

Elmwood Park Community Unit School District 401

Fall Learning Plan- Family Information



Our Mission: To inspire minds in the pursuit of excellence

Created in August 2020

TABLE OF CONTENTS

| | |
|---|----------|
| Elmwood Park Community Unit School District 401 | 0 |
| <u>Fall Learning Plan- Family Information</u> | <u>0</u> |
| Glossary | 3 |
| Remote Learning 2.0 | 3 |
| Fall Learning Plan | 4 |
| Introduction | 4 |
| Committee Members | 5 |
| Health and Safety | 6 |
| Safety Procedures | 6 |
| COVID Symptoms | 6 |
| PPE Supplies | 6 |
| Safety Guidelines | 6 |
| Scenarios | 7 |
| Sick Leave | 8 |
| Mental Health and Wellness | 8 |
| Food Services | 9 |
| Remote Learning Experience, Expectations and Accountability for Students and Staff | 9 |
| Learning Community Expectations and Accountability | 9 |
| Student Schedule and Expectations | 9 |
| Communication | 11 |
| Professional Learning Communities | 12 |
| Delivery of Content | 13 |
| Grading/Academic Expectations | 13 |
| Attendance Expectations and Accountability | 14 |
| Social Emotional Learning | 15 |
| Students with Special Needs | 15 |

| | |
|--|-----------|
| Preschool for All | 16 |
| EL Student Supports | 16 |
| Instructional Technology Supports | 18 |
| Technology | 18 |
| Student Devices and Access | 18 |
| Music | 18 |
| Athletics and Extracurricular Activities | 19 |
| FREQUENTLY ASKED QUESTIONS (FAQ) | 20 |
| Remote Learning FAQ | 20 |
| Additional Resources | 22 |

Glossary

Remote Learning 2.0

- » **Asynchronous Learning:** When students use classroom materials and complete activities at different times and in different locations. This is teacher supported time also called posted work time.
- » **Assessments:** A range of tools and methods teachers can use to measure student skill and learning progression. If an assessment is given during learning to help improve learning, it is considered a formative assessment. If an assessment is given after learning for the purpose of evaluating student performance, it is considered a summative assessment.
- » **Close Contact:** Close contact occurs when a person has been 6 feet of a COVID-19 positive person for 15 minutes or more.
- » **Contact Tracing:** Contact tracing is used by health departments to prevent the spread of infectious diseases. In general, contact tracing involves identifying people who have a confirmed or probable case of COVID-19 (cases) and people who they came in contact with (close contacts) and working with them to interrupt disease spread. This includes asking people with COVID-19 to isolate and their contacts to quarantine at home voluntarily.
- » **IDPH:** Illinois Department of Public Health
- » **ISBE:** Illinois State Board of Education
- » **Grading:** The process of evaluating an individual student's learning and skill performance. Grades are mainly based on assessment performance, but they may also include criteria such as attendance, participation, and effort.
- » **MTSS:** Multi-Tiered System of Supports
- » **Synchronous Learning:** When students and teachers actively participate in activities and conversations at the same time and over the same platform(s). This is also called live instruction over the computer.
- » **TLC:** Transition Learning Committee

Fall Learning Plan

Introduction

Starting in May 2020, over 90 EPCUSD 401 staff members began meeting on a regular basis and formed the Transition Learning Committee (TLC). The purpose of the committee was to problem solve all possible fall learning plans (in-person, hybrid, remote). As we met throughout the summer we were given guidance from the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH). We followed the guidelines set forth to brainstorm what fall instruction could look like. On July 15th, the district office shared our findings with the Board of Education. Five live Town Hall meetings were hosted for staff and the community throughout the week of July 20th. At the end of each live Town Hall event, a survey was given to allow for stakeholders to share their opinions on what the fall learning plan should look like for them.

ISBE has allowed us to plan for three different fall learning plans, as long as we follow the guidance from ISBE and IDPH. Each school district can plan for in-person learning, remote learning or a hybrid of both.

Based on the survey results from our families and staff as well as following the necessary guidance set forth by ISBE and IDPH we have determined that we will begin our year fully remote with the hope that COVID-19 cases will decline, and we will later be able to move to a hybrid model. **This plan will be reassessed as frequently as necessary.** Starting on August 31, 2020 all EPCUSD 401 students will participate in Remote Learning 2.0. We will commit to Remote Learning 2.0 through winter break.

