Superintendent’s Update

Return to School Presentation

July 13, 2020
BHSD 38 Priorities

- Employee, Student, and Parent safety
- Ensure flexibility to meet the needs for all students and families
- High Quality instruction
- Maintaining fiscal solvency
Four Phase Planning

**Phase 1: Research**
- Review guidelines from CDC, IDPH, and ISBE

**Phase 2: Assess**
- Surveys of staff/parents/students
- Ground level committee meetings utilized to gather input from staff

**Phase 3: Plan**
- Utilize feedback and experience to develop options
- Board approves of plan to reopen

**Phase 4: Execute and Refine**
- Administration leadership through logistics and final preparation
- 2020-2021 School Year Opening
Assessment Phase

- Surveys
  - Remote learning surveys (teacher/parent/student)
  - Staff survey on return to school options
  - Parent survey on return to school options
- Town Hall Meetings for staff and community
Return to School Planning Team

- For research and assessment stages, the BHSD Return to School Planning Team included:
  - School and District administrators
- For the planning stage, the planning team was expanded to include:
  - Union and teacher leadership
  - Parents
Understanding Student/Family Needs

- Close the digital divide
- Health and safety
- Social and emotional
- Academic
- Other needs (childcare, etc)
- Understand how needs differ between student groups
Understanding Employee Needs

- Health and Safety
- Social and Emotional
- Job-related
- Other needs.
Readiness Decision Tree

Is Lake County in Phase 4 (Revitalization) of the Restore Illinois reopening plan?

- **NO**
  - Based on the IDPH/ISBE guidance, can BHSD, for all students, employees & visitors:
    1. Control interactions, including ingress/egress, hallway traffic?
    2. Implement health and cleaning protocols? (e.g., assurance of temperature checks, PPE, sanitation, handwashing)
    3. Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?
    4. Accommodate physical distancing requirements in classrooms and common areas as outlined by the IDPH/ISBE guidance.
    5. Provide transportation services while meeting all physical distancing requirements and sanitation guidelines?
    6. Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

- **YES**
  - Based on our commitment to
    - a) Family and community engagement
    - b) Social-emotional support systems, has BHSD38:
      1. Executed a communication program designed to capture stakeholder voice (e.g., surveys, planning groups, town halls) of staff, students and families?
      2. Established necessary school-based mental health services?
      3. Put behavior support systems and family engagement and support practices in place?
      4. Conducted appropriate trauma-informed training for teachers and staff to help students and staff cope with emotional and mental health concerns?

Based on IDPH/ISBE guidance, can BHSD38, if at a lower capacity, for students & visitors:
- **YES**
  1. Control interactions, including ingress/egress, hallway traffic?
  2. Accommodate physical distancing requirements in classrooms and common areas as outlined by the IDPH/ISBE guidance.
  And still:
  1. Implement health and cleaning protocols? (e.g., assurance of temperature checks, PPE, sanitation, handwashing)
  2. Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?
  3. Provide transportation services while meeting all physical distancing requirements and sanitation guidelines?
  4. Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

- **NO**
  - **Distance Learning**
Concerns to Consider

1. Statement from our liability insurance provider:
   a. “School District will be in good standing if they follow the guidelines from CDC, state and local department of public health as much as possible. The CDC provides the base for these guidelines.”

2. Teacher substitute shortage

3. Examples from summer programs at local districts.
Develop Instructional Plans for Different Levels and Groups

- General Education
- Students with special needs
- English Learners
- Athletics/Fine Arts/Clubs
Instructional Scheduling Models

Phase 1: Remote Learning
- 100% of students learning remotely, 100% of the time.

Phase 2: Two-day rotation blended-hybrid learning model
- At least 50% of students in school at any given time. The remaining students are in remote learning model.

