



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

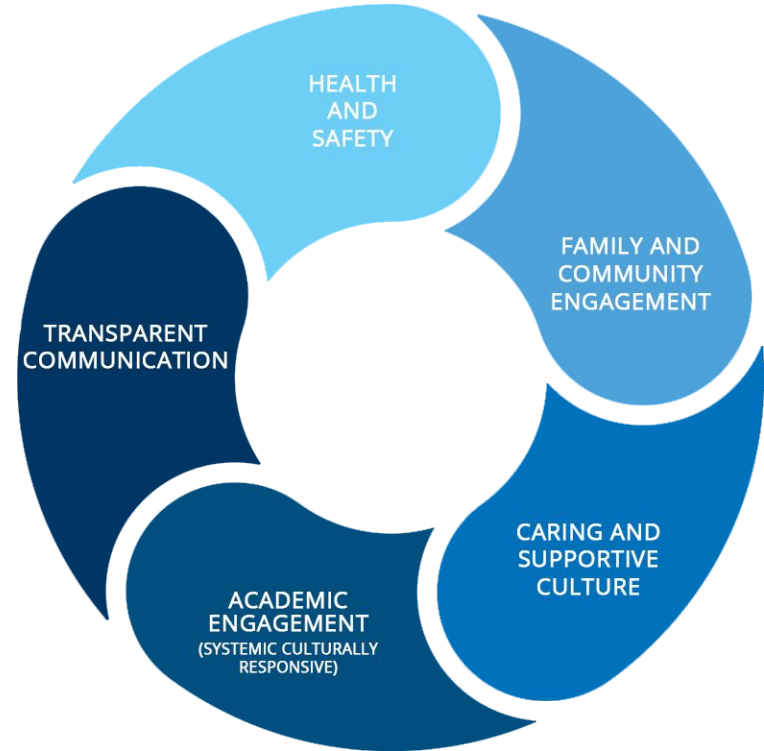
Every Child, Every Day, Whatever it Takes

2021-2022 Return Plans
May 17, 2021

Core Values and Goals



- ❑ Living up to our return to school core values
- ❑ Return of educators and staff members on-site
- ❑ Prioritizing in-person learning (five days per week at all grade levels)
- ❑ Live instruction for in-person and virtual pathways
- ❑ Virtual learning for students who cannot return, prioritizing those with medical conditions
- ❑ Alignment to recommendations and latest guidance related to health and safety measures
- ❑ Focus on mental health and a successful transition back to in-person learning
- ❑ Interventions and academic support for students not yet at grade level
- ❑ Continued promotion of vaccine opportunities for adults and students as available



Establishing a Timeline



Compression planning focused on calendar, building capacities, and virtual learning

Development of key planning milestones and deliverables

| | |
|---------------------|---|
| MAY 11 | Community update announcing release of virtual learning pathway eform and At-A-Glance document, notification of May 17 board presentation |
| MAY 11-28 | Virtual Learning Interest Form remains open for selection |
| MAY 14-18 | Updated building capacity guidance and technology upgrade budgets |
| BY JUNE 30 | If increased demand, virtual seats are confirmed with families, checklist of building readiness, and guidance on virtual learning expectations |
| JUNE - JULY | LGIR handbook updates, before/after school programming guidelines, research based framework for virtual learning, and development of training materials/modules |
| AUGUST 23-24 | Educator and Staff Institute Days |

AUGUST 25 - First Day of School for K-8 / **SEPTEMBER 1** - First Day for JEH Early Childhood Center

Communication and Collaboration



- Multi-faceted approach to communicating fall return plans
- Communication and engagement in alignment with SY22 planning milestones
- Ensuring language access and partnering with key groups for support (FACE, union leaders, principals, medical advisors, and parent and community groups)
- Collaboration across employee groups in the form of compressions and working groups
- Reflection on SY21 communication strategies (supt updates, infographics/fact sheets, text messages, *Fast Five*, community forums)
- Focus on transition and support for those returning to building for the first time
- Continued promotion of vaccine benefits and clinics

ESSER Funding and Financial Impact



- ESSER I - \$0.8M
 - ESSER II - \$3.0M
- } Approved and finalized
- ESSER III - \$6.8M (allocated but not yet approved)
 - The funding will allow the District to provide resources for:
 - Building and facilities preparation and staff/student protection, preparing schools for reopening
 - CREATE teacher residency, learning improvements including summer learning and afterschool programs, academic skills centers, guidance counselors, and evidence-based interventions
 - Educational technology, including enhanced internet access
 - Remaining funds can be used to hire additional staff for student emotional support
 - ESSER I must be spent by September 30, 2022, ESSER II by September 30, 2023 and ESSER III by September 30, 2024

