



River Forest
Public Schools

COVID-19 Comprehensive Transition Plan

May - November 2020

Revised June 15, 2020

COVID-19 Comprehensive Transition Plan

June-November 2020

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River Forest District 90

COVID-19 Comprehensive Transition Plan May - November 2020

Overview

The purpose of the D90 *Comprehensive Transition Plan* (CTP) is to guide planning and set direction for the shift back to in-person instruction from remote learning. The transition process includes not only immediate issues that must be addressed to satisfactorily conclude the current school year, but also significant elements that must be considered during the summer months and into the first portion of the 2020-21 academic year. Uncertainty in the coming weeks and months will complicate planning and decision-making and will undoubtedly lead to plan revisions and adjustments as additional information becomes available. Please consider the CTP as a flexible plan that should be adapted and refined as circumstances warrant. Because of the level of granular detail, the primary intended audience/users of the CTP are the Board of Education and administrative team. However, the document will also be publicly available for staff, family, and community access. Please note that the respective components of the CTP will be communicated to the District's various constituents via appropriate channels. These communications will be timely, clear, and provide appropriate levels of detail.

Key Considerations

This plan was drafted in concert with the *District 90 Remote Learning Plan*. Essential considerations governing the development of the plan include the need to:

- Share and receive timely and relevant communications,
- Provide and maintain functional iPads and internet accessibility for students and staff,
- Prioritize the social and emotional well-being of students, staff, and families,
- Ensure healthy and dependable meal provisions for students, and,
- Maintain quality teaching and learning experiences, with emphasis placed on the reinforcement of previously learned content and introduction of essential standards, as appropriate.

These considerations remain instrumental in the operationalization of the Remote Learning Plan and were central to the development of the CTP, as well. Please note that the CTP is divided into three sections, addressing issues as “near-term,” “mid-term,” or “long-term” needs. While some of the issues that must be addressed can be easily

confined to these planning phases, it is also important to acknowledge that many of them will span more than one phase, and often all of them. These items will be coordinated in a scaffolded manner whenever possible.

NEAR-TERM CONSIDERATIONS (Spring 2020)

Remote Learning Planning Days

As provided by the Illinois State Board of Education (ISBE), District 90 has two remaining remote learning planning days available for use between May 1 and the end of the school year. These days will be held on May 8 and May 15, and are dedicated to teacher planning, grade level collaboration, and ongoing staff development about topics related to remote learning. In addition, the current school calendar dictates that the afternoon of May 22 will be a dedicated Teacher Institute Day (1/2 Day, PM) for teachers to collaborate on record-keeping and suggested student class assignments for the 2020-21 school year. The 2019-20 school calendar indicates that the last day of school for students will be Wednesday, June 10, with Thursday, June 11, and Friday, June 12, designated as D90 Teacher Institute Days. Wednesday, June 10 will be an attendance day for AM Kindergarten only.

Grading and End-of-Year Reporting

All students will be promoted at the end of the school year to the next grade level. While this may minimize the impact that formal grades will have on decision making for promotion purposes, teachers still benefit from understanding students' current levels of academic performance and demonstrated understanding of essential concepts. The Illinois State Board of Education (ISBE) has dictated that grading may not cause harm to students during the time of COVID-19, and District 90 agrees that it is the best approach, as well. The District has implemented the suggested "Pass/Incomplete" approach that is intended to give credit to students for having completed assigned learning activities and experiences, while providing numerous opportunities for students to make-up, "re-do," or submit work late for credit. Students who do not complete essential assignments or learning experiences will be expected to make-up, re-submit, or complete missed obligations during the summer (or fall, if necessary). At the end of the school year, students will receive either a "Pass" or "Incomplete" on the transcript for the period of "Act of God Days" and remote learning due to COVID-19 (March 16-June 10, 2020). Students at the middle school level will have their GPA frozen during that window of time, and it will be re-instituted upon the start of the school year, or the District's return from remote learning, whichever occurs first.

