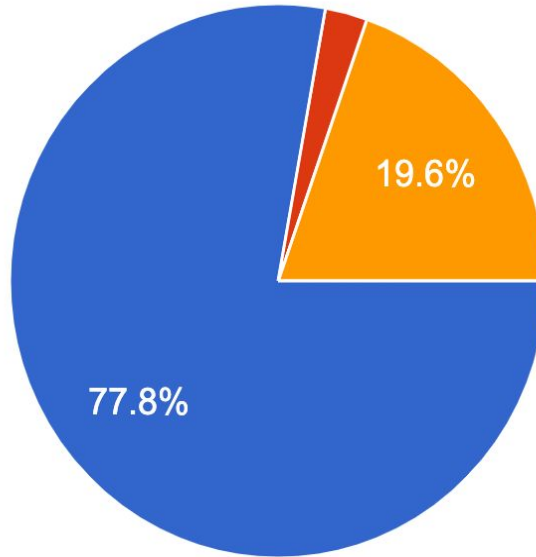
- I am able and willing to transport my child(ren) to and from school each day.
- I am not able or willing to transport my child(ren) to and from school each day.
- My child(ren) will not attend school in-person, if such an option is available.





# Staff Survey Results

433 responses



- I plan on returning in the fall to teach in person following CDC, IDPH, and ISBE guidelines if able.
- I will not be able to work on campus due to high health risks of myself or family member(s) and understand that medical documentation may be required.
- I am not sure what I will do in the fall.

# RESTORE ILLINOIS

A Public Health Approach To Safely Reopen Our State



Phase 1 Rapid Spread	Phase 2 Flattening	Phase 3 Recovery	Phase 4 Revitalization	Phase 5 Illinois Restored
<p>Strict stay at home and social distancing guidelines are put in place, and only essential businesses remain open.</p> <p>Every region has experienced this phase once already and could return to it if mitigation efforts are unsuccessful.</p>	<p>Non-essential retail stores reopen for curb-side pickup and delivery.</p> <p>Illinoisans are directed to wear a face covering when outside the home and can begin enjoying additional outdoor activities like golf, boating &amp; fishing while practicing social distancing.</p>	<p>Manufacturing, offices, retail, barbershops and salons can reopen to the public with capacity and other limits and safety precautions.</p> <p>Gatherings of 10 people or fewer are allowed.</p> <p>Face coverings and social distancing are the norm.</p>	<p>Gatherings of 50 people or fewer are allowed, restaurants and bars reopen, travel resumes, child care and schools reopen under guidance from the Illinois Department of Public Health.</p> <p>Face coverings and social distancing are the norm.</p>	<p>The economy fully reopens with safety precautions continuing.</p> <p>Conventions, festivals and large events are permitted, and all businesses, schools and places of recreation can open with new safety guidance and procedures.</p>



# Illinois School Board of Education Guidance

| Planning | Instruction Recommendations | Health and Safety Protocols |

- ***In-person instruction*** is strongly encouraged in Phase 4.
- Districts must prepare for an alternative structure to in-person learning for ***students with elevated health risks***.
- Districts must plan for a ***return to remote instruction*** pending a resurgence of the virus.
- Districts must follow IDPH guidelines for Phase 4. These include:
  - Requiring the use of appropriate personal protective equipment (PPE) including masks
  - Prohibiting more than ***50 individuals*** from gathering in one space;
  - Requiring that ***social distancing*** be observed, as much as possible;
  - Requiring that schools conduct ***symptom screenings*** and temperature checks, or require that individuals ***self-certify*** that they are free of symptoms before entering school buildings; and
  - Requiring an ***increase in schoolwide cleaning and disinfection***.



# ISBE: Three Potential Return Models

***In-person*** - Schools open with significant changes, including social distancing, alternate schedules, and modified capacity (Our region must be in Phase 4 for this to occur).

***Remote Learning*** - Due to public health concerns, students and staff are required to participate in Remote Learning.

***Hybrid Learning*** - Schools employ a hybrid approach to teaching and learning, with students participating in both at-home and on-campus learning. A hybrid model comes with significant challenges, and may be used to support a transition from remote to in-person learning within the school year.

