



PLANNING FOR
2020-2021

— Released August 4, 2020 —

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INTRODUCTION

The Illinois State Board of Education, The American Academy of Pediatrics, and the Centers for Disease Control recommend that students attend in-person this fall to ensure students can continue to grow and develop both academically and socially-emotionally. This guide contains information on how The Winnetka Public Schools intends to re-engage students and employees in the 2020-21 school year based on current guidelines from the state, Illinois State Board of Education and public health entities during the COVID-19 pandemic.

This information is intended to be a high level overview of what to expect when returning to campus in August 2020. We are excited to welcome families back to our school community. While we know this fall will look differently than in the past, we are committed to delivering an enriching education to our students and plan for a variety of possible scenarios in light of the evolving situation. The District is aware that each family situation is different, and a Remote Learning option will be available for families who prefer to keep their child(ren) at home this fall. **If this is the choice you will be making for your family for the first trimester [please fill out this form](#) by Tuesday, August 11.**

Our commitment to providing safe, on-site learning, as well as meeting the social and emotional needs of our students and staff, is unwavering. Safe and consistent health practices, both in and out of school, will afford us the best chances to return and stay on campus for in-person learning this school year.

We are required to adhere to the reopening school guidelines jointly provided by the [Illinois State Board of Education and the Illinois Department of Public Health](#). According to Governor Pritzker's [Restore Illinois Plan](#), the state is currently in Phase 4, the following parameters are in place:

1. Schools will be open with [Illinois Department of Health \(IDPH\) approved safety guidance](#).
2. Gatherings of 50 people or less are allowed in one space.
3. Masks and physical distancing will be required.

Like school districts and educational institutions across the country, The Winnetka Public Schools is taking steps to safeguard our community, reimagine educational operations, and reinforce a culture of shared responsibility and support in response to the COVID-19 pandemic.

Teachers, parents, community members, School Board members and administrators have been involved in analyzing various scenarios, reviewing survey feedback, and implementing logistical plans.

Please note that while the District is working diligently to plan for a variety of scenarios, all

plans are subject to change due to guidance from the Governor's Office, Illinois State Board of Education, as well as health directives from the Cook County Department of Public Health, Illinois Department of Public Health, and Centers for Disease Control. Depending on the circumstances with the pandemic, either locally, regionally, or across the state, the District may need to amend these plans or pivot to another model over the course of the coming weeks or months. Also, the District will review the protocol contained within this guide and revise procedures as needed.



SCHOOL REOPENING OVERVIEW

(as of 8/4/2020)

- Students' first day of school is Thursday, August 27 with a modified schedule.
 - Students designated in the AM Block will attend school from 8:30 AM to 9:30 AM; and
 - Students in the PM Block will attend school from 12:30 PM to 1:30 PM.
- The half-day Hybrid model will be in place until at least October 1, 2020 PENDING changes in the health metrics or other data.
- Students will either be assigned the AM or PM for in-person attendance for the Hybrid learning model.
 - Morning (AM):
 - IN PERSON: 8:30 - 11:30 am (will be some staggered times to manage start/end of school)
 - REMOTE: 12:30 - 3:00 pm
 - Afternoon (PM):
 - REMOTE: 9:00 - 11:30 am
 - IN PERSON: 12:30 - 3:30 pm (will be some staggered times to manage start/end of school)
 - AM/PM announcement -->Families with children in multiple schools assigned alphabetically:
 - A-K → AM; L-Z → PM
 - Adjustments were made to best support students receiving specific services and to ensure balanced classes.
 - Assignments will be emailed to families on Wednesday, Aug 5 - There will be NO changes or requests honored.
- Choosing the remote learning track? [Please fill out this form](#) by Tuesday, August 11th so we can plan and staff accordingly.
 - You will need to make a commitment for trimester 1 (August 27 - November 20).
- Start having your child wear their snug-fitting masks for longer durations of time in preparation for the start of school. Also, please reinforce social distancing, even when outdoors.



HEALTH & SAFETY

When students and staff return to campus in August, the District is planning to meet and exceed current Illinois Department of Public Health and CDC guidelines as we prepare our facilities and plan programming for the fall. Below are general health and safety guidelines that the District will follow.

HOME: Daily Symptom Certification REQUIRED

1. Parents will need to take a temperature reading and check for COVID-19 symptoms each morning prior to leaving the home. This will be reported via an app or online form. More information will be released prior to the start of school.
2. Students with a fever or any of the symptoms below **MUST** stay home and seek medical advice. By sending your child to school, you are certifying the following:
 1. That your child does not have a fever over 100 degrees. AND
 2. That your child does not have any of the following conditions related to COVID-19:
 - a. Cough
 - b. Shortness of breath or difficulty breathing
 - c. Fatigue
 - d. Muscle or body aches
 - e. Headache
 - f. New loss of taste or smell
 - g. Sore throat
 - h. Congestion or runny nose
 - i. Nausea or vomiting
 - j. Diarrhea

Failure to comply with daily symptom certification may impact the District's ability to hold in-person learning.

COVID-19 PREVENTION TIPS



1. KNOW THE SYMPTOMS

COVID-19 symptoms include mild to severe respiratory illness. Symptoms can appear 2-14 days after exposure and can include fever, cough, shortness of breath, sore throat, headache, and congestion.



2. STAY HOME IF YOU ARE EXPOSED OR SICK

Restrict activities outside your home if you are sick or have been exposed to someone who is sick.



3. WASH YOUR HANDS

Clean your hands regularly with soap and water for at least 20 seconds. Use hand sanitizer if soap and water are not available.



