



Illinois School for the Deaf

2020-2021

Return to On-Campus or Remote Learning: School-wide

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Overview: Planning for the 2020 – 2021 School Year

The Illinois School for the Deaf (ISD) recognizes that there is no adequate virtual substitute for in-person learning. Remote learning cannot replicate students' experiences with educators, classmates, and staff in the school environment. Therefore, ISD's top priority is the health and safety, of students, families, and staff.

This document describes the following:

- A. Return to in-person learning expectations;
- B. Considerations for school and dorm that stem from health and safety recommendations established by the Illinois State Board of Education (ISBE), the Illinois Department of Public Health (IDPH) and Center for Disease Control (CDC);

Transition to Remote Learning:

- C. Work ISD is doing to ensure quality remote instruction is provided by educators through training in various e-learning platforms;
- D. Work ISD is doing to ensure quality remote instruction is provided and that students and families receive the support they need to benefit from that instruction;
- E. Areas of support and service for students and families during the 2020-2021 school year;
- F. Expectations of students and families during remote learning.

Return to In-person learning – April 6, 2021

Regular in-person bus schedules will resume.

Regular in-person class schedules will resume once students return to campus.

ISD will be doing our best to live stream classes for those choosing to remain in remote learning for the remainder of the school year. Student remaining in remote learning will be contacted by their principal/teacher with their schedule.

Recommended Health and Safety Safeguards

Type of Activity	Additional Safeguards
Traveling to and from schools	<p>All students will go through the health screening process before entering the ISD school bus.</p> <ul style="list-style-type: none">• Limit student interaction on transportation with assigned seating.• Limit number of parents entering the buildings; escort younger students to parent pick-up parking as needed.• Revise procedures for parent drop-off to maintain social distancing and limit building circulation.• Provide training for bus drivers and monitors on hygiene and sanitation procedures.• Ensure pre-and post-trip cleaning of high-contact areas on Buses and vans. <p>*bus drivers and monitors will be going through a health screening before boarding the bus and students will also have the health screening performed by a school staff before boarding the bus.</p> <p>Daily symptom and temperature checks are required. (must be under 100.4)</p> <ul style="list-style-type: none">• If you drive your child to school, please pull into the main building circle drive. You will see a tent set up. You do not need to get out of your car, the screener will come to you. We will ask if your child has the following symptoms (see below) and check their temperature. If all is well, then we will give you a pass and you can drop off your child at their school building.• If your child rides the bus or walks to school, we will do the same process when they arrive to campus.• If your child resides in an ISD dorm:<ul style="list-style-type: none">*We will be checking your child's temperature every morning before school in the dorm.*When your child boards the bus on Sundays, our chaperones will be following a specific protocol. They will check your child's temperature and ask if they have the following symptoms (see below). <i>Please remain at the</i>

	<p><i>drop-off until your child has been screened and allowed on the bus.</i></p> <ul style="list-style-type: none"> • It is very important that if your child has any of these symptoms, please do not send them to school. Call the school office and let us know if they will be absent. • Fever or chills • Cough, Shortness of breath or difficulty breathing • Fatigue • Muscle or body aches • Headache • New loss of taste or smell • Sore throat • Congestion or runny nose • Nausea or vomiting or Diarrhea
Outside events	<ul style="list-style-type: none"> • Convert field trips and other scheduled school-wide or class outings to virtual activities. • Cancel sports tryouts, practices, and games until further guidance is issued from IHSA, ISBE & IDPH • Eliminate nonessential travel for staff and educators.
Dietary	<p>Designate specific doors for entrance and exit of the Dietary.</p> <ul style="list-style-type: none"> • Create clear space delineations for student lines as people enter and exit. stagger lunchtime into groups of students from Prek-6 and Jr/Sr HS and disinfect in between *Pre-package meals, including silverware, napkins, and seasonings, or serve meals individually plated. *Close all public water fountains – ISD will provide students with water bottles. * Only two students per table. Tables will be placed at least 6 feet apart. Dietary staff will clean tables and high contact areas between each meal service.
Health Screenings	<p>*Conducting health and symptom screenings as students, teachers, and staff enter each day.</p> <p>*Staff displaying symptoms will be sent home and will contact Human Resources for further guidance.</p>
Classrooms and hallways	<p>*Reconfigure school activities to facilitate safe distances:</p> <p>*Rearrange desks so there is a minimum distance of 6 feet between them.</p> <p>*Assign seats/desks & computer/ipads</p> <p>*Implement one-way pathways in hallways where appropriate, using stickers or tape to show people where and in which direction to walk.</p> <p>*If the cafeteria must be used, stagger lunchtime into groups of students and disinfect in between or have breakfast and lunch in student classrooms.</p>