# District 73 Goals for Reopening Schools

- Prioritize *health and safety*
- Ensure a *smooth transition* back to in-person schooling 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, Illinois Department of Public Health, and Centers for Disease Control and Prevention.
- Provide a remote learning option for families uncomfortable sending their child(ren) to school for in-person learning.
- Promote collective responsibility and kindness throughout the Hawthorn community.



# Recommended District 73 Models

## **On-Campus Learning**

**Schools open for in-person instruction** with ISBE and IDPH parameters implemented at all District schools and facilities.

## **Virtual Learning Academy**

District 73's guaranteed and viable curriculum is provided online as a **separate schooling option** for families with health and safety concerns.

## **Remote Learning**

**All district students and staff** participate in remote learning due to public health concerns (return to Phase 1, 2, or 3).



# On-Campus Learning

- Consistent implementation of the District 73 guaranteed and viable curriculum.
- Class sizes are dependent upon student enrollment numbers and square footage per classroom, with an estimated 23 students per class.
- Classroom seating will be configured with maximum allowable space (3-6 feet) in between students.
- Operational adjustments include:
  - Enhanced health and safety protocols
  - Enhanced schoolwide cleaning and disinfecting protocols
  - Preventative procedural changes
  - Modified class schedules, including related arts, physical education, and middle school encore classes
  - Modified extracurriculars & middle school interscholastic sports



# On-Campus Model: Health and Safety Protocols

## Standard Operating Procedures

- Completion of a COVID-19 self-screener is required for all staff and students prior to arriving at school or District offices.
- Verification of self-certification for all staff and students is completed prior to entry into any facility.
- Face coverings are required to be worn by all individuals while inside district schools and facilities.
- PPE supplies, including masks, face shields, hand sanitizer, and disinfectant are provided to staff.
- Social distancing is required as much as possible in all areas.
- No gatherings of 50 or more individuals in one space.
- Buses are limited to a maximum of 50 people, per ISBE.



# On-Campus Model: Health and Safety Protocols

## Standard Operating Procedures

- Nonessential visitors, volunteers, and activities involving external groups are not permitted on campus.
  - We are working with the PTO to discuss fundraising and volunteering options for the 2020-2021 school year.
- All essential visitors (bus drivers, contractors, district administration, etc.) complete a Symptoms Screening Survey upon arrival. Accurate records of all visitors are maintained for contact tracing purposes.
- Essential visitors to facilities have restricted access.
- Multiple safety training modules are completed by staff.
- All facilities have an isolated waiting room reserved for individuals demonstrating COVID-19 symptoms during the course of the school day.



# On-Campus Model: Health and Safety Protocols

## Student and Staff Arrival Procedures

**All staff and students are required to complete a COVID-19 screener daily prior to attending school/work.**

Completion of this screener certifies that the individual staff member or student does not have a fever over 100.4 degrees without fever reducing medication, or any of the following conditions related to COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



# On-Campus Model: Health and Safety Protocols

## Student or Staff Illness

- Provide frequent and targeted communication with staff and families to inform them of school expectations and ways to promote behaviors that reduce the spread of Covid-19.
- Inform staff/families of when to stay home from school/work:
  - Any staff or student who tests positive for COVID-19 **must** stay home.
  - Staff and students who recently had close contact with a person with COVID-19 must stay home and monitor their health.
  - Staff and students must stay home if showing any signs or symptoms of illness.
  - If a student or staff member undergoes testing for COVID-19, they must remain home until results are obtained.
- Report possible cases to the school nurse or administrator where the individual attends school or works to initiate contact tracing:
  - Nurses will collect symptom reports when absences are reported.
- Students or staff returning from illness are required to check in with the school nurse following quarantine and before returning to the classroom.



# On-Campus Model: Health and Safety Protocols

## Student or Staff Illness

- If a staff member or student is found to test positive, we will follow IDPH guidance regarding quarantine requirements and the potential closure of a school.
- District 73 will contact those who had contact (staff and students) with someone who tested positive for COVID-19 infection. According to the CDC, close contact means the individual was within 6 feet of an infected person for more than 15 minutes:
  - If close contact has been determined, staff and students are required to isolate at home and monitor symptoms for **14 days**.
- Individuals determined to not have close contact with the person who is sick can return to school.



