



DISTRICT 186

SPRINGFIELD PUBLIC SCHOOLS

**Return to Learn
2020-2021**

Updated August 14, 2020

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Introduction

The decision around returning to learn for the 2020-2021 school year is a national and politically charged conversation that has played out in the media and social media across the United States. We all want to just hit a restart button and find a world without the coronavirus, yet we know that this is not the world in which we live. People are rightfully worried about numerous issues that include but are not limited to anxiety surrounding the virus and community spread, concerns for those with underlying health conditions, worry about masks, and the logistics around abiding by the Centers for Disease Control and Illinois Department of Public Health's recommendations for social distancing and larger group gatherings. Additionally, families are also worried about anxiety for their families and children, how to return to work if students are not in school, and loss of learning opportunities and socialization. These are all challenges that make this decision to weigh the return to school with health considerations so difficult.

On June 23, 2020, the Illinois State Board of Education released a transition document that focused our work as a District on two plans as we move forward. In our collaborative efforts alongside the Springfield Education Association, and our SEIU Local 15 leaders and representative members, we have developed the plans that are presented to you today. In-person instruction is strongly encouraged in Phase 4 of the Executive Order 2020-40 issued by Governor Pritzker. It further states that this does not mean that we will return to pre-pandemic schools. The plan clearly calls for social distancing, requires face coverings, enhances sanitation measures, plans for symptom and temperature checks, and allows for other accommodations that are necessary for students to return to our schools.

A follow up document from the Illinois State Board of Education was released on July 23, 2020. This document is an update from the first Return to Learn Plan that was published and presented to the Springfield Public School Board of Education on July 20, 2020. A full presentation of this update to the Board of Education was held on August 17, 2020.

Our plan begins the school year in Remote Learning for the first quarter of school and has a clear plan forward for a Hybrid / In-person plan for instruction for those families that wish to return to learn at school. The hybrid plan has a focus on providing class size limits for in-person learning and abiding by all guidance of the Governor, the Centers for Disease Control and the Illinois Department of Public Health.

On August 13, 2020, the Board of Education met for a special meeting and passed the following resolution by majority vote.

WHEREAS, Sangamon County is currently experiencing a continued increase in the COVID-19 positivity rate;

NOW THEREFORE BE IT RESOLVED that the Board of Education approves beginning the 2020-2021 school year remotely;

BE IT FURTHER RESOLVED that the goal is to be able to offer the hybrid model after the first quarter which ends on October 23, 2020; and

BE IT FURTHER RESOLVED that the Board of Education will review local conditions at each regular Board meeting with the intent to open schools for Hybrid Instruction at the end of the first quarter; and

BE IT FURTHER RESOLVED that the Superintendent and District administrators may identify and prioritize small, appropriate groups of students for in-person hybrid instruction prior to the implementation of the full hybrid model and implement IHSA and IESA athletic and extracurricular programs which must follow pandemic restrictions and as described in the Return to Learn Plan and IHSA and IESA Return to Play Guidelines

BE IT FURTHER RESOLVED that the District will provide remote feeding at 24 school sites across the city beginning on August 24, 2020.

Our registration process allowed for family choice between a blended in-person/online program **and** a fully remote online option for the entire semester. We scheduled those who want to return to a hybrid model into different sections than those who will stay remote for the semester where possible. Our fully remote learning option will be taught by District 186 teachers that are highly qualified to teach the assigned grade level or subject. In middle school and high school the same will be true, or a course may be taught using a platform called Edmentum Courseware with a District 186 teacher monitoring the progress of the students. This option has been utilized to support credit recovery courses for the last two years with great results. In some cases students may have a teacher who is teaching both remotely and in person, but this will be rare. Our plan firmly believes that students with a classroom teacher whether in person or remote provides the best learning experience for students.

We realize that at any point in time we could immediately return to a fully remote plan when we do allow the hybrid model to begin due to individual circumstances of the virus or the increase in positive cases in our region of the State as determined by the Governor's Office, ISBE, Illinois Department of Public Health and Sangamon County Department of Public Health.

This plan provides for ease of transition for students and for staff in the event that we must shift our focus throughout the school year.

In order to address the need for a Return to Learn Plan, this document highlights key components and addresses the continued goals and commitments to the students and families that we serve in District 186.

These Strategic Goals and Collective Commitments are called out more than ever as we strive to provide an equitable learning environment for all students.

Strategic Goals

1. Expand opportunities for all students and empower them to learn and succeed
2. Enhance academic and emotional support so students can reach their full potential
3. Embrace a connected, committed and collaborative work environment
4. Engage families and community partners
5. Excel in fiscal responsibility and facilities planning and management

Collective Commitments

1. We are committed to affording equitable opportunities for all.
2. We are committed to celebrating a unified and diverse community of students and staff.
3. We are committed to providing a welcoming experience in every encounter.
4. We are committed to promoting a strong sense of District 186 and school pride.
5. We are committed to communicating relentlessly.

Registration

The traditional registration process opened Tuesday, July 21, 2020. Parents/guardians registered students and identified which school they will attend. It also asked families to check off on many different waivers that we must have on hand. As of August 14, 2020, we have 94.7% of students registered to attend.

This year we are asking families if they prefer one of two options to return to learn.

Two other essential questions included on the registration form:

1. We are asking families to let us know if they will be utilizing **bus transportation services** to and/or from school this year.
2. Sign off on a **Technology Acceptable Use Policy** that provides an outline of how to care for the device that will be provided each student this year and that all devices must be returned at the end of the school year.

We asked ALL FAMILIES to log into their parent/guardian account to register and update their information and answer the questions provided.

Registration continues for those who still have not registered or those who may be new to District 186.

Family and Community Engagement Plans

During the week of August 21-28, 2020, families and students will be invited to pick up their device at a predetermined date and time at the school which the students will attend. Make-up times will also be available. Families will receive.

1. Their device (IPad for K-5 and Chromebooks for 6 - 12th grades)
2. A case for their device
3. Textbooks and learning materials
4. Information packets for how to navigate digital learning
5. Information about passwords and log-in directions for on-line learning

Information about Pre-K devices will be forthcoming to meet their start date of September 2, 2020.

Mark Your Calendars:

Elementary VIRTUAL Meet the Teacher events on Monday, August 31, 2020

Monday, August 31st is the first official day of school and each teacher across the District will provide welcome back activities and elementary schools will hold virtual meet the teacher sessions spread throughout the day to provide a variety of opportunities for student and families to meet their teacher on-line.

Mark Your Calendars:

Where Everybody Belongs (WEB) and LINK Virtual Welcome Sessions for 6th & 9th Grades

Help us lift up and excite students for their new experiences. Transitions from elementary to middle school and middle school to high school are highly anxious times, and we have designed teacher and student led welcome sessions that will allow incoming 6th and 9th graders an opportunity to feel more comfortable and build school spirit and support. Accessing digital learning on-line will be a focus so that sixth graders and freshman have access to information that will ease their transition.

