

Re-Opening Status Update (June 24, 2020)

Work Completed Thus Far

	Steps taken in the last month to prepare for re-opening	Number of people consulted
All District	Three LT meetings, District wide ThoughtExchange for parents and students, ordered PPE, creation of multiple FAQ and other planning documents and presentations	507 - Exchange, 15 LT, 7 BOE
HES	2 Building-wide staff meetings, 2 teacher-leader meetings, sought feedback from each grade level/team regarding remote feedback and back to school, ThoughtExchange for parents	53 BW, 102 ThoughtExchange (1757 starred thoughts), 7 teacher-leaders (have included current and upcoming year leaders)
MC	Building-wide staff meetings 1, staff meetings both cert and non-cert multiple, Thought exchange for parents and staff	58 BW, 33 cert, 18 not cert (varied at times), 54 Exchange sent multiple times
MJH	2 Building wide staff meetings including non-certs; thought exchange for parent feedback; created 6th grade video and welcome bags in place of in person orientation	30 BW; 27 cert; 3 non cert; 120 Thought Exchange
SVHS	Division Leader and SIP Team Meetings to share the options for fall reopening & one PSAC meeting with juniors/seniors. We reviewed our high school survey results from the parent/student/faculty, reviewed the Thought Exchange feedback, added to each of the Pro-Con lists for reopening scenarios, and generated additional questions for team/admin/board consideration.	SIP Team, Student Survey, Parent Survey, Teacher Survey, Thought Exchange
B and G	Purchasing sprayers and disinfectant to help with additional cleaning. General cleaning and floor maintenance in buildings, roof on press box, storm drain repair at HS. Sneeze guards purchased and installed except HES for now. Roof replacements on libraries at MC and HES. Replaced all hand sanitizers with alcohol based instead of non-alcohol.	
Health Services	Nurses Meeting, Health Services Parent Advisory Committee Meeting, Communicating with LT regarding concerns and action steps for Fall	Nurses: 4, Health Services PAC: 10
Food Services	Ordered Bag Package System for High School and Jr. High School Talked to Tec Department on ordering more Bar Code Scanners	4 Head Cooks 1 Director
Athletics	Follow IHSA Return to Play plans - Stage 1 in progress, Stage 2 upcoming	Head coaches, 3 directors
Transportation	Working on routing, keeping an eye on IAPT guidelines for school buses which seem to change often. Cleaning and sanitizing of buses	2 directors, mechanic, 1 driver

Technology	Installed important systems updates, ensured system backups were working properly, began installing updates on lab computers, configuring new ticket system, began the setup/install of indoor and outdoor sports streaming system	1 Director, 3 Tech Technicians, 3 B&G Members
CCR	RVC update on dc placement testing and registration; New ACT changes for fall 2020 virtual meeting; collecting virtual sites for post-secondary trades & colleges; updates on College Board (AP/PSAT/SAT) virtual & phone; Dual Credit Materials	RVC 4; CEANCI 1; HCC 1; College Board 4; IACAC contacts 3
Instructional Coaches	attending meetings, attending webinars, planning templates, essential outcomes, testing logistics	

State Guidance

Summary Overview of “Starting the New School Year - ISBE Guidance Part 3 - Transition Joint Guidance”

[ISBE Guidelines](#)

Overview of the Overview

- [Executive Order 2020-40](#), filed on June 4, 2020, allowed schools to reopen for in-person instruction in Phase 3.
- In-person instruction is strongly encouraged in Phase 4; **however, this does not signify a return to pre-pandemic operations**

Common FAQs which ISBE has provided additional guidance for

- Are all individuals in a school building required to wear a face covering at all times?
 - Yes. As required by IDPH, except while eating and during band, face coverings must be worn at all times in school buildings, even when social distance is maintained. All individuals in a school building must wear a face covering unless they have a medical contraindication, are under 2 years of age, have trouble breathing, or are unconscious, incapacitated, or unable to remove the face covering without assistance.
- Can individuals in a school building wear face shields instead of a face covering?
 - Yes, individuals in school buildings are permitted to wear face shields in lieu of face coverings. This would make sense particularly in situations where it is important for students to see words being formed (i.e. English Learners, early childhood, world language, etc.).
- Are all individuals in a school building required to maintain social distance (remain 6 feet apart) at all times?
 - Social distance must be observed as much as possible. Desks do not need to be spaced 6 feet apart; however, it is recommended that excess furniture be removed from classrooms to allow for as much space as possible in between desks.
- Is social distance required to be maintained on school busses?

