

Summit Elementary School
CUSD #10
Return to Learn Plan
2020/2021



School Leadership Team Members:

Stephanie Pulse	Principal
Christy Way	Health Clerk
Heather Hartmann	Title Teacher
Emily Thoman	Music Teacher
Sierra Horst	4th Grade Teacher
Emilee Cline	3rd Grade Teacher
Katie Timmermann	2nd Grade Teacher
Beth Caselli	Educational Assistant
Cindy Christopher	Educational Assistant

Traditional Learning Model and Blended Learning Model

At Home

Parents will complete the COVID-19 Checklist for each of their children before getting on the bus, walking to school or being dropped off. Children must wear a mask when getting on the bus, when they get out of the car and when they arrive on school property.

Riding the Bus to and from school

Students must follow the directions given by the bus driver. They must wear their mask at all times. The bus driver will develop a seating chart with the principal to assure the bus will be filling up at the back of the bus and emptying front to back, to help with exposure. Students will sit in their assigned seat. The windows will be open when weather permits. The bus will be cleaned after the students get dropped off. The school will notify the bus company and the bus driver if a positive case is reported and the bus company will clean and sanitize the bus.

Arrival

Bus Riders, with their mask on, will be dropped off and let off the bus with the supervision of an educational assistant. Educational assistants will encourage social distancing by allowing breaks between getting off the bus and the assistants will make sure the students' masks are on properly. Students will enter the building through the front door. Students will either go directly to the classroom or grab their breakfast and then head to the classroom. The hallway will be monitored by an educational assistant. Upon entering the classroom the students will use hand sanitizer. Students will sit at their desk.

Car Riders will be dropped off and assisted by a relief aide. The relief aide will make sure the students' masks are on properly. Students will enter the building through the front door. Students will either go directly to the classroom or if they eat breakfast they will grab their breakfast and then head to the classroom. The hallway will be monitored by an educational assistant. Upon entering the classroom the students will use hand sanitizer. Students will sit at their desk.

Walkers will stop at the crosswalk attendant who will make sure the students have their mask on properly and remind them to stop at the car rider relief aide, the relief aide will assure social distancing with the other students is maintained and masks are being worn properly. Walker's will then enter the building through the front door. Students will either go directly to the classroom or grab their breakfast and then head to the classroom. The hallway will be monitored by an educational assistant. Upon entering the classroom the students will use hand sanitizer. Students will sit at their desk.

Arrival Cleaning

Door handles will be wiped down periodically between 7:30 - 8:00 during student arrival. Custodian staff will clean all door handles at 8:10. If Students arrive after 8:10, the secretary will contact the custodian who will clean all door handles.

Hallway

Students will walk on the right side of the hallway. Upon entering the building in the morning, educational assistants will teach this to the students with daily reminders. Traffic will be limited throughout the day and supervised by teachers and staff during scheduled bathroom breaks, recess and dismissal times. Arrows will be on the floor to remind the students during unsupervised bathroom breaks. Hallway markings will indicate where the student(s) should line up for appropriate spacing.

Hallway Cleaning

The custodial staff will periodically clean water filling stations and the hallway after each scheduled bathroom and the water filling stations.

Restroom

Scheduled restroom breaks will be assigned. Kindergarten will always use their classroom bathroom. Hallways markings will indicate where the student(s) should line up for appropriate spacing. Recess aides will be monitoring the bathroom and hallway during any times they are unassigned otherwise. Recess aides will wipe down door handles.

Restroom Cleaning

Restrooms will be cleaned after each assigned bathroom break by the custodial staff and by the relief aides. Custodial staff will periodically clean throughout the day and at the end of each day.

Recess

Each class will have a 15 minute recess break with the supervision of the relief aides. See attached schedule. Outdoor play equipment will be sprayed after each use by the relief aides. There will be a 10 minute break between each class to ensure proper cleaning. Masks will be worn if social distancing can not be compiled with. Masks that are removed need to be put into

a paper bag, students will use hand sanitizer before removing the mask and putting on the mask. Students will go outside through the gym doors. Inside recess will be in the gymnasium with masks on at all times. When students are outside for recess, they can take off their mask if they keep social distancing. The mask will be stored in a paper bag and left in a basket outside the door with hand sanitizer.

Recess Cleaning

Relief aides will clean outdoor and indoor play equipment after each recess.