Students and Families will receive invitations to these programs with specific information about how to log in to this learning.

Incoming 6th Grade Orientation - August 31, 2020 from 9-11:30 - WEB virtual format

Freshman Forward - August 31, 2020 from 9-11:30 - LINK virtual format

Communication Plan

The Superintendent and District Level Team will consistently and frequently provide updates to school administrators, teachers and school staff via e-mail and video conferencing as necessary. District messages will also be communicated to families via email, automated calls, text messages and social media including the District Facebook and Twitter accounts. Additionally, a dedicated District website has been developed at www.sps186.org/coronavirus and it will be kept up-to-date with all information regarding the 2020-2021 Return to Learn Plan. We will also work with community partners as necessary to share information.

District 186 Website – www.sps186.org

Facebook – www.facebook.com/District186/

Twitter – @schooldist186

Bilingual and ELL teachers will be available to translate or assist students and families with communication. Google Translator is available on our website. We will work to address all barriers to learning.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Resources

We will utilize a combination of resources to share important information about COVID-19, Center for Disease Control, IDPH recommendations, and other District and community messages. These resources include posters, videos, and websites from both community partners and items created by staff and students.

Response to a Positive Case

[See Appendix B](#)

A communication framework has been developed in order to respond to and appropriately communicate in the event of a positive case. This framework includes letter templates for different groups based on differing levels of possible exposure.

All communications regarding a positive case will be made following IDPH and SCDPH recommendations. Both organizations have issued guidance documents for schools that can be found in the District COVID Information Folder.

At all times, we must ensure a person's right to privacy while sharing the appropriate information.

This framework will also include cleaning and sanitizing the building.

Human Resources

The Human Resources Department is working closely with SEA, SEIU Local 15, and other employee groups to consider and create plans regarding:

- Job repurposing and descriptions for hybrid/blended or remote learning
- Job descriptions that may change due to hybrid/blended or remote learning
- Memorandums of understanding to address change in working conditions caused by hybrid/blended or remote learning

All staff were asked to complete a survey to determine who can return in either a hybrid/blended or remote learning model. The Human Resource Department will be working with staff to determine options.

The order of prioritization to opt in to remote learning (dependent on need and endorsement) is as follows:

- Personal health/quarantine due to COVID (long term)
- Caring for someone who has been advised to stay home or quarantine
- Child care/school closure
- Other and personal requests/preferences

If working remotely is not an option, the employee (if employed by the District at least 30 days) has the right to Family Medical Leave or personal leave (length of employment depends on bargaining agreement).

Additionally, the Human Resources Department will continue to address all other needs of our employees pertaining to:

- COVID Communication Plan for school community and employees if there is a positive case in conjunction with Communications and Student Support Services
- Families First Coronavirus Response Act (FFCRA) Leave Flowchart: Explains employee rights and employer responsibilities
- Return To Work/School Flow Chart: Explains how to handle student/employee return to work after a COVID-related absence
- Collaborating with District Legal Counsel

General Information

Masks

All staff and students are required to wear face masks at school and on school buses. All staff and students will receive a cloth mask provided by the Illinois State Board of Education and Illinois Emergency Management System that can be washed and reused. Disposable masks will be available if someone does not have a mask. All schools will be guaranteed to have the supply that they need without having to wait to receive additional supplies.

Health Screening

All students will be screened each day when they arrive at school. Screenings will include a temperature check and symptom questions. While we realize that students may have symptoms caused by the common cold or allergies from time to time, it is important to know that during this pandemic students will be screened for any and all illnesses.

Students who have symptoms or a temperature of 100.4 degrees F or higher will be isolated to a designated area to determine next steps following IDPH guidelines. Families will be notified immediately to pick up their student.

Staff members will self-screen and indicate completion each day using the District's screening program. Each staff's supervisor will receive a daily report and be required to follow up if someone did not complete the screener.

Anyone with a fever of 100.4 or higher or with any symptoms should stay home.

Bus Screening

All students are required to be screened before entering the school bus. Students who have symptoms will be turned back to their families if there is a family member present to accept them. If not, they will make sure the student is masked along with all other students, and quarantine them to a seat in the front of the bus until they arrive at school. Bus drivers will call ahead to the school so that the student can be removed from the bus first and screened immediately. (See Transportation)

Social Distance

Social distancing of 6 feet will be implemented as much as possible. Schools have added floor markers and signage.

Group Limits

Groups are limited to 50 people in a single space including buses for 15 minutes or more at one time in a static situation.

This means that breakfast and lunch delivery must be different. It also means that there will be no assemblies or gatherings in schools for the foreseeable future. This will also reduce any building rentals by outside groups.

Hand Sanitizer

Hand sanitizer stations will be placed throughout the buildings. Students will be required and encouraged to wash their hands and use the hand sanitizer stations often.

Water Bottles

Students are encouraged to bring their own water bottles. Water bottle filling stations will be available. Water fountains will not be available for use.

Visitors

Visitors to the schools will be limited. All visitors will be required to wear face masks at District schools and buildings. Appointments will be required and visitors will only be allowed in the office. We will have extra masks on hand to provide to visitors in the event they forget to bring one of their own.

Facilities & Operations

Signs and Markers

All school buildings have signs regarding face masks requirements and social distancing requirements and other safety procedures that are consistent across all school buildings.

Schools have installed floor markers for social distancing and one-directional movement.

Hallways

Hallways will be limited to one direction wherever possible. Schools will schedule breaks, passing periods, and other common times to reduce the number of students in the hallways at one time. Arrows and signage have been installed.

Locker Rooms and Lockers

Locker rooms will be closed. Students will not change for PE.

We will still ask students and staff to store their coats and bookbags in their lockers for safety reasons.

Schools will assign hallway lockers to maintain social distancing as much as possible. Schools should limit trips to the lockers during the day if at all possible.

Cleaning

Current Plan of Action

- Custodial and trades staff are preparing the buildings.
- All spaces are being deeply cleaned and sanitized.
- All disinfectant and cleaning products used by the District are listed as effective against COVID-19 and other viruses.
- Our buildings are generally closed to staff other than coaches, teams and administrators until August 10 or by appointment only as approved by the administration to allow for rooms to remain sanitized.

Day Cleaning Protocol

- The head custodian will inspect the building condition each morning prior to students and staff entering the facility.
- Upon completion of students and staff entering the building, entryways and touch surfaces will be disinfected.
- Restrooms will be monitored and disinfected multiple times throughout the day.
- Trash and corridors will be maintained as usual during the day.
- Food waste removal will be determined by schedule and a process will be developed by the District.
- Periodic disinfecting of touch surfaces will occur throughout the day.
- Classrooms will have access to disinfecting spray. Spot cleaning throughout the day can be done by teaching and support staff. Staff will be provided supplies they need and have access to custodial staff throughout the day.