# On-Campus Model: Health and Safety Protocols

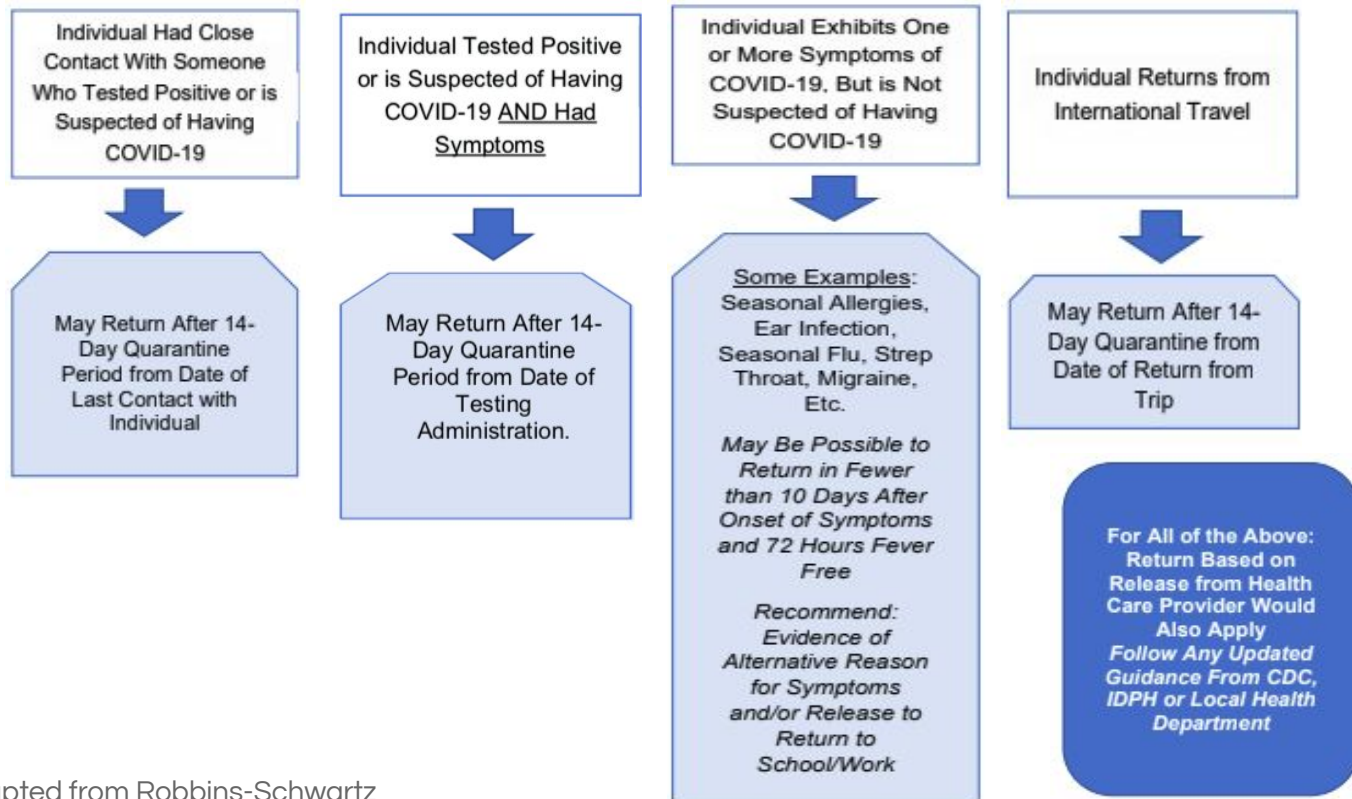
## Quarantine Procedures

- ISBE and IDPH do NOT require complete school closures due to a positive COVID-19 test.
- ISBE and IDPH have mandated that “any individual who has had close contact with someone testing positive for COVID-19 must self-quarantine for 14 days.”
  - Entire classrooms and bus routes of students could all be impacted.
- If an individual student is required to quarantine, they will transition into the Virtual Learning Academy if physically able during the quarantine period. Those days are not counted as absences.
- If a classroom or multiple classrooms are required to quarantine due to a positive test, impacted students will transition into the Virtual Learning Academy if physically able during the quarantine period. Those days are not counted as absences:
  - Teachers and paraprofessionals that are required to quarantine in this scenario will facilitate Virtual Learning Academy with their classes without loss of days, if they are physically able.
- Hawthorn is seeking to hire 9 long-term substitutes in preparation for teacher absences.



