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DISTRICT 186

SPRINGFIELD PUBLIC SCHOOLS

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Return to Learn

2020-2021

July 2020

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Introduction

The decision around returning to learn for the 2020-2021 school year is a national and politically charged conversation that has played out in the media and social media across the United States. We all want to just hit a restart button and find a world without the coronavirus, yet we know that this is not the world in which we live. People are rightfully worried about numerous issues that include but are not limited to anxiety surrounding the virus and community spread, concerns for those with underlying health conditions, worry about masks, and the logistics around abiding by the Centers for Disease Control and Illinois Department of Public Health's recommendations for social distancing and larger group gatherings.

On June 23, 2020, the Illinois State Board of Education released a transition document that focused our work as a District on two plans as we move forward. In our collaborative efforts alongside the Springfield Education Association, and our SEIU Local 15 leaders and representative members, we have developed the plans that are presented to you today. In-person instruction is strongly encouraged in Phase 4 of the Executive Order 2020-40 issued by Governor Pritzker. It further states that this does not mean that we will return to pre-pandemic schools. The plan clearly calls for social distancing, requires face coverings, enhances sanitation measures, plans for symptom and temperature checks, and allows for other accommodations that are necessary for students to return to our schools.

Our plan has a heavy focus on providing class size limits for in-person learning and abiding by all guidance of the Governor, the Centers for Disease Control and the Illinois Department of Public Health.

Our plan allows for family choice between a blended in-person/online programs **and** a fully remote online option for the first semester of school. Our fully remote learning option will be taught by a District 186 teacher that is highly qualified to teach the grade level or class. In middle school or high school the same will be true, or a course may be taught using a platform called [Edmentum](#) Courseware with a District 186 teacher monitoring the progress of the students. This option has been utilized to support credit recovery courses for the last two years with great results. Our plan firmly believes that students with a classroom teacher whether in person or remote provides the best learning experience for students.

We realize that at any point in time we could immediately return to a fully remote plan due to the increase in positive cases in our region of the State as determined by the Governor's Office, ISBE, Illinois Department of Public Health and Sangamon County Department of Public Health.

This plan provides for ease of transition for students and for staff in the event that we must shift our focus throughout the school year.

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In order to address the need for a Return to Learn Plan, this document highlights key components and addresses the continued goals and commitments to the students and families that we serve in District 186.

These Strategic Goals and Collective Commitments are called out more than ever as we strive to provide an equitable learning environment for all students.

Strategic Goals

1. Expand opportunities for all students and empower them to learn and succeed
2. Enhance academic and emotional support so students can reach their full potential
3. Embrace a connected, committed and collaborative work environment
4. Engage families and community partners
5. Excel in fiscal responsibility and facilities planning and management

Collective Commitments

1. We are committed to affording equitable opportunities for all.
2. We are committed to celebrating a unified and diverse community of students and staff.
3. We are committed to providing a welcoming experience in every encounter.
4. We are committed to promoting a strong sense of District 186 and school pride.
5. We are committed to communicating relentlessly.

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Registration

Tuesday, July 21, 2020, is our traditional day to open registration for fall classes. This gives parents the opportunity to verify that they will be returning to District 186 and identify which school they will be attending. It also asks families to check off on many different waivers that we must have on hand.

This year we will be asking families if they prefer one of two options to return to learn.

Two other essential questions included on the registration form:

1. We are asking families to let us know if they will be utilizing **bus transportation services** to and/or from school this year.
2. Sign off on a **Technology Acceptable Use Policy** that provides an outline of how to care for the device that will be provided each student this year and that all devices must be returned at the end of the school year.

We will be asking ALL FAMILIES to log into their parent/guardian account to register and update their information and answer the questions provided. We will provide locations to do registration in person throughout the next two weeks. These locations will be announced soon through social media and the media outlets. We will also reach out to our community and faith based organizations to speak about the importance of registering online for school in the next two weeks.

Registration is due Friday, July 31, 2020.

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Communication Plan

The Superintendent and District Level Team will consistently and frequently provide updates to school administrators, teachers and school staff via e-mail and video conferencing as necessary. District messages will also be communicated to families via email, automated calls, text messages and social media including the District Facebook and Twitter accounts. Additionally, a dedicated District website has been developed at www.sps186.org/coronavirus and it will be kept up-to-date with all information regarding the 2020-2021 Return to Learn Plan. We will also work with community partners as necessary to share information.

District 186 Website – www.sps186.org

Facebook – www.facebook.com/District186/

Twitter – @schooldist186

Bilingual and ELL teachers will be available to translate or assist students and families with communication. Google Translator is available on our website. We will work to address all barriers to learning.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Resources

We will utilize a combination of resources to share important information about COVID-19, CDC and IDPH recommendations, and other District and community messages. These resources include posters, videos, and websites from both community partners and items created by staff and students.