- » School happens every day through the Remote Learning 2.0 model, both synchronous and asynchronous.
- » Remote Learning 2.0 will include high academic expectations and requirements for attendance, grading, live synchronous class sessions and assessments.
- » All students have access to technology.
- » All students have the necessary materials to be successful at home.
- » Clear communication is given for what is expected of all stakeholders.
- » Provide our staff with ongoing professional development to ensure high-quality, grade level appropriate lessons.
- » Provide on-going training for our families to ensure all students can access the necessary platforms.
- » Administrators, main office staff, custodians, nurses will remain on-site following the safety protocol.
- » Teachers may access the building safely if they need to conduct a lesson from their classroom, access materials, and/or provide SPED or EL screening.

We have discussed at length multiple options for our re-opening, and feel it is necessary to keep these priorities front and center:

- » The health and safety of our students and staff
- » Consistent plan for academic achievement

Fully remote instruction in the fall will provide our students and families with new experiences and expectations than what they saw during the last quarter of the 2019-2020 school year. Quarter 4 demonstrated that D401 is resilient and that we can plan something to change our normal routine in a matter of days. This upcoming remote learning opportunity allows us time to plan, time to set our expectations, and time to ensure we can fully connect with our students. We will also have technology devices for all students enrolled in the district.

Committee Members

District Office

- Dr. Kari Smith
- Dr. Leah Gauthier
- Dr. Kim Ontiveros
- Jamie Kanas
- Dominique Byrnes
- Vanessa Woof
- Kelly Swindler
- Pamela Stutzman
- Jim Jennings
- Tom Kinane
- Aaron Celmer
- Victoria Rayser
- Dave Porecca
- Antigone Campobasso
- Patricia Thomas

John Mills Elementary

- Frank Kuzniewski
- Alexandra Oreluk
- Bernandine Edwards
- Maureen Ramirez
- Zoila Huerta
- Amy Lynn Vero
- Brittany Swift
- Elizabeth Murray
- Emily Golz
- Maggie Utterback
- Megan Johnson
- Patricia Baron
- Rebecca Knauer
- Vicky Gillespie
- Marianne DiFrisco
- Marilyn Byrne
- Leslie Laureano

Elmwood Elementary

- Matthew Lerner
- Stephanie Hagins
- Fran DiDavide
- Lisa Loffredo
- Naomi DiSilvio
- Roberta Predovich
- Roger Falk
- Rosemarie Romano
- Sandy Katsantones
- Teresa Iovinelli
- Mary Vravosinos

Elm Middle School

- Ashley Groeneveld
- Morgan Freeck
- Christian Hartwig
- Danielle Yager
- Dr. Reinhard Nickisch
- Kate Woods
- Katie Blunier
- Molly Hong
- Nicole Fiorito
- Sarah Rippe
- Elena Bartolomei
- Laura Laux
- Kathy Fuentes
- Gina Cannici
- Colleen Byrne
- Matthew Bultas
- Lodean Fisher
- Kara Riley
- Lisa Berkery
- Richelle Fiorito

Elmwood Park High School

- Douglas Wildes
- Bernhard Walke
- Theresa Nitti
- Agnes Stankiewicz
- Angela Hawkins
- Anthony Sylvester
- Bridget Flood
- Caleb Ankrom
- Danielle Matej
- David Parolin
- Debbie Anichini
- Dylan Mack
- Elizabeth Bantel
- Felicia Mirabile
- Jamie Wendt
- Jason Freisl
- Jessica Leonette
- Katie Merkouris
- Kendal Ahlmann
- Angela Andrews
- Marsha Rubino
- Martin Blake
- Michelle Knight
- Nicole Franklin
- Nina Limbeck
- Rafael Contreras
- Yatin Brahmabhatt
- Marinelle Arenga
- Douglas Noyes
- Karen Bear

Health and Safety

Safety Procedures

All staff and visitors to D401 are required to have a health screening before entering a building. At the main entrance at each building there will be a check in station. Each person will need to validate the following to be granted access to the building:

- 1) body temperature
- 2) a lack of COVID symptoms
- 3) have not visited a high-incident COVID state for more than 24 hours in the past 14 days.

All staff and visitors will provide the health screener their name and contact information for contact tracing purposes.