# On-Campus Model: Health and Safety Protocols

## Illness and Quarantine Procedure Overview



Adapted from Robbins-Schwartz



# On-Campus Model: Health and Safety Protocols

## Families First Coronavirus Response Act (FFCRA)

### Families First Coronavirus Response Act Paid Leave

#### Emergency Paid Sick Leave (EPSL) Emergency Family & Medical Leave Expansion (EFMLA)

Qualifying Reasons for Leave	Act	Employee Eligibility*	Duration	Pay Rate	Pay Maximum
Employee is unable to work (or unable to telework) due to a need for leave because the employee:					
1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19	EPSL	All employees	2 weeks	100%	\$511/day, \$5,110 aggregate
2. has been advised by a health care provider to self-quarantine related to COVID-19	EPSL	All employees	2 weeks	100%	\$511/day, \$5,110 aggregate
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis	EPSL	All employees	2 weeks	100%	\$511/day, \$5,110 aggregate
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2)	EPSL	All employees	2 weeks	2/3	\$200/day, \$2,000 aggregate
5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19	EPSL	All employees	2 weeks	2/3	\$200/day, \$2,000 aggregate
	EFMLA	All employees employed 30 days+**	up to 12 weeks	1st 2 weeks unpaid*** 10 weeks 2/3	\$200/day, \$10,000 aggregate
6. is experiencing any other substantially-similar condition specified by the Secretary of Health & Human Services	EPSL	All employees	2 weeks	2/3	\$200/day, \$2,000 aggregate

2 weeks = Full Time 80 hours; Part Time average hours worked over two-week period

\*Exceptions: Healthcare Providers & Emergency Responders

\*\*FMLA & EFMLA leave cannot exceed 12 weeks in 12 month rolling year measured backward from date of leave

\*\*\*1st 2 weeks of EFMLA: employees may choose to be paid EPSL, Annual or Sick leave



# On-Campus Model: Schoolwide Cleaning and Disinfection

- Following CDC and OSHA guidelines, extensive deep cleaning of all facilities is being completed this summer.
- Bulk purchases of sanitizer, disinfectant, and PPE have been completed this summer.
- Increased daily cleaning protocols will be 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 high touch areas.
- 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.



# On-Campus Model: Preventative Procedural Changes

## School Subcommittees

- Each school is creating a Return to Learn subcommittee comprised of administration, staff, and parents.
- Each subcommittee is charged with:
  - Coordinating student and staff travel during the school day to minimize contact.
  - Establishing restroom procedures to limit the number of students transitioning in the hallway and in restrooms at one time.
  - Developing building-specific strategies to prevent clusters of 50 or more people from gathering in one location during the school day.
  - Recommending building-specific arrival and dismissal procedures.
  - Planning for extracurricular activities & middle school interscholastic sports.
  - Developing plans to virtually host such events as Teacher Meet and Greet, Curriculum Night, Parent-Teacher Conferences, and Open House.
- Each subcommittee is expected to follow districtwide procedural guidelines.



# On-Campus Model: Preventative Procedural Changes

## Districtwide Guidelines

- Classroom seating is configured with maximum allowable space (3-6 feet) in between students; all desks are facing the same direction.
- Schedules provide for minimal student movement throughout the day. The number of students allowed in a hallway at one time is limited.
- Time is devoted to hand washing and sanitizing throughout the day.
- Borrowing or sharing of items is restricted.
- Parents are encouraged to send their child(ren) with a full water bottle each day. School teams will provide a safe process for students to refill bottles.
- The use of lockers is modified. A combination of individual storage bins and lockers are used.
- Middle school locker rooms are closed to students. Students will not change into uniforms for P.E.
- Social distancing signage and markings are being added to all facilities.
- Plexiglass barriers are added to greeting counters and desks in all school offices.
- Administrative offices, staff lounges, and staff workspaces have properly distanced seating with physical barriers, as needed.