Response to a Positive Case

A communication framework is being developed in order to respond to and appropriately communicate in the event of a positive case. This framework includes letter templates for different groups based on differing levels of possible exposure.

All communications regarding a positive case will be made following IDPH and SCDPH recommendations. At all times, we must ensure a person's right to privacy while sharing the appropriate information.

This framework will also include cleaning and sanitizing the building and a flow chart to return for both staff and students.

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Human Resources

The Human Resources Department is working closely with SEA, SEIU Local 15, and other employee groups to consider and create plans regarding:

- Job repurposing and descriptions for hybrid/blended or remote learning
- Job descriptions that may change due to hybrid/blended or remote learning
- Memorandums of understanding to address change in working conditions caused by hybrid/blended or remote learning

All staff were asked to complete a survey to determine who can return in either a hybrid/blended or remote learning model. The Human Resource Department will be working with staff to determine options.

The order of prioritization to opt in to remote learning (dependent on need and endorsement) is as follows:

- Personal health/quarantine due to COVID (long term)
- Caring for someone who has been advised to stay home or quarantine
- Child care/school closure
- Other and personal requests/preferences

If working remotely is not an option, the employee (if employed by the District at least 30 days) has the right to Family Medical Leave or personal leave (length of employment depends on bargaining agreement).

It is essential that we get the registration data so that we can align our staff with appropriate teaching assignments that accommodate the needs of the students and the staff.

Additionally this committee is working on a plan to address all other needs of our employees as it pertains to:

- COVID Communication Plan for school community and employees if there is a positive case in conjunction with Communications and Student Support Services
- Families First Coronavirus Response Act (FFCRA) Leave Flowchart: Explains employee rights and employer responsibilities
- Return To Work/School Flow Chart: Explains how to handle student/employee return to work after a COVID-related absence
- Collaborating with District Legal Counsel on all of these documents

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General Information

Masks

All staff and students are required to wear face masks at school and on school buses. All staff and students will receive a cloth mask that can be washed and reused. Disposable masks will be available if someone does not have a mask. HSHS is doing a mask drive for our schools through their volunteer outreach and we received masks through the State Board of Education and the Illinois Emergency Management System as well. All schools will be guaranteed to have the supply that they need without having to wait to receive additional supplies.

Screening

All students will be screened each day when they arrive at school. Screenings will include a temperature check and symptom questions.

Students who have symptoms or a temperature of 100.4 degrees F or higher will be quarantined to a designated area to determine next steps following IDPH guidelines.

Staff members will self-screen and indicate completion each day using the District's screening program. Each staff's supervisor will receive a daily report and be required to follow up if someone did not complete the screener.

Anyone with a fever of 100.4 or higher or with any symptoms should stay home.

Bus Screening

While we realize that students may have symptoms caused by the common cold or allergies from time to time, it is important to know that during this pandemic students will be screened for any and all illnesses. All students are required to be screened before entering the school bus. Students who have symptoms will be turned back to their families if there is a family member present to accept them. If not, they will make sure the student is masked along with all other students, and quarantine them to a seat in the bus until they arrive at school. Bus drivers will call ahead to the school so that the student can be removed from the bus first and screened immediately.

Social Distance

Social distancing of 6 feet will be implemented as much as possible. Floor markers and signage will be provided.

Group Limits

Groups are limited to 50 people in a single space including buses for 15 minutes or more at one time in a static situation.

This means that breakfast and lunch delivery must be different. It also means that there will be no assemblies or gatherings in schools for the foreseeable future. This will also reduce any building rentals by outside groups.

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Hand Sanitizer

Hand sanitizer stations will be placed throughout the buildings. Students will be required and encouraged to wash their hands and use the hand sanitizer stations often.

Water Bottles

Students are encouraged to bring their own water bottles. Water bottle filling stations will be available. Water fountains will not be available for use.

Visitors

Visitors to the schools will be limited. All visitors will be required to wear face masks at District schools and buildings. Appointments will be required and visitors will only be allowed in the office. We will have extra masks on hand to provide to visitors in the event they forget to bring one of their own.

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Facilities & Operations

Signs and Markers

All school buildings will have signs regarding face masks requirements and social distancing requirements and other safety procedures that are consistent across all school buildings.

Schools will use floor markers for social distancing and one-directional movement. These will be provided by the District.

Hallways

Hallways will be limited to one direction wherever possible. Schools will schedule breaks, passing periods, and other common times to reduce the number of students in the hallways at one time. Arrows and signage will be provided by the District.