Identifying Essential Curriculum Modifications for 2020-21 (in Spring 2020)

Upon the students' return to school in the fall, it will be necessary to address learning gaps that have occurred as the result of the modified instructional program this spring. Though remote learning has provided an acceptable level of academic instruction, it can

never replace the quality of teaching and learning that is available during real-time instruction. Fortunately, District 90 has many assets that will help us to mitigate the impact of the spring of 2020 on students' long-term academic career. Dedicated students, outstanding faculty and staff, encouraging families, and a supportive community are advantages that will assist us greatly as we transition back to real-time instruction from remote learning. Yet, we must ensure that student learning gaps are identified for each child across the entire continuum of learning, and plans are implemented to address these gaps in an intentional and systemic manner. This process will begin formally during the Teacher Institute Days on June 11 and 12. During this time, teachers will collaboratively identify the content that was not taught during the spring of 2020 (or not taught as substantively as necessary to provide a strong foundation for future learning). Once the learning standards have been identified that require integration into the next grade level, District 90 teachers will collaborate over the summer months to create curriculum materials that receiving teachers will use to deliver the new learning in the fall. At the same time, teachers in receiving grades will work together, in partnership with instructional specialists and administrators, to compact the curriculum in the receiving grade to ensure that adequate time is available to accommodate the curriculum modifications. Please see "*Delivery of Modified Curriculum*" and "*Early Student Assessment*" below for related information about the manner in which individual student needs will be ascertained and how the modified curriculum will be supplemented outside the regular classroom setting.

School Events and Activities

With the exception of District-wide events, individual schools are making decisions either independently or in concert with the school PTO organizations about events and activities this spring. Since the Governor's school closure order extends through the end of the school year and is based upon social distancing considerations, these decisions are essentially whether to postpone the events to a later date (likely this fall), cancel them, substitute other alternatives, or coordinate them in a virtual manner. Right now, we have examples of all of these solutions taking place across the D90 schools. For District level events, we are making decisions on a case-by-case basis with the input of key stakeholders. For example, the decision about how to honor our retirees and service awardees was considered by the D90 Recognition Committee, who originally planned the recognition event scheduled for May 21. We believe that having the organizations and planning groups make decisions about the events, when practical, is superior to blanket decisions that may not take unique circumstances into account. The disadvantage of this approach is that it extends the length of time that it takes to make and communicate decisions, unfortunately. Efforts are presently being made by all groups/organizations to come to a consensus about the best alternatives and communicate the details about them as quickly as possible.

8th Grade Graduation/8th Grade Events

With considerable regret, the District has determined that a live graduation ceremony, scheduled either on the original graduation date or later in the summer, is not a safe or

viable option because of the restrictions related to group gatherings. We understand the gravity of this decision and the significant disappointment that it causes for students, families, staff members, administrators, and the larger River Forest community. However, we are committed to the idea that our students' hard work and the pride that our school community shares in their accomplishments be fully honored and celebrated. Plans are underway to produce a high quality "virtual" graduation ceremony video that will be aired for all families and students on the date of graduation and posted to the District website so that it can be downloaded and saved, viewed remotely by extended family or friends, and watched again at a later time if desired. The video will feature a photomontage of every graduate, speeches from students and administrators, and student names read aloud so that families will have the chance to present diplomas to graduates in real-time at home. Caps/gowns and diplomas will be delivered to graduates in advance of the graduation date to allow for photos (as well as the obligatory "cap throwing" rite of passage). There will be other surprises for the graduates that are still being finalized at this time, but details will follow.

8th Grade students will be required to return their school-issued iPad at the conclusion of the school year. iPads will be collected from 8th Grade students at the same time that Yearbooks will be distributed. The iPad collection/Yearbook distribution process will be coordinated in a scheduled manner, with students asked to report to school on the designated date and time to exchange the items. Students will also present their culminating Interdisciplinary Unit (IDU) project virtually and have the chance to view other students' presentations. 8th Grade teachers will share relevant information about this with the students directly. Please note that the last day of school for 8th Grade students remains June 3 (Graduation Day).

Lunch Services

District 90 has been providing no-cost lunches for students in need since the advent of school closures on March 16. Initially, the lunches were provided on a daily basis at the District Office for students who qualified for free or reduced-price meals. This qualifier was removed on March 30, with no-cost meals provided from that point forward to students from any family indicating need. At this time, the subscription rate hovers at around twice the number of students who typically qualify under free and reduced-price meal status. Lunches are now being delivered to families on a weekly basis, in partnership with the District's transportation vendor. The company uses unmarked vehicles whenever possible to protect subscriber confidentiality. We are grateful to the Food Services Department at Oak Park and River Forest High School, who assemble the lunch packages for District 90 families and manage our District 90 needs as part of their government reimbursement. This support is greatly valued since D90 does not employ food service employees and is not currently enrolled in the National School Lunch Program.