Night Cleaning Protocol

- Night custodial teams will be cleaning each room and classroom on a nightly basis.
- Rooms will be swept and mopped nightly.
- Classroom desks, chairs, and touch surfaces will be disinfected nightly.
- Restrooms will be cleaned and disinfected nightly as usual.
- Locker surfaces will be sprayed with disinfectant nightly.
- All trash will be removed as usual.
- Corridors will be swept and mopped then touch surfaces disinfected.

Cleaning Supplies

Immediate availability of cleaning products has been verified with our supplier and products are in stock. In addition, the District is stockpiling a supply of disinfectant in the unforeseen event it cannot be obtained.

Crisis Cleaning Response Team

A crisis cleaning response team (CCRT) has been developed to address special cleaning activities in the event of a partial or complete closing of a facility due to a positive case in a building. This is a workforce that has volunteered for extra duty assignments. This group is made up of our current trained custodial staff and facilitated by the District in cooperation with SEIU Local 15. This group is willing to work overtime and night shifts to properly sanitize spaces and buildings.

Response Actions by Operations and Maintenance Department and the CCRT

In the event that the District decides to implement closing whole facilities or specific areas of facilities, the Operations and Maintenance may be asked to perform special cleaning as required. No decision to close or clean a building will be done without input from the District and Building Administration, along with the consultation of local, state or federal health department officials as necessary.

Response Actions

- Only when it is determined that a cleaning or closing is warranted the CCRT will do the following.
- Review CDC interim recommendations for cleaning facilities. Please note the CDC recommends closing the affected area and observing a 24 hour wait period.
- Coordinate with supervisors, building custodial team and school administrators to outline procedures and areas to be cleaned.
- Regulate the area to be cleaned, i.e. lock doors, install barricades and signage if necessary.
- Ventilate the area if possible with existing HVAC equipment and or opening windows.
- Clean and disinfect as listed below.
- Reestablish occupancy after confirming with District Administration and health officials as necessary.

Process

- The team members are alerted of the situation. The number of team members will be determined by the size of the area to be cleaned and disinfected.

- Team members will arrive at the building with masks (N95), gloves, eye protection, disinfectant and additional cleaning equipment as needed.
- The team regulates the building. No one enters the building/area without PPE.
- Ventilation will be increased if existing equipment allows. Windows will be opened to promote ventilation weather permitting.
- Team members disinfect their way into the building/area and apply disinfectant (Buckeye E23) to touch surfaces of identified areas. Use of misters may be used as warranted.
- Touch surfaces are wiped down after contact time allotment and disinfectant applied again.
- Furniture and equipment are cleaned.
- Floor areas are then cleaned with Buckeye E33 Neutral Cleaner.
- Buckeye E23 disinfectant is re-applied and allowed to dry.
- The team cleans up and leaves the building disposing of used PPE and cleaning materials outside.

Personal Protective Equipment (PPE)

The District began purchasing PPE last spring. PPE will be provided to schools and additional supplies may be requested at any time. The District will continue to stock and reorder PPE as needed so needs can be met. It should be noted that demand for some supplies is global in nature.

[See Appendix A - Safety and Logistics Checklists](#)

Return to Learn Options

Our schools must operate with fewer students in person each day to follow Centers for Disease Control guidelines and social distancing requirements. Each individual classroom size will dictate the number of students and adults combined that can be in any one location.

During online registration, families chose between a hybrid/blended model that includes in-person and remote learning, or a fully remote learning model. Beginning, August 21, 2020, each student in grades K-12 will be assigned an iPad or laptop for online learning that they may use during the 2020-2021 school year. It will be required that the device be returned to the school at the end of the school year.

Hybrid/Blended In-Person and Remote Option

The hybrid/blended model includes both in-person and remote learning. Students will attend school in person some days and attend online other days. Students will receive assignments and instruction every day of the week except for holidays or teacher planning days. Attendance will be monitored and a student can be considered absent or truant if they do not attend. Students have responsibility to attend and participate either in person or online each day.

Please note that those in the Hybrid/Blended model could start or return to a remote model as deemed necessary. This model provides an opportunity to return to learn in person at some point in the fall semester when possible and if that is the choice your family prefers.

We will work to align your child with a teacher in your school of attendance that will also follow the Hybrid/Blended model. We want to ensure that the students enrolled in either model have the fewest transitions possible in their learning for the 2020-2021 school year.

Remote Learning Option

Students will receive either synchronous instruction or asynchronous learning assignments and instruction every day of the week online except for holidays or teacher planning days. Attendance will be monitored and a student can be considered absent or truant if they do not attend and participate online. Students have a responsibility to attend and participate each day.

When possible, students will be assigned a teacher for online learning that is affiliated with the school the student would normally attend. If a teacher from that school is not available to teach that grade level or subject, a student will be assigned a teacher from another school who is highly qualified to teach that grade level or subject.

Please note that students enrolled in the remote program will remain in the remote program through the first semester, which ends December 18, 2020.

Attendance

Attendance will be taken daily whether a student is learning in person or remotely in an online classroom.

Curriculum, Assessments, Support

Teachers will focus instruction on prioritized Illinois Learning Standards. It will be essential to assess students and identify any learning loss and address individual student needs. A priority in all curriculum planning is to ensure that plans for in-person and remote learning are rigorous and consistent between the two models. Teachers will use formative and summative assessments that show progress towards mastery of the standards taught. Teachers will continue to use the workshop model, which includes differentiated teaching and individual student goals to drive instruction. AVID (Advancement Via Individual Determination) strategies will be emphasized to assist student organizational skills and critical thinking skills in a digital environment. Tutoring will be offered to students that are in need of additional assistance outside the designated school day schedule.

Pre-Kindergarten

The Pre-K Program will use the Illinois Early Learning and Development Standards to develop curriculum guides. Teachers will use the Early Learning Scale / Assessment, Evaluation, and Programming System to assess students, inform teaching and learning needs, and provide feedback regarding student learning.

Description of Instructional Materials for K - 12

Literacy and Language Arts Curriculum

Elementary teachers and middle school literature and writing teachers will utilize teaching with the Reading, Writing and Phonics Units of Study. Teachers will have access to Heinemann virtual resources, which include student-facing mini lesson videos. The mini lessons are designed for digital learning platforms. They are generally 5-7 minutes in length to accommodate digital learning needs. Whether in the hybrid model or remote model, these videos will be available.

High school English teachers will use a combination of the literature textbook and a variety of texts provided through resources provided. The District has purchased OverDrive digital library that will serve remote and digital learning platforms. We will continue to develop this library over the course of the year with teacher input.

Social Studies

Middle school social studies teachers will use the district teacher-developed curriculum units. These units have been adapted to accommodate the needs of remote and hybrid learning in a digital environment. Teachers will have access to Newsela and Flocabulary instructional materials as well.

High school social studies teachers will provide instruction using the district-adopted textbooks and teacher-created materials.

