Big Hollow Guidelines for Full Remote Learning

Addendum to Handbook 2020-2021 for District & Staff

(Submitted for Board approval on 8/10/20)
Dear Big Hollow School District Staff and Community,

I wanted to thank the community for their ongoing support and patience during this ever-changing time. I also want to extend my gratitude for all the stakeholders’ involvement in helping us develop these guidelines and this handbook.

Educators have been presented with many uncertainties as we move into the future of student learning. This handbook was designed to outline plans for our remote learning model. Throughout the year, we may have the opportunity to bring small groups of students on campus. Therefore this handbook contains the safety, health, and wellness precautions we will be implementing for our staff and students.

This document reflects a collective effort by many individuals to ensure our students know our expectations for their learning and our staff know our goals for moving forward with the remote learning model. We wanted to provide clear documentation for our families so they can best support the learning whether it happens face-to-face or virtually. We want to keep the communication open and responsive.

Please do not hesitate to reach out if you have any questions or concerns.

Sincerely,

Mr. Bob Gold Superintendent, Big Hollow #38

Developed by:
Bob Gold, Superintendent
Christine Arndt, Assistant Superintendent
Dr. Vinni Biancalana, Elementary Principal
Dr. Michelle Hetrovicz, Director
Lenayn Janusz, Primary Principal
Dr. Vicki King, Director
Matt McCulley, Director
Dr. Erin Pittman, Director
Scott Whipple, Middle School Principal

Revised 8/7/20
Table of Contents

Section 1: Decision-Making Process

Section 2: Student Expectations & Attendance
  Attendance is Mandatory

Section 3: Parent and Visitor Protocols

Section 4: Staff Expectations

Section 5: Curriculum
  Provide the following for students in PreKindergarten:
  Provide the following for students in Kindergarten:
  Provide the following for students in Grades 1 - 4:
  Provide the following for students in Grades 5-8:

Section 6: Teacher Communication with Students & Parents/Families

Section 7: Grading

Section 8: Learning Loss & Assessments

Section 9: Meeting Needs for IEP accommodations/504

Section 10: Technology/Equipment

Section 11: Cohesive Set up in Google Classroom or Seesaw
  Google Classroom
  Google Classroom for Staff
  Google Classroom for Students
  Seesaw
  Seesaw for Staff
  Seesaw for Students

Section 12: Zoom Meets Guidelines

Section 13: Curriculum Nights, 5th Grade Transition, Meet & Greet, and Parent Teacher Conferences

Section 14: Communication with Families Related to COVID-19

Section 15: Calendar of SIP, Institute and Remote learning planning days
  Link for online calendar: Big Hollow School District 38 Calendar

Section 16: Health and Safety Protocols

Section 17: School Wide Cleaning and Disinfecting

Section 18: Illness Monitoring and Diagnosis

Revised 8/7/20
Section 1: Decision-Making Process

The process district stakeholders used to arrive at the decision to begin the 20-21 school year in the remote learning model. The Superintendent and Board will continue to assess the information and situation to make decisions about when to have students return to face-to-face instruction.

- 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
  - Students
Decision:

- July 13, 2020 Blended-Hybrid was approved by the Board of Education.
- July 29, 2020 Decision to start the school year in Full Remote was communicated to BHSD 38.

Section 2: Student Expectations & Attendance

All students will communicate using email or the comment feature in Google Classroom with their teachers. If a student fails to complete an assignment and there was no communication to the teacher, the student shall earn a failing grade for the assignment. If technology is the issue, then students or parents must call the school as soon as they know about the technology issue to inform staff, and at that time, a new deadline can be determined. Opportunities to pick up technology from the district will be available.

Staff and students can use Google Hangouts as a “chat” area if a quick question needs to be asked instead of logging into a Google meet or an email.

Attendance is Mandatory

We have made every effort to ensure students will have a mixture of learning experiences so they are not on a screen for five hours straight. However, we also want to provide consistent
and viable learning experiences. Building principals will provide families and students with specific schedules. But for planning purposes, the school day hours are as follows:

- **PreK-4** 9:00-11:30 and 12:30-3:00pm
- **MS** 9:00-2:30pm

Students are expected to participate in online school as often as you participate in face-to-face school. This means students must log in daily, and complete any check-ins, assignments, reading etc. by the time frame given by your teacher. If students are absent from the daily log-ins, it will count as an *unexcused* absence unless a guardian contacts their student's building and reports the absence (see below for additional information re: Attendance under the Federal Student Aid guidance for more information)*.

- **Primary and Elementary** teachers are expected to mark all students present and at the end of week ensure that students participated. According to Federal State Aide, attendance guidance: *if students are on an interactive platform, this can be tracked and used for attendance purposes.*
- **Middle School** teachers are expected to take attendance every period; however, students may also demonstrate they participated in the lesson at another time based on the Federal State Aide attendance guidance. So they may not be considered “absent”. In this way, teachers have flexibility to work with students.