Phase 3: Face-to-Face traditional instruction
- 100% of students in school everyday
Traditional
100% Capacity -- No Social Distancing
Hybrid Model
50% Capacity with Social Distancing
<table>
<thead>
<tr>
<th></th>
<th>Monday/Tuesday</th>
<th>Wednesday</th>
<th>Thursday/Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A</strong></td>
<td>In Person Learning</td>
<td>No new instruction</td>
<td>Remote Learning</td>
</tr>
<tr>
<td><em>(families grouped by alphabet and in line with GCHS)</em></td>
<td></td>
<td>Work catch-up day</td>
<td></td>
</tr>
<tr>
<td><strong>Group B</strong></td>
<td>Remote Learning</td>
<td>No new instruction</td>
<td>In Person Learning</td>
</tr>
<tr>
<td><em>(families grouped by alphabet and in line with GCHS)</em></td>
<td></td>
<td>Work catch-up day</td>
<td></td>
</tr>
<tr>
<td><strong>Certified and Instructional Support Staff</strong></td>
<td>Support learning on each platform</td>
<td>Planning/Preparation</td>
<td>Support learning on each platform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feedback to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work remotely</td>
<td></td>
</tr>
<tr>
<td><strong>Office support staff</strong></td>
<td>Regular work schedule in office</td>
<td>Remote workday</td>
<td>Regular work schedule in office</td>
</tr>
<tr>
<td><strong>Facilities staff</strong></td>
<td>Cleaning within safety guidelines</td>
<td>Assist with full building cleaning</td>
<td>Cleaning within safety guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in cooperation with contracted cleaning company</td>
<td></td>
</tr>
<tr>
<td><strong>Transportation staff</strong></td>
<td>Will work a regular 4-hour work day, but hours may be flexible based on need.</td>
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<td></td>
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<tr>
<td><strong>Food Service staff</strong></td>
<td>Breakfast and lunch on site for students/Prepare take home breakfast and lunch to be delivered</td>
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<td></td>
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</tbody>
</table>
## Sample Middle School Student Schedule in Phase 2: Blended Hybrid Model

<table>
<thead>
<tr>
<th></th>
<th>Monday-Tuesday</th>
<th>Wednesday</th>
<th>Thursday-Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A</strong></td>
<td>Attends class in classroom with 50% of peers</td>
<td>Remote work</td>
<td>Remote Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● No direct instruction</td>
<td>● Will follow same class time schedule as when onsite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Project work as assigned by teachers</td>
<td>● Teacher will provide direct instruction when necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Teacher support provided</td>
<td>● Will follow teacher direction during class period time slot.</td>
</tr>
<tr>
<td><strong>Student B</strong></td>
<td>Remote Learning</td>
<td>Remote work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Will follow same class time schedule as when onsite</td>
<td>● No direct instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Teacher will provide direct instruction when necessary</td>
<td>● Project work as assigned by teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Will follow teacher direction during class period time slot.</td>
<td>● Teacher support provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Primary/Elementary Student Schedule in Phase 2: Blended-Hybrid Model

<table>
<thead>
<tr>
<th></th>
<th>Monday-Tuesday</th>
<th>Wednesday</th>
<th>Thursday-Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A</strong></td>
<td>Attends class in classroom with 50% of peers</td>
<td>Remote work</td>
<td>Remote Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No direct instruction</td>
<td>• Will follow the directions from the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project work as assigned by</td>
<td>assigned remote learning teacher for the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>teachers</td>
<td>grade level. Recorded lessons, online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher support provided</td>
<td>instructional program work, individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reading/math practice, and live small</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>group work will be included.</td>
</tr>
<tr>
<td><strong>Student B</strong></td>
<td>Remote Learning</td>
<td>Remote work</td>
<td>Attends class in classroom with 50% of</td>
</tr>
<tr>
<td></td>
<td>• Will follow the directions from the assigned</td>
<td>• No direct instruction</td>
<td>peers</td>
</tr>
<tr>
<td></td>
<td>remote learning teacher for the grade level.</td>
<td>• Project work as assigned by teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recorded lessons, online instructional program</td>
<td>• Teacher support provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td>work, individual reading/math practice, and live</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>small group work will be included.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BHMS Consideration for Phase 2: Blended-Hybrid Model

**Synchronous classroom instruction**
- Teacher and portion of students in the classroom with the rest of the students at home.
- Teacher will either live stream when direct instruction is necessary or will provide remote learning students recorded video of instruction provided to the in-class learners.
- Students will need to be available for two-way communication with the teacher during the time slot for each class on their schedule.
- Student cameras will be turned off.

**Pros:**
- Students at home and in classroom have the benefits of receiving the same instruction.
- Teachers have access to their classroom equipment and materials.
- Recorded lessons could be played back for review/intervention

**Cons:**
- Possibly connectivity issues in homes.
- Non-direct instruction
- Student privacy issues is students are filed and recorded
If BHSD38 returns to Phase 1 (Remote Learning Model), What Will That Look Like?