Pivot to Remote Learning



- Reflective on advice from medical advisors to shift from using defined metrics
- Decisions based on local guidance from health departments along with any state-level directives
- Preparedness for transition after operating in remote learning setting for over a year
- 1:1 technology for students will continue and use of online learning and engagement platforms and resources (eg., SeeSaw, Google Classroom)
- Collaboration with educators and administrators to proactively plan if there is a need to pivot back into remote learning

What to Expect
the School Day to
Look Like:

IN-PERSON
LEARNING



Building Capacities & Learning Spaces



Highlights

- 3ft social distancing for staff and students; 6ft when unmasked (eating and napping)
- Students and staff will continue to wear masks
- Return to in-person fine arts specials including PE
- Due to expected increases to in-person attendance, additional classroom furniture is being purchased to maximize 3ft social distancing.
- Meals - use of additional spaces including heated enclosed outside spaces to accommodate 6ft guidelines during lunch
- Possible locker use under review in SY22 with careful guidelines around access
- Pending guidance from IDPH and current social distancing requirements will allow more students in the restrooms at the same time

Early Childhood Student Experience



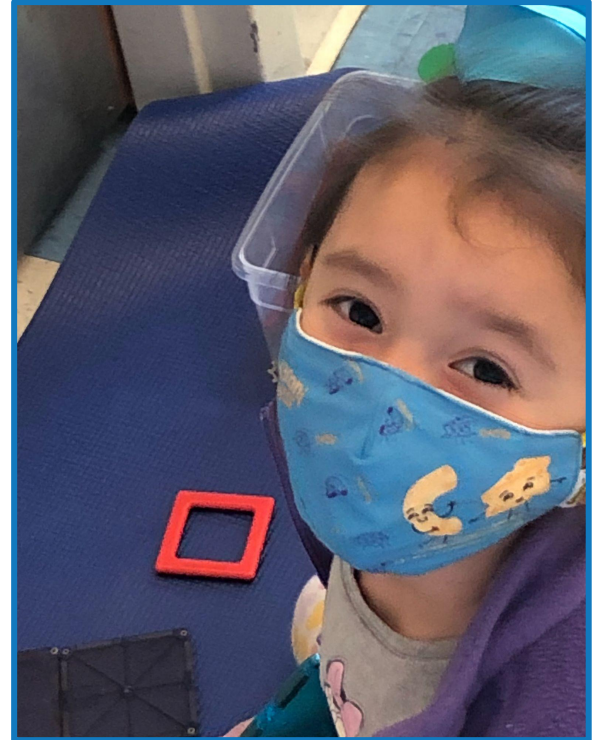
In-person school day highlights:

- All programs with full return to in-person learning
- School hours continue to vary based on program grant requirements.
- Most classrooms will have capacity for 15 students at the new 3' guidelines. All students will interact only with other students in their cohort.

Health safety protocols will continue to be enforced with mitigation measures that are in compliance with DCFS Early Childhood education guidelines.

- Additional PPE available for all staff, temperature checks of all students at arrival
- Educators will blend the best of pre-COVID and COVID learning tools to create safe and respectful learning environments where students are engaged and challenged.

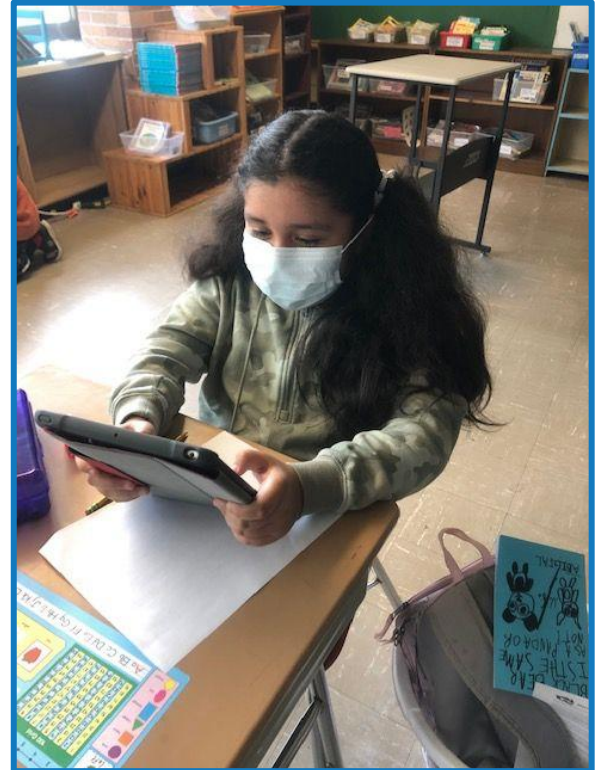
Educational focus on grade level learning and accelerating learning where gaps exist in all domains of development.