COVID Symptoms

Anyone who has tested positive for COVID-19, has a fever of 100.4 or higher, or has other symptoms of COVID-19 should not return to work/school until all of the following **return criteria** are met:

- 1) the person has been at least 24 hours with no fever and without the use of fever-reducing medication.
- 2) other (non-fever) symptoms have improved.
- 3) it has been 10 days since symptoms first appeared.

An employee may also return if they have a doctor's note documenting the alternative diagnosis or a negative COVID-19 test result.

PPE Supplies

At each health screening station there will be hand sanitizer, masks, and latex gloves.

Safety Guidelines

All staff and visitors must follow the guidelines set forth by IDPH.

- » Upon arrival, every person must wear a mask that covers their nose and mouth.
 - Failure to wear a mask may result in disciplinary action
- » Upon arrival, social distancing guidelines must be followed.
 - To practice social distancing, stay at least 6 feet (about 2 arms' length) from other people in both indoor and outdoor spaces. Even while wearing a mask, it is essential to maintain physical distancing in the building.

Cleaning / Sanitizing

- » Rooms that are used by more than one person will be cleaned and sanitized each day.

- » Rooms that are used by one person will be cleaned and sanitized weekly. Custodians will not be emptying trash or cleaning the room in order to minimize exposure. If a room needs to be cleaned more often, please notify the building’s head custodian.
- » Staff with a concern regarding the working environment or procedures are encouraged to discuss the concern with his or her supervisor. The district will work to accommodate requests.

Visitors

In-person visitors will be kept to a minimum. The district will encourage all staff, students and parents to communicate remotely when possible. When someone needs to visit the school in person he or she will be required to temperature check, wear a mask, and social distance.

Each school will have one designated entrance. Upon entering visitors will:

- » Temperature Check
- » Sign in
- » Wear a mask
- » Social Distance

Scenarios

| Scenario | Period |
|--|---|
| <p>If a staff member tests positive for COVID-19, then the...</p> <ul style="list-style-type: none"> » Staff member contacts his/her direct supervisor. » Staff member provides names of other staff members who he or she has had close contact with during the prior 72 hours (contact tracing). » Staff that have had contact with infected staff member(s) are contacted. » Staff member does not return until he or she meets the “return to work” criteria outlined above. | <p>10 days (no symptoms)</p> <p>14 days (symptomatic)</p> |
| <p>If a staff member had close contact with someone who tested positive for COVID-19, then they will...</p> <ul style="list-style-type: none"> » Self isolate at home for 14 days and monitor symptoms. The period of isolation states on the date of the most recent contact. » Contact his or her direct supervisor. » May return to work once “return criteria” is met. | <p>14 days</p> |
| <p>If a staff member or visitor has traveled from one of the areas on the current travel ban, then they will...</p> <ul style="list-style-type: none"> » Self isolate at home for 14 days and monitor symptoms. | <p>14 days</p> |

- | | |
|---|--|
| <ul style="list-style-type: none">» Contact his or her direct supervisor.» May return to work once "return criteria" is met. | |
|---|--|

More examples can be found on the [IDPH School Guidance website](#)

Sick Leave

An employee may be entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework. See link for details: [Family First Coronavirus Response Act](#)

If teachers are out sick they will create their substitute plan like they would during in-person school.

Mental Health and Wellness

Social work and counseling services will continue to be provided by the District's school social workers and counselors. Each building will have a plan for how to access these services. The School Resource Officer is available to conduct wellness checks for students for whom we are concerned. Contact your building administrator(s) in order to request a wellness check be conducted.

Additional Mental Health Resources

- » National Mental Health and Healthcare Resources:
 - <https://www.crisistextline.org/>
 - <https://suicidepreventionlifeline.org>
 - SAMHSA's National Helpline – 1-800-662-HELP (English/Spanish)
 - The state of Illinois has set up a way to get in touch with a mental health professional if the COVID-19 pandemic is causing you anxiety. **Just text "TALK" (or "HABLAR" for Spanish assistance) to 552020.** You can also text the words "UNEMPLOYMENT," "FOOD" or "SHELTER" to the same number for assistance.
 - Crisis support (mental health) text TALK to 741741
 - [American Foundation for Suicide Prevention](#)
- » Grief Support
 - FREE webinars and a Toolkit that are being offered by the [National Alliance for Grieving Children](#)
 - [What's Your Grief](#)