Return of Student Belongings from School

Procedures are being established to ensure that students/families will have the opportunity to pick up belongings from school on a scheduled basis by late May, in compliance with social distancing requirements. At the elementary level, dates will be established for classroom teachers to enter their classrooms and place student belongings in individual bags. The bags will be tagged with student names and transported by maintenance staff to pre-determined staging areas. Students and families will be provided with dates and staggered times to arrive at the school and receive their belongings in a contactless manner. Middle school students will have their belongings bagged from lockers, tagged by name, and transported to a pre-determined staging area. Again, students and families will be provided with dates and staggered times to arrive at the school and pick up their items. Employees will be provided with PPE and will be required to work in compliance with social distancing guidelines to ensure safety. Students and family members who arrive at the school to retrieve belongings must be wearing suitable face-coverings or masks, in compliance with the Village of River Forest Executive Order 20-04. School administrators will communicate procedures and schedules for the pick-up process once finalized.

Retirement and Service Recognition

Unfortunately, the annual District 90 Retirement and Service Recognition Event will not be held as originally scheduled on May 21, 2020, due to social distancing requirements. The Recognition Event Committee met to discuss alternatives to this event based upon input provided by the 2020 retirees. Consistent with the retirees' wishes, the District plans to postpone the event until later this calendar year. The determination about when to hold the event will be contingent on group gatherings being allowed to convene in person. The Committee will be meeting again this summer to tentatively reschedule the event and begin planning. School-based activities designed to honor the retirees will continue on a modified basis, and Board of Education acknowledgments to retirees will still be gifted this spring. Service recognition awards (such as five-year increment service milestones) will likely be held until spring 2021 when they will be distributed alongside the service awards for the 2020-21 year.

Teacher Access to School Materials, Supplies

Based upon social distancing guidelines, the arrangements for faculty and staff members wishing to access the school for instructional materials on designated dates are as follows:

- Principals send instructions for teachers who wish to sign up for designated time slots to access their classroom for the purpose of retrieving teaching materials.
- Available time slots will be offered from 8 AM - 4 PM on designated dates only.
- Time slots are generally 15-20 minutes in length. Teachers are asked to honor these time allocations closely to protect all individuals from unnecessary personal interactions.

- Up to two teachers are permitted to enter the building at one time at the elementary level, and up to 4 individuals are permitted to enter the Middle School at one time. These individuals must not enter or work in adjacent sections of the building at the same time. Principals may need to adjust the times that teachers sign up to avoid possible interaction.
- Building engineers are to remain in the building at all times (8 AM - 4 PM) on designated days. However, their presence is for purposes of building security and in case of emergency. Faculty and staff should not ask for the assistance of building engineers to move materials, retrieve items, etc. This guidance is for their safety.
- Using proximity cards, teachers may enter/exit the building through the exterior door that is closest to the classroom/office area where materials are stored. Staff members are reminded to bring hand sanitizer to use upon exiting the building and refrain from touching their face while inside. All three schools have been deeply cleaned, but individuals who have previously accessed the building may have touched high-touch areas (such as doorknobs/handles). Staff members must also wear face-coverings or masks when working in the building and in the proximity of other employees.
- Staff members should not plan to access copiers or scanners in the schools without prior administrative permission.
- Individuals who are experiencing COVID-19 symptoms, are ill, or have family members who are ill are not to enter the school buildings for any reason.

The administration may need to modify, update, or add to these guidelines, as additional state, Village, or ISBE directives are communicated.

Student Placement/Class Assignments

Administrators are in the process of reviewing and considering student placement procedures in light of restricted availability of student assessment data. Regularly, student assessments administered in the spring yield assessment data that is used as one of several pieces of information when considering student placement decisions for fall. Administrators will be gathering student classroom performance feedback from current year teachers, along with available student assessment data that is available to make informed determinations about placement recommendations in the early summer. Families can expect more specific information about the matter of placements in the near future. Meanwhile, teachers will continue to assist in the process of developing recommended class lists for the coming year during the scheduled Teacher Institute Day (1/2 Day, PM) on May 22, 2020. Elementary principals have already communicated with parents through school newsletters about their opportunity to express input regarding students' classroom learning needs in advance of final class assignment decisions.