**Students must do more than “log-in” to a Google classroom** in order to be considered in attendance. Attendance is extremely important for student success in learning. The state has high expectations for student attendance both in person and remotely, and the district will adhere to these during the 20/21 school year.

*According to the *Federal Student Aid Handbook* acceptable indications of attendance in an online course can include:

- Student submission of an academic assignment
- Student submission of an assessment
- Documented student participation in an interactive tutorial or computer-assisted instruction
- A posting by the student showing the student's participation in an online study group that is assigned by the institution
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about an academic subject studied in the class.
Section 3: Parent and Visitor Protocols

Our first goal and top priority throughout these times, is the safety, care, and well-being of our students, staff and families. We also want to provide a continuing educational experience for our students in order to minimize instructional loss, maximize engagement, and keep our students moving forward however possible. When Illinois is in Phase 4, families and volunteers will not be able to visit or volunteer time within the school building.

The following protocol will be implemented district wide in accordance to the CDC guidelines for promoting a safe environment in our schools;

- We recommend when possible that all parents and visitors contact the schools ahead of time to schedule visits/meetings
- Morning visitors would have to arrange visits before school and after students have entered the school. No visitors allowed during student arrival/entry time.
- No visitors allowed during dismissal times.
- All parents and visitors must report directly to the main office.
- All parents and visitors MUST wear a face mask.
- All parents and visitors will be asked to self-certify their current health condition, including a check of their temperature upon entry into a school building.
- All parents and visitors with a high fever or displaying any of the listed COVID-19 symptoms will be asked to leave the building and to reschedule their visit.
- All parents and visitors are to stay 6 feet away from other individuals in the office.
- No more than 10 visitors are allowed to be together in the main office. Additional visitors would have to wait in the vestibules.
- Custodial staff will be sanitizing the main offices several times a day.

Section 4: Staff Expectations

PreKindergarten through 8th Grade Staff Expectations

Primary and Elementary teachers are expected to mark all students present and at the end of week ensure that students participated. According to Federal State Aide, attendance guidance: *if students are on an interactive platform, this can be tracked and used for attendance purposes.*

Middle School teachers are expected to take attendance every period; however, students may also demonstrate they participated in the lesson at another time based on the Federal
State Aide attendance guidance. So they may not be considered “absent”. In this way, teachers have flexibility to work with students.

- The teacher is responsible for all students
- Keep record of the learning loss/gains of all students
- Provide intervention, reteaching for all students
- Keep track of attendance of all students

Section 5: Curriculum

The District has vetted and purchased additional online curriculum (Imagine Learning for grades PreK-5 ELA and Math, and APEX Learning for grades 5-8) that all students will use for in-person and/or remote learning environments so all students are receiving the same high quality materials. This will ensure a continuity of learning should students move between in-person and remote learning throughout the year based on individual needs, or if schools remain closed due to COVID related issues.

New grade level content aligned to the Illinois Learning Standards will be taught in all grade levels during the 2020-2021 school year.

Terms:

- **Synchronous** - Occurring at the same time - live instruction and learning with students and teachers interacting through video conferencing and other real-time interaction.
- **Asynchronous** - Occurring at different times - recorded instruction, self-guided and individual learning time.

Provide the following for students in **PreKindergarten**:

- Social Emotional- 30 minutes synchronous daily
- Early Numeracy/ Literacy Skills- 30 minutes asynchronous at home activities daily
- Early Numeracy/ Literacy Skills Small Group- 30 minutes synchronous daily
- Virtual Play/Read Aloud/ Music- 30 minutes synchronous daily

Provide the following for students in **Kindergarten**:

- Social Emotional - 30 minutes synchronous daily
- Math - 15 minutes synchronous and 15 minutes asynchronous daily
- ELA - 15 minutes synchronous and 15 minutes asynchronous daily
- Science or Social Studies - 15 minutes synchronous instruction daily
- Differentiated Small Group Support - 15 minutes synchronous instruction 3-5 times per week
- Specials - asynchronous or synchronous weekly instruction will be provided by specials teachers

Provide the following for students in Grades 1 - 4:
- Social Emotional - 30 minutes synchronous daily
- Math - 30 minutes synchronous and 30 minutes asynchronous daily
- ELA - 30 minutes synchronous and 30 minutes asynchronous daily
- Science or Social Studies - 30 minutes synchronous or asynchronous instruction daily
- Differentiated Small Group Support for each child - 30 minutes synchronous instruction 3-5 times per week
- Specials - asynchronous or synchronous weekly instruction will be provided by specials teachers

Provide the following for students in Grades 5-8:
- Social Emotional - 30 minutes synchronous weekly
- ELA, Math, Social Studies, & Science - 90 min blocks every other day. The ninety minute blocks may be a mix of synchronous and asynchronous instruction, with a focus on small group live lessons from teachers included in each block.
- Spanish - A mix of asynchronous and synchronous instruction
- Electives (STEM, Graphic Arts, Computer Science, Art, Chorus, Band, etc.), Health, PE - asynchronous or synchronous

Section 6: Teacher Communication with Students & Parents/Families
In a remote learning environment timely, reciprocal, clear, consistent, and concise communication is vital. Staff members will frequently meet live with students to communicate updates and information. Students are expected to maintain pre-determined classroom norms during live instruction. All students will also have access to gmail.