- No. No more than 50 individuals may be on a bus at one time. All individuals on a bus must wear a face covering, unless they meet a face covering exception. Allow as much space as possible between each individual on a bus. It is recommended that students from the same household sit together on a bus.
- How should schools handle passing periods and allowing students to move from class-to-class?
 - Consider the following hallway procedures to adhere to social distancing requirements and IDPH limitations on gathering sizes, when possible:
 - Limit the number of persons within hallways at any given time to the greatest extent possible.
 - Limit required movement of students between classes. Consider having teachers and staff rotate through classes rather than requiring movement/mixing of student groups.
 - Provide hallway supervision using hall and bathroom monitors to ensure a limited number of persons enter bathrooms at one time.
 - Use marking to designate one-way paths in hallways and designate certain staircases one-way only, as possible.
 - Place floor markings to delineate 6-foot distance between students in locations where they line up.
 - Remove furniture or other items that may encourage congregating in certain areas.
 - Limit number of riders in elevators to one or two students with an additional adult (when student needs continuous support or supervision).
 - Suspend the use of lockers, if possible. Sharing lockers should be prohibited. If lockers must be used, consider staggering locker assignments and creating schedules to stagger locker access to allow for 6-foot distancing between students. For example, students could be assigned to every other or every third locker

What should in-person instruction look like during Phase 4, IDPH guidelines:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- 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; and
- Require an increase in school wide cleaning and disinfection.
- All public and nonpublic schools in Illinois serving prekindergarten through 12th grade students **MUST** follow these guidelines.
 - Communication from HLERK reiterated the word must
 - Meeting with Ogle County Health Department indicated no interest in issuing contrary guidance

Other Key Considerations:

- Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.
- Schools and districts can now utilize “**Remote**” and “**Blended Remote Learning Days**”
- Schools and districts are encouraged to provide completely in-person instruction for all students in Phase 4, provided that the school is able to comply with capacity limits and implement social distancing measures.
 - This is flat impossible
- Strongly suggest that any in-person gathering such as back-to-school nights, orientations, etc. take place virtually.
- The district can use up to five additional Remote Learning planning days throughout the course of the year
- All normal legal regulations apply, including IEP timelines and statewide assessments
- 50 students can be transported on a singular bus
 - This is somewhat contradictory to the rest of the guidance provided, but does allow for a plausible return to school

Key Safety Protocols

- Any student exposed to the virus (relatively sustained contact with someone who tests positive) is to stay out of school for at least 14 days
- 72 hours must elapse from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared for someone confirmed or presumed COVID positive.
- Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea, may not enter buildings.
- Temperatures must be taken or people must ‘self-certify’ before entering the buildings/buses daily

Physical Changes or Considerations to the Building

- Add physical barriers, such as plastic flexible screens, between bathroom sinks and urinals.
- Marked one-way traffic in hallways
- Consider an isolated area for symptomatic students/staff in each building