Preparing for School Construction/Renovation

The District is preparing for the HVAC project at Roosevelt Middle School this summer, along with necessary window replacements. These projects require advanced

preparations for the impacted spaces. The work will be occurring at RMS throughout the building (though not in all locations) since approximately 30% of the school is presently air-conditioned. In each affected location, items need to be removed from the unit ventilator enclosures and the inside of any adjacent casework. Teachers will assist by coming into the school to remove and secure these items. See “*Teacher Access to School Materials, Supplies*” above regarding procedures. Maintenance staff will then pack and store classroom materials in a manner that will allow for summer cleaning once the HVAC work has been completed in each classroom and common area. The window replacements will be scheduled in a staged manner, with the work effectively “moving around the building” and only impacting a few classroom locations at a time.

Addressing Immediate Social-Emotional Needs

Social and emotional needs are being met for the majority of our students through their daily interactions with their classroom teachers. Teachers put a great deal of time and effort into designing instruction that is delivered to prioritize student well-being, is inclusive, and remains centered around the individual needs of the learner. Maintaining strong relationships between teachers and students, teachers and families, and among students remains an essential goal for all during this extraordinary time. Designated class meeting times, responsive email and virtual communications, and small group learning experiences are examples of how our teachers continue to foster quality interpersonal exchanges with and among students. Thanks to our outstanding D90 social workers, students, and families requiring social work services and supports are receiving them consistently. It has been challenging for social workers to keep their counseling schedules while delivering supports remotely, and some adjustments have been needed with the frequency of meetings. Both individual and small group meetings have continued to occur, however. Social workers have also been available to students who have not received services in the past and will continue to respond to families about situations that may be surfacing at home. The “Remote Learning and Coronavirus Update Center” webpage on the D90 website (www.district90.org) offers extensive, age-appropriate social-emotional and well-being resources that are intended to address a wide range of issues. Messaging has also been directed at target audiences about specific supports that are available if needed (such as the SUPPORT4U anonymous counseling program for middle school-aged students). We benefit greatly from strong community partnerships with external agencies that can provide tailored counseling and mental health services when necessary. Social workers routinely direct families to these partners for circumstances requiring more intensive intervention.

Development of Remote Learning Action Team

To prepare for the possibility that remote learning may be necessary this fall or in the future, District 90 intends to form a team of individuals who will be tasked with evaluating the District’s Remote Learning Plan and suggesting revisions and improvements. This team will be established as a superintendent’s advisory committee, and be called the *Remote Learning Action Team* (RLAT). The RLAT will be comprised of various stakeholders that can provide perspective about the effectiveness of the current

remote learning protocols, expertise regarding the academic and social-emotional needs of students, management of the learning program, and the experiences of learners and families during remote learning. More information will be provided in the near future about the formation of the team and the anticipated timeframe for deployment.

MID-TERM CONSIDERATIONS (Summer 2020)

Re-Opening the District Office

The District Office is tentatively scheduled to re-open for employees to work in the building starting on June 3. District employees will work under newly established safety protocols before opening to the public no sooner than June 10. However, Governor Pritzker's "Restore Illinois" plan will serve as the guide for when the District Office will be open to serve the public in person (transition to Phase 3 – Recovery). During the initial re-opening week, procedures will be instituted to ensure that employees work a safe distance from one another wearing appropriate personal protective equipment (PPE). Cleaning and disinfecting the facility will occur regularly in accordance with best practices. Antibacterial wipes and gloves will be placed in areas with commonly touched surfaces, with the expectation that employees wipe down equipment (i.e., copiers/scanners) and fixtures (i.e., doorknobs, restroom fixtures) after use. Since the Equal Employment Opportunity Commission (EEOC) has indicated that temperature checks are valid and appropriate in the workplace under pandemic conditions, all employees will be asked to take their temperature upon arrival at the District Office each day. Any employee with a temperature over 100.4 degrees Fahrenheit should report such immediately to his or her supervisor and will be required to self-quarantine at home for 14 days and work remotely if possible. If illness prevents an employee from working remotely, the individual will be required to log into the Aesop attendance reporting system to indicate their absence due to illness, as per District procedures. Any individual who does not have adequate sick leave available to him or her and has a diagnosis or suspected diagnosis of COVID-19 will be provided with sufficient sick leave to span the length of their illness and recovery, as governed by law.