Locker Rooms and Lockers

Locker rooms will be closed. Students will not change for PE.

We will still ask students and staff to store their coats and bookbags in their lockers for safety reasons.

Schools will assign hallway lockers to maintain social distancing as much as possible. Schools should limit trips to the lockers during the day if at all possible.

Cleaning

Current Plan of Action

- Custodial and trades staff are preparing the buildings.
- All spaces are being deeply cleaned and sanitized.
- All disinfectant and cleaning products used by the District are listed as effective against COVID-19 and other viruses.
- Our buildings are generally closed to staff other than coaches, teams and administrators until August 10 or by appointment only as approved by the administration to allow for rooms to remain sanitized.

Day Cleaning Protocol

- The head custodian will inspect the building condition each morning prior to students and staff entering the facility.
- Upon completion of students and staff entering the building, entryways and touch surfaces will be disinfected.
- Restrooms will be monitored and disinfected multiple times throughout the day.
- Trash and corridors will be maintained as usual during the day.
- Food waste removal will be determined by schedule and a process will be developed by the District.
- Periodic disinfecting of touch surfaces will occur throughout the day.
- Classrooms will have access to disinfecting spray. Spot cleaning throughout the day can be done by teaching and support staff. Staff will be provided supplies they need and have access to custodial staff throughout the day.

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Night Cleaning Protocol

- Night custodial teams will be cleaning each room and classroom on a nightly basis.
- Rooms will be swept and mopped nightly.
- Classroom desks, chairs, and touch surfaces will be disinfected nightly.
- Restrooms will be cleaned and disinfected nightly as usual.
- Locker surfaces will be sprayed with disinfectant nightly.
- All trash will be removed as usual.
- Corridors will be swept and mopped then touch surfaces disinfected.

Cleaning Supplies

Immediate availability of cleaning products has been verified with our supplier and products are in stock. In addition, the District is stockpiling a supply of disinfectant in the unforeseen event it cannot be obtained.

Crisis Cleaning Response Team

A crisis cleaning response team (CCRT) has been developed to address special cleaning activities in the event of a partial or complete closing of a facility due to a positive case in a building. This is a workforce that has volunteered for extra duty assignments. This group is made up of our current trained custodial staff and facilitated by the District in cooperation with SEIU Local 15. This group is willing to work overtime and night shifts to properly sanitize spaces and buildings.

Personal Protective Equipment (PPE)

The District began purchasing PPE last spring. PPE will be provided to schools and additional supplies may be requested at any time. The District will continue to stock and reorder PPE as needed so needs can be met. It should be noted that demand for some supplies is global in nature.

- Each staff member and student will receive at least one cloth mask from the District
- Disposable masks are readily available at all schools and will be restocked as needed.
- Standard gloves are available and will be restocked as needed.
- Gowns and face shields will be provided to nursing staff and other staff members as requested.

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Return to Learn Options

Our schools must operate with fewer students in person each day to follow Centers for Disease Control guidelines and social distancing requirements. Each individual classroom size will dictate the number of students and adults combined that can be in any one location.

During online registration, families can choose between a hybrid/blended model that includes in-person and remote learning, or a fully remote learning model. In the first week of school, each student in grades K-12 will be assigned a tablet or laptop for online learning that they may have for their use during the 2020-2021 school year. It will be required that the device be returned to the school at the end of the school year.

All students must register online. Due to the urgency to understand the choice that your family would like to utilize we are requesting that families finish registration by Friday, July 31.

After registration is complete and enrollment numbers for in-person learning are available, final schedules for which day your child will attend in person will be determined based on social distancing requirements.

Hybrid/Blended In-Person and Remote Option

The hybrid/blended model includes both in-person and remote learning. Students will attend school in person some days and attend online other days. Students will receive assignments and instruction every day of the week except for holidays or teacher planning days. Attendance on these days will be monitored and a student can be considered absent or truant if they do not attend. Students have responsibility to attend and participate either in person or online each day.

Remote Learning Option

Students will receive assignments and instruction every day of the week online except for holidays or teacher planning days. Attendance on these days will be monitored and a student can be considered absent or truant if they do not attend and participate online. Students have a responsibility to attend and participate each day.

When possible, students will be assigned a teacher for online learning that is affiliated with the school the student would normally attend. If a teacher from that school is not available to teach that grade level or subject, a student will be assigned a teacher from another school who is highly qualified to teach that grade level or subject.

Please Note: Students enrolled in the remote program will remain in the remote program through the first semester, which ends December 18, 2020.

Attendance

Attendance will be taken daily whether a student is learning in person or remotely in an online classroom.