Other Elements of Interest Within the Guidance

- Plans should attempt to include the following:
 - How to best serve students at-risk of the virus or with exposure to the virus
 - Consider the ability of students to handle the health and safety protocols put into place
 - Health, safety, and cleaning protocol training for staff and students
 - Teacher movement while students remain in a singular class
 - Elimination of lockers
 - Elimination of shared supplies and manipulatives
 - If capacity limitations prevent in-person instruction for all students prioritize at-risk and underserved students
 - Prioritization of in-person instruction for students under 13 years of age
 - Expectation of extended staff absenteeism
 - Grading practices are to be determined at the local level – no state mandate
 - Move classes outside as much as possible
 - Face shields permissible for teachers
 - Create policy around face coverings – including what the consequence would be for not wearing
 - Consideration for providing PPE for staff
 - Provide assigned seating for students and require students to remain in these seats to the greatest extent possible
 - Develop a marked path of travel inside the classroom to maintain social distancing from the entry point of the classroom to the student's assigned seat
 - Rearrange desks so that there is a 6-foot distance in all directions between the desks and face desks in the same direction if possible.
 - Open windows if possible
 - Seating should be removed from common areas to discourage a large congregation of people and/or an abandonment of social distancing
 - Consider delivering food to classrooms to ensure no group larger than 50 assembles and that 6-foot social distancing can be maintained
 - Field trips are discouraged until state and local health officials have determined that it is safe to resume them
 - Music courses
 - Indoor rehearsals are discouraged. Consider moving music and band-related courses outside
 - Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles
 - Conductors should face students from more than 10 feet away from the first row of singers/band members. Where possible, conductors are encouraged to wear glasses/goggles or install a Plexiglas shield.
 - Consider virtual option whenever possible
 - PE
 - Maintain social distancing of 6 feet
 - Try to be outdoors or separated if indoors

- Consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing
- OT/PT/SLP/Social work
 - When possible, do virtually
- Libraries
 - Consider using the library space as a regular classroom if the school needs additional classroom space to adhere to capacity limits and social distancing requirements
 - Consider bringing resources and librarians to classrooms.

EVERYTHING FROM HERE ON IS SIMPLY MY OPINION AND WE NEED TO DISCUSS AT THE MEETING, BUT THIS SHOULD GET US STARTED

Our Priorities

As I see it, we have four competing priorities right now. Typically, these things work in relative concert with each other. This puzzle we are trying to put together sees these elements in a sort of competition

- Student and Staff Safety
- Social-emotional Health of Students and Safety
- Academic Achievement
- Community Support / Function of Society

As I see it our challenge is to create a plan that *considers* all of the above and to choose the solution that does the least harm and hopefully does some good. To be clear, there are no perfect solutions and I am uncertain there are any good options.

Our Options

To be considered with every option:

- *Our Mission, Vision, Values*
- *Our Priorities listed above*
- *Our ability to be agile – move from ‘Plan A’ to ALL Remote Learning or into Remote Learning for individual students, classes, schools*
- *All options will have a level of a STUDENT OPT-OUT. We can decide whether that is choice or via doctor-note*

Option 1 - In-Person Instruction W. Social Distancing

- Logistics
 - We will observe all state guidance with the exception of six feet social distancing in classroom set-up
 - This would mean there would be classes with students closer than six feet spread apart as part of their daily routine
 - In order to serve this number of students given the guidelines, the district would have to hire *many* new staff members. The district would consider this expense, but is not certain that the number of needed staff would be available.

Priorities	Pro	Con
Student & Staff Safety		Greatest likelihood that students and staff are exposed to COVID (and all illness in general)
		This puts the biggest strain on HR capacity throughout the district
Social-Emotional Health of Students & Staff	This is as close to normal as possible, therefore provides the greatest likelihood of SEL support	Potential for increased anxiety due to exposure
Academic Achievement	This would be a return to standard instruction, therefore would provide the greatest fidelity of academics	What happens to students who “opt out”? Do we have the capacity to support them if we are all back to school?
Community Support/ Function of Society	This diminishes the load on parents the most - students would be at school as close to the normal schedule, as possible	This is the greatest \$\$ for the district
Ability to be agile	Would have more time to provide some support to students in preparation for transitioning to remote learning	This could potentially lead to the same situation we were in last year if we are to transition to remote learning
		If only ONE student or a small group/teacher is transitioning to remote, how do we support that without a robust integration?

Option 2 – Ignore the Guidance

- As superintendent, I recommend that the BOE not consider this recommendation from both a moral/ethical lens and also a liability lens.