D90 Summer School Programming

District 90 provides several types of summer school programming: classes for enrichment, core academic classes, and Extended School Year (ESY) programs. Due to COVID-19 considerations, summer school enrichment classes are canceled for the summer of 2020. Most enrichment classes were explicitly designed for in-person instruction and typically featured athletic activities, hands-on projects, or highly interactive participation. However, core academic classes and ESY courses will still be offered. These classes will be conducted virtually, using many of the remote learning protocols and practices that are currently in use. Registration for Summer School closed on April 17. However, additional details about these changes were recently sent to registered families, including information about how and when refunds will be processed for enrichment classes. The District is also currently working to develop optional summer learning opportunities for all students and families who wish to participate. These learning opportunities will consist of supplemental math and summer

reading programming across the K-8 continuum. By design, these additional learning opportunities will be flexible and enable families to engage to the degree desired and appropriate for each family. Further information will be provided to families once plans are finalized. Please see “*Complementary Learning Opportunities*” below.

Extended School Year (ESY) Services and Programming

Extended School Year (ESY) services and related services programming will continue to be provided for all qualifying students in compliance with the Individuals with Disabilities Education Act (IDEA). Because of social distancing requirements, the District will be providing these elements virtually during the summer of 2020. Families will work with Individualized Education Plan (IEP) case managers and related service providers to establish the manner in which virtual services and supports will be made available to students. The frequency of services and the way that supports will be provided may differ from a typical summer. However, the District will continue to comply with any and all guidance from the Illinois State Board of Education (ISBE) and the U.S. Department of Education (ED) to ensure students’ rights to a free, appropriate public education. Families with questions about ESY or related service programming should first contact the child’s assigned case manager/related service provider, then the Director of Special Education.

Review of Staffing Needs for Fall 2020

At the conclusion of the school year, the District administration will review the March staffing report to determine if personnel needs have changed for the coming year. Possible adjustments may be necessary to address anticipated fluctuations in enrollment or potential remediation/intervention supports. As in the past, the degree to which student instructional interventions will be necessary will be determined through the use of Multi-tiered Systems of Support (MtSS). It will difficult to ascertain in advance how many students will require Tier 2 or Tier 3 interventions as a result of identified learning gaps from spring 2020. However, increased intervention services will almost certainly equate with the need for increased staffing to provide them. Economies of scale will be pursued where possible to stem staffing increases, as long as this does not obviate the benefit of the student interventions. The District will investigate the possibility of redistributing or reassigning responsibilities for certain employee classifications (i.e., education support personnel) if this results in a better allocation of human resources to serve students’ learning goals.

Mobilize Remote Learning Action Team

The District will have activated the Remote Learning Action Team before the end of the school year, with the majority of the team’s work being conducted during June and into early July. The team will be asked to assess the successes and drawbacks of the way that the D90 Remote Learning Plan was implemented during spring 2020. They will be provided with perception data from both parent and student feedback surveys administered during the month of May. The Remote Learning Action Team will then be

asked to provide recommendations regarding the manner in which remote learning can be modified to improve the instructional experience in case it needs to be implemented in the fall or over the course of the 2020-21 school year. While these recommendations will be used to inform administrative decision-making, they will also be shared with the Board of Education and community to build increased understanding among stakeholders and stakeholder groups about the respective experiences that individuals have had (and are having) with remote learning.

Development of *Safety and Operations Action Team*

To prepare for the safe and compliant return to school operations in the fall, District 90 will form a team of individuals who will be tasked with establishing necessary procedures and tactics. This team will be established as a superintendent's advisory committee, and be called the *Safety and Operations Action Team* (SOAT). The SOAT will be comprised primarily of selected individuals within the D90 organization who have experience with the operations of our schools, expertise in cleaning and facilities management, oversight of resources, responsibility for student and staff health, and practical considerations around school safety. It is expected that individuals from outside the organization with specific expertise in the areas identified may also be requested to join the SOAT, depending on circumstances and potential guidance from the Illinois State Board of Education (ISBE). More information will be forthcoming in the about the formation of the team and the anticipated timeframe for deployment.

Complementary Learning Opportunities

In addition to the D90 Summer School and Extended School Year (ESY) programs, the District is in the process of developing several optional summer learning experiences. Each of these elements is intended to accelerate student learning, keep children engaged over the summer, and help them return to school in the fall poised for success. Please see a brief description of each below:

- Summer "Book Club" Reading Program-** The Summer Book Club program will give students the chance to read together with other grade-alike D90 classmates and discuss literature in real-time virtual groups, facilitated by District 90 faculty/staff members. Each group is expected to have 10-12 students and one facilitator. This program is being developed and coordinated in partnership with the River Forest Public Library, and registration information will be communicated soon. The Summer Book Club program will be available to all rising 1st-8th grade D90 students.
- Math Activity Lessons-** The District is in the process of establishing a scope and sequence of optional math activities for rising 1st-8th grade students. These math activities will be based on key standards at each grade level. They will be targeted at reinforcing math skills and fostering problem-solving. The summer math scope and sequence is presently being finalized and will be made available on the District 90 website in June. Please watch for more information soon.