Pre-Kindergarten - 4th Grade
Students will be assigned a SeeSaw account. However, students in PK-4 will submit work and teachers will provide feedback through the students’ Google Classroom accounts when applicable. Google Classroom will be the main vehicle through which instruction, expectations, and information are communicated to students and families, while Seesaw will be used for students to create and demonstrate their knowledge in a digital portfolio type environment. Additional educational apps may be used for instructional purposes, but the expectation of when and how the educational app should be used will be communicated through Google Classroom.

Revised 8/7/20
**Middle School**
Teachers and students will use Google Classroom to communicate Zoom class links, content and instructional videos and assignments.

**Section 7: Grading**

**Grading:**
The Illinois State Board of Education (ISBE) recommends that students will be held accountable for the completion of assignments and assessments. Grading and assessment are meant to provide feedback and communication to students and families with the focus on learning, growth and progress. Meaningful grading and assessment provides students the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned.

Report cards will be provided at the end of each trimester using the same progress indicators as when students are participating in in-person learning.

**Section 8: Learning Loss & Assessments**

**Learning Loss Action Planning:**
Interrupted learning occurs when learning experiences occur at irregular intervals, with breaks in established routines and inconsistencies in meeting the social, academic, emotional, technological, and/or physical needs of learners.

Academic performance will likely be impacted—positively for some students who received high-quality learning experiences while at home and negatively for others who did not have the same degree of support and instruction. Therefore, using a variety of assessment information will be critical for educators to plan effective instruction.

We need to consider how COVID closures may impact kids differently across socioeconomic, racial and ethnic, and ability groups. We know school systems and internet providers are working to offer free internet access and provide technology devices to help students bridge the digital divide. But even if all families have access, the impact of technology could still be uneven. Family home environments are even more unequal than technology. The shift to remote learning has brought additional challenges in meeting students' increasingly complex social and emotional learning needs associated with the crisis.

Additionally, student transience should be taken into consideration. When school restarts, you are likely to have new students who didn't experience the district's remote learning in the spring or even students who did not engage in the remote learning.
The image below is from NWEA forecasting the possible learning loss on MAP Math outcomes related to school closure from early March through the end of the summer:

Assessments:

- **NWEA MAP.** Is an adaptive test that allows educators to pinpoint what each child needs in order to learn best. Therefore, MAP data will allow us to identify starting places for Tier One instruction. These data can also provide insight into where scaffolding will be needed for various curricular units. MAP Growth has been used and will be used as the baseline to begin short-cycle formative assessments and tasks to continue to track progress through the term.
  
  - **Fall:** Students will be given the opportunity to take the MAP test prior to their return to school in August.
  - **Winter:**
  - **Spring:**

- **Cognitive Ability Tests.** The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. This assessment is being administered for students interested in the admissions process for Advanced ELA at the Middle School. Baseline data were collected.
  
  - **Summer:** Students took the test in July.

- **KIDS Inventory.** The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.
  
  - **Summer:** Because this assessment is so comprehensive, students will participate in portion of this assessment in the summer.

Revised 8/7/20
Other Assessments. Teachers may choose to give students assessments online. They may also use Google Forms to do online assessment which has an option to block outside sites to open while taking the assessment. Teachers have taken into consideration that you will have resources available during an assessment, and will use formative and summative assessments that will continue to challenge you and determine your growth in the grade level standards.

Ensure that you have ample time to complete your assessment when you start online, you may not be able to start over once you have begun an assessment. Read all of the directions as you would an in class assessment, so you understand what you are being asked to do.

If there are technical difficulties take a screenshot of the problem (make sure you know how to do this on your particular computer before starting) so you can notify the teacher immediately. Double check that you have completed ALL of the items before submitting, as you may only be able to submit once.

Section 9: Meeting Needs for IEP accommodations/504

Students who have IEP's or 504's will continue to receive services as agreed upon by the team, including related services. A Distance Learning Plan will be developed to adjust any services that may be impacted by Remote Learning, as agreed upon with the parent. If significant changes are needed in a student's IEP or 504, a virtual meeting will be held to make adjustments.

Assistive Technology Accommodations (Chromebook):

Many students have accommodations for material to be read to the student. If you have a student in that situation, here is the Chromebook version of text to speech directions:

**To Hear text read aloud**

You can hear full pages read aloud with Chromebook's built-in screen reader or hear parts of a page, including specific words, read aloud with Select-to-speak.