Option 3 - Full Remote Learning

- Logistics
 - Full Remote Learning – no or very limited in-person instruction
 - More regimented process
 - One learning platform (Google Classroom)
 - Teachers expected to meet with student virtually and deliver new instruction via Zoom, video, etc.

Priorities	Pro	Con
Student & Staff Safety	Least likely option to spread COVID (and all illnesses in general)	
Social-Emotional Health of Students & Staff	There is a population (not sure how small) that remote learning “worked” for and may not have significantly impacted their social-emotional wellness	Possible negative impact on social-emotional health of students & staff
		Decreased ability to connect with students who are unable or unwilling to engage.
Academic Achievement	For high school students, can prepare for online college courses and career readiness in terms of managing time, professional correspondence, completing tasks without constant supervision.	Least viable option for cohesive curriculum and access to continued education, especially at the lower elementary levels
		Accountability is difficult. Academic integrity. Knowing what a student actually knows and can do (formative assessment).
		How do we connect and get those students who are struggling to engage in it? How do we reach all students?
		Massive equity issues and issues supporting our students with IEPs

Community Support/ Function of Society	There is some familiarity with this and therefore the “logistics” gap is likely smaller to close	Massive equity issues for both students and staff in relation to connectivity, access, childcare and at home support
	With appropriate expectations and well thought out learning plans, we could communicate more on the front end to prepare rather than react. We have more control over the cons and may be able to shift them over to pros	Have some clear indications that there are massive hurdles to overcome for this to begin to appear successful
		This would be incredibly difficult on families.
Ability to be agile	Since we are already remote, this gives us the greatest ability to maintain consistency in a potential future closure	

Option 4 - One day per week

- **Logistics**
 - One day per week attendance
 - Students would attend school one day per week
 - Teachers would attend school two days per week (teaching half of their class one day and half the next)
 - Remote Learning takes place other three days
 - The days of attendance are staggered between buildings

Priorities	Pro	Con
Student & Staff Safety	Limits exposure to other students and staff to a minimum while still providing for face to face instruction.	Student and staff exposure
	Allows for the allocation of support services to best serve kids: food service, B&G, nurses, transportation, etc.	Increased need for deep cleaning in each classroom on a daily basis to ensure that
Social-Emotional Health of Students & Staff	Takes the best of remote learning and mitigates accountability and social-emotional deficits caused through exclusively doing remote learning.	Students and staff would be required to wear masks while in the building, potentially leading to increases in anxiety
	Provides staff the ability to get “eyes on” as many students as possible	

	Provides the ability for counseling services and other small group SEL supports to happen	
	Gives us the ability to have at least one standard “attendance day” for students	
Academic Achievement	For high school students, can prepare for online college courses and career readiness in terms of managing time, professional correspondence, completing tasks without constant supervision.	With only meeting once a week, there will be a diminished ability to facilitate the curriculum in a strong way
	Provides the potential to send students home with resources necessary to facilitate a more structured remote learning process.	Potentially diminishes the ability to provide specials at the elementary level and electives at the 6-12 level
	Could create a schedule where all IEP and ELL students receive daily services	
Community Support/ Function of Society	There is some familiarity with the remote learning portion and therefore the “logistics” gap is likely smaller to close	This would be incredibly difficult on families.
		It adequately addresses all priorities, but does not do a GREAT job at any of them
Ability to be agile	Allows for the easiest transition back and forth from remote learning to in-person learning	
	Could easily support the “opt out” population of students	

Option 5 - Alternate Day Schedule

- Logistics
 - Alternate Day Schedule
 - Students attend one day and work at home the next on the project assigned the day before
 - Teachers teach every-day except Friday
 - Roughly 50% of the student population is served in district every day