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Pre-Kindergarten

In-Person Schedule

Students will attend in person four (4) days and have one (1) day of independent remote learning each week. Class sizes will be reduced to allow for social distancing.

Morning and afternoon half day sessions will be reduced to two (2) hours per day. Snacks will be sent home for the half day program.

The full day program at ELC will be reduced by one (1) hour to eliminate nap time at school. Lunch and recess will be held following social distancing requirements.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person Blended Direct Instruction	Independent At Home Learning	At School	At School	At School	At School

1 to 1 Technology will be provided to families choosing remote learning if needed and available to students who are in person. We of course want to limit the amount of screen time for our youngest learners.

Remote Schedule

Students will participate in virtual direct instruction four (4) days per week and have one (1) day of independent remote learning each week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Direct Instruction	Independent At Home Learning	Virtual Instruction	Virtual Instruction	Virtual Instruction	Virtual Instruction

Curriculum, Assessment, Support & Feedback

The Pre-K Program will use the Illinois Early Learning and Development Standards to develop curriculum guides. Teachers will use the Early Learning Scale / Assessment, Evaluation, and Programming System to assess students, inform teaching and learning needs, and provide feedback regarding student learning.

Home Visits

Home visits will be scheduled with families to help parents and students prepare for the start of the year. More information will be shared with families about this.

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Elementary School

Hybrid/Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will attend in person *at least* two (2) days following an A/B schedule and have up to (3) days independent remote learning each week on an online platform. The A/B groups will be split alphabetically after numbers are determined. Siblings will be assigned to the same groups. We must follow CDC guidelines for the number of students that can be housed in each classroom daily.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person /Blended Direct Instruction	Independent No Student Attendance In Person	Group A	Group B	Group A	Group B
Independent - No Student Attendance in Person	Independent No Student Attendance In Person	Group B	Group A	Group B	Group A

This specific A and B day schedule is subject to change based on the number of students enrolled in each model. Students can expect 2 to 4 days of in person learning with the other days being a hybrid/blended approach.

If allowed based on the number of students enrolled in the hybrid/blended model, in-person attendance days may be increased to four (4) days per week with one (1) independent learning day. This will be determined by enrollment figures and social distancing requirements.

Remote Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will participate in virtual direct instruction four (4) days per week and have at least one (1) day of independent remote learning each week.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	All	All	All	All

Teachers in a Remote Learning model will teach some subjects on certain days and others on other days. This is to be determined and will be clearly communicated.

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Special Education Considerations

Per ISBE guidelines, a high priority will be placed on providing in-person instruction for students who have Individualized Education Programs (IEP's), 504 Plans, and/or receive English language supports when building an equitable schedule for Blended Remote Learning Days. ISBE states that these students should be in attendance in-person daily during hybrid/blended remote learning days. Consideration will be given for the number of students per classroom and ability to maintain safety and health guidelines.

Individualized considerations may include continuing remote instruction for medically fragile students and students who demonstrate behaviors that may lead to safety concerns for staff and students.

Curriculum, Assessments, Support

The Teaching & Learning Department is revising curriculum guides to account for review and to prioritize the Illinois Learning Standards that will be taught. A priority in all curriculum planning is to ensure that plans for in-person and remote learning are the same. Assessments will be given to students to inform teaching and learning needs. This will include the NWEA MAP and other assessment tools. Teachers will continue to use the workshop model, which includes differentiated teaching and individual student goals to drive instruction. Teachers will use formative and summative assessments that show progress towards mastery of the standards taught.

Grading

Teachers will give weekly feedback in each subject. The report card will continue to have the same grading scale as the 2019-2020 school year and be spread across three grading periods.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Recess

Students will have recess with coordinated activities that allows for social distancing. Students will be allowed to remove masks if outside and social distancing is maintained. No shared equipment or playground structures will be allowed. Students will wash their hands or use hand sanitizer before and after recess.

SCOPE

Before and after school care will be available at elementary schools on assigned in-person days following the A/B schedule. Enrollment may be limited to maintain social distancing requirements.

SCOPE registration is separate from online registration and must be completed for enrollment in the program. Families will receive information from SCOPE regarding registration.

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Parent and Student Orientations

The Teaching & Learning Department is working with schools to develop orientation models to help parents and students with the new guidelines, technology, and general preparation for the start of the year. More information will be shared with families about this.

Kindergarten

We are excited to welcome our newest learners to our elementary schools. We will be planning opportunities for our new students to visit their schools, meet their teacher face to face and pick up their technology device. Even if families chose remote learning, we feel strongly that if it is at all possible we would like to provide this opportunity.