4. AVOID TOUCHING EYES, NOSE, AND MOUTH

Try not to touch your face, especially if your hands are not clean.



5. WEAR A MASK

Wear a mask over your nose and mouth while in public settings.



6. PRACTICE SOCIAL DISTANCING

Keep 6 feet between yourself and others.



7. CLEAN FREQUENTLY

Clean and disinfect frequently used surfaces often with disinfectants.

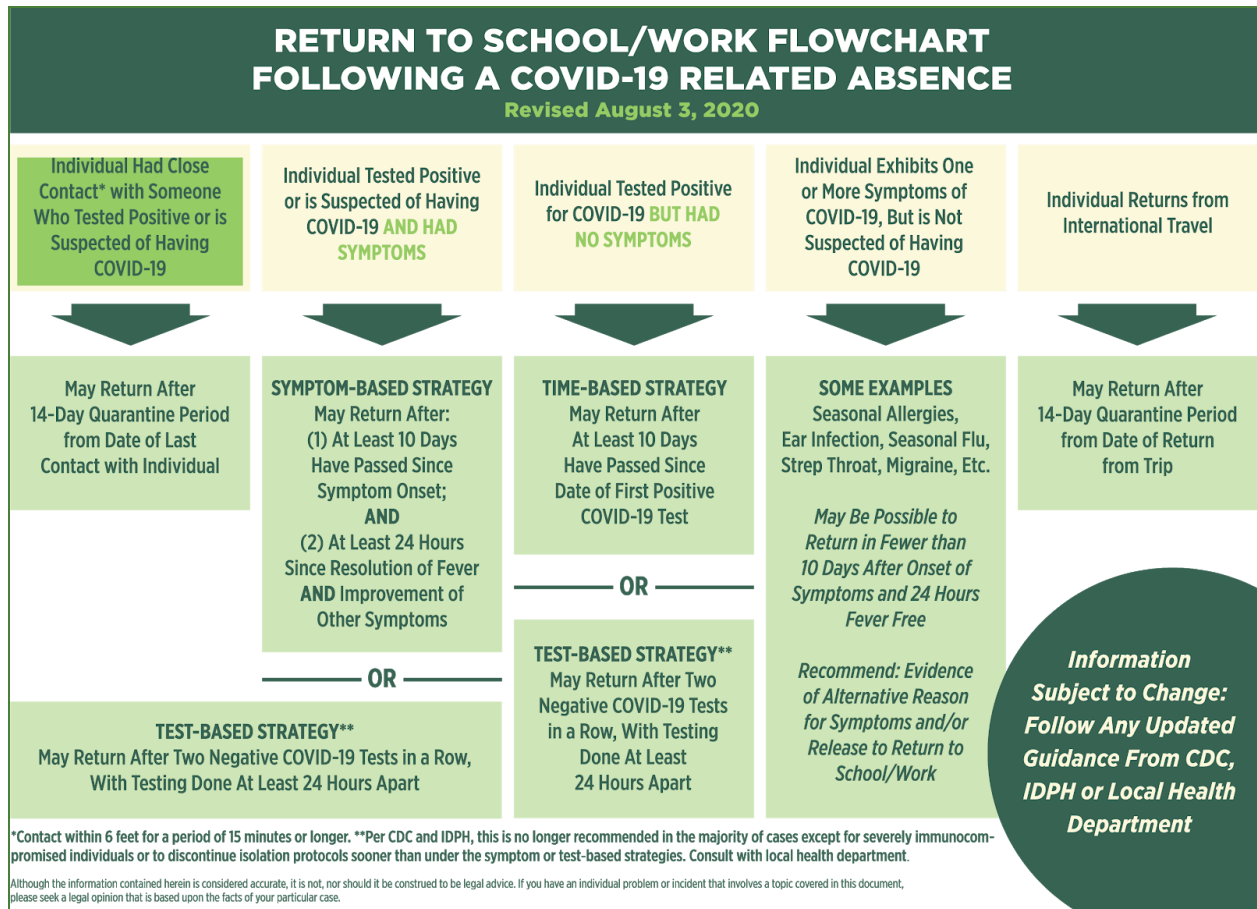
GENERAL GUIDELINES AS OUTLINED BY THE CENTERS FOR DISEASE CONTROL

SCHOOL: Daily Symptom Certification & Random Temperature Checks

1. Students will report to an assigned entrance at the school and line-up in a socially distanced manner.
2. District staff will verify the HOME symptom certification process was completed before a child enters the school. If the symptom certification process was not completed, the child will be escorted to a supervised location and parents will be contacted.
3. Random temperature checks of students will be conducted daily. If the initial school temperature check is 100 degrees or greater, a nurse will conduct a second temperature check. If the second temperature check results in a 100 degrees or greater reading, the child will be sent home.

4. Anyone with a temperature of 100 degrees or greater or showing other COVID-19 related symptoms will be isolated in a designated quarantine area, parents/care providers will be called in order to take the child home.
5. Parents of students in the classroom, grade level and school will be notified if a member of the class, grade level or school has been diagnosed with COVID-19. Specific names of the individuals with COVID-19 will not be shared due to medical privacy laws.
6. Individuals with a temperature over 100 degrees or other COVID-19 related symptoms will need to:
 - Have a doctor's note
 - Or, may return to school after at least 10 days from the onset of signs and symptoms with no signs and symptoms for at least 72 hours prior to return.
7. If a student, staff member, or a family member/who is in close contact (*Close contact is anyone with a 15 min or more total exposure time to a positive case within 6 feet, anytime from two days before symptoms to the time the case is in isolation or away from the contact - updated 8/7/2020*) tests positive for COVID-19, the individual, family and District will contact the Cook County Health Department. Individuals who test positive must be isolated for a minimum of 10 days after symptom onset and can be released after fever-free and feeling well (without fever-reducing medication) for at least 24 hours and the individuals other symptoms improved or will need two negative COVID-19 tests administered 24 hours apart before returning to school.
8. Exposed individuals to the individual who tested positive will need to quarantine for 14 days from the last day of exposure. The school or District may need to close for a period of time until the schools can be sanitized and appropriate contact tracing has occurred. The District will work closely with the Cook County Health Department for each incident.