Priorities	Pro	Con
Student & Staff Safety	Limits exposure to other students and staff to a minimum while still providing for face to face instruction.	Student and staff exposure
	Allows for the allocation of support services to best serve kids: food service, B&G, nurses, transportation, etc.	Increased need for deep cleaning in each classroom on a daily basis to ensure that
	Limits the demands on transportation at any given time due to the staggered nature of the schedule	Manipulating between hard copies and online with transportation of materials/technology and the cleaning of materials/technology that students bring
Social-Emotional Health of Students & Staff	Provides staff the ability to get “eyes on” as many students as possible	Students and staff would be required to wear masks while in the building, potentially leading to increases in anxiety
	Provides the ability for counseling services and other small group SEL supports to happen	Teacher would have to teach full-day and then potentially tend to remote learning demands of students and parents - potential contractual violation
	Gives us the ability to have at least one standard “attendance day” for students	
	Provides the potential opportunity for extracurricular	
Academic Achievement	Students get face-to-face time with teachers for feedback or instruction, and have off-days to do work. One day for 40-minute instruction (or whatever it looks like @ the elementary school) in the building with the “off” day for the application at home with projects, homework, etc.	High reliance on the ability for students to have the ability to complete the work assigned to them at home because of the potential lack of teacher support, as they’re teaching other students on those days.
	Provides the potential to send students home with resources necessary to facilitate a more structured remote learning process.	Massive increase in the curriculum gap as students are receiving only half of the instruction

	Less loss of time in maintaining the curricular time	<p>Lack of curriculum - just because you have twice the amount of time with kids daily, doesn't mean that you can get twice the content (in regards to ½ day)</p> <p>May need to shorten science labs, foreign language, performance-based pieces, and specials at the elementary</p> <p>Requires student management of time for application of learning situations - unsupported and unstructured remote learning every other day (which was a frequent complaint in the ThoughtExchange)</p> <p>Some courses still need to use textbooks for the availability of materials provided within - not all of the labs and hands-on activities are able to be done virtually or remote</p>
Community Support/ Function of Society	Organization of this and expectations could possibly be better than other options for planning for all stakeholders	Split family attendance or uneven attendance in classrooms because we are accommodating families.
Ability to be agile	Could potentially support the "opt out" population of students	Without a robust remote learning process, this would make it difficult to transition back and forth easily

Option 6 - K-5 In-Person & 6-12 Remote

- Logistics
 - K-5 in-person and 6-12 Remote
 - We socially distance all rooms and move overflow into other buildings as necessary
 - We would use specials and other certified staff to teach all K-5 students in classes averaging between 12 and 15 students
 - Remaining grade levels taught 100 percent remotely

Priorities	Pro	Con
Student & Staff Safety	Aids in social distancing ONLY if K-5 students are spread throughout the entirety of the district (i.e. K-1 @ HES, 2-3 @ SVHS, etc.)	Students and staff are still exposed to each other
	Decrease in demand for transportation, therefore limiting the potential headache of transportation	Does not guarantee social distancing abilities
	Allows for the allocation of support services to best serve kids: food service, B&G, nurses, transportation, etc.	Increased need for deep cleaning in each classroom on a daily basis to ensure that
Social-Emotional Health of Students & Staff	Allows for all of the pros stated above in relation to SEL for students K-5	Does not allow for all of the pros as stated above in relation to SEL for 6-12
	Provides strong attendance tracking for students K-5	
Academic Achievement	Students who have the greatest potential for success in remote learning are able to stay remote, while serving the greatest population of K-5	No guarantee that it would increase the number of students who actually opt into F2F learning in the Fall for K-5
	Provides students with the potential opportunities for extracurricular	
	Greatest potential for academic fidelity for students K-5	
Community Support/Function of Society	Gives the greatest potential for us to provide education and therefore childcare for the population of students who cannot stay at home	How would this look for a family with students in multiple buildings just thinking as a parent knowing this here this one doesn't go - seems every which way - disjointed
Ability to be agile	6-12 would already be remote therefore the transition would be exceptionally easy	There would be little to no remote options available for K-5 students therefore the transition potentially could be as disjointed as the Spring

Our Next Steps

- Share these options and any additional created options with your stakeholders and constituents
- Survey parents to find relative number of parents who would 'opt-out' with mandatory facemasks and social distancing
- Communicate status update with staff and parents
- Come back with a strong opinion
- Meet again July 7th at 6:30