After school activities	*Review all after-school activities to ensure compliance with health and safety guidelines
Limiting outside interactions/avoiding unnecessary external factors	<ul style="list-style-type: none"> ● No outside visitors, including families, from entering all school buildings, including the dorm without direct permission from the Superintendent. ● Develop procedures for screening outside visitors who must enter buildings to confirm they are following all precautions. ● Encourage or require all parent-teacher conferences to be held virtually. <p>*Parents may sign out their student at any time.</p>

Type of Activity	Additional Safeguards
Maintaining a healthy environment	<p>Implement schoolwide healthy strategies:</p> <ul style="list-style-type: none"> *Increase the frequency of full school cleaning and disinfecting efforts. High touch areas are cleaned several times a day by the housekeeping staff. *Make hand sanitizer and other cleaning supplies readily available. *Require all individuals in buildings to wear face masks per guidance from ISBE & IDPH. ISD can provide masks when needed. *Staff entering buildings over the weekends are required to fill out the self-certification form and return it to their supervisor by the next business day. ▪ Consider health impacts and recommendations for length of time masks are recommended for various ages and those with breathing difficulties. *Remove shared supplies and instead provide all students with their own classroom supplies and materials. *Send symptomatic personnel and students home. Staff will follow DHS established procedures and the local health department will do tracing. ● Designate a separate area away from all activities and away from areas used for regular health care (Cullom Hall) for students who begin exhibiting symptoms after they have arrived and spent some time at school or work. (Individuals who feel even mildly ill or have any symptoms prior to arrival will need to return home and remain there until it is safe for them to return.) This area will need to be available if dorm students are in residence. ● Close or restrict common areas such as staff break rooms. *ISD is not a COVID testing site. <p>Educate students on proper health strategies:</p> <ul style="list-style-type: none"> *Have students wash or sanitize their hands when entering and exiting a classroom and between activities; install sanitizer dispensers in additional locations throughout all buildings. *Have teachers reinforce the proper cleanliness techniques. *Have tissues readily available in classrooms.

	<p>*Identify whether there is a need to install additional infrastructure to prevent cross-contamination, such as plexiglass shields or other physical barriers, in any building locations.</p> <ul style="list-style-type: none"> ● Eliminate locker use while maintaining social distancing and all other safety protocols. ● Restroom signage usage is posted, and some stalls are closed to support distancing. ● Post signage throughout all buildings to support hygiene practices and distancing. ● cleaning procedures for all buildings have been established. <p>Housekeeping cleans buildings daily and high touch areas several times a day.</p> <ul style="list-style-type: none"> ● Housekeeping restocks cleaning and sanitization supplies for daily use in all spaces. ● Ensure adequate supplies to support current distancing needs are available in all buildings and stock “Go Kits” supply with additional supplies.
Dorms	<p>*Restrooms/Shower will be sanitized following IDPH and CDC recommendations. Shower schedules are developed by dorm supervisors.</p> <p>*Each student will utilize their own bedrooms. No sharing of bedrooms unless siblings. Students do not enter each other’s bedrooms.</p> <p>*Residential students will be screened daily in the morning by dorm staff.</p> <p>*TLP program will adjust the program to ensure compliance with IDPH & CDC recommendation (i.e. laundry, community dinner) following social distancing protocol and wearing of masks.</p>
Meetings of every type, school-wide events, and other routine school and work conferences	<p>*Implement guidelines for meetings and events routinely held as part of ISD work:</p> <p>*All meetings—Establish guidelines that may include a limitation on the number of participants, including interpreters. No more than 50 people in one gathering space – Marshall Gym, Burns Gym or Dietary</p> <p>*IEP meetings—Determine how to maintain distancing in IEP meeting spaces with larger IEP teams; explore continuing to use Zoom as a meeting tool along with other platforms.</p> <p>*Tours and visitors— all tours and visitors are suspended until further notice.</p>
Teacher/staff changes or shortages	<p>*protocols for teacher/staff shortages due to:</p> <p>*Teacher/staff illness, especially when using extreme caution with mild colds or cold-like symptoms. It will be critical for employees to monitor their health and use extreme caution with mild illnesses.</p> <p>*Teacher/staff needing to use extended medical leave to care for sick family members or relatives.</p> <p>*Resignation or retirement.</p> <p>Subs will be utilized as needed. Principals and other support staff may have to cover classes.</p>
Training and preparation for Students	<p>*Provide clear information about hygiene and sanitation appropriate to each age group to be communicated with students and families in the weeks leading up to reopening.</p> <ul style="list-style-type: none"> ● show health and hygiene signage, established paths between