Symptom/Case Impact: Flow Chart (expect revisions prior to 8/27)



Face Coverings (REQUIRED)

“Face coverings” are defined as masks or pull-up cloth neck/face covers that cover both mouth and nose; in accordance with ISBE guidelines, face shields are not permitted as face coverings for students. Per the ISBE guidelines, all staff and students are required to wear a face covering at all times while in school buildings and on school property, except when eating or drinking. Staff, parents, legal guardians and/or other individual(s) not wearing a face covering or refusing to wear a face covering will not be allowed on school property. During the course of the school day, staff will provide opportunities to take outdoor “mask breaks” to relieve “mask fatigue.” Students who are medically unable or refuse to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act, including remote learning.

Families will be expected to provide a mask that covers both the nose and mouth for their child(ren) to ensure best fit and greatest comfort while adhering to the requirements of "snug fit around the nose and mouth" for each individual.

A reusable face mask is being provided by the State of Illinois for every student and staff member. In addition, the District will be maintaining a supply of either reusable face masks for students or disposable face masks in the event that a staff member or student forgets to bring his/her face mask to school.

It is expected that students bring 3 face masks to school each day.

PLEASE WATCH THIS VIDEO ON PROPER MASK WEARING.

https://www.youtube.com/watch?v=9Tv2BVN_WTk



MASK-WEARING TIPS FOR CHILDREN

- 1 Let children pick out masks featuring a character or theme they enjoy
- 2 Set consistent expectations for when/where masks should be worn
- 3 Model consistent mask-wearing behavior
- 4 Offer positive reinforcement for consistent mask-wearing
- 5 Have children wear masks daily, gradually lengthening the duration of time

The infographic features a young boy with brown hair wearing a white surgical-style face mask and a white long-sleeved shirt. He is giving a thumbs-up gesture with his right hand. The background is a solid teal color.

Hand Hygiene

“Frequent handwashing as a modality of containment is vital” (AAP, 2020). Handwashing will be encouraged whenever possible, and students will be guided by teachers and staff to wash hands and/or use hand sanitizer as they enter and exit new spaces. Additionally, consistently with District past practice, emphasis will be placed on handwashing whenever students exit bathrooms. These protocols not only reinforce COVID-related safety but represent good hand hygiene generally.

Hand sanitizer will be made available in classrooms, hallways, and common areas throughout the school, and students, with parent approval, may carry their own hand sanitizer and/or wipes.

PLEASE WATCH THIS VIDEO ON PROPER HAND-WASHING (for youngest students).

<https://youtu.be/uMbcZfb5k3M>

Water & Snacks

Classroom snacks are temporarily discontinued (except for students with specific health needs). Children are not allowed to bring food to school at this time.

Students should bring full water bottles to school. It is preferable to have a water bottle with a straw due to masks. Bottles can be refilled at bottle filling stations. Drinking fountains without water bottle filling capabilities will be turned off

Hallway/Stairwell Traffic Flow

Each building will establish a hallway and stairwell traffic protocol that will generally move all students in a common direction, at staggered intervals, to encourage social distancing and reduce gathering concerns in high-congestion areas. Bathrooms will be closed during hallway entry/exit times to encourage social distancing and minimize congestion in the bathroom areas.

Building-specific traffic flow plans will be linked here and shared by building principals prior to the start of the school year.

Crow Island

Hubbard Woods

Greeley

Skokie

Washburne

Outdoor Safety Protocols

Students and staff will be permitted to remove masks when outside as long as 6' social distancing is maintained. Outdoor activities will be strongly encouraged throughout the day. These outdoor experiences will allow more fresh air exposure to students and staff and provide safe opportunities to remove masks. Additionally, the District will extend wifi network access to areas surrounding each of our buildings to better facilitate our efforts.

Playgrounds will be closed at the beginning of the year in an abundance of caution to mitigate risk. This will be reevaluated by October 1 after social distancing, mask wearing, and handwashing practices have had time to be understood and learned by the students.

Tented Learning Spaces

The District will utilize canopy tents on our school campuses and adjacent Park District property through the end of October. Each school will have 3-5 canopy tents.

- The District has referenced several sources in order to reach this decision, most notably The Harvard T.H. Chan School of Public Health “Schools for Health, Risk Reduction Strategies for Reopening Schools” guide, which recommends moving classes outdoors when possible to maximize social distancing and also states, “holding class outdoors provides the freshest air and most effective dilution of any infectious airborne SARS-CoV-2.”

- The District is working in accordance with the Village, Police and Fire Departments in order to consider safety protocol given this anticipated change to our school campuses.

Shared Objects/Supplies/Equipment

Students will not share classroom materials (scissors, glue, classroom instructional manipulatives, etc.). Students will each possess/be assigned a dedicated technological device and will use their own supply of classroom materials.

At Skokie and Washburne, students will travel with a backpack and should have a pencil case with typical school supplies (pens, pencils, highlighters, sticky notes). Teachers will determine and communicate to parents specific details, as needed, for personal supply containers.