Food Services

Meals will continue to be provided during remote learning. Meal pick up will be every Wednesday from the high school. Families will pick up a week's worth of meals, which include breakfast and lunch. Parents need to fill out the breakfast and lunch selection [form](#) each week. Students that qualified for a free or reduced meal last year need to re-apply for the 20-21 school year. Free and reduced lunch applications can be accessed by this [Link](#). If you are aware that a family does not have transportation, please have them fill out the form on this [link](#) or they can call 708-583-5463 to arrange for food delivery. More information can be found by going to <https://epcusd.schooldish.com/Curbside-Ordering>

Remote Learning Experience, Expectations and Accountability for Students and Staff

Learning Community Expectations and Accountability

- Parents/Guardians and teachers will support student academic and social-emotional learning of all students during Remote Learning 2.0
- Support the teachers in ensuring your child is an active participant in their school work.
- Communicate with teachers and school during Remote Learning 2.0
- Following teacher and school wide expectations
- Ensure students are present during your scheduled classes.
- Parents/Guardians will work with teachers to support the needs of their students and student accountability throughout Remote Learning 2.0.
- This will be done through the new and ongoing relationships between our family and school community.
- Be on time for scheduled classes
- Accountability - Attendance will be taken, grades will be given.
- [Parent Matrix Expectations](#)
- [PBIS Matrix Letter](#)
 - Live vs. Teacher Supported

Student Schedule and Expectations

Students are provided 5 hours of daily instruction with at least 2.5 hours of synchronous instruction as well as one period dedicated to Social-Emotional Learning. All students are expected to attend all class periods daily during the time allotted (synchronous learning) and have an opportunity to meet with their teachers at the end of the day for additional support (asynchronous learning/communication block).

[Elementary Schedule](#)

Elm Middle School Schedule

| Period | Start | End | Length |
|---|-----------------|-----------------|---------------|
| <i>Staff Support Time - No Students</i> | <i>7:45 AM</i> | <i>8:30 AM</i> | <i>45 min</i> |
| 1 | 8:30 AM | 9:10 AM | 40 min |
| 2 | 9:15 AM | 9:55 AM | 40 min |
| 3 | 10:00 AM | 10:40 AM | 40 min |
| 4 | 10:45 AM | 11:25 AM | 40 min |
| <i>Lunch 5A</i> | <i>11:30 AM</i> | <i>12:00 PM</i> | <i>30 min</i> |
| 5B | 12:05 PM | 12:30 PM | 25 min |
| 5C | 12:35 PM | 1:00 PM | 25 min |
| 6 | 1:05 PM | 1:45 PM | 40 min |
| 7 | 1:50 PM | 2:30 PM | 40 min |
| <i>Asynchronous Learning</i> | <i>2:35PM</i> | <i>3:15 PM</i> | <i>40 min</i> |

Elmwood Park High School Schedule

| Periods | Start | End | Length |
|---|-----------------|-----------------|---------------|
| <i>Staff Support Time - No Students</i> | <i>7:45 AM</i> | <i>8:30 AM</i> | <i>45 min</i> |
| 1 | 8:30 AM | 9:10 AM | 40 min |
| 2 | 9:15 AM | 9:55 AM | 40 min |
| 3 | 10:00 AM | 10:40 AM | 40 min |
| 4 | 10:45 AM | 11:25 AM | 40 min |
| <i>Lunch</i> | <i>11:30 AM</i> | <i>12:00 PM</i> | <i>30 min</i> |
| 5 (+ SEL) | 12:00 PM | 1:00 PM | 60 min |
| 6 | 1:05 PM | 1:45 PM | 40 min |
| 7 | 1:50 PM | 2:30 PM | 40 min |
| <i>Asynchronous Learning</i> | <i>2:35 PM</i> | <i>3:15 PM</i> | <i>40 min</i> |

Student Schedule and Expectations

- » Student schedule will be from 8:30am-2:15pm.
- » 2:15-3:15pm - Asynchronous learning will occur during this time and may include parent communication, small group lessons, missed assignments, further intervention or enrichment.
- » Students will participate in 5 hours of remote learning activities, lessons, and discussions.
- » At least 2.5 hours of each school day will provide opportunities for students to participate in synchronous learning activities.
- » **Grade K-5 Schedule and Expectations**
 - Attendance will be taken at 8:30am daily. .
 - [John Mills & Elmwood Remote Learning 2.0 Framework](#)
- » **Grades 6-8 Schedule & Expectations**
 - Student attendance taken in PowerSchool every day, at the beginning of every period.
- » **9-12 Schedule & Expectations**
 - Attendance taken in PowerSchool every day, every period.