Quarantine Room

The principal's office will be used as the isolation room. The doors will be shut and the student can be monitored by either a relief aide or an educational assistant through the window. The student can sit at the table until a parent or guardian arrives to pick up. If more than one student is in the isolation room, they will sit at different ends of the table or on a chair on the other side of the room. Parents will not be allowed to enter the building. The secretary will communicate with the parents and the room supervisor when they arrive.

Quarantine Room Cleaning

The room will be cleaned after 24 hours of the student who left the room. The supervisor will wipe down the table and chair the student(s) sat in and used. The custodial staff will then come through and thoroughly clean the room.

Students additional needs

Teachers are responsible for handling minor, non-ill symptoms within the classroom- bandaids, lost teeth, and teachers can call the office for ice pack needs. Ice packs will be delivered to the classroom.

Lunch

Students will have a rotating schedule of eating in the cafeteria, outside and in their classroom. Classroom aides and relief aides will assist the students and staff during the lunch period with needs, hallway, cleaning and monitoring.

Lunch Cleaning

The cafeteria tables, doors and other surfaces will be wiped down after the classes leave the cafeteria by the custodial staff. When the students are eating in the classroom they are to use hand sanitizer when entering and leaving. They are to dispose of their lunches properly and clean the area they used. Classroom teachers, assistants and aides will help clean properly.

Classrooms

Students with desks will be seated in the same direction and. Those with tables will be seated with the most distance possible between the students. The students are to be in the same classroom throughout the day and in their assigned seat. Hand sanitizing must occur when students and staff enter and exit the classroom. School supplies can not be shared. Lockers can be used. Lockers visits will need to be organized to assure social distancing is occurring. Students clean their lockers after each visit.

Classroom Cleaning

Classrooms will be cleaned periodically when your students are at recess, after lunch, during specials, and restroom breaks by the relief aides, educational assistants or custodian. The custodian will be responsible for cleaning at the end of each day and periodically the door handles. Students are to wipe down their desk after food consumption, their locker after each visit and periodically throughout the day.

Alternatives to classrooms

Outside is our friend. We can utilize several areas on the blacktops with still maintaining social distancing from each other and other classes. 4th grade will be assigned the east side of the building. 3rd grade will be assigned the east side of the playground by the basketball hoop. 2nd grade will be assigned the west side of the shed. 1st grade will be assigned the east side of the gym wall. Kindergarten will be assigned the west corner of the blacktop where the gym meets the kitchen and the special education class will be assigned the east corner of the blacktop where the gym meets the janitorial closet.

PE

PE will teach classes outside when weather permits and will spread out in the gym using cones to assure social distancing when inside for class. The students will wear their masks when inside the gym. All equipment will be sanitized after each class.

Music

Music will be taught in the gym or outside when the weather permits. The students will spread out in the gym to assure social distancing. They will wear their masks.

Dismissal

Bus riders will be picked up by an Educational Assistant at each classroom door. The bus riders will walk out the east door of the building 5 minutes before car riders and walkers.

Lilly Pad will pick up the students individually from each class and exit the building through the front door 5 minutes before car riders and walkers.

Walkers will be picked up by an Educational Assistant and exit the building through the east door of the building after the bus leaves the parking lot.

When the bell rings the students and their teacher will walk to the assigned door, line up in the hallway on the spots marked and wait for the parent to come to the door.

- Kindergarten will exit the building out the front west side door.
- 1st grade will exit the building out the west side of the building on the right side
- 2nd grade will go out the building out the west side of the building on the left side
- 3rd grade will exit the building out the east side of the building
- 4th grade will exit the building out the front east side door

OR

Alternative method- Parents will remain in their cars and drive through the circle drive, a teacher will radio for the students whose parents are there and the student(s) will leave the building through the propped open front doors.

Office

Parents will be handled through the intercom upon arrival. Items needed to be dropped off in the vestibule and cleaned immediately after the item is picked up.

Disinfectant wipes and hand sanitizer will be provided at every copy machine and phone.

Additional sanitizing/ hygiene

Staff and students must use hand sanitizer each time they enter or exit a classroom. Staff and students must use hand sanitizer before and after they use their mask. Staff and students face masks must be stored in a paper bag when removed and not in use, eating and outdoor recess.

Masks

Masks are required by all staff and students while inside the building. Students will be trained how to properly take off and on their masks. They will use a paper bag when the mask is removed to eat breakfast and lunch. Students will use hand sanitizer before and after removing their mask and before and after they put it back on.