K-8 Grade Student Experience



- Students fully engage in all content areas including core subjects and specials
- K-5 will move for specials; 6-8 grade students will return to traditional schedule and changing classes.
- Blending of best of pre-COVID and COVID learning tools to create safe, respectful learning environments where students are engaged and challenged
- Focus on grade level learning and accelerating learning where gaps exist in academics and SEL
- Students continue to have technology devices to support independent learning
- Access to before and after school activities in compliance with CDC/IDPH guidelines.



Park School Student Experience



Highlights

- Full return to in-person with remote learning option
- In-person related services in the classrooms
- In-Person APE (Adapted Physical Education) and Independent Skills where practical - avoiding mixing classrooms/cohorts as much as possible
- Reduced furniture in classrooms
- Follow IDPH/CDC guidance for social distancing (mask accommodations and unvaccinated people)
- Additional PPE available for all staff
- Offering tours of the classroom prior to school starting, social stories and videos, Summer Learning Plus session



Student Transportation



- Transportation will continue to be provided for all eligible D65 students.

Safety Measures

- New bus drivers and aides will be trained on safety protocol.
- Assigned seating for students on all routes.
- Drivers and passengers must wear masks.
- Temperature and symptoms checks will be required daily to ride buses.
- Frequently touched surfaces, including hand railings, student bus seats, and surfaces in the driver cockpit will be sanitized daily.



Breakfast and Lunch



All meals will continue to be at no-cost to students in 2021-2022.

- Students will eat in classrooms/cafeterias/gymnasiums - this will depend on size of cafeteria spaces, timing of lunch periods, and in-person enrollment at each school.
- Consideration of outdoor options that meet school health and life safety requirements.
- Lunch planning individualized per school in accordance with districtwide guidelines.
- All students wanting hot lunch should come to the cafeteria to retrieve (if feasible)
- Current guidance is that students and staff must remain 6 feet apart while eating (regardless of vaccination status)
- Talking should be minimized and students should continue to wear masks immediately before and after finishing their meal.
- Breakfast will still be offered as a “grab-n-go” and eaten in classrooms.
- Weekly meal pickups will still be available for students in virtual learning.

Recess



- Recess will continue to be held outdoors as long as weather permits.
- Use of playground equipment will be allowed
- Face coverings are required during recess and outdoor activities where social distancing cannot be maintained
- During inclement weather students will be assigned to indoor spaces for recess



Before and After School Activities



- Programming will resume to include academic, enrichment, and SEL supports and activities
- Sports will resume in accordance with State of Illinois guidelines
- Masks must be worn and participants and volunteers must adhere to all health/safety guidelines
- D65 and partners will work to accommodate students in remote pathway for participation (if their parent/caregiver chooses)

BEFORE SCHOOL

D65 School Aged Childcare, Books & Breakfast, Morning Mentors

DURING SCHOOL DAY

Fluency Tutors, Howard Area Reading Program, Math is Fundamental

AFTER SCHOOL

D65 School Aged Childcare, D65 clubs, activities, sports, YMCA, MetroSquash, High Jump, Youth & Opportunity United (Y.O.U.)

Field Trips, Gatherings, and Visitors



- Schools may organize walking field trips with adequate supervision allowed. Due to continued health concerns, bus use for field trips will not be permitted at this time.
- Field trip guidelines may change as more information becomes available.
- All indoor and outdoor gatherings are subject to IDPH capacity guidelines.
- Outdoor school-based gatherings are currently being planned for summer to support student transition back to school.
- Visitors will not be allowed during the school day unless the person has registered and been approved as an official volunteer. Families and partner organizations may be able to hold small events/gatherings in compliance with D65 permit requirements.
- Health and safety measures must be adhered to by all visitors, staff, and students.