Communication

Staff Communication Expectations

- » At the end of the week, teachers will post a communication that **previews** the skills, standards, and important news for the following week.
- » Teachers are expected to update assignment grades for any M-F period, by the following Friday.
- » K-5 assignments and assessments should be assigned with a proficiency scale attached.

Teacher Communication Videos

- » You can expect teachers to share two videos near the beginning of the school year.

- Video #1: A welcome/intro video on your Google Classroom or Seesaw.
- Video #2: A Curriculum Night/Open House video.

School requirements for communication

- » Schools will utilize PowerSchool and send out school newsletters highlighting building news, student achievement, and upcoming events

Remote Learning Resources

- » [The Fall Learning Plan](#)
- » [Family Help Center](#)

Plan for Students Who are Not Engaged in Remote Learning

The following is a step-by-step plan for all schools to follow if a student is not engaged in remote learning.

- » Step 1: If the student does not engage in Remote Learning, the building/attendance clerk will reach out to the student's parent/guardian.
- » Step 2: If there is no response, the building/attendance clerk will make a second call.
- » Step 3: If there is no response, the building/attendance clerk will make a third call, and the student's name will be sent to the appropriate building administrator and social worker/counselor.
- » Step 4: The building administrator and social worker/counselor will work together to devise a [Student Engagement Plan](#), and the next steps which may include the following:
 - Home Visit by School Resource Officer and/or Building Administration and/or Social Worker/Counselor
 - Additional support sessions & interventions: weekly social work sessions, weekly counseling sessions, link to local resources
 - Weekly phone calls, texts, emails to the student to get him or her to engage

Note: The goal is to talk to the family, including the student to find out what the barriers are that are preventing the student from engaging in learning.

Professional Learning Communities

Teachers and administrators will work collaboratively on cross-curricular grade level teams to align instructional goals and outcomes for students. The PLC framework allows teachers to provide consistent student expectations for lessons, create meaningful learning experiences for students, and adjust instruction to meet the needs of students. The PLC framework must address the following concerns for online and in-person instruction:

- » Social and emotional well-being of students and staff
- » Consistency in lesson content and delivery across core subject areas
- » Common ways of assessing instruction and determining the needs of students with special interest in supporting English Learners and students with disabilities
- » Implementation of interventions to address learning gaps and differentiated instructional and/or social-emotional needs

Delivery of Content

Teachers will work with students to deliver synchronous and asynchronous instruction.

- » **Synchronous** instruction should be used to actively engage students in learning activities. This includes working with the material, sharing thoughts on it, asking questions, and having a discussion. This can be done through jigsaws, [discussion strategies](#), [cooperative learning](#), [effective questioning](#), or other methods found in the [Instructional Playbook](#).
 - **Synchronous** instruction does not have to include all students at the same time. Teachers can create “*campfire groups*” of students, which are permanent groups of about four students who work together synchronously. This arrangement allows students to get to know each other better and establish trust. Students might be rearranged for other activities to provide variety, but campfire groups provide a stable base throughout the school term.
- » **Asynchronous** instruction should be used for things like brief video lectures, readings, checks for understanding through embedded questions, and independent practice after lesson delivery. Asynchronous instruction should be mirrored after “[The Flipped Classroom Model](#)”.

Grading/Academic Expectations

Grades Pre-K through 5

The school district will continue with its plan for all students in Grades Pre-K through 5th grade to use Standards Based Grading. Grades will be updated in GradebookPro, and all parents are able to view their child’s grade progress in PowerSchool. Although not every assignment that is collected is graded, parents can use PowerSchool to have the ability to see if their child is turning in their work assignments.

It is important that during assessments, parents and caretakers limit their support to their child. The information collected from our assessments help teachers to understand what your child

needs help with. Interference with this process will make it difficult for teachers to make a learning plan that fits your child's needs.