	<p>locations with appropriate directional signage, and all other alterations to the physical environment of the schools that students need to know prior to their return.</p> <ul style="list-style-type: none"> ● Develop procedures for managing violations of hygiene, safety, and distancing guidelines.
Training and preparation for staff	<p>*Provide clear information about hygiene and sanitation to be communicated with employees prior to a return to on-campus learning and working.</p> <ul style="list-style-type: none"> ● Provide professional development opportunities designed to improve remote learning and understand the new safety guidelines needed to implement social distancing effectively. <p>*Provide training on health risks and creating a school environment to lessen health risks, including expectations and procedures for what to do if the employees themselves or others (e.g., staff, visiting parents) present as sick or share concerns about their health or sanitation.</p> <ul style="list-style-type: none"> ● Develop procedures for managing employee violations of hygiene, safety, and distancing guidelines
Equity Considerations	
Students (in-person and/or remote learners)	<p>*Ensure all students have access to technology and the Internet, including technical support, during periods of remote learning.</p> <ul style="list-style-type: none"> ● Plan a system for ongoing outreach to remain in touch and ensure progress; require a first and second level of contact for each student, testing contact information at random to ensure delivery of material. ● Ensure safe travel to and from school. ● Facilitate safe school environments, including provision of PPE, etc. ● Establish procedures for sending students home in cases of deliberate violations of hygiene, safety, and distancing procedures, and moving students to remote learning in situations of repeated intentional or careless violations, to protect all community members. ● check students' health upon arrival at the bus stop or the school building, including temperature checks, and sending students home in cases of fever or symptoms.
Educators/staff	<p>*Provide PPE, hand sanitizer, and appropriate classroom setup to enforce physical distancing.</p> <ul style="list-style-type: none"> ● Ensure safe travel to and from schools, provision of PPE, etc.

COVID-19 EXCLUSION GUIDANCE¹

Decision Tree for Symptomatic Individuals in Pre-K, K-12 Schools and Day Care Programs

Send home or deny entry (and provide remote instruction) if **ANY** of the following symptoms are present: Fever (100.4°F or higher), headache, shortness of breath, cough, sore throat, vomiting, diarrhea, abdominal pain.

In addition, some individuals (especially adults) may present with the following symptoms:

congestion or runny nose, new loss of sense of taste or smell, nausea, fatigue, muscle or body aches.

Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.

Status	COVID-19 diagnostic test Positive (confirmed case) OR COVID-19 diagnosis without diagnostic testing (probable case)	Symptomatic individual with a negative COVID-19 diagnostic test ² (Negative COVID-19 diagnostic test must be from a specimen collected 48 hours prior to or after symptom onset.)	Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test ²	Symptomatic individual without diagnostic testing or clinical evaluation	Asymptomatic individual who is a close contact to a confirmed OR probable COVID-19 case
Evaluated by Healthcare Provider?	YES	YES / NO	YES	NO	N A
Return to School Guidance	Stay home at least ten ² calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home at least 10 ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home for 14 calendar days after last exposure to the COVID-19 case. If COVID-19 illness develops, use the ten-day isolation period ¹ guidance for a COVID-19 case from the onset date. Testing is recommended.