To have pages read aloud to you, turn on your Chromebook's built-in screen reader:

1. At the bottom right, select the time. Or press Alt + Shift + s.
2. Select Settings .
3. At the bottom, select Advanced.
4. In the "Accessibility" section, select Manage accessibility features.

Revised 8/7/20

Section 10: Technology/Equipment

Students/families will quickly communicate with school about technology and internet needs for remote learning. Students are expected to complete work assigned whether in person or remotely. If a student does not complete their work by the assigned dates, the students will receive a failing grade. Opportunities will be provided to make up work, however, students should take all assigned work virtually or in person seriously, as there will not be pass or incompletes given during the 20/21 school year.

Students must have access to the G-Suite or Google suite so we recommend using Chrome as the browser. Chromebooks are used in the schools, so students have familiarity with them. Students need access to a microphone and camera on their device. You must also have a dependable wireless connection, and Google Chrome as a browser.

A parent tutorial document for technology tool guides and videos can be found here.

To help maintain consistency, this year we primarily will use the following platforms:

- Google Classroom
- SeeSaw
- PearDeck
- IXL
  - IXL for Families
- DreamBox
  - DreamBox for Families
- Imagine Learning (grades PK-5 ELA and Math)
- Apex Learning (grades 5-8)
- Zoom

Section 11: Cohesive Set up in Google Classroom or Seesaw

Google Classroom

Google Classroom works as a great tool to develop student-centered instruction. The class does not have to revolve around the teacher; students can engage in the learning process from anywhere.
Google Classroom for Staff

Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Teachers can make assignments from within the class, which their students complete and turn in to be graded.

Follow these steps to create a class:

- Open a Web browser and go to classroom.google.com. Teachers have to sign in with their Google Apps for Education account.
- On the Welcome screen, click the plus sign at the top and choose Create Class.
- In the Create a Class dialogue box, type in the Class Name and Section.
- Click Create.

The new classroom is created. Teachers can see that the classroom has three main tabs. Here’s what those tabs mean:

1. **Stream**: This is where you manage your class assignments and make announcements to the class. You can add new assignments, with due dates and attached materials. Upcoming assignments are shown at the left. Also, just with social media services, you can send a message to your entire class — even with an attachment.
2. **Students**: This is where you manage your students. You can invite students to your classroom from here and manage their permissions level. To invite students to your class, you have to set them up as Google Contacts in your Google Apps for Education account or they have to be in the school's directory.
3. **About**: This is where you can add the course title and description, add a location for the class, and add materials to your class's Google Drive folder.

Google Classroom for Students

Students can join a class in two ways:

1. **Enter a class code**— The teacher shares a class code with the student. The student will sign in to Google Classroom and enter the code.
2. **Accept an invite**— The teacher sends an invite. Students can accept the invite in their email or in Google Classroom.

To use Google Classroom, students sign in on their Chromebook or mobile device and join classes. After students join a class, they can get work from their teacher and communicate with their classmates.
● **Stream:** The stream is where a student can view assignments and announcements posted to Google Classroom.

● **Classmates:** Form the “Classmates” tab, students can view a list of the other students enrolled in the Google Classroom.

● **About:** The “About” tab shows any information the teacher has posted about the class. Resources, such as the syllabus and other documents pertaining to the class but are not assignments, may be located in the About tab for students to locate easily.

● **Share with Your Class:** At the top of the stream, the students can post a global comment or question to the class. Students can attach, files, links, or Google Drive documents to the stream in their comment. (Teachers can mute a student’s ability to do this from the “Students” tab.)

● **Assignments:** The left hand side of the screen contains a block with a list of assignments that are due soon: within 6 days. The full list of assignments is also accessed by clicking on “View All” in the assignment block. This list is located via the menu icon in the upper left hand corner.

● **Menu:** Students can switch classes, return to the main menu, or view a list of their assignments through the menu icon in the upper left corner.

● **Announcements:** Documents posted by the teacher as announcements are created as “view only” for students. Students can read the announcement and open any attached file or links in the announcement.

● **Add Comment:** Unless muted by the teacher, students can post a response or question to any announcement or assignment. Students are not able to attach files or links to the announcements or assignments.

● **Assignments:** Students can find assignments the teacher has posted in the stream and then access links or attachments in the assignment directly from the stream.

● **Open:** For each assignment, an “Open” button is available. Students click on the “Open” button to reveal the assignments submission screen.

---

**Seesaw**

Seesaw is a platform for student engagement that inspires students of all ages to do their best, and saves teachers time. Students use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. Seesaw is private; families only have access to their child’s journal and work.