# On-Campus Model: Preventative Procedural Changes

## Districtwide Guidelines

- Outdoor Recess (Elementary)
  - Face masks are not required **when all individuals are outside and maintaining 6 feet of social distance at all times.**
  - At this time, recess equipment will not be used. We are evaluating play options.
  - Students remain with their classroom peers.
  - Students sanitize hands before and after recess.
- Field trips are not permitted.
- Before and After School Care Programs
  - D73 is closing its facilities to all outside groups this year, with the exception of our before and after school partners: PALS.
  - PALS is restricted to essential activities and areas of our schools.
  - PALS is required to submit written commitment to adhering to the same safety procedures we will be implementing during the school day.
- Crisis Drills
  - Bus, fire, tornado, and intruder drills will be scheduled. Updated procedures are in development to ensure social distancing and other safety measures are in place .



# On-Campus Model: Preventative Procedural Changes Breakfast and Lunch

- A Grab and Go Breakfast Station is available upon entry to the building, and students will take food to the classroom.
- Lunch counts are taken in the morning.
- Lunches are delivered to all elementary and middle school classrooms.
- Meal choices are limited to provide efficient delivery and consistent food temperatures.
- Allergy precautions and routines are in development.
- Students must wash hands or sanitize prior to food consumption.



# On-Campus Model: Preventative Procedural Changes Transportation

- Parents provide the district with an intent to register for the bus or transport their children to school.
- After each bus route, Lakeside is responsible for disinfecting the bus.
- Bus drivers are supplied with masks for students who board the bus without one.
- Students are assigned a bus seat.
- Revised procedures for drop-off and pick-up are forthcoming for students who are walking to school or arriving via car.



# On-Campus Model: Preventative Procedural Changes Devices

The Instructional Technology Department is reallocating district devices to assign one device per student preK-8.

6th-8th grade devices will continue to go home with students learning on campus on a daily basis.

Devices and/or hotspots for students in the Virtual Learning Academy will be distributed as needed.

Digital platforms and Learning Management Systems will be streamlined and universal to specific grade level bands.



# On-Campus Model: Modified Schedules

## Core Academic Classes

- Modifications to our typical daily schedule include a focus on connections within a class (elementary) or cohort (middle school) of students, and time allocated for health and safety.
- Students begin each day in a morning meeting, and engage in at least one social emotional learning lesson each week.
- Elementary school students participate in approximately 105 ELA minutes, 80 math minutes, and 35 minutes of either science or social studies each day. *This is approximately 15 fewer ELA minutes, 10 fewer math minutes, and 5 fewer science or social studies minutes than our typical schedule.*
- Middle school students participate in approximately 40 minutes of ELA, math, science, and social studies each day. *This is 10 fewer minutes per class than our typical schedule.*
- Instructional supports and services are provided in the classroom to the greatest extent possible, to limit contact between students in different classes.
- Teachers modify instructional plans and practices to reduce student contact, restrict sharing of materials, and maintain social distancing to the greatest extent possible.
- Schedules and structures are subject to change in response to needs that arise during the course of the upcoming school year.



# On-Campus Model: Modified Schedules

## Art, Music, P.E., Library, and Middle School Encore Classes

- Elementary art, music, and library staff travel to students' classrooms to limit student movement throughout the school.
- Middle school students may travel to encore courses; cohort options are pending student enrollment and related staffing for on-campus instruction.
- Students travel to and from P.E. to access our gyms and outdoor areas. Middle school locker rooms are closed; students will not change clothes for P.E. class.
- The number of individuals traveling through hallways at any one time is limited to the greatest extent possible.
- Face coverings may be removed if classes move outside *and* all individuals are able to maintain 6 feet of social distance at all times.
- Teachers modify instructional plans and practices to reduce student contact and restrict the sharing of materials, as well as to maintain social distancing to the greatest extent possible.
- Schedules and structures are subject to change in response to needs that arise during the course of the upcoming school year.



# On-Campus Model: Modified Schedules

## Choir and Instrumental Music

- Our choir and instrumental music classes are highly valued by students, staff, and parents. We are assessing ways to safely facilitate this instruction.
- Music education includes multiple practices, such as responding, creating, and connecting; part of our work involves the exploration of options for addressing performance standards.
- Our choir and instrumental music classes are subject to high student enrollment; part of our work assesses the viability of social distancing and limiting the number of students participating in instruction at any one time.
- Additional information regarding choir and instrumental music classes will be shared once it is available.