Quarantine for Close Contacts?	YES	NO	NO	Household Member (e.g., Siblings, Parent) ⁴	N A
Documentation Required to Return to School	'Release from Isolation' letter issued by Local Health Department and provided to parent/guardian or individual	'Negative COVID-19 test result OR healthcare Provider's note indicating the negative test result	Healthcare Provider's note with alternative diagnosis	Note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved.	'Release from Quarantine' letter issued by Local Health Department and provided to parent/guardian or individual
<p>1 Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department.</p> <p>2 Severely immunocompromised or severely ill: may need to isolate for 20 days as per guidance from individual's infectious disease physician.</p> <p>3 If individual has been identified by public health for quarantine or knows they are a close contact to a case, the 14-calendar-day quarantine must be completed.</p> <p>8/20/2020 Interim Guidance, 4 Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.</p> <p>Subject to updates</p>					

Transition to Remote Learning:

Work ISD is doing to ensure quality remote instruction is provided by educators through training in various e-learning platforms;

Professional development trainings in Skyward, Google Classroom, Zoom, Seesaw, Nearpod and other platforms will be available for staff, students, and families.

Educators and support staff will have access to the following:

Hardware: iPad (including data plan as needed)

Software: Google Classroom, Zoom, Seesaw, Planbook, Skyward

Additional software and app training will be provided as needed.

Work ISD is doing to ensure quality remote instruction is provided and that students and families receive the support they need to benefit from that instruction;

Synchronous learning will be documented in class schedules.

Asynchronous learning will be documented in lesson plans and gradebooks. Teachers will submit lesson plans and administrators will approve and save plans.

All students will be issued an iPad. Students and teachers who do not have access to the internet in their homes will be provided a device with a data plan for remote learning purposes. All teachers, staff, students, and families will be trained in Google Classroom use. All distributed iPads will have the Zoom app pre-loaded. Seesaw will also be preloaded.

Additional platforms and apps will be loaded to iPads as needed.

Areas of support and service for students and families during the 2020-2021 school year;

Occupational Therapy Remote Learning Plan

1. A form was developed in March 2020 that lists each student's parent/guardian contact information including telephone and email address. IEP OT minutes and goals are included on the form. This form also tracks the weekly contacts and interventions delivered to meet the OT minutes. The OT will:
 - a. Weekly phone or email contact with the parent will be made depending on parent preference.
 - b. New students who enter with OT IEP minutes and goals will be added to the current schedule and interventions will be provided.
 - c. New students who do not receive OT but need an evaluation will be assessed remotely by parent phone interview and possibly Zoom conference observations- minutes will be decided at the remote IEP meeting
2. Parents will be given the choice of one or more of the following interventions:
 - a. Emailed OT interventions/activities
 - b. Paper OT interventions/activities mailed
 - c. Google Presentations shared
 - d. Zoom OT sessions
3. Follow-up phone call or email will be conducted on a weekly basis to determine progress and participation.
4. Daily notes will be kept on the parent contact form.
5. Skyward progress notes will be entered at the appropriate intervals and will be based on progress shared through parent information, possibly photos of work completed, and Zoom sessions if possible and approved by the parent.

Additional supports will be provided per the student's IEP.

Expectations of students and families during remote learning.

All students at ISD have Individualized Education Plans (IEPs) which will continue to guide instruction. Students will receive instruction, practice, and work allowing them to continue making progress toward IEP goals and objectives. The IEP for each student will be reviewed by the case manager,

and it will be determined which accommodations and supplementary aids are able to be provided during remote learning days. Speech/Language, Social Work, Occupational Therapy, Physical Therapy, Learning Resource, and Transition services will be provided during remote learning days when possible.

Skyward, our school management system, will be utilized by teachers to record attendance for all students and in all classes during remote learning days. Administration will monitor attendance for trends. Teachers will also document completion of work assigned in the gradebook for the course/subject.

Participation in synchronous (at the same time ex: zoom) school activities will take place during regular school hours (8:20 a.m. to 3:00 p.m.) Students will be expected to participate. ISBE has set the requirements of 5 hours of learning per day. Parents/guardians will need to notify the respective school office of an absence by 9:00 a.m. Asynchronous learning activities may be completed when convenient for the student and family.