- **“Step Up” to High School** – District 90, OPRFHS, and Oak Park District 97 have agreed to collaborate on plans to support the needs of rising 9th-grade students as they transition to high school. These plans are still under discussion and will not be refined until after the end of the current school year. However, the clear articulation between the elementary districts and the high school about content that may still need to be taught (or reinforced) will be the first step in determining the nature of the transition programming that will be provided.

Review/Revision of D90 Remote Learning Plan

The District intends to review and revise the current D90 Remote Learning Plan over the summer months. Plan revisions will be made based upon suggestions provided by the Remote Learning Action Team, a review of other high-performing school district plans, guidance from the Illinois State Board of Education (ISBE), and “best practice” recommendations from research institutions/industry professionals. The revised D90 Remote Learning Plan will be shared with all stakeholders once it is completed. Anticipated modifications to the plan are expected in areas including preferred methods of instruction, expectations for student work completion, and plan adaptability in response to potential “rolling” school closures, hybrid school schedules, or other unexpected circumstances. Please see the “Mobilize *Remote Learning Action Team*” above for more information.

Curriculum Modification Teams

The District will establish curriculum modification teams to help bridge remote learning from spring 2020 to the 2020-21 academic year when students return to in-school instruction. As part of this plan, designated teachers, instructional specialists, and administrators will work in teams during the summer to identify instructional needs and revise curriculum to address the learning standards that need to be taught or reinforced. The recursive nature of learning units enables teachers to adjust lessons by compacting or extending instruction as needed. Specifically, the process for the teams to address the learning gaps from the shortened “in-person” academic year includes:

- Grade level teams will meet virtually to review student progress at the end of the school year (June 11 - 12) and identify the standards that were taught, the extent and depth of instruction, and the standards that were not addressed.
- Teams of teachers will work across grade levels to modify the curriculum so that “receiving” teachers will be able to integrate the standards not taught during remote learning into their instruction throughout the subsequent year (2020-21). These standards will be woven into the scope and sequence of the coming year in a manner that aligns with the content units.
- Students will be assessed as early in the school year as practical to identify individual learning gaps and instructional needs. This course of action will help teachers determine what content was learned and retained and what needs to be retaught, with individual students receiving tiered services as needed.

- Over the summer, the District will consider and evaluate the potential to provide supplementary programming this fall that can be offered to students requiring more extensive interventions.
- District 90 will be collaborating with Oak Park and River Forest High School (and Oak Park District 97) to ensure as successful a transition as possible for 8th-grade students as they progress to the high school. More information will be shared about this effort as details emerge.

Access to Social-Emotional Supports

Access to social-emotional supports will remain essential over the summer. However, the District's ability to provide active support for students is limited somewhat by contractual agreements with our employees. As such, it will be important that the District continues to provide online resources/information and guidance about how to contact external mental health organizations and providers. Fortunately, there are many outstanding mental health and counseling providers in the local community who offer excellent services and supports. Several of these organizations do not refuse services because of the lack of ability to pay for them. Certain supports that are currently available, such as the SUPPORT4U mental health text line, will continue to function over the summer months and provide referrals to students in need of more extensive counseling. In preparation for the return to school this fall, the District plans to investigate optional professional development opportunities for teachers to expand their skills and equip them further to meet students' unique social-emotional needs upon return to school in the fall.

5th Grade Orientation

With the unfortunate cancellation of Roosevelt Readiness in April, faculty and administrators at Roosevelt Middle School have been discussing alternate transition plan options for rising 5th-grade students. If schools open on time this fall, the preference is to launch a "5th Grade Orientation Day", scheduled in advance of the traditional "first day of school" for students in grades 6-8. In concept, this day will feature 5th-grade teachers, key staff members, and school administrators helping students acclimate to the school building, become familiar with school procedures, find their classrooms, and experience meaningful team-building activities. Of course, this format would need to be modified if schools are not able to open as planned. If this is not the case, alternate arrangements will be made. Potential adjustments to the preferred plan might include staggered or small-group orientation days, or a virtual "5th Grade Orientation" event.