MITIGATION MEASURES FOR IN-PERSON LEARNING



Mitigation Measures: They Work!



Lessons Learned: Proven and effective strategies for stopping the spread of COVID-19



Sick students & staff must remain home

Los estudiantes y el personal enfermos deben permanecer en casa



Masks required to be worn at all times (except when eating)

Se requiere usar cubrebocas en todo momento (excepto al comer)



Maintain social distancing (especially when eating)

Mantener el distanciamiento físico (especialmente al comer)



Complete your daily health certification

Llene su certificación de salud diaria



Avoid touching your face

Evitar tocarse la cara



Wash hands often

Lavarse frecuentemente las manos









Follow all posted signage

Obedecer todos los señalamientos colocados

Arrival to School



-  Bring fully charged device and any other instructional materials
-  Completion of Health Self-Certification prior to leaving home (including temp check)
-  Facial covering required regardless of vaccination status
-  Use designated arrival entrances
-  Maintain 3-6 feet of distance from others at all times
-  Non-essential visitors will not be allowed in buildings



PPE in D65



- Masks will continue to be worn by staff and students (even by those vaccinated)
- Masks are required to be worn upon entering and at all times in D65 buildings (except when eating/napping) and on school buses.
- Students and staff should use their own masks (and bring a spare).
- District 65 will have a supply of disposable masks for those students or staff who don't have one or forget theirs at home.
- Additional PPE will be available for educators as needed
- When masks cannot be worn, students and staff will maintain strict social distancing of at least six feet.
- Continue to monitor IDPH/CDC guidance on loosening restrictions



Facility Safety



- Increased daily cleaning protocols in accordance with CDC and OSHA guidelines
- Increased cleaning of restrooms and commonly touched surfaces such as doorknobs, railings, sinks, countertops, etc.
- Hallways and stairways designated as one-way or directionals marked for traffic flow
- Students will be provided with individual storage bins for personal belongings
- Water fountains decommissioned (bottle filling stations available)
- Ventilation upgrades (MERV 8 or 10 rating, air filters upgraded to pleated MERV-8, increased outside airflow, HEPA filters in areas with limited airflow)
- Hand sanitizer stations throughout buildings and in all classrooms and common areas
- Health and safety signage in English and Spanish



Health Measures



Additional Health Measures

- General and close contact notifications of positive COVID-19 cases
- COVID-19 Dashboard for confirmed cases in D65 schools
- Continued use of supervised isolation rooms
- Contact tracing will be conducted in conjunction with local health departments
- Quarantine guidelines for vaccinated and unvaccinated individuals (IDPH Interim Exclusion Guidance for Prek-12 schools)
 - **Vaccinated staff and students are not required to quarantine.**
- Exploration of options for COVID-19 testing for students



Virtual Learning Pathway



D65 Virtual Learning Pathway



- D65 virtual learning offered at limited sites.
- Students in kindergarten through 8th grade will have access to grade appropriate classes and expectations.
- Delivery of learning may vary in order to leverage practices that work best in a virtual learning environment including regular student feedback
- The “what” children are learning will be largely the same but the “how” they are learning will vary from the onsite learning experience.
- Focus on building a true sense of virtual school community for students and families leading to students feeling connected to their school, educators, and fellow students.
- Limited in-person experiences including before/after school activities may be made available
- Most instruction will be provided by D65 employees with some support from partners.
- Awaiting Illinois State Board of Education resolution and guidance on remote learning



Virtual Learning Criteria



The following priorities will be applied if demand is greater than seats:

- A documented 504, IEP, or student health plan with their home school, and that indicates that there is a medical condition that limits the child's ability to return to onsite learning.
- Other factors will be considered including student engagement, academic progress and attendance during virtual learning.
- An additional limited number of seats may be available by lottery for parents/caregivers who prefer this options for their students.

Remote and Virtual Learning



REMOTE LEARNING

- Learning that occurs away from school yet was designed for onsite learning.
- Materials are a blend of online and paper-based.
- Schedule aligns to onsite learning.

VIRTUAL LEARNING

- Course is designed to be delivered virtually using technology.
- Learning experiences supports the use of online tools and strategies.
- Majority of materials are online and electronic.
- Lessons and learning tasks have a focus on being accessible for all learners.
- Regular engagement is expected for all students.