Grades 6 through 12

The school district will continue with its traditional grading system in Grades 6 through 12. All classroom assignments and activities will be posted in the student's Google Classrooms. Grades will be kept in PowerSchool and updated weekly by Friday afternoon. If a student has questions regarding grades, missing assignments, and/or make-up work, they are expected to reach out to their teacher during the Asynchronous Learning time. Parents can set up their own PowerSchool account to track their student's academic progress and work completion.

It is important for families to know that grades will look very different in Remote Learning 2.0 than in Remote Learning 1.0. A student's grades will increase and decrease throughout the marking period - similar to their regular school experiences. Grade Reports will be pulled from PowerSchool Monday mornings and each building's MTSS team will intervene with student academic issues.

Attendance Expectations and Accountability

Grades Pre-K through 5

Students are expected to log-in to their Chromebooks by 8:30 AM. The homeroom teacher will take attendance at the beginning of the day in Powerschool.

After lunch, the classroom teacher will take attendance for a second time, and keep record of afternoon attendance in a Google Document.

If students will be absent from remote learning, we ask that parents call or email the attendance clerk by 9:00 AM with the following information:

1. Student Name
2. Student's Grade Level and Homeroom teacher
3. Reason for Absence and if you need any support from the school.

Grades 6 through 12

Students in Grades 6 through 12 are expected to attend their Google Classroom classes daily during the assigned class time and teachers will use PowerSchool to mark attendance (Present, Absent, Tardy). If a student misses their assigned class period, they are expected to reach out to their teacher during the Asynchronous Learning Time.

If students will be absent, we ask that parents call or email the attendance clerk by 9:00 AM with the following information:

1. Student Name and ID

2. Reason for Absence and if you need any support from the school.

It is important for families to know that daily class attendance will look very different in Remote Learning 2.0 than in Remote Learning 1.0. A student's attendance will be taken every period of every day - similar to their regular school experiences. Attendance phone calls will go out at the middle and end of every day. Attendance Reports will be pulled from PowerSchool Monday mornings and each building's MTSS team will intervene with student attendance issues.

Social Emotional Learning

Teachers will build community and support students in developing social-emotional skills. Teachers will utilize the District's social-emotional learning curriculum in order to do so. The Social Emotional Learning Committee/Social Justice League has provided a menu of topics aligned to the Illinois Social Emotional Learning Standards. Please contact your child's teacher if you have any questions about Social Emotional Learning.

Students with Special Needs

(see also [Families- Special Education & Remote Learning 2.0 \[August 2020\]](#))

The District will continue to follow the individualized education plans (IEP) for students with special needs and will create remote learning plans for students with IEPs as appropriate. Related services will continue to be provided for students who have them listed on their IEPs.

The District will continue to follow the Section 504 plans for students with special needs and provide accommodations as listed on the plans.

Individualized Education Plan (IEP) and Section 504 Meetings

- » Individualized Education Plan (IEP) and Section 504 Meetings will be held virtually.
- » Parents/guardians will be sent a link to participate in the virtual meeting prior to the meeting.
- » Parents/guardians can either login to the meeting using the student's Chromebook or can call into the meeting using a phone.
- » Meetings will be scheduled at a mutually agreed upon time between the school staff and parents/guardians and will be held during the hours of remote learning.

Paperwork for IEP Meetings

Paperwork, per the law effective July 1, 2020, will be sent home at least 3 days prior to an IEP or eligibility meeting to allow parents/guardians an opportunity to review the paperwork before the meeting.

Related Services Logs

The law continues to require that upon request by the parent/guardian, logs that record the delivery of related services administered under a child's IEP and the minutes of each type of related service must be made available. The new language, effective July 1, 2020, clarifies that related services for which a log must be maintained are speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

Referrals for Evaluation for Special Education Services

The District will continue to receive referrals for evaluations for special education services. Contact your building's special education coordinator for additional information. Per ISBE guidance, and to the extent possible, evaluations will occur remotely. If an in-person evaluation or a portion of an evaluation needs to be conducted in-person, the building's special education coordinator will work with the service providers and families to schedule this, and temperature checks, face masks and social distancing will be required.

Preschool for All

The District will continue to offer preschool screenings for families. Transition meetings for families with children who receive Early Intervention (EI) services will continue to be held, remotely. These meetings are scheduled between the family, Early Intervention Service Coordinator and Ms. Stutzman. For information regarding the District's Preschool for All Program, please contact Ms. Pam Stutzman at 708-583-5852 or stutzmanp@epcusd401.org.