Math

Teachers who teach K-8 will continue using the enVision 2.0 curriculum that has a variety of digital tools. Teachers will have access to the online resources found on Savvas (formerly Pearson). The lessons and items that teachers can assign will link to Canvas and Google Classroom. Student math workbooks will be sent home with students when they receive their device. Middle school math curriculum resources will be available to teachers in a Blueprint course in Canvas.

High school math teachers will provide instruction using the district-adopted textbooks and teacher-created materials.

Science

Mystery Science has been purchased to support the science instruction in Grades K-5. Mystery Science is an online program that provides teachers with lessons and videos that align to the standards.

Middle school teachers will continue using the Smithsonian's STCMS Carolina science program.

High school science teachers will provide instruction using the district-adopted textbooks and teacher-created materials.

Assessments

[See Appendix C for an overview of all Assessments](#)

The District will continue use of benchmark assessments to understand individual learning needs, formative assessments to gain knowledge of how students are progressing, summative assessments to assess learning after a unit of instruction, and state assessments that are required. Other assessments serve as screeners to allow teachers to gain information for academic and social emotional supports.

Scheduling

Schools may create the best schedule to accomplish testing, including altering the daily schedule provided in upcoming sections. These assessments may be given both on-line and in person.

Reduction in Assessments

For Elementary, End of Year Envision 2.0 Assessments will not be required.

For Middle and High School, end of course assessments will not be required.

The goal of assessment in the coming year will be to link learning opportunities to NWEA MAP Assessment performance. Platforms that connect to the NWEA MAP assessment include - Edmentum (Exact Path, Study Island, Courseware), Khan Academy, Raz Kidz (K-2), Learning A to Z, and Newsela. Edmentum: Exact Path and Study Island, will be available for students who have NWEA MAP scores from Winter 2020. For students who do not have past NWEA MAP scores, teachers can create a grade level learning path for students with no scores and the path will adjust to the students' instructional level.

Khan Academy provides an additional resource to support students working at their own instructional level at the elementary, middle, and high school levels. At high school, Khan Academy also provides free SAT practice.

Assessment Supports will be available for staff, students, and families. These supports include remote professional learning for staff on administering and using data; learning programs for students; and parent virtual sessions on assessment purpose and testing protocols.

Pre-Kindergarten

The first day for our Pre-Kindergarten programs will be September 2, 2020. Our youngest learners need us the most and are at the beginning of their learning journey. We are completing registration at this time and creating a schedule design for the Early Learning Center that takes into consideration the safety of staff and students and the requirements of the grants that fund the programs.

If in-person instruction can begin at any time prior to October 23, 2020, we will communicate to families who chose an in-person program at registration. Families that chose remote learning will be provided this format of learning for the first semester of 2020-2021.

Each program will provide 2.5 hours of instruction daily and snacks will be sent home for the half day programs. The full day program at ELC will be reduced by one (1) hour to eliminate nap time at school.

When we are able to be in person, lunch and recess will be held following social distancing requirements.

If allowed, based on the number of students enrolled in the hybrid/blended model, in-person attendance days may be four (4) days per week with one (1) independent learning day on Mondays. This will be determined by enrollment figures and social distancing requirements.

1 to 1 iPads will be provided to families choosing remote learning if needed and available to students who are in person. We of course want to limit the amount of screen time for our youngest learners.

In Person Schedule

(In consideration with CDC Social Distancing and Cleaning Guidelines)

	Monday	Tuesday	Wednesday	Thursday	Friday
Direct Instruction	Independent At Home Learning	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction

Remote Schedule

Students will participate in virtual direct instruction four (4) days per week and have one (1) day of independent remote learning each week. This will occur for the first semester if families chose this model.

	Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Direct Instruction	Independent At Home Learning	Virtual Instruction	Virtual Instruction	Virtual Instruction	Virtual Instruction

Home Visits

Virtual Home visits will be scheduled with families to help parents and students prepare for the start of the year. More information will be shared with families about these events.

Key Terms for Digital Learning in Remote Environment

Synchronous

Synchronous interaction involves the parties (learners and teachers) being online at the same time and communicating in real time. This is achieved through the Zoom and other direct teaching platforms.

Teachers will provide a minimum of 2.5 hours each day of synchronous learning with real time instruction and interaction as you would see in a normal classroom setting. This will begin at the same time of the start of the school day. Teachers shouldn't lecture this entire time, but divide the time into small chunks of whole group mini-lessons, small group, and one on one conferring. Asynchronous work (see below) will be provided during the school day. Teachers will have many tools and resources to enhance digital teaching & learning.

Asynchronous

Asynchronous interaction occurs when students are engaged in activities on their own or on technology platforms to support their learning from the synchronous setting.

During asynchronous time, students will be asked stay close to their computer with the sound on; they can turn off their video, go into break out groups and collaborate with the students get extra support from interventionists and have planned therapy if they receive related services. When teaching remotely, teachers will have their kids logged in for the 5 hours of instructional time. Only 2.5 hours of this time will be synchronous instruction with screen time, but this allows for small group instruction and check ins to occur throughout the day. Students will receive core instruction in reading, writing, math, science as they do in the regular classroom. The digital tools will support teachers with student engagement during both asynchronous and synchronous learning.

Elementary School

Hybrid/Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments as required by ISBE Guidance. At least 2.5 hours of instruction should be synchronous.

Students will attend in person *at least* two (2) days following an A/B schedule and have up to (3) days independent remote learning each week on an online platform. Siblings will be assigned to the same groups. We must follow CDC guidelines for the number of students that can be housed in each classroom daily.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person Blended Direct Instruction	Independent No Student Attendance In Person	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z
Independent - No Attendance in Person	Independent No Student Attendance In Person	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K

Remote Schedule

Students must have five (5) clock hours of instruction which will include student independent assignments as required in ISBE Guidance.

Students will be expected to log into their Canvas Account and Zoom Classroom Account each day at the time they would normally attend school.

8:30-2:00 Schools		9:00-2:30 Schools	
Dubois	Iles	Addams	Lee
Enos	Lindsay	Black Hawk	Marsh
Fairview	McClerland	Butler	Matheny-Withrow
Graham	Wilcox	Feitshans	Ridgely
Harvard Park		Hazel Dell	Sandburg
		Laketown	Southern View

Lunch will be scheduled for 45 minutes per day. Each school will set the lunch schedule.

Students will participate in virtual direct instruction four (4) days per week and have at least one (1) day of independent remote learning each week. Teachers may meet with small groups during these days and emphasize certain curriculum or subjects on certain days to meet the prioritized standards and individual student learning needs.

Art, Music and PE will be provided once each week within the daily schedule.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	All	All	All	All

Daily schedules, specific learning opportunities and any break out small group sessions will be provided by individual teachers

Grading

Teachers will give weekly feedback in each subject and utilize standards based grading. The report card will continue to have the same grading scale as the 2019-2020 school year and be spread across three grading periods.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Recess

Students will have recess with coordinated activities that allows for social distancing. Students will be allowed to remove masks if outside and social distancing is maintained. No shared equipment or playground structures will be allowed. Students will wash their hands or use hand sanitizer before and after recess.