Elementary classrooms will remove/make inaccessible shared blocks, toys, kitchens, and play areas. These materials may be introduced as guidance allows. Additionally, students will be issued their own supply of toys/manipulatives to use in the classroom when applicable. A supply bag will be available on the backside of each chair for elementary students. All items will be labeled with their name.

Classroom libraries will also be available to students with items requiring quarantine for up to seven day upon return before returning to circulation.

Shared textbooks will not be utilized.

Heat-Related Remote Learning Day

The District is unable to employ its typical heat relief measures due to Covid restrictions (i.e. rotating to air-conditioned class, use of fans). Therefore, the District designed, with other districts in the New Trier Township, a standardized heat relief plan.

District Heat Action Plan

- The weather forecast will be reviewed using multiple sources on both a daily and weekly basis. The final determination will be based upon the heat index as calculated by [accuweather.com](https://www.accuweather.com) and upon consulting National Oceanic and Atmospheric Association (NOAA)'s Heat Index table ([click here](#))
- The Chief School Business Official and/or Director of Buildings & Grounds, and Principal will confer with the Superintendent to determine an appropriate plan of action.

Excessive Heat Procedures (Day 1)

- If the heat index (combination of heat + humidity; also known as “Real Feel” on accuweather.com) is **between 95-103°** as reported on accuweather.com for the hours between 8 a.m. and 12 p.m. on a given school day, the following Excessive Heat Procedures will be put into place for the District’s buildings
 - Keep overhead lights to a minimum if possible.
 - Teachers will limit all physical activity in the classroom.
 - School nurses and staff will watch for any warning signs of heat distress.
 - Outdoor, shaded areas will be utilized for learning as much as possible.
- Please refer to [chart from the National Oceanic and Atmospheric Association \(NOAA\)](#)

Excessive Heat Procedures (Day 2)

- If the predicted heat index is **between 95-103°** for the hours of 8 a.m. to 12 p.m. the day immediately following the first day of a heat index **between 95-103°**, a Remote Learning Day will be implemented for that second day.
- Parents, students and staff will be notified via Blackboard Connect and the district website of the Remote Learning Day by 9:00 p.m. the previous evening.

Excessive Heat Procedures (Day 3 and subsequent consecutive days predicted heat index between 95-103°)

- Remote Learning Days will be implemented.
- Parents, students and staff will be notified via Blackboard Connect and the district website of the Remote Learning Day by 9:00 p.m. the previous evening.

For any day a heat index is predicted to be 103° or above, a remote learning day will be called, meaning protocols for Day 2 action will be followed.

Travel Restrictions

Families are urged to comply with [Suburban Cook County travel guidance](#) and are required to follow CDC travel bans/restrictions. We recommend you REFRAIN from traveling to these areas two-weeks prior to the start of school - which means any date on or after August 13, 2020.

“Any person entering suburban Cook County living in a high-incidence state, or who visited the high-incidence state for more than 24 hours is recommended to self-quarantine for 14 days after arrival, or for the duration of their stay in suburban Cook County, whichever is shorter.”

- COOK COUNTY PUBLIC HEALTH TRAVEL GUIDANCE HERE (updated weekly): <https://cookcountypublichealth.org/communicable-diseases/covid-19/covid-19-travel-guidance/>

- CDC TRAVEL NOTICES HERE:
<https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notice.html#travel-1>

Nursing

All current nurse's offices will remain nurse stations for all non-COVID 19 issues.

A nurse's annex will be designated and reserved for students and staff who present with COVID-19 symptoms.

The following steps will be followed to determine nursing needs:

- If a student becomes ill while at school, staff will contact the nurse office. The nurse will determine whether the student reports to the Nurse's Office (health concern presents with no COVID-19 symptoms) or to the Nurse's Annex (health concern presents with COVID-19 symptoms). Staff may use the same process as is practical.
- All symptomatic, student/staff members will be placed in the designated Nurse's Annex. The door must remain closed.
- A sign will be posted outside the door of the Nurse's Annex stating that the room is "restricted and in use".
- Anyone entering the room must be provided appropriate PPE (mask, gloves, and face shields). Nurses will wear protective clothing such as a medical gown which will be removed upon exiting the Nurse's Annex.
- The student's/staff's parent/guardian or emergency contact will be notified in order to retrieve the compromised student/staff member from school.
 - Once the Nurse's Annex is vacated, the area will be closed off and cleaned appropriately following CDC guidelines.
 - A supply of paper gowns, masks, and disposable gloves will be placed in the Nurse's Annex.
 - Cleaning supplies will also remain in the Nurse's Annex.
 - If there are windows in a Nurse's Annex, they will be opened whenever the space is occupied.

Daily Attendance

If a student is going to be absent for Covid-related symptoms or non-covid symptoms, their caregiver must contact the school. All school [absence reporting links](#) can be found on the district website- <https://www.winnetka36.org/nurses/absence>.

When reporting illness absences, be sure to report if your child:

- Has been in close contact of someone with a positive COVID-19 test
- Has signs of coronavirus
- Has been diagnosed with coronavirus or influenza (respiratory flu)

Cleaning & Sanitation Expectations

- Buildings will be sanitized daily following these [Cleaning and Sanitizing Guidelines](#) from Ramboll Environmental.
- Additional cleaning staff were contracted to support enhanced cleaning efforts throughout the day, especially for high-touch surfaces.
- [HEPA filtration units](#) have been purchased for classrooms.



BUSSING, LUNCH, & CHILD CARE

Bussing

In an effort to mitigate risk, the District is suspending bus services for the 2020-2021 school year. Transportation will need to be provided by parents.