# On-Campus Model: Modified Schedules Extracurricular Activities & Interscholastic Sports

- An effort will be made to virtually facilitate extracurricular activities after the school day, so that students enrolled in on-campus learning and our Virtual Learning Academy may participate.
- We are awaiting guidance from IHSA and IESA prior to determining next steps regarding interscholastic sports at the middle school level. ISBE and IDPH guidance must be followed for any interscholastic sports.



# On-Campus Model: Modified Schedules

## Special Education

- The Special Education Department is currently developing plans for contacting all parents of students with medical plans where changes may be needed to address steps to minimize chances of infection to their child.
- The Special Education Department is verifying that IEPs address educational and health services if a doctor determines it is not safe for a student to attend school or if remote learning is implemented districtwide.
- Instructional Special Education Classrooms:
  - Social distancing may not be possible in all programs.
  - A variety of PPE options will be available if needed to accommodate the potential for differing or increased needs in the classroom.
  - Special education minutes are primarily provided by specialists within the general education classroom.
  - This limits contact between students in different classes.
  - Care will be taken to generate transition plans for students to safely travel through the building if specific services are needed outside of the general education setting.
- In-person special education evaluations will resume



# On-Campus Model: Modified Schedules

## Powers Center, Special Education District of Lake County

- In accordance with SEDOL protocols, all students and staff will have temperature checks each day upon entry to the Powers building and upon leaving to transition into a Hawthorn building.
- Adults will complete self-certification symptom screener.
- Use of isolated waiting room for individuals demonstrating COVID-19 symptoms during the course of the school day.
- Clear face masks will be provided by SEDOL to Hawthorn staff that work with students in the Deaf and Hard of Hearing Program.
- Related service staff will be assigned to pods to reduce contact with all students in the building.

# *On Campus Sample Schedule: Early Childhood & Pre-Kindergarten (2.5 Hours)*

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing and student enrollment; they are subject to change.

## Early Childhood and Pre-Kindergarten Schedule Example

10 min. Staggered Arrival

15 min. Morning Meeting & Calendar

5 min. coordinated travel or health and wellness

45 min. Choice Time

5 min. coordinated travel or health and wellness

15 min. Snack

5 min. coordinated travel or health and wellness

20 min. Gross Motor

5 min. coordinated travel or health and wellness

10 min. Small Groups

5 min. coordinated travel or health and wellness

10 min. Staggered Dismissal

# *On Campus Sample Schedule: Elementary (6.25 Hours)*

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing and student enrollment; they are subject to change.

## Elementary Schedule Example

15 min. Staggered Arrival

20 min. Morning Meeting & Number Corner

35 min. English Language Arts

5 min. coordinated travel or health and wellness

35 min. English Language Arts

5 min. coordinated travel or health and wellness

35 min. Related Arts or Second Step

5 min. coordinated travel or health and wellness

35 min. English Language Arts Acceleration Block

5 min. coordinated travel or health and wellness

35 min. Lunch & Recess

5 min. coordinated travel or health and wellness

35 min. Math

5 min. coordinated travel or health and wellness

35 min. Math Acceleration Block

5 min. coordinated travel or health and wellness

35 min. Physical Education

5 min. coordinated travel or health and wellness

35 min. Science or Social Studies

15 min. Staggered Dismissal

# *On Campus Sample Schedule: Middle School (6.5 Hours)*

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing and student enrollment; they are subject to change.

## Middle School Schedule Example

15 min. Staggered Arrival

10 min. Advisory (1st Period Assignment)

30 min. Encore/Related Arts

5 min. coordinated travel or health and wellness

30 min. Physical Education

5 min. coordinated travel or health and wellness

40 min. English Language Arts

5 min. coordinated travel or health and wellness

40 min. Science

5 min. coordinated travel or health and wellness

30 min. Encore/Related Arts

5 min. coordinated travel or health and wellness

30 min. Encore/Related Arts

5 min. coordinated travel or health and wellness

30 min. Lunch

5 min. coordinated travel or health and wellness

40 min. Math

5 min. coordinated travel or health and wellness

40 min. Social Studies

15 min. Staggered Dismissal



# On-Campus Model: Modified Schedules

## Preparing Your Child at Home

- Speak with your child about:
  - Frequent hand washing and sanitizing at school
  - Maintaining social distance from friends, teachers, and other staff members at school
  - Wearing a mask on the bus and at school
- Consider wearing a mask at home with your child to model and practice.
- Video tutorials will be shared with families to support student preparedness prior to the start of our school year:
  - Hand washing
  - Social distancing
  - Mask etiquette
  - Symptom Screening Survey (including temperature checks)