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Middle School

Hybrid/Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will follow an A/B schedule attending in person two (2) days per week and working online independently three (3) days per week. Students will follow the same daily schedule on the two (2) in-person days and the three (3) independent days. The A/B groups will be split alphabetically after numbers are determined. Siblings will be assigned to the same groups.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person Blended Direct Instruction	Independent No Student Attendance In Person	Group A	Group B	Group A	Group B
Independent - No Attendance in Person	Independent No Student Attendance In Person	Group B	Group A	Group B	Group A

This specific A and B day schedule is subject to change based on the number of students enrolled in each model. Students can expect 2 to 4 days of in person learning with the other days being a hybrid/blended approach.

Remote Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will have direct instruction virtually (e.g., Zoom) following an A/B schedule. Students will follow the same daily schedule on the two (2) direct instruction days and the three (3) independent days. The A/B groups will be split alphabetically after numbers are determined. Siblings will be assigned to the same groups.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	Group A	Group B	Group A	Group B
Independent - No Attendance In Person	Independent	Group B	Group A	Group B	Group A

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Special Education Considerations

Per ISBE guidelines, a high priority will be placed on providing in-person instruction for students who have Individualized Education Programs (IEP's), 504 Plans, and/or receive English language supports when building an equitable schedule for Blended Remote Learning Days. ISBE states that these students should be in attendance in-person daily during hybrid/blended remote learning days. Consideration will be given for the number of students per classroom and ability to maintain safety and health guidelines.

Individualized considerations may include continuing remote instruction for medically fragile students and students who demonstrate behaviors that may lead to safety concerns for staff and students.

Curriculum, Assessments, Support

Teachers will focus instruction on prioritized Illinois Learning Standards. The Teaching & Learning Department will work with teacher teams to prioritize the standards and content. Possible missing concepts will be identified and time will be set aside to address these needs. A priority in all curriculum planning is to ensure that plans for in-person and remote learning are the same. Assessments will be given to students to inform teaching and learning needs. This will include the NWEA MAP and other assessment tools. Teachers will use formative and summative assessments that show progress towards mastery of the standards taught. Teachers will continue to use the workshop model, which includes differentiated teaching and individual student goals to drive instruction.

AVID courses and strategies will be emphasized.

Tutoring opportunities will be available both in person and remotely.

Grading

Grades will reflect student performance and be directly aligned to the prioritized learning standards required by that grade level and subject area.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Parent and Student Orientations

The Teaching & Learning Department is working with schools to develop orientation models to help parents and students with the new guidelines, technology, and general preparation for the start of the year. More information will be shared with families about this.

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6th Grade Orientation

The District is preparing to invite our 6th grade students to a 6th grade orientation event in August using a WEB (Where Everybody Belongs) model for supportive transition to the students' new middle school experience. We know that this is going to be different in the past and we will be sharing the details and invitations in early August.

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High School

Hybrid /Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will follow an A/B schedule attending in person two (2) days per week and working online independently three (3) days per week. Students will follow the same daily schedule on the two (2) in-person days and the three (3) independent days. The A/B groups will be split alphabetically after numbers are determined. Siblings will be assigned to the same groups.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person /Blended Direct Instruction	Independent No Student Attendance In Person	Group A	Group B	Group A	Group B
Independent - No Student Attendance in Person	Independent No Student Attendance In Person	Group B	Group A	Group B	Group A

Dual credit, career-based courses such as Sangamon CEO, CACC, drivers education, and Advanced Placement courses may require additional face-to-face class time and may not follow the A/B model.

This specific A and B day schedule is subject to change based on the number of students enrolled in each model. Students can expect 2 to 4 days of in person learning with the other days being a hybrid/blended approach.

Remote Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will have direct instruction virtually (e.g., Zoom) following an A/B schedule. Students will follow the same daily schedule on the two (2) direct instruction days and the three (3) independent days. The A/B groups will be split alphabetically after numbers are determined. Siblings will be assigned to the same groups.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	Group A	Group B	Group A	Group B
Independent - No Student In Person	Independent	Group B	Group A	Group B	Group A

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Students may be required to attend virtual class meetings on additional days as needed. Dual credit, career-based courses such as Sangamon CEO, CACC, drivers education, and Advanced Placement courses may require additional face-to-face class time and may not follow the A/B model.

Special Education Considerations

Per ISBE guidelines, a high priority will be placed on providing in-person instruction for students who have Individualized Education Programs (IEP's), 504 Plans, and/or receive English language supports when building an equitable schedule for Blended Remote Learning Days. ISBE states that these students should be in attendance in-person daily during hybrid/blended remote learning days. Consideration will be given for the number of students per classroom and ability to maintain safety and health guidelines.