**Seesaw for Staff**

Teachers can use specific Starter Grades following step-by-step grade-specific guides. Link to [Seesaw Getting Started Guides](#)
Teachers can follow these four steps to set-up their Seesaw Class:

1. Create a teacher account at app.seesaw.me on Chrome, Edge or Firefox or download the Seesaw Class app. Select “I’m a teacher” to get started!
2. Create the class and give it a name and grade level. We’ll suggest a sign in mode for the students based on their grade level.
3. Help students sign in to Seesaw. Teachers can add up to 150 students in each Seesaw class:
   - **Class Code Sign In**: Finish adding students’ names by tapping + Students. Then, Print your Class QR Code poster for students to use to sign in. To find this Tap “+ Students” (bottom right, under the class list) > tap Print student sign in poster. Students will choose “I’m a student” from the Seesaw Class App, then the blue “scan code” button and then scan your class QR code.
   - **Email / Google Sign In**: Tap “+ Students” (bottom right, under the class list). Share your Join Code with your students. They will type it in, create student accounts, and connect to your class from their devices using the Seesaw Class App.
   - **Google Classroom Rostering**: When creating your class, tap ‘import from Google Classroom’ to select a class to import into Seesaw. If new students are added into Google Classroom, you can tap the wrench icon, then tap ‘import from Google Classroom’ to re-sync the class to Seesaw. Any new students in your Google Classroom will be automatically added into your Seesaw class. No students will be removed from your Seesaw class when importing from Google Classroom.
4. Introduce Seesaw to your students!

**Special Remote Learning FAQ's for Teachers can be found here.**

Teachers choose whether students sign in to Seesaw by scanning a Student Code or logging in with their Email / Google Account. Tap Wrench Icon > Class Settings > student sign in modes to change your student sign in mode at any time. The Sign In options are as follows:

**Student Code Sign In**: Designed for young learners (PreK-3) and shared devices. No usernames/passwords are required. Students sign in using the QR Student Code or Text Student Code. Students choose their name from the class list to add items to their journal.
1. Open the Seesaw class app.
2. Tap “I'm a student”.
3. Tap the blue “scan code” button and scan the QR for the class.
4. 1:1 students choose their name from the list, shared device students are ready to make a post!
Email/Google Account Sign In: Designed for students who can remember their email address and password. Students type in a Student Code to join the class for the first time. Afterwards, they just need to use their email/password to sign in to Seesaw.

1. Open the Seesaw Class app.
2. Tap “I'm a student”.
3. Input the Class join code from the teacher and tap “Go”
4. Tap “Sign in with Google” if students are signing in with a google account or enter name, email and password and tap “create account”.

Home Learning Code Sign In: Home Learning Codes are an individualized QR code or Text Code that allow students to log into the Seesaw Class App at home while protecting students’ privacy. Students can post to their journal, respond to activities, and view announcements. Students cannot see each other's work. No class setting changes are needed. App update is required.

As a teacher, in order to access your Home Learning Codes, please follow the steps here! Home Learning Codes are different from Class Codes. Class Codes are for students to use when they are working in their classroom. Home Learning Codes are a secure way for students to log in from home. The Class Code should only be used in the physical classroom.

To protect student privacy, the Class Code should not be sent home with students to log in from home. Students who do not log in via email/Google should log in from home using the Home Learning Code.

To sign in with a Home Learning Code:

1. Open the Seesaw class app.
2. Tap “I'm a student”.
3. Tap the blue “scan code” button and scan the Home Learning Code or type in your Home Learning Text Code.

Seesaw for Students

In order to complete activities at home and post student work, students will need access to the Class App or they will need to sign in as a student from app.seesaw.me from a computer. Families can use the Family App to view their child's work and announcements sent by the teacher. Family accounts cannot respond to Activities or post directly to a student journal.

Student Seesaw Login Process:
Section 12: Zoom Meets Guidelines

Norms for Zoom classes will be introduced and continuously reviewed by staff members throughout the year.

- Prepare to learn
  - Chromebook is charged, powered on and ready to use or charger is nearby
  - Have materials as designated by teacher (i.e., paper, pencil)
- Attend all Zoom classes in their entirety
- Follow School or Grade Level Student Zoom Expectations
- Complete assigned work by the due date
- Ask clarifying questions and seek help when needed
- Be curious, engaged, and ready to collaborate

Section 13: Curriculum Nights, 5th Grade Transition, Meet & Greet, and Parent Teacher Conferences

While Illinois is in Phase 4, parents and volunteers will not be able to visit or volunteer time within the school building.

**Curriculum Nights:**
- These will be virtual events. Principals and teachers can create informational video communications for open houses to be viewed online for remote access or possibly at computer kiosks or display areas within the school for distanced viewing in person. The videos can be stored either within Google Drive or posted to YouTube and the link distributed or posted via any communication platform.
- Online:
  - Screencastify
  - Distribution/Sharing

**5th Grade Transition:**
- This event has been modified and condensed into two half-day sessions. Information will be communicated by the Principal.