# Virtual Learning Academy

- Our Virtual Learning Academy is an option for District 73 families who do not wish to enroll their children in on-campus learning, including families with health and safety concerns and/or elevated health risks.
- District 73 staff facilitate learning in our virtual classrooms. Classes include students from any District 73 school.
- District 73 class size averages are adhered to as much as possible; variance is expected.
- Our guaranteed and viable virtual curriculum is followed, with both synchronous and asynchronous learning each school day.
- Our Virtual Learning Academy includes daily morning meetings and weekly SEL lessons to support students' social emotional needs.
- Prior to the start of our school year, arrangements will be made for parents/guardians to pick up any school materials (including devices) that may be needed for successful participation in the Virtual Learning Academy.

# *Virtual Learning Academy Sample Schedule: Early Childhood & Pre-Kindergarten (1 Hour)*

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing and student enrollment; they are subject to change.

## **Early Childhood and Pre-Kindergarten Schedule**

Both synchronous and asynchronous instruction are provided each school day.

Learning is focused on social-emotional wellness, early reading, and early math via both large and small group instruction.

Art, music, and gross motor instruction are delivered throughout the week.

Special education services are provided for eligible students.

# *Virtual Learning Academy Sample Schedule: Elementary School (5 Hours)*

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing and student enrollment; they are subject to change.

## Elementary Schedule Example

**30 min. Morning Meeting**

**40 min. English Language Arts**

**30 min. English Language Arts Groups**

**20 min. English Language Arts Acceleration**

**40 min. Math**

**30 min. Math Groups**

**20 min. Math Acceleration**

**30 min. Science or Social Studies**

**30 min. Related Arts & Second Step**

Art - 2 days/week

Music - 2 days/week

Second Step - 1 day/week

**30 min. Physical Education**

Classes are a blend of synchronous and asynchronous learning, with a minimum of approximately 110 synchronous instructional minutes each school day.

# *Virtual Learning Academy Sample Schedule: Middle School (5 Hours)*

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing and student enrollment; they are subject to change.

## Middle School Schedule Example

20 min. Morning Meeting

55 min. English Language Arts

55 min. Science

55 min. Math

55 min. Social Studies

30 min. Encore/Related Arts & SEL

Class #1 - 2 days/week

Class #2 - 2 days/week

Social Emotional Learning - 1 day/week

30 min. Physical Education

Classes are a blend of synchronous and asynchronous learning, with a minimum of approximately 140 synchronous instructional minutes each school day.



# Remote Learning

- ISBE recommends all districts prepare for a return to Remote Learning in the event there is a resurgence of the virus at any time during the 2020-2021 school year; all district students and staff will participate in Remote Learning due to public health concerns (Illinois returns to Phase 1, 2, or 3).
- Our guaranteed and viable virtual curriculum is followed, with both synchronous and asynchronous learning each school day.
- Our schedule is similar to the Virtual Learning Academy framework. Due to the availability of all staff working remotely, differences include:
  - Increase in synchronous learning
  - Expansion of available encore classes at the middle school level
  - Increase in Spanish language instruction for students enrolled in our elementary and middle school Dual Language Program
- Arrangements will be made for parents/guardians to pick up any school materials (including devices) that may be needed for successful participation in Remote Learning.

# *Remote Learning Sample Schedule: Early Childhood & Pre-Kindergarten (1 Hour)*

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing and student enrollment; they are subject to change.

## **Early Childhood and Pre-Kindergarten Schedule**

Both synchronous and asynchronous instruction are provided each school day.

Learning is focused on social-emotional wellness, early reading, and early math via both large and small group instruction.

Art, music, and gross motor instruction are delivered throughout the week.

Special education services are provided for eligible students.

# Remote Learning Sample Schedule: Elementary School (5 Hours)

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing, and  
are subject to change.