Tracing/Point of Contact

The principal will be the person of contact in the event of a positive case. Every teacher will document their seating chart and the movement they had throughout the day through a shared google document with the principal.

Remote Learning for ALL

Chromebook/Materials distribution

Chromebook/ materials distribution will take place on Monday, August 17th, 2020. Parents will drive through and pick up all materials during designated times. Volunteers and staff will have staggered time to help.

Open House/Orientation

Teachers will make appointments via Google Meets or Zoom with individual parents and or small groups from 11-7 on Tuesday, August 18th and from 9-2 on Wednesday August 19th. Teachers will review the use of technology including DOJO, Google classroom, all educational expectations, safety requirements and attendance procedures. All students would start remote learning on Thursday, August 20, 2020.

Communication Platforms

Teachers are expected to use Google Classroom and or Dojo for on-line learning. In addition, the use of the on-line components of the Renaissance Learning programs recently purchased.

Teacher availability

Teachers will periodically monitor their email and respond to questions between the hours of 8:00 a.m. and 1:00 p.m. Teachers will be available outside of these hours by appt. only. Questions will be responded to individually or in a mass communication using district approved electronic resources. Teachers will use various means to stay connected with students, including: webpage updates, Google Classroom updates, ClassDojo, emails, phone calls, Remind updates, etc., to help the instructor connect with, reassure, and provide students with feedback and encouragement. Students have flexibility to complete their assignments at any time.

Attendance

During Remote Learning, attendance will be taken daily. The preferred method of collecting attendance is always a one-to-one daily connection between the teacher and the student. However, we recognize that this method is not available or practical for all districts and student scenarios under the COVID-19 conditions.

- Video conference “check-ins.”
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or email communications coupled with a question on student engagement/participation in lessons.
- Packet collections by school personnel.

Grading

Summit elementary will use the district’s traditional grading policy for both remote and blended learning. Students will be expected to complete all assignments, assessments, and projects in a timely manner. All assignments will be graded when appropriate and students will be provided with feedback on each graded assignment. The district will provide teachers and students with the appropriate resources to complete assignments. Students will receive a midterm grade and follow the district’s grading calendar.

Instruction

Classroom instruction during remote learning will emphasize quality over quantity, be data-driven and based on the student’s individual needs and abilities. Teachers will use instructional strategies to differentiate and address students needs through small group instruction and course placements. Technology integration will be consistent in every classroom to provide resources to meet those needs. At the elementary level, instructional coaches will provide support and resources to assist teachers by modeling lessons, analyzing data, and implementing professional development.

Illinois State Board of Education Engagement Suggestions

Grade level	Minimum minutes per day	Maximum minutes per day	Recommended length of sustained attention per minutes
K	20	60	3-5
1	30	90	3-5
2	45	90	5-10
3 - 5	60	120	10-15

Communication and Engagement *copied from Unit 10 plan

Principal

- a. Send daily announcements via email, Youtube, Facebook, and/or Twitter.
- b. Meet with teachers and staff weekly using Google Meet/Zoom
- c. Send monthly surveys to parents and teachers
- d. Share daily activities and creative lessons that your teachers are posting with the rest of your staff and community via social media, Google+, and/or email.
- e. Share professional development, educational articles and/or conduct book study
- f. When invited, attend IEP meetings via Google Meet.
- g. Attend PLC meetings
- h. Utilize Instructional Coaches, Coordinators and Department Chairs for projects you are working on. They can assist with data analysis, research, resources and/or professional Development.

Teachers

- a. Send weekly announcements to parents via email, Skyward, ClassDojo, or Google Classroom.
Announcements should include weekly lessons and activities, including activities for students without internet access
- b. Recorded or live lessons should be shared daily and teachers should connect with students using Google Meet several times a week. Lessons and activities should reinforce skills that have already been introduced in addition to teaching new material.
- c. Have one on one digital tutorials with students who need extra support.
- d. Special Education teachers check in regularly with the students on your caseload, collaborate with your general education colleagues and related service providers, and continue to document all contacts home in the contact section of Skyward.
- e. When invited, attend IEP meetings via Google Meet.
- f. Title teachers and ELL teachers should provide services with individual students on a rotating schedule.