Individualized considerations may include continuing remote instruction for medically fragile students and students who demonstrate behaviors that may lead to safety concerns for staff and students.

Curriculum, Assessments, Support

The Teaching & Learning Department will work with teacher teams to determine priority standards and content. Possible missing concepts will be identified and time will be set aside to address these needs. A priority in all curriculum planning is to ensure that plans for in person and remote learning are the same. Teachers will collaborate to create appropriate summative assessments and “quick checks” to help identify focus areas in specific standards for individual students. Teachers will use data to guide differentiated instruction and intervention.

Dual credit, career and technical education, drivers education, and Advanced Placement courses will follow program requirements. AVID courses and strategies will be emphasized.

Tutoring opportunities will be available both in person and remotely.

Grading

Grades will reflect student performance based on the learning standards outlined for each specific course.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Parent and Student Orientations

The Teaching & Learning Department is working with schools to develop orientation models to help parents and students with the new guidelines, technology, and general preparation for the start of the year. More information will be shared with families closer to the beginning of the school year.

DRAFT

Freshman Forward

The District is preparing to invite our 9th grade students to a Freshman Forward Event in August to allow for a supportive transition to the students' new high school experience. We know that this is going to be different in the past and we will be sharing the details and invitations in early August.

DRAFT

Alternative Programs - Grades 6-12

Hybrid/Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will follow an A/B schedule attending in person two (2) days per week and working online independently three (3) days per week. Students will follow the same daily schedule on the two (2) in-person days and the three (3) independent days. The A/B groups will be split alphabetically after numbers are determined. Siblings will be assigned to the same groups.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person/Blended Direct Instruction	Independent No Student Attendance In Person	Group A	Group B	Group A	Group B
Independent	Independent No Student Attendance In Person	Group B	Group A	Group B	Group A

This specific A and B day schedule is subject to change based on the number of students enrolled in each model. Students can expect 2 to 4 days of in person learning with the other days being a hybrid/blended approach.

Remote Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will have direct instruction virtually (e.g., Zoom) following an A/B schedule. Students will follow the same daily schedule on the two (2) direct instruction days and the three (3) independent days. The A/B groups will be split alphabetically after numbers are determined. Siblings will be assigned to the same groups.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	Group A	Group B	Group A	Group B
Independent	Independent	Group B	Group A	Group B	Group A

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Special Education Considerations

Per ISBE guidelines, a high priority will be placed on providing in-person instruction for students who have Individualized Education Programs (IEP's), 504 Plans, and/or receive English language supports when building an equitable schedule for Blended Remote Learning Days. ISBE states that these students should be in attendance in-person daily during hybrid/blended remote learning days. Consideration will be given for the number of students per classroom and ability to maintain safety and health guidelines.

Individualized considerations may include continuing remote instruction for medically fragile students and students who demonstrate behaviors that may lead to safety concerns for staff and students.

Curriculum, Assessments, Support

Teachers will focus instruction on prioritized Illinois Learning Standards. The Teaching & Learning Department will work with teacher teams to prioritize the standards and content. Possible missing concepts will be identified and time will be set aside to address these needs. A priority in all curriculum planning is to ensure that plans for in-person and remote learning are the same. Teachers will use formative and summative assessments that show progress towards mastery of the standards taught. Teachers will continue to use the workshop model, which includes differentiated teaching and individual student goals to drive instruction.

AVID courses and strategies will be emphasized.

Grading

Grades will reflect student performance based on the learning standards for that course.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Parent and Student Orientations

The Teaching & Learning Department is working with schools to develop orientation models to help parents and students with the new guidelines, technology, and general preparation for the start of the year. More information will be shared with families about this.

Adult Education Programs

Programs that serve our adult learners will create their own model of instruction that will allow for social distancing and follow all of the requirements laid out in this document. These messages will be communicated to students who are enrolled in this programming.

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Student Support Services

Students with Disabilities and English Language Learners

Student Support Services incorporates many disciplines that provide services to students, which include Special Education and English Language Learners (ELL). Each discipline presents unique variations to the remote and hybrid/blended models. In support and follow-up to the 186 Learns Task Force, discipline groups will continue to give input on the hybrid/blended and remote learning models as it pertains to their unique service needs. This process will continue to be completed during the next several weeks.

Instructional/service provider groups in Student Support Services include but is not limited to: Speech Language Pathologists, Deaf/Hard of Hearing Teachers, Visually Impaired Teachers, Occupational Therapists/Physical Therapists, Autism Teachers, Emotional Disorder Teachers, Social Workers, School Psychologists and ELL Teachers. Student Support Services also includes our District Nurses.