## Elementary Schedule Example

30 min. Morning Meeting *synchronous*

40 min. English Language Arts *synchronous*

30 min. English Language Arts Groups  
*synchronous & asynchronous rotations*

20 min. English Language Arts Acceleration  
*synchronous & asynchronous (need-based)*

40 min. Math *synchronous*

30 min. Math Groups  
*synchronous & asynchronous rotations*

20 min. Math Acceleration  
*synchronous & asynchronous (need-based)*

30 min. Science or Social Studies  
*synchronous & asynchronous rotations*

30 min. Related Arts & Second Step  
*synchronous & asynchronous rotations*

Art - 2 days/week

Music - 2 days/week

Second Step - 1 day/week

30 min. Physical Education  
*synchronous & asynchronous rotations*

# Remote Learning Sample Schedule: Middle School (5 Hours)

## Priorities

| Connections | Engagement | Support |

Schedules are contingent on staffing, and  
are subject to change.

## Middle School Schedule Example

20 min. Morning Meeting

*synchronous*

55 min. English Language Arts

*30 min. synchronous*

*25 min. asynchronous*

55 min. Science

*30 min. synchronous*

*25 min. asynchronous*

55 min. Math

*30 min. synchronous*

*25 min. asynchronous*

55 min. Social Studies

*30 min. synchronous*

*25 min. asynchronous*

30 min. Encore /Related Arts & SEL

*synchronous & asynchronous rotations*

Class #1 - 2 days/week

Class #2 - 2 days/week

Social Emotional Learning - 1 day/week

30 min. Physical Education

*synchronous & asynchronous rotations*



# Report Card

## Monitoring Student Progress

### Assessments:

- Students will participate in assessments so that we may identify strengths and needs that serve to inform differentiated instruction.

### Grades:

- Typical District 73 grading practices will be followed with an emphasis on meaningful feedback.

### Report Cards:

- Typical report card practices will be followed each trimester; adjustments may need to be made in the assessment of specific “work/study habit” measures in a remote environment.



# Future District Leadership Work

- Staffing:
  - Develop a job description for Virtual Academy Teachers.
  - Design an evaluation rubric that matches the job responsibilities of Virtual Learning Academy teachers.
  - Internally post Virtual Academy Teacher vacancies, dependant upon student enrollment numbers.
  - Hire 9 full-time permanent substitute teachers - Estimated cost \$500,000.
  - Hire 2 (Northside and Southside) Health Assistants - Estimated cost \$65,000.
  - Reconfigure custodial staffing plans and schedules to ensure dedicated disinfecting throughout the school day and a deep clean in the evenings - Estimated cost TBD
  - Assignment of staff including consideration of ADA requirements for accommodation of staff with verified health conditions.
- Policy:
  - Convene Policy Committee to review ISBE recommendations and determine potential District policies needed.



# Staff Professional Development

District 73 staff will participate in ongoing professional development including:

- Health and safety protocols
- Social-emotional support and services
- Trauma-informed practices
- Meeting varying academic needs via the assessment for learning cycle
- Guaranteed and viable curriculum
- Learning in a remote environment
- Technology tools and resources
- Implementing each of our Return to Learning models to smoothly transition between on-campus and remote learning, if needed



# District 73 Staff Childcare

The Hawthorn 73 administrative team is working with the Vernon Hills Park District to offer on-site child care for staff if school schedules do not align.

- Staff will be required to pay for on-site child care at a reduced rate.
- The program will target students in grades K-6.
- The aim of this program will be to facilitate each individual child's home district virtual learning plan.
- Staff will have the option to register their children for any number of days of the week, based on their schedule.



# Timeline of Next Steps

**July 20:** Board of Education Committee of the Whole Presentation

**July 22:** Special Board meeting to approve our Return to Learning plan and amend the 20/21 calendar

**July 23:** Superintendent shares the approved plan with staff

**July 23:** Superintendent shares the approved plan with parents via a letter detailing models offered for the 2020-2021 school year; parent enrollment window opens for On-Campus Learning or the Virtual Learning Academy

**August 2:** Parent enrollment window closes for the Virtual Learning Academy

**August 13:** Board of Education Update

**August 3-August 21:** Revised staffing plans, student class lists, and bus routes finalized.

**August 31:** First day of student attendance



# Questions