Virtual School Enrollment Process



STEP 1



Complete the District 65 virtual learning pathway preference form by May 28

STEP 2



The Registration team emails to confirm your interest in the virtual pathway and communicates the registration process by end of June.

STEP 3



Respond to the email to confirm your desire to register in the virtual pathway.

Note: A student will be transferred from their current school or program and into the virtual program. When a student exits the virtual program, they may return to their home school. Returning to a magnet program, would only be allowed if space is available.

Requests to Change Learning Pathway



Potential Ongoing Enrollment for the Virtual Pathway

- The virtual pathway will receive students only on the first day of a new trimester unless the student is new to the District (consistency in learning environment and feedback).
- Changes will take up to five school days for processing.

Exiting the Virtual Pathway for another D65 School or Program:

If a student exits the virtual pathway,

- They may do so at any time and return to their neighborhood school with five school days notice to allow the home schools to prepare accordingly.
- If a student has enrolled from a magnet program or school (Bessie Rhodes, King Arts, ACC, or TWI), the student will be able to return to the magnet program or school if space is available. If there is no space, they may return to their neighborhood school.

INSTRUCTION



Transitions



- Each school leadership team will develop a four-week Return to School plan with the following focus areas:
 - Schools will develop opportunities to host summer building tours and orientations for students.
 - Establish school norms, values and expectations and develop student ownership
 - Orient students new and returning to the routines and shared practices in the building.
 - Create a sense of community that honors the differences found within the student body while promoting school spirit and vision.
 - Establish academic and SEL goal setting as a shared priority across the district for all students.

Actions to Accelerate Learning



C&I Vision for Teaching and Learning: All students engage in differentiated and rigorous learning tasks in environments that build student independence and agency. This results in all students meeting or exceeding grade level expectations.

Core elements for acceleration of learning moving forward:

- Build off of strong practices from the past year
- Ensure that all students experience high quality grade level teaching and learning in the environment that meets their needs (onsite or virtual)
- Provide small group work or tutoring when a student needs additional support with grade level or off grade level learning within or beyond the school day.

Student Technology



- Provide devices for all students:
 - K-2nd graders and 6th-8th graders - iPads
 - 3rd-5th graders - Chromebooks
- Provide new educator computers
- Utilize a new school information system “PowerSchool”
- Make HotSpots available for families that are in need of internet access
- Enhance technology tools including adding Apple Classroom for K-2 educators and students
- District 65 is working with the City of Evanston and District 202 on how citywide WiFi can be utilized by families needing access



Special Education



- Individualized process for each student
- Needs assessment and Present Levels will drive services
 - Covid Impact Transition plans
 - Summer Learning Plus
 - Additional specialized instruction to address goals not targeted during remote learning
- Emphasis on family engagement and partnerships
- Special Education Parent Advisory Committee (SEPAC)

Emergent Bilinguals



- ACCESS Testing will be given in the early fall and spring
- Additional Content facilitator to support EB, TWI and SSS teachers
- Additional EB support for two more schools (.5 position for each)
- Spanish Language Arts curricular materials
- BPAC and family engagement

A comprehensive approach to mental health



Supports and learning opportunities for students and staff

- DESSA(Devereux Strength Assessment)- SEL screener for all students to identify student social-emotional strengths and identify those who may need additional support with social-emotional skills and competencies. By administering a screener to all students, we can design instruction or interventions that build on students' strengths while building their skills in other areas - before behavior problems occur.
- Responsive Classroom: Elevate teaching social and emotional skills and integrate into academic content
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- Every middle school will have two Guidance Counselors. Magnet Schools will have one Guidance Counselor. All counselors will assist in coordinating and leading comprehensive mental health programs and resources.

Culture & Climate



- A clearly articulated plan for building a positive school culture with support from Responsive Classrooms, Restorative Practices, Non-violent Communication and Olweus bullying prevention training.
- All schools are equipped with adhering to CDC guidelines with social distancing so that students, staff, and the community feels a sense of assurance in preparation for an increase of enrollment for in-person learning.
- Students have resources available to assist with the after effects of returning to school from a pandemic. Guidance counselors, social workers, and psychologists are all available with a proactive approach to address all SEL needs.
- Community partners are re-establishing programs to add an extra layer of support for post school hours for those students identified as being at risk or most vulnerable.
- Schoolwide norms, values, and expectations are transparent and visible throughout each D65 building.

Questions?