SCOPE and 21st Century Learning Programs

Programs to serve students that are in need of childcare during the day and or before and after in-person programs will be provided on a limited basis due to state guidelines.

Registration in SCOPE and 21st Century programs registration is separate from online registration for District 186 and must be completed for enrollment in the program. Families will receive information from SCOPE and 21st Century directly from these programs.

Any supporting program will follow all CDC, IDPH, and SDPH guidelines for safety, state phasing requirements, health checks, social distancing and facemasks.

Parent and Student Orientations

Virtual Meet your Teacher Nights to be held on August 31, 2020. Schools will communicate information.

Kindergarten

We are excited to welcome our newest learners to our elementary schools. We will be planning opportunities for our new students to meet their teachers and learn about their new school. This may include appropriately sized in-person learning days if local conditions allow prior to the return to full hybrid implementation for those wishing to attend.

Middle School

Daily Class Schedule

Both the hybrid and remote models will follow the daily class schedule. Students will be assigned a lunch group based on their class schedule.

Lunch A Group	
Advisory	8:00-8:38
1st Period	8:44-9:22
2nd Period	9:28-10:06
Lunch A	10:06-10:36
3rd Period	10:42-11:20
4th Period	11:26-12:04
5th Period	12:10-12:48
6th Period	12:54-1:30

Lunch B Group	
Advisory	8:00-8:38
1st Period	8:44-9:22
2nd Period	9:28-10:06
3rd Period	10:12-10:50
Lunch B	10:50-11:20
4th Period	11:26-12:04
5th Period	12:10-12:48
6th Period	12:54-1:30

Lunch C Group	
Advisory	8:00-8:38
1st Period	8:44-9:22
2nd Period	9:28-10:06
3rd Period	10:12-10:50
4th Period	10:56-11:34
Lunch C	11:34-12:04
5th Period	12:10-12:48
6th Period	12:54-1:30

Hybrid/Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments.

Students will follow an A/B schedule attending in person two (2) days per week and working online independently three (3) days per week. Students will follow the same daily schedule on the two (2) in-person days and the three (3) independent days.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person Blended Direct Instruction	Independent No Student Attendance In Person	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z
Independent - No Attendance in Person	Independent No Student Attendance In Person	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K

Remote Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments as per ISBE Guidance.

Students will have direct instruction virtually (e.g., Zoom) following an A/B schedule. Students will follow the same daily schedule on the two (2) direct instruction days and the three (3) independent days. Siblings will be assigned to the same groups.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z
Independent - No Attendance In Person	Independent	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K

Grading

Grades will reflect student performance and be directly aligned to the prioritized learning standards required by that grade level and subject area.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Parent and Student Orientations

Orientations will be held to help parents and students navigate the new guidelines, technology, and general preparation for the start of the year. Schools will share information with families directly about their orientation opportunities.

6th Grade Orientation

Each middle school will hold a virtual 6th grade orientation event Monday, August 31, from 9:00-11:30 a.m. using a WEB (Where Everybody Belongs) model to support the students' transition to a new middle school experience. We know that this is going to be different in the past and schools will be sharing the details and invitations the week of August 17, 2020.

High School

Daily Class Schedule

The daily class schedule will be used for both the hybrid and remote models.

Lunch A Group	
0 Hour	7:25-8:05
1	8:24-9:08
2	9:14-9:54
3	10:00-10:40
Lunch A	10:40-11:10
4	11:16-11:57
5	12:04-12:44
6	12:50-1:30
7	1:36-2:17

Lunch B Group	
0 Hour	7:25-8:05
1	8:24-9:08
2	9:14-9:54
3	10:00-10:40
4	10:46-11:27
Lunch B	11:27-11:57
5	12:04-12:44
6	12:50-1:30
7	1:36-2:17

Hybrid /Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments as per ISBE Guidance.

Students will follow an A/B schedule attending in person two (2) days per week and working online independently three (3) days per week. Students will follow the same daily schedule on the two (2) in-person days and the three (3) independent days.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person /Blended Direct Instruction	Independent No Student Attendance In Person	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z
Independent - No Student Attendance in Person	Independent No Student Attendance In Person	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K

Dual credit, career-based courses such as Sangamon CEO, CACC, drivers education, and Advanced Placement courses may require additional face-to-face class time and may not follow the A/B model. Teachers will communicate this information with their individual students.

Remote Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments as per ISBE Guidance

Students will have direct instruction virtually (e.g., Zoom) following an A/B schedule. Students will follow the same daily schedule on the two (2) direct instruction days and the three (3) independent days. Siblings will be assigned to the same group.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z
Independent - No Student In Person	Independent	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K

Students may be required to attend virtual class meetings on additional days as needed. Dual credit, career-based courses such as Sangamon CEO, CACC, drivers education, and Advanced Placement courses may require additional face-to-face class time and may not follow the A/B model.

Grading

Grades will reflect student performance based on the learning standards outlined for each specific course.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps. This is also where students will find their Zoom Links.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Parent and Student Orientations

Orientation models to help parents and students with the new guidelines, technology, and general preparation for the start of the year will be provided. Schools will share information with families directly.

Freshman Forward - LINK

Each high school will hold a virtual Freshman Forward Event Monday, August 31, from 9:00-11:30 a.m. to support the students’ transition to new high school experience. Families can expect invitations during the week of August 17th.

Alternative Programs - Grades 6-12

Daily Class Schedule

The daily schedule will follow the middle school or high school schedules listed above. Any alterations to this schedule will be communicated by the program administrator.

These programs include:

- NAACP - Back to School Stay in School Program
- Springfield Learning Academy
- Douglas Prep High School
- Douglas Middle School
- Lawrence Adult Education Programming

Hybrid/Blended Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments as required by ISBE Guidance

Students will follow an A/B schedule attending in person two (2) days per week and working online independently three (3) days per week. Students will follow the same daily schedule on the two (2) in-person days and the three (3) independent days.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person/Blended Direct Instruction	Independent No Student Attendance In Person	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z
Independent	Independent No Student Attendance In Person	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K

Remote Schedule

Students must have five (5) clock hours of instruction which can include student independent assignments as required by ISBE Guidance.

Students will have direct instruction virtually (e.g., Zoom) following an A/B schedule. Students will follow the same daily schedule on the two (2) direct instruction days and the three (3) independent days. Siblings will be assigned to the same group.

Small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z
Independent	Independent	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K

Grading

Grades will reflect student performance based on the learning standards for that course.

Learning Management Platform

All courses and tools will be accessible to students and parents in a central location. All staff will be trained before the beginning of the year on Canvas, a Learning Management System that can house tools for families to access. Canvas will be utilized to organize communication and access other programs and apps.

School and Classroom Family Communication

There will be a focus to minimize the large amount of emails to families by using centralized communication options found in the Canvas Learning Management System, Remind, and Class Dojo.

Parent and Student Orientations

Orientation models to help parents and students with the new guidelines, technology, and general preparation for the start of the year will be offered. Schools will share information with families soon.

