DRAFT
North Shore School District  112 Reopening Plan
To be presented and discussed at the July 21, 2020, Board of Education meeting.

Introduction

Message from the Superintendent

“Do the best you can until you know better, then when you know better, do better.” - Maya Angelou

The COVID-19 pandemic has taught us that schools are more than an educational institution. They’re the lifeblood of our community and at the center of who we are and who we strive to be. They’re not just for academic learning, but for social-emotional well-being, safety, and nutrition.

North Shore School District 112 is dedicated to ensuring our students and staff return safely in-person to school for the 2020-2021 school year to the degree possible and practical in light of health guidelines and regulations. In-person learning at the start of the year will look different than what we are used to as we are currently recommending a hybrid learning model consisting of two shifts of students, morning and afternoon, to report to school. This learning model reduces the total enrollment in a building to half when buildings reopen to allow us to implement risk mitigation of COVID-19 with a smaller population in school at once.

We will focus on providing an environment that is caring, supportive, and compassionate, with the understanding that the health and wellbeing of our students, staff, and community is our highest priority. This reopening plan outlines the three learning models that we have created which may be used throughout the year in response to COVID-19 cases locally and in our state’s region.
Our diligent and caring work has been the result of over 50 stakeholders featuring administrators, teachers, board members, and parents. Our committees formed to address four key areas: Instruction and Social-Emotional Learning, Operations, Resources, and Communication. Working teams meet weekly and include additional stakeholders who bring knowledge and skills for identifying specific issues and generating ideas to address each of the critical actions. Alongside the Illinois State Board of Education and Illinois Department of Public Health Starting the 2020-21 School Year Part 3 - Transition Joint Guidance which was released on June 23, 2020, we have created the best plan options for District 112 to implement.

In an accelerated time period, our committees have implemented a planning tool that we aim to use as our framework for reopening schools with the assistance of the District Management Group (DMGroup) out of Boston, Massachusetts. DMGroup has served as consultants for us throughout this process. Once the plan was drafted, it was reviewed by the Lake County Health Department, legal counsel for the District, and the District Management Group.

We’ve learned that there’s a strong desire for transparency in this process and it’s very important to note the guidance we receive changes at a rapid pace. Please understand that these plans must be flexible and allow for changes as new health data and information are released. Although we are releasing information to you on July 17, 2020, our work is not done. Our working teams will continue to meet as this plan will change based on new information we receive at the local, state, and national levels. We have solicited input in March, April, May, June, and in July. We used email surveys, Thought Exchange, ECRA Group as well as FAQ input. We also held a “town hall” style webinars for students and staff. Your voice and your input matters and have been considered each and every step of the way. Parents will choose between the recommended hybrid model or virtual learning via a form that will be sent out on 7/21 and with a 7/28 completion date.

We will continue to work throughout the summer and into the school year to ensure that we are meeting our priorities of safety, learning, and communication. We appreciate your support and guidance as we navigate our new normal together. We are excited to welcome back students to school this September! In North Shore School District 112, we inspire, innovate and engage.

Michael Lubelfeld, Ed.D.
Superintendent of Schools

Vision and Guiding Principles for Reopening

Summary of Committee Highlights and Recommendations
On May 5, 2020, Governor JB Pritzker announced the Restore Illinois plan, which lays out a public health approach to safely reopen our state, focusing on safety guidelines and considerations during Phase 4 of the plan.

On June 23, the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH) released the Starting the 2020-21 School Year Part 3 - Transition Joint Guidance return to school plan. This plan outlines guidance on instructional and operational delivery for the 2020-21 school year. This document is meant to serve as a flexible draft that will be revisited throughout the planning process. Our intention in creating a plan is to provide specific guidelines and structures for reopening schools in North Shore School District 112 this fall.

Our committees have reviewed the Illinois State Board of Education, Illinois Department of Public Health, and Centers for Disease Control and Prevention guidelines, reflected on input from various stakeholders and learned greatly from spring 2020. This input has been invaluable as we focus on building a comprehensive and supportive educational model for fall 2020.

Guiding Principles
All decisions made about reopening schools are guided by the Starting the 2020-21 School Year Part 3 - Transition Joint Guidance, The School Superintendents Association AASA COVID-19 Recovery Task Force Guidelines for Reopening Schools along with the Considerations for Schools from the Centers for Disease Control (CDC) and Illinois Department of Public Health (IDPH) Schools Guidance. We understand that information and the current status of COVID-19 cases fluctuate on a daily basis, and our plan must be flexible and agile to meet those needs. We have developed our plan knowing that we’re unable to predict the future of COVID-19 cases in our community, but we can rely on our guiding principles to help guide our decision-making process. The following guiding principles will be considered as we make decisions about reopening.

1. Safety- Provide safe learning environments for our students and staff.
2. Learning- Ensure that all students receive instruction that meets Illinois State Learning Standards and provides necessary supports for success.
   a. Equitable access to technology
   b. Social-emotional well-being and health are supported
   c. Ensure we provide supports to meet the needs of special populations.
3. Communication- Provide proactive, and concise communication to all families, staff, and students.