District Financial Forecasting/Planning to Reflect Anticipated Revenue Changes

The District has already embarked upon initial forecasting about the impact of expected revenue changes in the coming year (2020-21) and beyond. The elimination of penalties for late tax payments in the coming months is virtually certain, and this will undoubtedly

impact the revenue flow to school districts and municipal entities. This measure is particularly noteworthy since the District 90 budget is funded mostly through local revenues. Until the State of Illinois passes an annual budget, it remains uncertain how public K-12 education will be funded at the state level. As a Tier 4 school district, D90 receives substantially less funding from the state than many school districts. However, cuts in the state funding levels would still have a deleterious impact on funds available for District operations. So that the Board of Education and administration are able to prioritize expenses and consider the potential impact of changing revenues on the instructional program, financial forecasts will be adjusted periodically (as new information becomes available).

LONG-TERM CONSIDERATIONS (August-Early Winter 2020)

Proposed District 90 Operations Plan, 2020-21

District 90 will launch an operations plan to govern the way that D90 “returns to school” in the fall. The plan will be established in concert with the mission, vision, and core values that comprise our organizational principles. In addition, the plan will be envisioned through four primary lenses. These include:

- Safety
- Equity
- Social-emotional and physical wellness
- High-quality instruction

To ensure that the plan represents the comprehensive needs of the school community, it is vital that it encompasses the perspectives, experiences, and voices of all stakeholder groups. As such, we must strive to elicit this information so that it informs the development of the final plan. Information/input guiding the plan’s development is being sourced from numerous places, including:

- Directives from the Illinois State Board of Education (ISBE), Illinois Department of Public Health (IDPH), the Center for Disease Control (CDC), and the Cook County Health Department
- Guidance from educational associations and industry experts
- Scientific, evidence-based research
- Student, staff, and family survey feedback
- Staff, student, and family input on the Remote Learning Action Team (RLAT) and Safety and Operations Action Team (SOAT)
- Practical lessons learned during spring 2020

It is important that the operations plan be designed as a flexible document that allows for modifications, and that it can evolve as conditions related to COVID-19 and the Governor’s “Restore Illinois” phases change over time. Communications regarding the

plan's development will be shared broadly, and updates will be provided to members of the school community on a regular basis.

Health Considerations for "Return to School"

In addition to foundational safety concerns, it is vital that health considerations for individuals within our school community are carefully considered. District 90 has a number of students, staff, and family members who are experiencing medical fragility or have immunocompromised health conditions. Medical experts have noted other COVID-19 "elevated risk" traits, including advanced age, the presence of certain chronic health conditions, and other factors that heighten susceptibility to disease transmission. All "return to school" operations plans must focus on the safety of all individuals and provide accommodations as directed by medical professionals, individualized education plans, Section 504 plans, and state/federal laws. Student and family members with relevant health considerations are requested to contact the school nurses directly to ensure that these health considerations are documented, and any necessary plans or medical directives have been provided for school use. Staff members with relevant, documented health concerns should contact supervisors to ensure that medical directives from physicians related to medical fragility or immunocompromised health conditions are accommodated.

Delivery of Modified Curriculum

Depending upon the instructional delivery model that is implemented when students return to school, it may be necessary to adjust the school curriculum. For example, if students are able to return to school in person (under strict safety measures), safe operations may limit the amount of dedicated instructional time available. In the case of a hybridized or remote learning model, the instructional priorities at the elementary level will be reading, math and writing, with other subjects supported to the degree possible. At the middle level, priority will be placed on core instructional courses, with other subjects supported to the degree possible. With the expectation that instructional time may be limited, teachers will be working to identify the essential standards and learning objectives that must be prioritized for student instruction in the coming year. Knowing that teachers will also need to compact the curriculum to include the identified learning standards that were not taught (or taught fully) during the preceding year, it will also be expected that teachers collaborate closely with grade level and department teams in curricular decision-making.

Calendar Adjustments (School Opening, Open House Dates, etc.)

While it is not currently anticipated that District 90 will be required to adjust the current start date of school for students (August 26, 2020), it is possible that that ISBE may make changes to the required length of school year or length of the school day. It is also possible that ISBE guidance will include the provision of "remote learning planning days" to accommodate professional development and curriculum articulation during the coming year on a periodic basis. "Remote learning planning days" are not currently

accounted for in the school calendar and would need to be scheduled. Other developments may result in the need to modify plans for significant school events and activities, such as student orientation or “Open House” nights. If any changes to the current academic calendar or rescheduling of major events become necessary, D90 will endeavor to communicate these changes broadly and in a timely manner.

Early Student Assessment (Fall MAP Testing, Fountas & Pinnell, AIMSweb, etc.)