Adult Education Programs

Programs that serve our adult learners will create a program specific model of instruction that will allow for social distancing and follow all of the requirements laid out in this document. These messages will be communicated to students who are enrolled in this programming.

Student Support Services

Special Education, English Language Learners and Home Hospital Services

The Student Support Service department will mirror the district's continuing efforts to study the current status of COVID-19 cases in our state, community, and school. Additionally, our adherence to local and state health and safety guidelines, coupled with our ability to operate our programs safely will be paramount as we make decisions throughout the upcoming school year. We will begin the school year under remote learning as designated by the Board of Education and per ISBE guidance, a high priority will be placed on providing hybrid in-person instruction for students who have Individualized Education Plans, 504 Plans, and/or receive Multilingual services when deemed safe to do so.

When in person hybrid instruction can resume due to the analysis of current information, students with Special Education, 504 plans, and/or Multilingual English Language Learners will follow the districts hybrid model detailed in the previous sections of this document. Life Skills will follow a slightly different model of instruction (see next page for schedule).

Small groups or additional help may be scheduled remotely on Mondays, which are designated as blended learning days, to support student learning.

If at any time the District feels that it is possible to bring back targeted populations for additional in-person days prior to returning to a full hybrid model, families will receive separate communication.

The District has developed a plan that is flexible and responsive to changing conditions and information, and we appreciate your patience and partnership as we refine and adjust our plans based on that information.

Home/Hospital Instruction (Special Education and General Education)

During this unprecedented pandemic, for the health and well being of students and staff, ALL services (regardless of the choice, remote learning or blended/hybrid learning) will only be provided in a virtual or remote format. This format may include, but is not limited to, online or virtual remote instruction, virtual therapy, instructional/consultative telephone calls, and other service or curricular-based

K-12 Life Skills Schedule

Hybrid/Blended Schedule

The Life Skills Program will use an AA / BB day schedule as shown below. Students will attend 2 days in a row instead of every other day. This serves the individual needs of students that are served in this program.

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person Blended Direct Instruction	Independent No Student Attendance In Person	Group A Last Name A-K	Group A Last Name A-K	Group B Last Name L-Z	Group B Last Name L-Z
Independent - No Attendance in Person	Independent No Student Attendance In Person	Group B Last Name L-Z	Group B Last Name L-Z	Group A Last Name A-K	Group A Last Name A-K

The specific AA/BB day schedule is subject to change based on the number of students enrolled in each model. Students can expect 2-4 days of in person learning with the other days a hybrid/blended approach.

Remote Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Direct Instruction	Independent	Group A Last Name A-K	Group B Last Name L-Z	Group A Last Name A-K	Group B Last Name L-Z

Students in a Life Skills Class

We recognize that students who have a designation of life skills may have unique and underlying medical conditions that deem them medically fragile. We will be communicating directly with families to let you know the schedule that we will follow and the precautions and Personal Protective Equipment that will be worn to provide the best possible services for your child.

Students with Disabilities and English Language Learners

Student Support Services incorporates many disciplines that provide services to students, which include Special Education and English Language Learners (ELL). Each discipline presents unique variations to the remote and hybrid/blended models. In support and follow-up to the 186 Learns Task Force, discipline groups will continue to give input on the hybrid/blended and remote learning models as it pertains to their unique service needs. This process will continue to be completed during the next several weeks.

Instructional/service provider groups in Student Support Services include but is not limited to: Speech Language Pathologists, Deaf/Hard of Hearing Teachers, Visually Impaired Teachers, Occupational Therapists/Physical Therapists, Autism Teachers, Emotional Disorder Teachers, Social Workers, School Psychologists and ELL Teachers. Student Support Services also includes our District Nurses.

Detailed plans and systems of supports for each category are in development. Related Service program teachers listed above shall have input into the daily schedule of students so that these services can be provided.

In order to plan for the school year, seeking registration information for how students would like to attend school is essential. On one hand students with disabilities thrive with in person small group instruction that meets their individual needs, on the other hand students with disabilities that include fragile medical conditions may not be able to attend school in person at this time. Other students may thrive in remote environments.

Individualized Remote Learning Plans (RLPs) have been developed and will be modified as needed to address each student's Individualized Education Plan (IEP). Each Remote Learning Plan will be individualized and work to address IEP Goals and consider accommodations/modifications that are needed for access to remote or a hybrid/blended in-person learning model. The Remote Learning Plans will identify what services will be provided.

Students who receive related service minutes in the IEP will receive services through the use of consultation/collaboration with teaching staff, video conferencing, tele-therapy, hands-on tasks provided by the therapist/clinician, online material, or materials that have been provided for families.

We are cognizant that Personal Protective Equipment, extra supplies, clear face masks and gowns where needed are extremely important for our employees to allow them to serve students in a manner that is safe and meets the individual student's learning goals.

Occupational and Physical Therapists (OT/PT)

The OT/PT Team has developed a plan of action that outlines services during remote and hybrid/blended learning environments. These include but are not limited to:

- Direct or consult services which will vary based on the type of service and activities that are recommended for each student based on appropriateness
- Synchronous telehealth services (direct services)
- Video or phone check in with caregiver (consult services)
- Home exercise or activity programming with check in via video, phone call, or email pending caregiver preference (consult services)

What factors may impact the type of services provided by OT/PT?

- Medical/health status of students
- IEP (Individual Education Plan) / RLP (Remote Learning Plans) goals and remote learning goals
- Ability of caregiver or school staff to assist with therapeutic activities

English Language Learners

In order to best serve our ELL students, we recommend the use of the Google Translate tool. The first step to support ELL students is the registration process that identifies students in need. Once students are identified through online registration as ELL, a priority should be made to provide student screening prior to the first student attendance day. A specific model of in-person/blended or remote instruction will be determined by enrollment numbers after registration. These will be communicated to families in their native language if warranted.

The ELL Team Recommends the following:

- Bilingual tutors have proven to be a valuable resource throughout the stay at home/remote learning in meeting the individualized needs of families. The team recommends continuation of those services, noting that if full remote ELL students may need additional tutor support.
- The team recommends that ELL students be placed in the same classroom, to the greatest extent possible whether learning remotely or in a hybrid/blended environment.
- To equip families for possible hybrid/blended and/or remote learning, the team recommends offering an organized connectivity training for families.

The team would like to emphasize the importance of clear and concise communication for the ELL student population. Specifically, the team recommends classroom teachers simplify written and oral directions.

Social and Emotional Learning & Wellbeing

The Importance of Social Emotional Learning (SEL)

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) organization, “social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Springfield Public Schools is committed to ensuring that staff, students, and adults are equipped with the knowledge, skills, and support they need to be successful as school begins in the fall. As we commit to this effort, we know that we contribute to the care and wellbeing of all individuals within our system, which is our highest priority. In our endeavor to provide these vital supports for wellbeing and learning, our district understands that SEL must be facilitated in equitable learning environments, where all staff, students, and families feel respected, valued, and affirmed, no matter their social identities, cultural values and backgrounds (CASEL, 2020).