Lunch

In an effort to mitigate risk, the District is suspending lunch services (including those provided by the PTOs) for the 2020-2021 school year except for children qualifying for lunch services. If school is extended to a longer day later in the year, children will be responsible for bringing their own lunch.

Before & After School Care

- Before and After School Care will be offered via our new provider, *Right at School*. The *Right at School Team* will support the District's Reopening Plan for the 2020-2021 school year that has established a Hybrid AM and PM school schedule for students in the following way:

Before-School Care will be available, beginning at 7:00 a.m., for students who have been assigned to the morning (AM) schedule.

After-School Care will be available, from 3:30 p.m - 6:15 p.m., for students who have been assigned to the afternoon (PM) schedule.

- Please note that this offering is dependent on enrollment. Right At School requires a minimum of 15 full-time students to be pre-registered at a location. While we are preparing for programs to be offered at each school, the home school location of students pre-registered by **August 13, 2020**, will determine how many and which of our school sites will host programs when school begins in the fall. Please note, **transportation services are not being offered at this time.**
- **If you are interested in registering for the program**, a one-time enrollment fee of \$60/family is required at the time of registration. Program fees are paid monthly and due the Friday before the month of service begins.

[Click here](#) to register or to learn more about the Right at School Program

[Click here](#) for the fee schedule.

Please contact Linda Wehrheim (lindawehrheim@winnetka36.org) at the District Office with questions regarding registration or Carrie Kruzycki (carrie.kruzycki@rightatschool.com) at Right at School with any questions regarding the Right at School program.

Events/Field Trips/Large Groups

Due to the health and safety restrictions placed on schools, traditional beginning of the year events, like Back to School Night, will not be permitted until the State of Illinois reaches Phase 5 of the Restore Illinois Plan. We will also be unable to support field trips.

The District understands the importance of school events in the life of a school community and schools will consider hosting virtual school events and field trips when possible.



HYBRID MODEL: TEACHING & LEARNING

The District has been working throughout the summer to develop an effective and sustainable model of instruction given the current conditions and health guidelines. Our educators spent many hours in planning meetings, focus groups, team meetings and instructional teams to lend their expertise and insight.

In order to address the unprecedented challenges for teaching and learning, D36 took proactive measures to ensure that our students will have the best possible learning environment given the current context. The key to our work is an investment in the valuable work of our teachers, support staff, and building leaders:

- Extra Teacher Institute days were added in June and as part of an amended schedule and as we begin the year in August.
- All teachers were provided with 30 hours of curriculum planning and technology training to prioritize and align learning outcomes, and to effectively design instruction.

We are scheduled to resume in-person learning on August 27. It is a partial day of attendance and a Teacher Institute Day. The first day of school will serve as a day focused on community building and an introduction to their classrooms and school environments. Students designated in the AM Block will attend school from 8:30 AM to 9:30 AM and students in the PM Block will attend school from 12:30 PM to 1:30 PM.

Details regarding specific schedules for all students will be shared in mid-August as we are still collaborating and finalizing details. A general overview and schedule are listed below:

Hybrid Schedule Overview

Student Day

(3 hours in-person + 2.5 hours remote)

8:30 AM - 3:00 PM or 9:00 AM - 3:30 PM

Instructional Time

4 Hours of Core Academic Instruction

(ELA/Math/Sc/SS and SEL)

1.5 hours of synchronous/asynchronous Related Arts/KW

Movement breaks embedded in schedule

Washburne using block schedule. Core academic courses offered every other day

60 Minute Lunch & Recess

Off campus

Total Time Breakdown

Remote - 40%

In-Person - 60%

Time: Remote

1 hours of synchronous related arts

1.5 hours of instruction via

Practice and Extension Work

Outdoor Activities, Projects

Social Distancing Capacity

6 feet or greater

Class Size

Approximately 50% of regular classes

Allows for greater personalization to best meet the academic and social emotional needs of all students

General Hybrid Schedule: Students will attend school in-person and at home through remote learning.

AM Group

*Time	Activity
*8:30 AM -11:30AM	<p>In-Person Learning</p> <ul style="list-style-type: none">● Prioritizes instruction in the core academic areas of math, English language arts, science and social studies● Includes a 20 min period for morning meeting focused on social emotional learning and executive functioning● Teachers will seek to utilize multiple modes of instruction to adapt progressive practices. This includes the creative use of technology and outdoor classroom space.
11:30 AM-12:30 PM	Lunch
12:30 PM-3:00 PM	<p>Remote Learning</p> <ul style="list-style-type: none">● 1 hour of synchronous related arts instruction● 1.5 hours of independent student work consisting of practice, extension work, projects, and outdoor activities

PM Group

*Time	Activity
9:00 AM -11:30 AM	<p>Remote Learning</p> <ul style="list-style-type: none">● 1 hour of synchronous related arts instruction● 1.5 hours of independent student work consisting of practice, extension work, projects, and outdoor activities
11:30 AM-12:30 PM	Lunch
12:30 PM-3:30 PM	<p>In-Person Learning</p> <ul style="list-style-type: none">● Prioritizes instruction in the core academic areas of math, English language arts, science and social studies● Includes a 20 min period for morning meeting focused on social emotional learning and executive functioning● Teachers will seek to utilize multiple modes of instruction to adapt progressive practices. This includes the creative use of technology and outdoor classroom space

**Staggered starts and dismissal of 15 minutes may be required to allow for social distancing during entry procedures; Kindergarten will have a developmentally appropriate, modified remote schedule.*

Curriculum and Instruction

1. Instruction will be provided in the Hybrid schedule. It will feature core academic instruction provided in person by the classroom teacher. Most Related Arts courses will be offered online through synchronous and asynchronous lessons.
2. Grade level content aligned to the Illinois Learning Standards will be taught in all grade levels during the 2020-2021 school year.
3. Curriculum grade level summaries can be found on the the District's [website](#)
4. Social Emotional curriculum and executive functioning will be integrated into morning meetings and advisory times as well as academic classes.