To determine the extent of student learning needs, D90 intends to administer necessary student assessments (NWEA MAP, Fountas & Pinnell, AIMSweb) as soon as possible in the fall. No student assessment data was gathered after Illinois schools transitioned to remote learning in March 2020, so there is a lack of standardized achievement data to draw upon. It is important to stress that fall assessments cannot be administered immediately upon the students’ return to school. Students must first have the chance to become established in the new school year and become comfortable with their new classroom teachers (and classmates). Allowing the time and space that is needed to accomplish these things will help to ensure the students’ assessment performance is both valid and reliable. Dates for fall assessment administration will be set once the District is able to confirm the format in which students will return to school at the end of the summer. Each of the assessments must be administered in person, which will complicate things greatly if students and staff must return to school either remotely or in a hybridized model.

Math Fluency Assessments

Once elementary students have returned to school and have acclimated to their new class setting, District 90 will administer the Numerical Fluency Assessment (NFA) to all primary grade students. The NFA is a 1:1 math interview that assesses K-2 student skills in the areas of counting, numeracy, addition, and subtraction. It is aligned to the Illinois Standards for Mathematics by grade level and allows teachers to target specific areas for support and enrichment along a continuum of skills that build on one another. The assessment also emphasizes students’ ability to explain their math thinking and the strategies they used to solve problems. Levels of student understanding gleaned from this tool will inform teacher decisions about math instruction and the need for potential student supports or interventions.

Reliance on Multi-Tiered Systems of Support (MtSS)

The established D90 MtSS intervention model will be useful in determining the needs for various levels of student intervention services upon return to school this fall. The MtSS model depends on a systematic and intentional review of student performance data, coupled with input from classroom teachers and specialists, to determine if students (or groups of students) would benefit from tiered services. The intervention services are geared to the degree of need and can be provided in full group, small group, or individual settings. The importance of using an established intervention model cannot be

overstated at a time when students will be returning from an extended period of remote learning. Since we are aware that students will be displaying learning gaps of differing degrees, it is critical that proven, research-based intervention services be provided in a consistent and student-specific manner to mitigate the effects of potential learning loss.

Ongoing Social-Emotional Considerations

During the spring of 2020, students, staff, and families endured a significant amount of trauma. It is likely that this trauma is ongoing and will continue into the start of the school year. In addition to the stresses of remote learning, the new school year will introduce new challenges. It is critical that the District uses a “social-emotional lens” to establish the path forward so that all students, staff, and families are able to thrive and succeed to the highest degree possible. As such, the District will be incorporating significant social-emotional supports in the forthcoming 2020-21 operations plan. A D90 Social Emotional Wellness team has been formed and is tasked with identifying the social-emotional strategies that will be implemented to ensure a climate of belonging and an ethic of care for all members of the school community.

Special Education COVID-19 Impact Services and Supports

Upon return to school in the fall, District 90 will continue to serve all students, including students receiving special education and related services, under the laws governing the provision of “free, appropriate public education.” Special needs and related service delivery models will comport with past D90 practices. However, the manner in which services will be provided may vary depending upon the way in which students and staff can safely return to school at the end of the summer. Special education teachers and related service providers will continue to work closely with students and families to ensure that individualized education plans (IEP’s) guide instructional and service provision and decision-making. Families are asked to reach out to special education teachers and related service providers directly with any questions or concerns, and then contact the Director of Special Education if additional information or involvement is needed.

Before- and After-School/Supplementary Academic Programming

If “in-person” instruction is possible in the fall, District 90 plans to offer the AM Math Academy program at Roosevelt Middle School as planned. If this is not possible, alternatives will be considered to accomplish our desired goal of bolstering middle school math instruction for qualifying students. The District also intends to explore the possibility of offering after-school supplementary programming for students who would benefit from more extensive intervention programming. Either “in-person” instruction or a hybridized learning approach would be required to offer after-school supplemental programming. This programming would likely be provided in collaboration with an established, external partner organization to make the program more manageable outside the traditional school day.

Mid-Year Student Assessment (Winter MAP Testing)

With the objective of better understanding student academic progress and needs, the District intends to administer Winter NWEA MAP testing in January 2021. However, this goal is contingent on other factors, such as the ability to administer the assessment in person, the degree to which Winter NWEA MAP testing integrates within the larger assessment program, and the anticipated validity of the resulting data. More information will be shared with families about the status of Winter NWEA MAP testing as it becomes available.

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