- Daily attendance and engagement of students will be expected. Daily communication to students and families will be expected.

- Teachers must ensure that at least 5 clock hours of a combination of instruction and school work be provided for each student.

- Teachers will include as much small group, synchronous instruction as possible. We could elect to provide a personalized learning program as well.

- If using non-interactive platforms, students will have means to confer with an educator and receive feedback before assignments are graded or assessments are administered.

- The District will return to traditional grading practices, given that all students have all the necessary tools, technology, and teacher supports at home to complete all assignments, take assessments, and complete projects in a timely manner.
Learning Management System

Google Classroom

Seesaw
Communication Platforms

Zoom

Google Slide Presentations / Pear Deck
Learning Applications Online

- Lexia
- IXL
- Fast Forward
- Dreambox
- MyOn
- BrainPop
- Mystery Science
- Kodable
- NewsEla
Assessments

- **Diagnostics Assessments** -- Identify Achievement Gaps
- **Monitor Progress** -- Formative Assessments
- **Grading** -- Summative Assessments
  - Grading practices will be in line with traditional grading whether students are in a remote learning environment or in-person learning.
Special Education

- Meeting the needs of all students with IEP’s
- Possible increase in IEP meetings due to gaps in services
- Accommodations and Modifications for Remote Instruction
- Inclusive classrooms
Preschool

- AM and PM sessions will be held at normal time four days a week (Wed. eLearning for all)
  - Classrooms disinfected in between sessions
- Parents can opt for eLearning platform (option to opt back into in person at the end of the first trimester)
- Social distancing/hygiene will continue to be practiced and safety guidelines will be followed
Instructional Considerations
English Learners

- Instructional delivery models effective language acquisition
- Monitoring progress
- State Assessment
- Interventions
Consideration for Special Student Programs

It is recommended at this time to continue with Fine Arts programs, Clubs, and Athletics while staying within the proper health guidelines as presented by IDPH and ISBE.
Health and Safety Considerations

- Classroom safety and distancing
- Health office protocols and staffing
- Health training (handwashing, use of facemasks and other PPE)
- Illness at school
- Student and staff exposure to COVID-19
- Student and staff COVID-19 testing
- Students and staff underlying health conditions
- Immunization requirements
Student Wellness Services

- Mental health services and supports for students and families
- Relationship building between school staff and families
- Identification of local resources
- Consideration of special populations such as foster care and homeless.
Budget and Finance

- Track unique expenditures relating to COVID-19
- Seek alternate revenue sources
- Budget planning for FY2021 and FY2022
- Allocate funds necessary to support various instructional models.
Facilities and Operations

- Infection control: cleaning and disinfecting procedures
- Ongoing maintenance and construction
- Emergency preparedness
Human Resources

- Guidelines related to COVID-19 related Employee Leaves
- Maintaining a positive working relationship with our entire staff
- Health check procedures
- Implementation of social distancing and use of PPE
- Mandatory trainings
Nutrition Services

- Food Safety
- USDA Waivers
- Meal Delivery
Transportation

- Scheduling for both blended and 100% in-person options
- Use of PPE on buses
- Social/physical distancing
- Contracted services
Technology Infrastructure

- Home and school internet connectivity for students and staff
- Access to equipment for students and staff
- Distribution, tracking and return of district-owned devices
- Maintenance of online instructional support programs
- Acceptable use of technology agreements
- Distribution of hotspots for families who do not have adequate access from home.
Recomendation from Big Hollow School District 38 Superintendent
July 13, 2020

- Referencing the “Readiness Decision Tree” in slide #8, I recommend that the Board approve that our students return to school in **Phase 2, the blended-hybrid model** as presented in this document.
- The school calendar will be adjusted to show each Wednesday as a Remote Learning Day for all students.
- Students will be divided by alphabet into two groups and will be assigned to either a Monday/Tuesday or Thursday/Friday onsite attendance pattern. Efforts will be made to assure that families with multiple students at BHSD will have schedules aligned so that students within the same family will attend on the same days. Also, families who have students attending GCHS as well will have schedules aligned with those students if possible.
- Students with special needs will receive priority for onsite instruction four days per week as space permits.
- Parents will be asked to commit to one of the following choices:
  1. Blended-hybrid model as presented
  2. Full remote learning model
  3. Blended-hybrid model with a desire to attend 4 days per week if seats are available. Preference will be given to families of essential workers.
Questions from the Board?