Assessment

We acknowledge that our students will return to learning with varying degrees of mastered skills and learning needs. This is true in any given year, but this has greater importance given the realities and impact of the pandemic. As students return to school, teachers will be implementing formative classroom-based assessments.

Beginning on September 20, we will begin our formal standardized assessments including the MAP test in grades 3-8 as well as literacy and math screeners for younger students. We will utilize a combination of informal and formal assessment tools to understand each student's individualized needs. A draft schedule for assessments for the 2020-21 school year can be found [here](#).

Grading and Reporting

Students will be held accountable for the completion of assignments and assessments. Grading and assessments are meant to provide meaningful feedback and communication to students and families, with the focus on learning, growth, and progress. As in past years, letter grades on report cards will be provided only for 7th and 8th grade students.

Classroom Environment

The following practices are in place to ensure adherence to health guidelines:

- Required face coverings for students and staff at all times when indoors
- Assigned seats with desks placed forward-facing in the same direction so students are socially distanced as much as possible
- Limited opportunities for groups to interact (students remain in dedicated classroom and do not mix with



- other classes)
- Refrain from sharing any classroom materials
- Limit hallway traffic
- Suspend the use of lockers/cubbies
- Prohibit more than 50 gathering in one space
- Increase cleaning and disinfection
- Open windows/doors for air-quality; no fans
- Place plexiglass shields on student desks

Common Educational Elements of in-person plans:

- Students assigned to one classroom and access to outdoor spaces
- Students remain in single cohort throughout the entire day (exception may be special education)
- Related Arts/specials/electives offered virtually
- Core academic instruction (math, literacy, social studies, science) offered in-person
- Social-emotional learning and executive functioning embedded during in-person learning
- Homework provided (developmentally appropriate)

Outdoor Use of Facilities

1. Students will have time to be outdoors everyday when weather permits. Each class will have access to outdoor space in addition to their regular classroom
2. Nature based learning and outdoor activities will be incorporated into instruction
3. WiFi will be available for class instruction
4. Students will be able to remove their masks during outdoor class time or recess while remaining physically distant

Social Emotional Learning & Transition

Social Emotional Learning (SEL) is an integral part of progressive education and has been a specialized area of professional development for our teachers over the past year. For the 2020-21 school year, SEL will be a key focus area of systemic implementation for all Winnetka D36 schools. The District has partnered with CASEL (The Collaborative for Academic and Social Emotional Learning) and New Trier Township Schools to prioritize this important work to best support our students overall wellness and academic success.

Key elements of Social Emotional Learning will include:

- Generous time in first weeks to build community. It will be necessary to recognize the time it will take children to transition “back to school” in a way they never have before
- Adoption of the CASEL framework competencies of self awareness, self management, social awareness, relationship skills, and good decision making
- Morning Meetings/Advisory lessons and experiences that focus on relationship building and rapport

- Executive Functioning instruction and integration into classroom practices
- The use of a student survey screener tool to gauge student SEL and overall wellness
- Individual check-ins with students in both the classroom and remote setting to ensure that students feel connected and supported
- Lessons integrating technology and SEL to support students ability to build SEL competencies while they are learning new applications and practices
- Partnership with families to provide Winnetka Parent Institutes and other opportunities to support child, family, and community wellness.

Through our efforts, we seek to create a sense of belonging where students feel emotionally safe and part of a community of learners, motivated and challenged. More information about Social Emotional Learning can be found on the District 36 website by [clicking here](#).

Extracurricular Activities

Unfortunately, extracurricular activities including sports will not be offered until further notice. Gathering in this capacity is not feasible at the start of the school year and may not be made available this school year. The District will seek opportunities to be creative with virtually offering clubs and activities. This will be reevaluated as safety considerations are reviewed on a regular basis. Parents will be informed of any changes.

Special Education Services and Supports

Providing in-person instruction for students who have Individual Education Plans (IEPs) is a high priority for the District. When in person, students will receive direct services as outlined within their current IEPs to the greatest extent possible. The minutes of direct service provision may be modified to align with the percentage of time students are actually in school, and will be supplemented with remote activities as warranted if in a hybrid instructional model.

- Special education services will occur within the general education classroom as indicated on a student's IEP to the extent possible. This may be affected by the amount of time students are actually within the school building and on updated health and safety guidelines from IDPH and ISBE.
- As this school year begins and as a means to promote health and safety guidelines for staff and students, special education teachers will limit most push in services to one core academic content area or one advisory in middle schools and one or two classrooms in elementary schools.
- Push in services will expand to other content areas or classrooms as health and safety guidelines allow.
- Small group instruction will occur in a separate location with appropriate health and safety guidelines in place.