Detailed plans and systems of supports for each category are in development.

In order to plan for the school year, seeking registration information for how students would like to attend school is essential. On one hand students with disabilities thrive with in person small group instruction that meets their individual needs, on the other hand students with disabilities that include fragile medical conditions may not be able to attend school in person at this time. Other students may thrive in remote environments.

Individualized Remote Learning Plans have been developed and will be modified as needed to address each student's Individualized Education Plan (IEP). Each Remote Learning Plan will be individualized and work to address IEP Goals and consider accommodations/modifications that are needed for access to remote or a hybrid/blended in-person learning model. The Remote Learning Plans will identify what services will be provided.

Students who receive related service minutes in the IEP will receive services through the use of consultation/collaboration with teaching staff, video conferencing, tele-therapy, hands-on tasks provided by the therapist/clinician, online material, or materials that have been provided for families.

We are cognizant that Personal Protective Equipment, extra supplies, clear face masks and gowns where needed are extremely important for our employees to allow them to serve students in a manner that is safe and meets the individual student's learning goals.

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Occupational and Physical Therapists (OT/PT)

The OT/PT Team has developed a plan of action that outlines services during remote and hybrid/blended learning environments. These include but are not limited to:

- Direct or consult services which will vary based on the type of service and activities that are recommended for each student based on appropriateness
- Synchronous telehealth services (direct services)
- Video or phone check in with caregiver (consult services)
- Home exercise or activity programming with check in via video, phone call, or email pending caregiver preference (consult services)

What factors may impact the type of services provided by OT/PT?

- Medical/health status of students
- IEP goals and remote learning goals
- Ability of caregiver or school staff to assist with therapeutic activities

Students in a Life Skills Class

We recognize that students who have a designation of life skills may have unique and underlying medical conditions that deem them medically fragile. We will be communicating directly with families to let you know the schedule that we will follow and the precautions and Personal Protective Equipment that will be worn to provide the best possible services for your child.

English Language Learners

In order to best serve our ELL students, we recommend the use of the Google Translate tool. The first step to support ELL students is the registration process that identifies students in need. Once students are identified through online registration as ELL, a priority should be made to provide student screening prior to the first student attendance day. A specific model of in-person/blended or remote instruction will be determined by enrollment numbers after registration. These will be communicated to families in their native language if warranted.

The ELL Team Recommends the following:

- Bilingual tutors have proven to be a valuable resource throughout the stay at home/remote learning in meeting the individualized needs of families. The team recommends continuation of those services, noting that if full remote ELL students may need additional tutor support.
- The team recommends that ELL students be placed in the same classroom, to the greatest extent possible whether learning remotely or in a hybrid/blended environment.
- To equip families for possible hybrid/blended and/or remote learning, the team recommends offering an organized connectivity training for families.

The team would like to emphasize the importance of clear and concise communication for the ELL student population. Specifically, the team recommends classroom teachers simplify written and oral directions.

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Social and Emotional Learning & Wellbeing

The Importance of Social Emotional Learning (SEL)

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) organization, “social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Springfield Public Schools is committed to ensuring that staff, students, and adults are equipped with the knowledge, skills, and support they need to be successful as school begins in the fall. As we commit to this effort, we know that we contribute to the care and wellbeing of all individuals within our system, which is our highest priority. In our endeavor to provide these vital supports for wellbeing and learning, our district understands that SEL must be facilitated in equitable learning environments, where all staff, students, and families feel respected, valued, and affirmed, no matter their social identities, cultural values and backgrounds (CASEL, 2020).

The First 20 Days for All Students

Welcoming Students Back Whether in Person or Remotely

In the words of John C. Maxwell, “Students don’t care what you know until they know that you care.” With that being said, building relationships at the beginning of the school year ensures that our students, staff, and families will form a connection that will allow for clear and consistent communication amongst key stakeholders and the school. This will be done in an effort to support the social and emotional needs of all parties involved.

Wellness Checks

Ensuring the overall health and wellbeing of our families is vital as we support students with their successful start back to school. Therefore, wellness checks, not just temperature screenings, will be a regular part of our daily and weekly routines to ensure the physical, social, emotional, behavioral, and academic health of students as well as assess family needs of support. It is recommended that designated staff who will perform wellness checks and/or visits be determined prior to the start of school to ensure this support is available to families at the beginning of the year.

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Transportation

The District is working with First Student to develop policies that meet ISBE (Illinois State Board of Education) and IDPH (Illinois Department of Public Health) guidelines.