- g. Attend scheduled meetings with your administration and coordinators using Google Meet.
- h. PLC teams should meet weekly using Google Meet, for 1-hour to discuss lesson plans, activities, digital and non-digital communication and share ideas. This time is flexible and can be determined by the team. Please keep agendas for these meetings.
- i. Utilize your instructional coaches and coordinators as a resource for lesson planning, professional development and instructional resources.
- j. Share ideas via social media and Google+

Non-Certified Staff

- a. Conduct regular wellness checks via phone and in person, when possible, on teacher-identified groups of disengaged students
- b. Deliver instructional materials, digital devices, etc. to transportation-less students and families
- c. Form support groups to encourage social interactions for students struggling with the change in learning environment
- d. Conduct small-group, research-based counseling sessions to support students' social, emotional and behavioral health
- e. Form parent support groups to help parents navigate remote and blended learning expectations, technological challenges, employment challenges, etc.
- f. Provide academic and emotional support to students before, during and after class sessions
- g. Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.)
- h. Participate in virtual/remote classrooms to better assist students during class times or online availability
- i. Collaborate with classroom teacher(s) on content and delivery systems.

Student responsibilities

- a. Review assigned work.
- b. Complete your assigned work by the due date
- c. Ask clarifying questions when you need help or don't understand
- d. Be respectful to yourself, teachers and peers.

Parent/Guardian responsibilities

- a. Review work assigned to the student.

- b. Reserve a space for students to complete remote learning work.
- c. Encourage students to get enough sleep.
- d. Set sensible time limits for technology use.
- e. Talk to students about their work every day.
- f. Help students establish and follow regular daily routines.

Students with Special Education Services

1. Students who receive special education services in the general education setting will continue to receive assignments from their general education teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and The Special Education Teacher should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

2. Students who receive special education services in the general education and special education setting will receive assignments and activities from their general education teacher and from the special education teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and The Special Education Teacher should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

3. Students who receive special education services in the Special Education Setting will receive all of their assignments and activities from their special education teacher(s). The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The assignments and activities assigned should all support the student's progress towards their IEP goals and objectives.

4. Related Services: Speech, Social Work, Occupational Therapy, Physical Therapy, Adapted PE

Each student's case manager and related service provider(s) should collaborate with the parents/guardians of the students on their caseloads to determine the services which can be provided via consult, telephone conferences, Google Meets, etc. Additional resources may be posted to the District backpack and/or emailed/mailed to parents/guardians which may include home practice activity resources, including videos, website links, etc. These team decisions should be based upon the student's goals and objectives outlined in their IEPs and take into consideration available technology as well as the amount of time the student will need to dedicate to their core academics. The related service provider and parents/guardians will develop an agreed upon schedule and mode to deliver the services. These plans should be revisited often and adjusted as necessary to meet each student's individual needs.

5. IEP Meetings

Will continue as scheduled via Google Meets. Please watch your emails for invitations and any important changes to the schedule from your IEP Coordinator.

6. Initial Evaluations/Re-evaluations

Will be completed to the greatest extent possible unless they require face to face assessment components in which case they must be postponed until school resumes in order to keep staff and students safe and abide by the shelter in place order and social distancing guidelines.

Social Emotional Activities Outside Remote Learning

The health and mental well-being of students is our top priority. Accommodations and modifications can and should be done when appropriate for students and their mental health.

Suggestions for Additional Activities

Mind

- Reading, e.g., independent reading, listening to someone else read, audiobooks
- Puzzles, Word Searches
- Write a story or in a journal

- Count money
- Draw a map of your neighborhood
- Building with blocks or Legos
- Listen to a podcast, watch a documentary, invent something

Body

- Take a walk
- Dance
- Exercise
- Fine/gross motor activities
- Stretch or do yoga
- Play a sport

Spirit

- Listen to music or sing
- Playing (inside or outside)
- Creative arts
- Coloring or drawing
- Imaginative play
- Meditate
- Do something you've been avoiding

Environment

- Clean up your room
- Do age-appropriate chores
- Gardening
- Fix something broken
- Take care of pets or plants
- Cook or bake

Family

- Write a letter to someone
- Play board games with a family member
- Tell jokes or riddles
- Build a fort and tell stories in it
- Offer to help someone

Maintaining Connectedness to the Community

FREE student meal service is provided to ALL children in the CUSD 10 community during the COVID-19 pandemic closure. We encourage families to take advantage of this offer to ensure all of our children are fed. Meals are made by our Sodexo food service staff and are distributed once a day in brown bags that include: one student lunch and a grab & go breakfast item for the following morning. The district provides a brown-bag lunch service via drive-thru pick up at selected locations and bus delivery routes