EL Student Supports

EL Screening Protocol for Kindergarten and New to District Students

- » [Phase 4 EL Screening Guidance](#)
- » Will my child need to be screened to receive EL services?
 - The state requires that each school district has a parent/guardian to complete a Home Language Survey - if you have any questions about the Home Language Survey please contact the building principal.
 - If a parent/guardian completes the Home Language Survey and answers yes the school office clerk will call you to set up a screening.
- » How will screening take place if we are remote?
 - Screening takes place at the youngest child's school
 - Prior to coming to school families will follow the District's Safety Protocol which includes ensuring that those coming into the building do not have COVID-19 symptoms.
- » What happens after the screening is completed?

- After the screening takes place the teacher that completed the screener will score it and send the results to the parent/guardian.
- The results allow the district to determine any necessary supports and/or placements

EL Supports During Remote Learning 2.0

- » What is my child's schedule?
 - Your child's schedule is located in PowerSchool and will be shared starting August 21, 2020.
- » How will my child be supported?
 - Your child will receive support just as they would during an in-person school day. Your child will work with an EL co-teacher and their classroom teacher.
- » How do I contact my child's teacher?
 - Your child's teacher will provide their contact information during the virtual meet the teacher. You can email or call your child's teacher to contact them.
- » What EL services are offered during Remote Learning 2.0?
 - The same services will be offered during remote learning as we offer during in-person learning. These services include bilingual classrooms and co-teaching.

BPAC Meetings and Parent Support

- » Will we have BPAC meetings during Remote Learning 2.0?
 - BPAC meetings will be held throughout the school year. The meetings will take place virtually.
 - The formal meetings will take place at least four times throughout the school year
 - Meeting agendas will be provided ahead of time
- » Will parents be provided training on the technology platforms?
 - Parents will be provided training to support the use of technology to help their child navigate the online materials.
- » What if I have a concern about my child's learning environment?
 - Please reach out to your child's teacher or building principal. Surveys will also be sent home periodically throughout the school year to gather your feedback.

- At the high school you can share your feedback at the weekly Parent Advisory.

Instructional Technology Supports

Our Director for Instructional Technology, [Aaron Celmer](#), is available to support any instructional technology questions you may have. In addition you can find support tutorials for both staff and students at the following links. This will continue to be updated with new information.

- » The District's [Fall Learning Plan](#) website.
- » [The Instructional Technology](#) website.

Technology

All staff and students will be issued a District-owned device. If a loaner device needs to be given due to repair, a device that has either been thoroughly sanitized or quarantined will be given out. Devices will be handled by tech staff wearing gloves. The sharing of devices or peripherals is discouraged.

Student Devices and Access

All students will be issued a District-owned Chromebook. Tech Support will be available multiple times a week, possibly at different schools. If a family residence does not have Internet access, please contact the Technology Department (support@epcusd401.org or 708-583-5707) for consideration of District provided Internet access.

Accessing Technology Support

If you are having problems with your District provided device, please contact support@epcusd401.org or go to <https://epcusd401.on.spiceworks.com/portal> to enter a Help Desk Ticket. Walk-Up Tech support will also be available on a scheduled basis. Information will be provided at a later time for those hours and locations.

We will be providing information for the most common troubleshooting tips on the website.

Music

All students enrolled in band and/or choir at Elm or EPHS will have the opportunity to continue developing and practicing their music skills both virtually during their scheduled class periods during the school day as well as optional in-person rehearsals after school hours that adhere to all IDPH and CDC guidelines during Remote Learning 2.0. Linked below is an FAQ to help navigate through what band and choir will look like during this time.

[Elm & EPHS Band/Choir/Music FAQ](#)

Athletics and Extracurricular Activities

The district is interested in providing as many sports, clubs and activities as it can while still adhering to IDPH guidelines and maintaining student, staff and community members health. On August 14, 2020, IDPH approved the plan from IHSA to allow for three sports to take place following the safety guidelines. EPHS will begin registration starting August 17th with practice to begin at the end of the week for tennis, cross country and golf. The District will monitor the safety guidelines to ensure all are met. [EPHS Return to Play Plan](#)

FREQUENTLY ASKED QUESTIONS (FAQ)

[Part 3 Transition Plan from ISBE FAQ](#)

[IDPH FAQ for Schools](#)