General Information

- Students will be required to wear masks on buses.
- A plan of action that will include either self screening or temperature checks prior to entering the school bus will occur.
- Social distancing will be maintained as much as possible by spreading out on the bus.
- Assigned seats on the bus will be highly recommended.
- No more than 50 students will be allowed on a single bus.
- They will open windows when the weather allows.

Bus Cleaning and Safety Protocols

First Student has set protocols for the following:

- Daily deep cleaning of all school buses after routes are completed
- Cleaning plans throughout the day between routes
- Protocols for deep cleaning if a positive case is tied to a certain bus
- Plans for assisting with the monitoring of students getting on the school bus
- Protective equipment for their staff
- Protocols for any employee (driver or monitor) who tests positive or is exposed to the virus
- Communication structures to connect First Student to District Transportation Leadership for immediate action in the case of any health concern.

Bus Routes

Bus routes will be finalized upon receiving the addresses of students wishing to have transportation. This is another essential component of our registration process.

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Food Service

Breakfast and lunch will be available for all students whether attending in person or remotely. Only sack breakfast and lunches will be served. Students will be required to wash their hands or use hand sanitizer before entering the cafeteria or eating meals.

In-Person Food Service

Students will choose between a cold or hot lunch option. The cold lunch options will include sandwiches, salad or raw vegetables, and fruit. Hot lunch options will include a hot entree, hot vegetable, and fruit. All meals will be served with a choice of white or chocolate milk.

Middle/High School Only

Students will have the option of purchasing snacks and drinks ala carte. If students pay with cash, cash will be dropped in a container and any change will be added to the student's lunch account as exchanges of cash will not be allowed.

Meals may be eaten in the classroom. Lunch times will be staggered to accommodate social distancing in the cafeteria.

Remote Food Service

Breakfast and lunch will be distributed at the three high schools using a drive-thru process between 7:30 and 8:30 AM.

Mondays

Each school will have a drive-thru service to distribute breakfast and lunch from 7:30-9:00 AM. Students can pick up meals at any school.

Meals will not be distributed at the Early Learning Center, Douglas School, or Lawrence Education Center.

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Technology Information

Devices

All students in grades K-12 will receive a tablet or laptop. Parents will be required to sign the Technology Policies and Procedures when completing online registration.

Pre-K Students will have access to technology as needed and if they are participating remotely.

Internet Access

Hotspots will be available to students that do not have internet access.

Internet Safety

Please visit our website for information about internet safety.

https://www.sps186.org/schools/techservices/internet_safety_information/

Technology Assistance

Assistance will be available for staff and students. This will include trouble-shooting access problems and device repairs.

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Technology Policies and Procedures

Student agrees to use any assigned equipment in accordance with the following terms and conditions:

1. Student will exercise care in the use and handling of the equipment so it is not lost or damaged. If the equipment breaks down, Student will return the equipment to the District for repairs. No maintenance service or repairs may be performed outside of the District.
2. Student will be responsible for the pickup, transportation, and return of the equipment. The equipment will be returned to the school with all software and hard drives which were contained with the equipment upon issuance. Extra files and programs must be deleted before the equipment is returned to the District.
3. Unless otherwise agreed by the school principal, Student will be responsible for loss of the equipment or any damage to the equipment.
4. During the term of this Agreement, the District will remain the owner of the equipment subject to Student's rights to use the equipment in accordance with the terms of this Agreement.
5. Upon violation of any term or condition of this Agreement, Student may forfeit further use of the equipment or be subject to use restrictions imposed by the District.
6. Student will promptly report any theft, loss or damage to District staff.

District Technology Policies and Procedures

1. Student agrees to abide by the District Technology Policies and Procedures.
2. Student agrees that my use of District technology is for educational purposes only.
3. Student agrees that use of District technology is a privilege and that he/she is responsible for the proper care of the device that is assigned to him/her, as well as any other District technology equipment he/she is allowed to use including hotspots, charging cables, and charging cubes.
4. Student agrees to keep all accounts and passwords assigned to him/her secure and he/she will not share these with any other students. This includes passwords for email and network access.
5. Student agrees that he/she will never share personal information over the internet. In addition, if Student is asked for personal information or harassed in any way, he/she agrees to report it immediately to parents, teacher, or another staff member. For reporting purposes, the District shall be contacted at 217-525-3000.
6. Student agrees that he/she will not install, download, or otherwise utilize any software that is not authorized by the District Technology Department.
7. Student understands that if he/she does not abide by the District Technology Policies and Procedures, he/she will be disciplined in accordance with the Student and Family Handbook. In addition, he/she may be subject to legal action if his/her actions break the law.
8. Student will comply with all copyright laws.

Parent or guardian agrees to take full responsibility for supervising Student's use of the District technology while the Student is at home or in possession of District equipment.