**Meet & Greet:**
- Building principals and teacher leaders are working on a plan to transition our students and families into this virtual learning environment to start the 2020-2021 school year.
Chromebooks and other school-specific items will be distributed during MAP and Kindergarten Readiness screenings. If students are testing remotely, we will have a plan to have these items available for families to pick up or delivered to students’ homes.
  o School Supply Lists are on the School Website

Parent/Teacher Conferences: Teachers can meet with parents online using Google Meets similarly to how they would interact and communicate for classroom activities and instruction.

Middle School: Student led conferences. Students will be expected to follow the guidelines set by school. This can be an online conference or a recorded conference from the student to the parents.
  o Online:
    o Google Meets
    o Phone Conferencing
  o In Person:
    o Waiting stations in the hallway with marked distancing boundaries and distancing reminders posted.
    o Prohibit more than 50 individuals from gathering in one space.
    o Utilize spaces that provide 6 feet of distance per attendee.
    o Require use of appropriate personal protective equipment (PPE), including face coverings.
    o Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings.
    o Require an increase in schoolwide cleaning and disinfection and provide sanitizing stations.

Section 14: Communication with Families Related to COVID-19

Monitoring and Communication of Changes related to COVID-19
The school district will monitor, evaluate and disseminate key information as it becomes available to the district staff, parents/students, community members and board of education.

  o Monitoring resources include but are not limited to:
    o CDC
    o IDHP
    o ISBE
    o Governor’s Office Communications
  o Communication may be done by but not limited to:
    o Posting on District Websites
Section 15: Calendar of SIP, Institute and Remote learning planning days

The district has delayed the start of the 20-21 school year so that staff can be trained on digital resources to ensure standardized implementation.

We have made every effort to ensure students will have a mixture of learning experiences so they are not on a screen for five hours straight. However, we also want to provide consistent and viable learning experiences. Building principals will provide families and students with specific schedules. But for planning purposes, the school day hours are as follows:

- **PreK-4** - 9:00-11:30 am and 12:20-3:00 pm
- **MS** - 9:00-2:30pm

Link for online calendar: [Big Hollow School District 38 Calendar](#)

Section 16: Health and Safety Protocols

Despite starting the year in a full remote learning model, the district will continue following health and safety protocol.

**Bathroom Disinfecting:** Will be taking place every 2 hours. This includes all touch surfaces flush handles, sink handles, partitioner locks, sinks, etc.

**Touch Points:** High touch point areas will be done every 2 hours. This includes handles, counters, sink handles, etc...

**Deep Cleaning Schedule:** Deep clean schedule will occur on Wednesday and Fridays when students are out. This will include frequently touched surfaces within the school as in door handles, sink handles, drinking fountains, student desks, windows etc) as well as shared objects (for example, toys, games, art supplies).
Regular Cleaning Schedule: Will take place throughout the day. This includes spills, leaks, sweeping, mopping, windows etc.

Isolation Zones:

Primary: Mini conference room in front office
Elementary: Conference room
Middle: Teacher's lounge

Section 17: School Wide Cleaning and Disinfecting

Despite starting the year in a full remote learning model, the district will continue following health and safety protocol; therefore, all staff will need to complete the following GCN COVID-19 modules before August 17, 2020:

- COVID19-Plan, Prepare, and Respond
- COVID19- How to Wear a Mask (OSHA)
- COVID19 - Proper Handwashing (CDC)
- COVID19- Workplace Guidelines

Healthy Hygiene Practices:

- Students should be encouraged to wash hands many times a day, or use wipes to clean areas between uses
- Hand sanitizer will be available in all classrooms, and public areas during the day
- Encourage students to wipe desks at the end of the day with wipes.
- Signs will be posted throughout the district for proper handwashing, and wearing a face mask safely

Cleaning and Disinfecting Daily:

- The district will ensure frequently touched surfaces, door handles, sink handles, drinking fountains, desk tops, etc... will be disinfected daily.
- Signs will be posted by drinking fountains for safe use, and the floor will be marked with a traffic pattern to be followed to ensure social distancing is maintained

Section 18: Illness Monitoring and Diagnosis

Despite starting the year in a full remote learning model, the district will continue following health and safety protocol.

School Health Plan:
These guidelines are designed to ensure and promote the safety, health, and welfare of our community, in accordance with Illinois Department of Public Health (IDPH) and Illinois State Board of Education (ISBE) recommendations. Some components of this document may be altered to reflect current data and recommendations as new guidelines are posted.

Students, faculty and staff will be required to stay home if they are sick. If an individual presents to school with the COVID-19 symptoms as outlined by the Center for Disease Control, they will be sent home until return to school criteria (See #2 below) is met.