[Social Justice League FAQ](#)

Remote Learning FAQ

- » **Who has been consulted in the creation of the reopening plan?**
 - The District created a committee of staff members and also gathered input from parents/guardians to create the reopening plan.
- » **Did the district adhere to the guidelines as provided by the Illinois State Board of Education, Illinois High School Athletic Association, and the Illinois Department of Public Health in the creation of the plan?**
 - Yes the District continues to review any updated guidance to ensure we are following the guidance throughout our plan.
- » **Will attendance be taken daily for Remote Learning?**
 - Yes, attendance will be taken daily at the start of each class period or day
- » **Are there any current COVID-19 testing protocols for students or staff?**
 - No, at this time there are no testing protocols since we are remote.
- » **If someone in the school community tests positive for COVID-19, what will be the next required steps?**
 - If the person was on a school site we would follow the protocol set forth by IDPH.
- » **Will in-person staff members be required to wear masks?**
 - Yes, anyone on site must follow the safety protocol which includes wearing masks, taking your temperature and following the social distancing guidelines.
- » **Will school facilities be reopened to public use on evenings and weekends? If so, what safety requirements will need to be put in place?**
 - No, at this time the buildings remain closed to the public.
- » **How will Remote Learning 2.0 look different from the Spring**
 - Remote Learning 2.0 will include daily instruction, both synchronous and asynchronous. ISBE guidance requires 5 hours of daily instruction with 2.5 hours of live learning. High academic expectations and requirements for attendance,

grading, live synchronous class sessions and assessments. All students will have access to technology and the necessary materials to be successful at home. Staff and families will be given the necessary training to be able to access the curricular platforms. Staff will be given ongoing professional development to ensure high-quality, grade level appropriate lessons. Administrators, main office staff, custodians, nurses will remain on-site following the safety protocol Teachers may access the building safely if they need to conduct a lesson from their classroom, access materials, and/or provide special education and or screening services or EL screening. Teachers who are unable to teach their classes from home will be expected to teach their lessons from their classroom in the district.

» **How long will we be in Remote Learning 2.0?**

- It was communicated during the School Board meeting on August 5th that we will be remote through winter break.

» **What if I don't have Internet access?**

- Staff that do not have Internet access are required to work from school sites where there is Internet access. Students that do not have Internet access should contact technology support to learn about District hot spots.

» **What materials will be used during Remote Learning 2.0?**

- Students will use the same e-texts that will be used for in person instruction. Each student will have their chromebook to access the e-texts. If a student needs physical materials they will receive their materials during material pick-up.

» **What is a student's daily schedule?**

- Students will begin their day at 8:30am. Student schedules will allow for five hours of learning. Of those five hours, 2.5 hours include live learning with their teachers. Student schedules for grades 6-12 are housed in PowerSchool. For grades PreK-5, classroom teachers will share schedules with students.

» **What does grading look like in Remote Learning 2.0?**

- Students in K-5 will receive standards based grades. Students in grades 6-12 will receive traditional grades. All grades can be viewed using PowerSchool. Grades will be updated by classroom teachers following the grading protocols.

» **Is the District providing childcare for families?**

- We are unable to provide childcare for families during Remote Learning 2.0. We are looking at the community resources that are available to help support families during this difficult time.

» **How can I support my student?**

- Attending the necessary training so you can access school platforms will support

your student's academic achievement. Completing feedback surveys will allow the school district to make necessary improvements to the plan as we live it. Communicate with your student's teacher to build a partnership in education.

Have a question that still isn't answered? (Please note at this point in time we are not addressing questions related to the return to in-person instruction) Submit your question [here!](#)

Additional Resources

Links to websites

[Illinois Department of Public Health](#)

[Cook County Department of Public Health](#)

[Centers for Disease Control and Prevention](#)

[CDC instructional videos- handwashing](#)

[CDC handwashing fact sheets](#)

[CDC Tips for Families to help children develop good handwashing habits](#)

[Just for Kids: A Comic Exploring the New Coronavirus](#)

[IDPH frequently asked questions for schools](#)

[What you need to know about Coronavirus](#)

[Stop the Spread of Germs](#)

[Talking to Children about COVID-19](#)

[COVID-19 and Children](#)

[Coronavirus 2019 Travel Information](#)

[Travel: Frequently Asked Questions](#)

[Create a Household Plan of Action](#)