The First 20 Days for All Students

Welcoming Students Back Whether in Person or Remotely

In the words of John C. Maxwell, “Students don’t care what you know until they know that you care.” With that being said, building relationships at the beginning of the school year ensures that our students, staff, and families will form a connection that will allow for clear and consistent communication amongst key stakeholders and the school. This will be done in an effort to support the social and emotional needs of all parties involved.

Wellness Checks

Ensuring the overall health and wellbeing of our families is vital as we support students with their successful start back to school. Therefore, wellness checks, not just temperature screenings, will be a regular part of our daily and weekly routines to ensure the physical, social, emotional, behavioral, and academic health of students as well as assess family needs of support. It is recommended that designated staff who will perform wellness checks and/or visits be determined prior to the start of school to ensure this support is available to families at the beginning of the year.

Transportation

The District has developed guidelines with First Student that meet the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) guidelines.

Transportation Safety Procedures and Fleet Updates

The District Operations and Maintenance leadership was very helpful in influencing the enhanced cleaning of the First Student (FS) facilities at the bus depot during the first month of COVID-19 this past spring. In addition, the District Transportation Office has participated in First Student's planning. This led to the deep cleaning, sanitizing and quarantine of all route buses. Additionally, routine maintenance/driving of these buses was scheduled in order to prevent common mechanical decay as a result of sitting still on the lot. Furthermore, the daily meal route buses were isolated in a different location at the bus depot.

General Information

Riding the Bus

First Student will maintain safety protocols and in accordance with all regulatory agency (FMVSS, CMVSS and State DOT) requirements. Also, drivers will wear face-coverings while driving, where required by state or local agencies, unless it causes a vision impairment.

- Students will be required to wear masks on buses.
- Temperature checks will occur prior to entering the school bus. This will be done by a monitor or other bus company personnel. The driver must monitor the road and the stop arm.
- Social distancing will be maintained by spreading out in diagonal patterns on the bus.
- Assigned seats on the bus will be encouraged for contact tracing.
- No more than 50 students will be allowed on a single bus.
- They will open windows when the weather allows.

Bus Cleaning and Safety Protocols

Bus Cleaning and Sanitation

First Student has a nanotechnology recommendation that Zoono Z71™ will be used to “shield” the bus against the Novel Coronavirus and many other viruses and bacteria. This product recommendation is based upon research, testing, and hands-on application in the field as a microbial shield that is a surface monthly disinfectant.

In addition, First student now has a product available, which will work in conjunction with Zoono Z71™. The potential for a daily application of Signet® Neutral Disinfectant DS1 also exists for additional efforts to the monthly shield. In the event a daily application becomes necessary, this product works with and does not neutralize the protection of the nanotech Zoono Z71™.

First Student has set protocols for the following:

- Daily deep cleaning of all school buses after routes are completed
- Cleaning plans throughout the day between routes
- Protocols for deep cleaning if a positive case is tied to a certain bus
- Plans for assisting with the monitoring of students getting on the school bus

- Protective equipment for their staff
- Protocols for any employee (driver or monitor) who tests positive or is exposed to the virus
- Communication structures to connect First Student to District Transportation Leadership for immediate action in the case of any health concern.

Drivers and Attendants

First Student is providing comprehensive health and safety training to the bus team. In addition, they are minimizing or eliminating in-person contact as much possible during daily operations. This includes the requirement of face coverings for all employees while in common areas, and all employees are provided an individual bottle of hand sanitizer for personal use.

Bus Routes

Bus routes will be finalized upon receiving the addresses of students wishing to have transportation during a hybrid setting or any other programming.

Food Service

Breakfast and lunch will be available for all students whether attending in person or remotely. Only sack breakfast and lunches will be served.

Remote Food Service

Breakfast and lunch will be distributed at 24 school sites from 7:00-9:00 a.m. Monday - Friday. Families may pick up food at any of the school sites in Springfield for students currently enrolled in District 186.

Families will have to provide a lunch code for each student. If you do not have the code, the personnel at the feeding sites will provide you with the information. We have purchased devices for every food service location to track food distribution.

During the 2020-2021 school year, students that are currently enrolled in District 186 schools can receive meals.

Meal bags will include breakfast and lunch.

The following schools will **NOT** be serving food: Douglas, Lawrence, Dubois, Butler, Lee, Wilcox, Lincoln Magnet School, Laketown and Early Learning Center.

Ball Charter is beginning their feeding program on Monday, August 17, 2020. For one week, only Ball Charter students will be able to get food from this site. After August 24, 2020, any student may be served at this site.

Hybrid / In-Person Food Service

Beginning October 26, 2020, students attending in-person will have breakfast and lunch school. Students not attending in person will be able to continue to pick up meals at the remote food service locations listed above.

Students will be required to wash their hands or use hand sanitizer before entering the cafeteria or eating meals.

Students will choose between a cold or hot lunch option. The cold lunch options will include sandwiches, salad or raw vegetables, and fruit. Hot lunch options will include a hot entree, hot vegetable, and fruit. All meals will be served with a choice of white or chocolate milk.

Middle/High School Only

Students will have the option of purchasing snacks and drinks ala carte. If students pay with cash, cash will be dropped in a container and any change will be added to the student's lunch account as exchanges of cash will not be allowed.

Meals may be eaten in the classroom. Lunch times will be staggered to accommodate social distancing in the cafeteria.

Technology and Instructional Resources

Device and Textbook Distribution

Technology and textbook distribution will begin Friday, August 21, to prepare for the start of the school year. Families will receive information from the student's school about the school's distribution schedule. Information will also be available on the District's website.

Devices

All students in grades K-12 will receive a tablet or laptop. Parents will be required to sign the Technology Policies and Procedures when completing online registration.

Pre-K Students will have access to technology as needed. More information will be provided directly from the school.

Internet Access

Hotspots will be available to students that do not have internet access. Families will only receive one hotspot. Multiple devices can connect to a single hotspot.

Internet Safety

Please visit our website for information about internet safety.

https://www.sps186.org/schools/techservices/internet_safety_information/

Technology Assistance

Assistance will be available for staff and students. This will include trouble-shooting access problems and device repairs.

Technology Policies and Procedures

Student agrees to use any assigned equipment in accordance with the following terms and conditions:

1. Student will exercise care in the use and handling of the equipment so it is not lost or damaged. If the equipment breaks down, Student will return the equipment to the District for repairs. No maintenance service or repairs may be performed outside of the District.
2. Student will be responsible for the pickup, transportation, and return of the equipment. The equipment will be returned to the school with all software and hard drives which were contained with the equipment upon issuance. Extra files and programs must be deleted before the equipment is returned to the District.
3. Unless otherwise agreed by the school principal, Student will be responsible for loss of the equipment or any damage to the equipment.
4. During the term of this Agreement, the District will remain the owner of the equipment subject to Student's rights to use the equipment in accordance with the terms of this Agreement.
5. Upon violation of any term or condition of this Agreement, Student may forfeit further use of the equipment or be subject to use restrictions imposed by the District.
6. Student will promptly report any theft, loss or damage to District staff.