**When to Return to Work:**
Nonpharmacological Intervention Recommendations for Communicable Disease:

- Stay home when you are sick.
- Avoid close contact with people who are sick.
- Cover your cough or sneeze with your elbow or a tissue, then throw the tissue in the trash.
- Wash your hands with soap and water.
- Avoid touching your eyes, nose, and mouth.
- Wash your hands often with soap and water for 20 seconds, and dry them.
- If soap and water are not available, use hand sanitizer.
- Clean and disinfect frequently touched objects and surfaces using regular household cleaning sprays or wipes (ex: toys, desks, door handles, counters).
• Ensure all vaccines are up to date.
• Promote non-contact methods of greeting.
• Practice physical distancing (stay at least 6 feet away from other people).
• Wear a mask or face covering when distancing is not possible.

**When to wear a face mask:**

Per ISBE Return to School guidance, face masks **must be worn at all times**—unless noted as otherwise (see LCHD update below*), by both students and staff, while in the school building and Board Policy also requires masks to be worn by students and staff at all times. If students or staff forget to wear a mask, they will be given a disposable one to wear for the day.

*Important Note regarding Face Masks: Per the Lake County Health Department: Staff members working in their own office/room alone, may remove their mask. If a staff member enters their office/room, masks will need to be worn by all relevant individuals.

If students cannot wear a face mask due to medical exemptions, a doctor’s note is required. Anyone who willfully objects to wearing a face mask, will be asked to leave. Students who willfully object to wearing their face mask may be required to go to remote learning.

• When walking into or out of the building with other students (i.e.: before/after school).
• While riding the bus.
• In public, anytime it is not possible to stay at least 6 feet away from other people.
• Images and words on face masks are allowable but should not distract from the learning environment

**Communicable Disease Monitoring:**

Parents must relay symptoms to the office staff if calling a student in sick. This is necessary for illness tracking as required by IDPH.

• Non-authorized visitors will not be allowed into the buildings.
• Authorized visitors must sign in and wear a mask or face covering while in the building.
• Hand sanitizer will be provided at each sign in area, and 6ft distance must be maintained between individuals.

Revised 8/7/20
**Temperature Taking for Staff and Students:**
Schools should conduct temperature and symptoms screenings for all staff students, and visitors daily. Individuals that have a temperature greater than 100.4 degrees Fahrenheit or symptoms of COVID-19 may not enter buildings (see Section 14: Health and Safety Protocols)

Section 19: Student/Staff Mental Health

**Mental Health Supports:**
- Social workers and school psychs will be available to meet with students teacher report needing mental health support upon our return school
- Staff can utilize our district CIGNA supports and meet and discuss concerns with their building administration
- Resources are provided on the district website

Section 20: Free & Reduced Meal Delivery Procedures
Home delivery options are only available for our families who qualify for free and reduced meals.

**Home Delivery Procedures:**
Every Friday, a survey will be sent to the qualifying families to order breakfasts and lunches for the following week. Orders need to be submitted by 8AM each Monday. Breakfasts and lunches will be delivered to families that day between 10:30-1:30pm.

Section 21: Childcare Opportunities for Staff and Parents/Families

**Childcare 2020-2021**

**Safe Center for Remote Learning**
- Remote learning supervision for Kindergarten - 5th grade
- Days Offered: Monday - Friday on regular attendance days
- Hours: 8:50-3:00PM
- Parents will be asked to apply for the program and will be selected via lottery if necessary
- Location: Big Hollow Primary and Elementary Schools (Fifth grade will participate at the Elementary Building)

**Camp Duncan**
- Care for Kindergarten- 8th Grade
- Pricing: $53/day
• Time: 7:00AM - 4:30PM
• Families can sign up in two day blocks or four day blocks:
  ○ Monday / Tuesday
  ○ Thursday / Friday
  ○ Monday / Tuesday & Thursday / Friday
  ○ Programming will not be offered on Wednesdays to allow for a deep clean.
Families are not able to sign up for single days or mix and match (ex: Monday / Thursday).

A Child's Place Early Learning Center
• Care for Kindergarten - 6th Grade
• Monday-Friday
• Time: 6:30AM-6:00PM
• Pricing
  ○ 5 Days a Week: $270
  ○ 4 Days a Week: $242
  ○ 3 Days a Week: $203
  ○ 2 Days a Week: $162

Section 22: Administration Expectations

Expectations Pertaining to Staff and Building:
• Administrators are required to report to and work in their buildings every day
• Monitor PLC notes and ensure grade levels are discussing student formative and summative assessment data
• Communicate between all levels of administration

Administrative Meetings
Leadership and Principal meetings may take place online from your district/school building office or in person using the below resources and guidelines.
• Online:
  ○ Zoom
• In Person:
  ○ Prohibit more than 50 individuals from gathering in one space.
  ○ Follow recommended social distancing
  ○ Must use appropriate personal protective equipment (PPE), including face mask.