- Students who are typically supported within the general education classroom may receive small group support early in the school year as a means to gather information about present levels of performance on current IEP goals.
- If longer term small group instruction is warranted, IEPs will be amended accordingly with parent input.
- Associates will be utilized to support students in general education classrooms.
- All students with IEPs will have an Individual Remote Learning Plan that will be implemented if the District has to return to a fully remote model of instruction. This plan will outline what services will be provided and what modifications may occur as a result of the inability to provide in person support.
- All students with IEPs or 504 plans will receive all accommodations as documented in these plans while in person, and as appropriate if in a remote learning environment.
- It is likely that the majority of related services (speech therapy, social work, occupational therapy and physical therapy) will be offered remotely as a means to promote health and safety guidelines for students and staff members. In some cases, some services may be offered in person where staff and students will be required to wear appropriate PPE for instruction inside of a 6 ft. distance.
- Home-school partnerships will remain a priority for all students who receive special education services.
- Progress toward IEP goals will continue to be sent home at the end of each trimester.
- IEP meetings will be held remotely.
- Specific questions regarding special education services and/or service delivery plans can be sent to Beth Martin, Director of Student Services at bethmartin@winnetka36.org

English Language Learners

The specific needs of English Learners (ELs) will be reviewed on a case by case basis. English Learners will receive support during synchronous and asynchronous portions of the remote or hybrid learning models. EL teachers and classroom teachers will collaborate to ensure appropriate supports and scaffolds. Students who require services that can only be done in-person, may receive additional services in the remote portion of the day.



REMOTE LEARNING

Remote Learning At-a-Glance

We are offering a remote-only option for families to select (see the form below). If we move into Phase 1, 2 or 3 of the Restore IL plan **OR** if there are multiple classes/schools with 14-day quarantine closures, we will move into the District's Remote Learning plans. A comprehensive remote learning plan with improved structure, organization, and instructional approach will be implemented. ALL students will have a District-issued iPad to use for remote learning.

In order to meet the academic, social, and emotional needs of our students, the following highlighted components are embedded in the robust remote learning experience:

- A single Learning Management System (Schoology) for students K-8
- Daily meetings with classes to ensure learning activities are clear and social-emotional well-being is monitored
- Increased synchronous learning experiences with a minimum of 2.5 hours per day per ISBE recommendations
- An organized, consistent schedule that closely mirrors a typical school day
- Embedded peer-to-peer work and collaboration
- Communication and individualized feedback to students
- Coordinated parent education and support for various systems/resources embedded in remote learning activities
- Live help desk for virtual technical support

Terms:

Synchronous - Occurring at the same time - live instruction and learning with students and teachers interacting through video conferencing and other real-time interaction.

Asynchronous - Occurring at different times - recorded instruction, self-guided, and individual learning time.

Learning Management System (LMS)- Web-based platform to access content, submit assignments, communicate with students, teachers and family, accessible from any device.

Remote Learning Schedule

Remote Learning will consist of five hours of learning via synchronous and asynchronous instruction with an average of at least 2.5 hours of synchronous instruction each day per ISBE recommendations. Total instructional time will consist of teacher-led instruction, peer to peer interactions, and student independent work.

In this model, there will be allocated times for each content area. Curricular content will be the same as that utilized for the K-8 hybrid model and will ensure rigorous instruction. A variety of learning platforms will be utilized, including Schoology, Nearpod, SeeSaw, and Zoom.

Elementary: 8:30 am- 2:45 pm

1. Morning Meeting - at least 15 minutes synchronous daily.
2. Two Instructional Blocks of synchronous and asynchronous instruction daily.
 - Academic Blocks will include synchronous English language arts and math daily.
 - Science or Social Studies will be synchronous and asynchronous weekly.
3. Executive Functioning (EF) and social-emotional learning (SEL) activities will be embedded throughout academics and specials.
4. Differentiated Small-Group Support and Interventions- synchronous, as needed.
5. Students will participate in synchronous peer to peer activities weekly.
6. Specials - synchronous and/or asynchronous weekly instruction.
7. Closing Meeting - 15 minutes synchronous daily.
8. Screen breaks and movement breaks will be included throughout the day.
9. Special education services will be synchronous and asynchronous and scheduled in compliance with a student's IEP.

Grades 5-8: 8:30 am -2:45 pm

1. Advisory with SEL, Digital Literacy, and Executive Function Skills embedded - 30 minutes synchronous daily.
2. Instructional Team-based blocks of 60-90 minutes with a combination of synchronous and asynchronous instruction daily.
 - Instructional blocks will include literacy, math, social studies, and science daily.
 - Students will participate in synchronous peer to peer activities weekly.
 - Teachers will create small group opportunities to allow for more synchronous instruction.
3. Executive Functioning (EF) and social-emotional learning (SEL) synchronous and/or asynchronous activities will be embedded throughout academics and related arts/exploratories.
4. Differentiated Small-Group Support and Interventions- synchronous, as needed

5. Afternoon Check Out- 15 minutes synchronous daily.
6. Screen breaks and movement breaks will be included throughout the day.
7. Differentiated Small Group Support for interventions as needed - 30 minutes synchronous instruction 1-3 times per week.
8. Special education services will be synchronous and asynchronous and scheduled in compliance with a student's IEP.

Sample Schedule for Remote Learning*

Time	Activity	Description
8:30 am	Morning Meeting (Synchronous, 30 minutes)	Morning check in, explanation of the day's schedule, questions from previous day's work, SEL activity, community building
9:15 am	Math - 60 minutes (Blend of Synchronous and Asynchronous) English Language Arts - 60 minutes (Blend of Synchronous and Asynchronous)	Teacher math mini-lesson, student discussion, small group/partner work, return to whole group for questions
11:15 am	Related Arts/Kinetic Wellness (Synchronous or Asynchronous)	Spanish, RC, Music, Art, KW
11:45 am	Lunch/recess	Lunch and outdoor break
12:30 pm	Science & Social Studies - 90 minutes (Blend of Synchronous and Asynchronous)	Teacher science mini-lesson, student presentations of work, peer feedback on presentations, set expectations for next day
2:00 pm	Related Arts/Kinetic Wellness (Synchronous or Asynchronous)	Spanish, Music, Art, KW
2:30 pm	Closing Meeting (Synchronous, 15 minutes)	Explanation of the next day's schedule, SEL closure activity

*Remote Learning planning groups are continuing to work on schedules for all grade levels. This is just a representative sample.