District Technology Policies and Procedures

1. Student agrees to abide by the District Technology Policies and Procedures.
2. Student agrees that my use of District technology is for educational purposes only.
3. Student agrees that use of District technology is a privilege and that he/she is responsible for the proper care of the device that is assigned to him/her, as well as any other District technology equipment he/she is allowed to use including hotspots, charging cables, and charging cubes.
4. Student agrees to keep all accounts and passwords assigned to him/her secure and he/she will not share these with any other students. This includes passwords for email and network access.
5. Student agrees that he/she will never share personal information over the internet. In addition, if Student is asked for personal information or harassed in any way, he/she agrees to report it immediately to parents, teacher, or another staff member. For reporting purposes, the District shall be contacted at 217-525-3000.
6. Student agrees that he/she will not install, download, or otherwise utilize any software that is not authorized by the District Technology Department.
7. Student understands that if he/she does not abide by the District Technology Policies and Procedures, he/she will be disciplined in accordance with the Student and Family Handbook. In addition, he/she may be subject to legal action if his/her actions break the law.
8. Student will comply with all copyright laws.

Parent or guardian agrees to take full responsibility for supervising Student's use of the District technology while the Student is at home or in possession of District equipment.

Appendix A – The Safety and Logistics Checklist for Fall of 2020

The following checklist is being utilized to ensure that each school has the supplies and assistance needed to keep students and staff safe upon return to learning in in hybrid model of instruction

Supplies for schools through School Support and District 186 Health Services

- District and CDC posters for the buildings for facemasks, social distancing, etc.
- Social distance markers and arrows for floors
- Cloth masks for staff (2 each - Gray and a Logo Blue Mask)
- Disposable masks for students (child size masks for elementary schools)
- Thermometers – 1 per every 50 students at elementary, 1 per every 100 middle and high school
- One high end digital forehead thermometers for each school
- Face shields for special education attendants, security, teaching assistants, and other staff who need or request them for health checks
- Gowns for special education attendants, security, teaching assistants, and other staff who need or request them for health checks (disposable and laundered gowns through Aramark)
- Clear masks for Pre-K teachers, Kindergarten-2nd grade teachers, instructional classroom teachers, speech teachers, autism teachers, reading staff / interventionists and others upon request.
- N-95 masks for nursing staff, custodial staff and in some instances special needs teachers.

Illinois State Board of Education Provided

- White Cloth Mask for All Employees
- White Cloth Mask for All Students

Supplies for schools through the Operations and Maintenance Department

- Disposable masks for staff & visitors if in need
- Gloves for staff
- Hand sanitizer for classrooms and common areas in the schools (on stands and in dispensers)
- Spray bottles and disinfectant spray (Buckeye E23, which is a plant based product) and towels for classrooms

Support for schools provided by School Support, Operations and Maintenance, and Custodial Departments

- Building walkthroughs with principals to determine room capacities and traffic flow in hallways as well as furniture movement.
- Building walkthrough with principals to determine location of arrival for bus riders and car riders.
- Building walkthrough with principals to determine appropriate nursing space and isolation space.

Appendix B - Response Protocol for Confirmed Positive COVID-19 Case

When there is a confirmed case of student or staff member in a school:

Building Administration will immediately:

- Contact Human Resources at 525-3006, and School Support at 525-7911, along with the building supervisor.
- Coordinate with the Sangamon County Department of Public Health. (Call 321-2606) They will advise on who would be considered primary contacts at highest risk of exposure. Administrators will need to assist SCDP with contact tracing and contact information for all primary contacts.
- Immediate arrangements for dismissal of students and staff will be made (2-5 days per CDC recommendations whether it is a wing, classroom or entire building as suggested by SDPH).
- Communicate with staff, parents and students immediately
- Contact Communications (Bree Hankins bhankins@sps186.org, 217-971-9079 and Nalo Mitchell, nalom@sps186.org) for assistance with the letter templates.
 - Notification letter templates are available.
 - Depending on the number of affected students and staff, individual phone calls to primary contacts should be considered as a first point of immediate communication. The entire school community needs to be notified.
 - For larger groups and mass notification, use Blackboard/ParentLink to send an email, phone call and text to the appropriate recipients (this is also appropriate for those who are considered low/no risk of exposure but that should still receive notification).
 - You may also send home paper letters, but immediate notification is preferred.
 - We will not name the specific name of the person that is positive in any mass communication. Contact tracing will be more specific.

The Crisis Cleaning Response Team will respond. Notify Operations and Maintenance Immediately (525-3051).

Discuss and make decisions about extending the school dismissal/closure. Additional consultation with Sangamon County Department of Public Health may be necessary.

Appendix C - Assessments

Assessment	Method of Administration	Purpose	Grade Level & Subject
Local and Benchmark Assessments			
NWEA MAP	Remote or In person (online)	Diagnose student learning needs and provide information on where students are ready to learn for instructional planning	K - 12/ Reading, Math (11th/12th gr by course) Begins Sept. 8
FastBridge	Remote or In person (materials online)	Progress monitoring tool to identify students who require additional instructional support and intervention	K - 12/Reading, Math
CogAT	Remote or In person (online)	Cognitive ability test primarily administered to identify students who may qualify for gifted placement	5th grade and Kindergarten/ Math, Reading, Language, Spatial
SAEBRS	Remote or In person (completed by teacher)	SEL universal screener used to identify social and emotional supports that students may need	K - 5/SEL (Students in grades 3 - 5 can complete online)
MySAEBRS	Remote (online - completed by student)	SEL universal screener used to identify social and emotional supports that students may need	6-12/SEL
State Assessments			
<u>KIDS</u>	Online - TBD based upon remote options	Observational tool designed to understand the developmental readiness of children entering Kindergarten	K/Language, Numeracy, SEL Later in October
<u>IAR</u>	Online	State accountability assessment that measures students' ability to apply grade level knowledge and skills according to IL State Standards	3 - 8 Reading, Math Spring
<u>ISA</u>	Online	State accountability assessment that measures students' ability to apply grade level knowledge and skills according to IL State Standards	5th, 8th, 11th Spring
<u>PSAT and SAT</u>	In person only for tested students (other students remote)	State accountability assessment and college entrance exam that measures students' college readiness	PSAT - 9th-10th SAT - 11th and 12th/Reading and Math

DLM-AA	Online	Alternative Assessment for IAR, PSAT, and SAT	3 - 12/Reading, Math, Science Spring
ACCESS	Online	English Language proficiency assessment	K - 12/ELL
Advanced Placement (AP)	Remote or In person	AP end of course assessment administered by College Course. Students may be eligible for college credit based upon exam score of 3 or above.	9-12/Various subjects May