[*Additional Details \(8.12.2020\) See below](#)

Hours of synchronous learning expected

The ISBE has recommended that each student be provided with 2.5 hours of synchronous learning each school day, allowing for live interactions among teachers and students. The platform that Illinois School for the Deaf will be using for this expectation is primarily Zoom. A formal schedule for providing synchronous learning is included in this document. It is expected that some flexibility will need to be provided to meet the needs of some of our students and their families. Teachers who are requesting a change to their synchronous learning times will need to discuss those proposed changes with their building principal.

Hours of asynchronous learning expected

A total of five hours of instruction should be provided to students each school day. Lesson plans should reflect this amount of work is being expected from students each day. Approximately 2.5 hours of synchronous and asynchronous learning should be planned for each school day.

Hours of expected time at school in classroom

Educators will be given the option of working remotely or from their classroom at ISD to provide remote education to our students. DHS/DRS is still recommending that state employees work remotely when possible. iPads can be provided to educational staff who are unable to work remotely with their personal technology if requested. All educational staff who are planning to work from ISD's campus will need to seek permission from their building principal.

Grade expectations- updated 11-9-2020 (impacting 1st quarter grades)

Grades will continue to be taken during remote learning. All assignments given should be posted in the educators' Skyward gradebook to document completion and actual letter grade earned, as would be expected for in-person learning. Final grades at the end of the quarter for elementary students K-2 receive skills based report and 3rd – 6th receive pass/incomplete. Jr. high students will receive letter grades. Sr. high school students working towards high school credit and a cumulative GPA will receive letter grades. A passing percentage grade can be received only if 75% or more of the work assigned is completed.

What to do if a sub is needed during remote learning

Synchronous instruction will be cancelled for the day the substitute teacher is needed with additional asynchronous learning and instructions being provided to students. Students and their families should be notified of the change in schedule by 8:00 a.m. on that day by their teacher and the building principal should also be notified and provided with the plan for additional synchronous learning activities being provided to students on that day. If an educator will need to miss a class more than three times during the remote learning period of nine weeks, a plan for sub coverage from another available educator will be established.

Flex hours

As a rule, educators will continue to work their contractual hours of 8:05-3:00, including a 40-minute duty free lunch period and a 40-minute prep period each day. However, it is noted that in a remote learning environment some challenges may arise for students and their families regarding times available for instruction from home. The learning resource educators (if available) may be utilized to provide instruction to students unavailable during a regularly scheduled synchronous class at another time during the day. In addition, if an educator has a class where a schedule change is necessary and/or agreeable for every individual, the educator can discuss a proposed schedule change with their building administrator. Approval for schedule changes such as these will be provided sparingly, as maintaining a consistent structure for remote learning should lead to increased participation by our students and their families.

Any in-person learning abilities

No in-person learning services/instruction will be provided at this time except for those educators serving our 0-3 population in their home environments. The 0-3 educators will follow the guidance issued by Early

Intervention regarding providing services during each stage of this health crisis in Illinois.

Reporting to work

Educators reporting to work on campus at ISD will report to the nurse's station set up in front of Main Building to be screened before reporting to their designated work location.

Attendance

Daily attendance for synchronous learning will be documented in Skyward by the classroom educator for each class period attended that day. Student attendance is required during the remote learning period and this will need to be emphasized with our students and their families regularly.

Daily Schedule:

Junior/Senior High School and TLP:

8:20-10:20 – Office Hours (Prep time, ER/IEP meetings, 1-1 instruction opportunities, Classroom work, Transition Appointments), Related Services

10:30-10:55 – 1st period

11:00-11:25 – 2nd period

11:30-11:55 – 3rd period

12:00-12:40 – Lunch

1:00-1:25 – 4th period

1:30-1:55 – 5th period

2:00-2:25 – 6th period

2:30-2:55 – 7th period

Elementary:

8:30-11:00 – Core teachers provide synchronous instruction in the core subject areas of reading, language, mathematics, science, and social studies

11:00-3:00 – Office Hours (Prep time, ER/IEP meetings, 1-1 instruction opportunities, Classroom work, Related Services, PE classes, and Fine Arts classes as scheduled by building principal

Please note that this is a fluid document that will be updated as needed to continue to meet the ever-evolving recommendations from ISBE, IDPH and the CDC.