Section 23: Transportation Practices
In the event students are able to come on campus and require transportation, we will contact
and coordinate the transportation protocol. Nevertheless, the expectations as set by the Illinois Department of Public Health and the Illinois State Board of Education as of August 7, 2020 are as follows for transportation.

- All individuals on a bus must wear a face mask.
- No more than 50 individuals should be on a bus at one time, and social distancing must be maintained to the greatest extent possible.
  - 1 student per seat
- Students must undergo symptom and temperature checks, which may include self-certification, before boarding a bus.
- Students and families should be aware of procedures and expectations regarding transportation.
- Drivers and monitors must wear approved and appropriate PPE and perform regular hand hygiene.
- Create distance between children on school buses when possible.

Additional procedures will be put in place for students receiving special education services: The needs of special education students will be considered individually and we will work with the district to implement safety measures without resulting in harm to students because of their disability. Examples of this may include requiring the use of face masks during transport or keeping windows open to increase ventilation.

Disinfecting buses procedures:
All drivers will receive training on proper disinfecting procedures for the school bus. These procedures will follow CDC recommendations. This training will be properly documented similar to other district-provided training. The training will include the following at a minimum:

- Proper cleaning and disinfecting techniques.
- Proper use and disposal of Personal/Protective Equipment (PPE).
- Safe product usage guidelines (chemical safety).
- Proper methods to empty and dispose of trash.

As we start the school year, we will implement disinfecting of vehicles twice per day; once after the AM route and again after the PM route. In addition, we will provide anti-bacterial cleaning supplies to drivers to enable them to spot-clean any surface that becomes contaminated during the route prior to the start of school. If we learn a driver or passenger on a bus has tested positive for the virus, we will take that vehicle out of service for a minimum of 24 hours prior to disinfecting it and putting it back into service.
Procedures are in place to train all drivers on how to handle a student who appears ill. The procedure addressed the following:

- Identifying a potentially ill student.
- Developing a potential isolation zone for the school bus when it arrives on campus.
- Isolation procedures for all students on the school bus.

Section 24: Extra Curricular Activities:
In accordance with governmental mandates, IESA, and local guidelines, extracurricular activities must follow IDPH requirements set forth for the school setting which include social distancing. As such, appropriate use of PPE and limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4. Cleaning and disinfecting will be implemented and practiced to prevent the spread of COVID-19.

Section 25: Board Policy Updates impacted by COVID-19 (pending Board approval)

General Rule – Face Coverings Required:
The School Board acknowledges the continuing need to follow the Joint Guidance1 issued by the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) with respect to health and safety protocols for the return to in-person instruction. Accordingly, except for individuals younger than 2 years of age, any individual present in any building, facility or transportation vehicle (i.e. bus) owned, operated or used by the District, shall at all times wear a face covering, even when social distancing is maintained.

When Face Coverings May Be Removed:
Face coverings may be removed when:

1. Individuals are eating and/or drinking in spaces and at times so designated by the District;
2. Teachers and students are engaged in band activities necessitating such removal;
3. Individuals are outside and social distance (at least six feet apart) is maintained; or
4. Individuals are having trouble breathing.

If face masks are removed for the reasons listed above, all staff and students will practice social distancing.

Reasonable Accommodations:

1 https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf
Individuals who cannot tolerate a face covering due to a medical condition or disability related condition, or who present other bona fide reasons for not being able to wear a face covering, may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, visitor, or third-party individual qualifies for a reasonable accommodation. For a student with a medical condition or disability, the student's education team (i.e. IEP team, 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the District may require an individual to provide a physician's note and/or other relevant information, documents, or certifications with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed in accordance with applicable state and federal law.

What Constitutes A Face Covering/Additional Resources:
For purposes of this section, “face covering” means a cloth face covering, N95 mask, surgical mask, or other material that fully covers the nose and mouth and is approved by the Centers for Disease Control and Prevention. For additional information and resources regarding face coverings, please see:


CDC DIY Cloth Face Coverings (April 4)

CDC Recommendations for Cloth Face Covers

U.S. Surgeon General How to Make Your Own Face Covering (YouTube) -- https://youtu.be/tPxyqvlqf4

CDC Cloth Face Covers FAQ

Consequences for Violating Policy:
An individual's refusal to wear a face covering in accordance with this policy shall constitute a violation of the District's applicable rules of conduct, and may subject the individual to disciplinary action and/or prevent the individual from entering the District's buildings, facilities or transportation vehicles until the individual complies with this policy. Face covering designs and images must comply with the District's Student Appearance Policy and must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety and decency. The Superintendent or designee shall apply and enforce this policy.
Application and Duration of Policy:
This policy shall apply any time ISBE and/or IDPH Joint Guidance recommends that face coverings be used in Illinois schools. Upon any change in or withdrawal of the Joint Guidance, the School Board hereby delegates to the Superintendent authority to establish temporary rules and procedures, and/or to suspend this policy, consistent with such change or withdrawal.