Attendance

1. Daily attendance is expected for all students whether in person or in the remote learning environment.
2. If a student is unable to attend school, a parent must call the school attendance line or [submit the absence form](#) to report the student as absent.

Communication

1. In a remote learning environment timely, reciprocal, clear, consistent, and concise communication is vital.
2. Assignments will be scheduled through the District-wide Learning Management System, Schoology.
3. Students will submit work and teachers will provide feedback utilizing online tools such as commenting, annotation and/or audio/video recordings.
4. Additional educational apps may be used for instructional purposes, but the expectation of when and how the educational app should be used will be communicated through Schoology.
5. Staff members will frequently meet live with students with a total of a minimum 2.5 hours of synchronous instruction.
6. Students are expected to maintain pre-determined classroom norms during live instruction.
7. Staff members will introduce norms and continuously [review norms for Zoom](#) classes throughout the year.
8. Staff members are reachable via email and their District provided phone extension.

Remote Curriculum and Instruction

1. District 36 will use online curriculum utilizing consistent high-quality applications and digital resources. This will ensure a continuity of learning should students move between in-person and remote learning throughout the year based on individual needs, or if schools are closed due to COVID related issues.
2. As with in person learning, grade level content aligned to the Illinois Learning Standards will be taught in all grade levels during the 2020-2021 school year.

Remote Grading Practices

1. Students will be held accountable for the completion of assignments and assessments.
2. Grading and assessment are meant to provide feedback and communication to students and families with the focus on learning, growth, and progress.
3. Meaningful grading and assessment provides students the opportunity to redo, make-up, or try again to complete, show progress, or attempt to complete work assigned.
4. Reporting will be provided at the end of each trimester using the same progress indicators as when students are participating in in-person learning.

Technology

1. The Winnetka Public Schools students in grades K-8 will have their own iPad.
2. For any student that does not currently have an iPad, a communication will be coming in August regarding a plan for pickup.

3. The Tech Support Help Desk will remain open for students and parents whether in-person or remote.



PLANNING PROCESS & RESOURCES

Planning Process

The District followed the IL State Board of Education & IL Department of Public Health's Joint Guidance for Reopening Schools. The Winnetka Public Schools developed the plan for the 2020-2021 School Year with the input and involvement of staff, students, parents, community partners, neighbors, administration, and School Board.

In **May/June, 2020**, the District held multiple meetings with a representative team of educators to launch the Instructional Planning for the 2020-2021 school year. The District also held focus groups and meetings with educators, staff, parents, and board members to begin Operational Planning for the 2020-2021 school year.

In **June, 2020**, the District surveyed teachers, students, and parents to inform how to improve remote learning and to better understand readiness to return to school in fall 2020. [Results were shared on June 18](#). Staff and parents were also asked to submit names if interested in summer focus and working groups. On **June 11, 2020**, the District administrative team made a [presentation to the School Board](#) sharing the process and approach for planning for the return to school. The Superintendent also hosted open Zoom sessions with staff on June 25 and 26 to answer questions about preliminary planning and process.

In **early July**, administrators held focus groups with staff to get feedback on the hybrid learning model. WEA impact bargaining also began at this time, which included larger staff and administrative sessions reviewing modified full-day schedule options. Staff were also sent a survey on **July 10**, to understand if there were any medical or childcare reasons potentially prohibiting staff from returning to in-person learning. The District hosted focus groups with parents to gain feedback on the return to school emerging plans and details. Staff were also involved with Remote Learning Plans focus groups and planning teams.

On **July 15, 2020**, the District administrative team presented on the current status of planning and shared the three potential learning models for the 2020-2021 school year (presentation [here](#)). A parent survey was launched on July 17 inquiring about remote learning only interest with the results available [here](#). On July 28, the WEA shared results of their return-to-school survey with District leadership, including two school board members.

On **July 30, 2020**, the District administrative team presented the in-person recommendation for return to school. The presentation is available [here](#). The District determined that a hybrid, in-person model was the best way to start the school year given all factors and feedback from staff, parents, and health agencies. The school model will be re-evaluated no later than October 1, 2020 based on state and local data. An all staff Q&A Zoom session was held on **July 31, 2020**, to answer questions that were submitted related to the plan presented at the School Board meeting on July 30.

Over the past three months, the District utilized feedback from staff, parents, local, state, and national sources to build three learning models for the 2020-2021 school year. All plans prioritize the health and safety of our students and staff while providing a quality education under pandemic conditions. Along the way, health professionals, organizations, and resources were accessed to ensure planning was based on emerging research and evidence.

Key Resources

- [Starting the 20-21 school year. Part 3 - transition joint guidance. ISBE, 2020.](#)
- Illinois State Board of Education (ISBE), Part 3 Transition Guidance: Starting the 2020-21 School Year FAQ
- [Schools for health. Risk for reduction strategies for reopening schools. Harvard T.H. Chan, 2020](#)
- [COVID-19 planning considerations: Guidance for school re-entry. American Academy of Pediatrics, 2020.](#)
- Johns Hopkins University Institute for Education Policy. The Return: How Should Education Leaders Prepare for Reentry and Beyond?
- National Education Association (NEA), All Hands-on Deck: Initial Guidance Regarding Reopening Schools.
- The School Superintendents Association (AASA), AASA COVID-19 Recovery Task Force Guidelines for Reopening Schools: An Opportunity to Transform Public Education
- Illinois State Board of Education [Fall 2020 Learning Recommendations](#)