Reopening Schools Planning Process
On June 18th, Dr. Lubelfeld along with the Board of Education elicited the guidance of The District Management Group (DMGroup), a Boston based education firm, to support our team
with the creation of a reopening school plan. Alongside 50 stakeholders from the community, committees were formed to develop action plans to address reopening school guidelines. Our planning process and supports focused on:

- Providing a structured, best-practice based approach to planning in uncertain times
- Provide and review of plan using DMGroup’s research and best practices
- Utilize insights from a national panel of subject-matter experts
- Focus consistently on equity, coherence, and cost-effectiveness

Committee members reflect a variety of community stakeholders, with the intent of maximizing stakeholder expertise and experience. Our stakeholders were carefully selected to participate in one of four working groups formed to address key action areas: Instruction/SEL, Operations, Stakeholders & Communication, and Resources. Each working group was assigned a leader to supervise and support each of these action goals. Working groups met weekly and reported to the Steering Committee who ensured coherence and equity within the plan.

**Key Timelines**

![Timeline Diagram]

**Strengths and Challenges from Spring 2020**

Our experiences from remote learning have taught us much about how we can meet the needs of students in the future. On April 20, 2020, North Shore School District 112 launched a ThoughtExchange to engage the community on what matters most as we continue education during this unprecedented time.
District 112 responded in a remarkable fashion with 1,550 participants leaving 2,413 thoughts. Those thoughts were then rated 76,072 times overall. A full summary of the ThoughtExchange data can be found here. In addition, a survey from the ECRAGroup was also conducted to collect stakeholder feedback from employees, students, and parents. 1,313 stakeholders participated in this survey. Initial results were shared on the Community Update on May 28th and also shared in the Superintendent’s Report on June 9th.

Some themes expressed throughout the feedback that we received included having more synchronous student learning, ongoing professional development, and increased social-emotional learning opportunities. This information was considered and used during committee meetings to ensure that we continue to hear the voices of all stakeholders in our decision making that lies ahead.

**Critical Components of Reopening Plan**

Our four working groups: Instruction/SEL, Operations, Stakeholders & Communication, and Resources have come together to build a comprehensive plan that is coherent, equitable, and, most importantly, inclusive to the public health and safety needs that we face today.

**Instruction and Social-Emotional Learning**

**INSTRUCTIONAL MODELS**

The committees have prepared three models for instruction that may be implemented during the school year. All three models are described below. We will begin the year by giving parents a choice between the Hybrid Model and the Virtual Learning Model as described below. Parents will be sent an electronic form on July 22, 2020, and asked to select either the hybrid or virtual learning model for their child(ren). If a parent does not complete the form, their child(ren) will be automatically placed into the Hybrid Learning Model. Due to the complexity of scheduling, families will be assigned to an AM or PM session and will not be given the option to switch between sessions. Scheduling consideration will be given to keep siblings within the same building together. Enrollment in the Hybrid Learning Model or Virtual Learning Model will be from September 3, 2020, to November 6, 2020. Selections cannot be changed as the information obtained drives staffing and class placement decisions. The forms are due on July 29, 2020.

**Hybrid Learning Model**

The hybrid model is recommended by the Steering Committee and administration to begin the school year.

The hybrid model consists of five instructional hours and combines both in-person learning and remote learning. It consists of an AM/PM schedule where students attend school in-person
school for 135 minutes either in the AM or in the PM. The remaining 165 instructional minutes will be a combination of synchronous and asynchronous learning from home. Synchronous learning includes “live” broadcast instruction with a staff member whereas asynchronous instruction occurs without “live interaction” and may include a student working on a virtual platform or working on other assignments based on the lessons that were delivered in live instruction. At the elementary level Music, Art, Library, and Physical Education will be a combination of synchronous and asynchronous learning. At the middle school level Social Studies, Science, Creative Arts, and Physical Education will be a combination of synchronous and asynchronous learning.

**Hybrid Model Hours (Monolingual Elementary and Dual Elementary)**

8:40 - 10:55 = AM session (2 Hours & 15 Minutes)
10:55 - 12:55 = Teacher lunch/plan/cleaning/transportation (2 Hours)
12:55 - 3:10 = PM session (2 Hours & 15 Minutes)

**Sample Hybrid Monolingual Grades K-5 Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>AM Cohort Activity</th>
<th>PM Cohort Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-8:55</td>
<td>Number Corner</td>
<td>8:40-8:55</td>
</tr>
<tr>
<td>8:55-9:10</td>
<td>ELA</td>
<td>8:55-9:10</td>
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<tr>
<td>9:25-9:40</td>
<td>ELA</td>
<td>9:25-9:40</td>
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<tr>
<td>9:55-10:10</td>
<td>ELA</td>
<td>9:55-10:10</td>
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<tr>
<td>10:10-10:25</td>
<td>Math</td>
<td>10:10-10:25</td>
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<td>10:25-10:40</td>
<td>Math</td>
<td>10:25-10:40</td>
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<td>10:40-10:55</td>
<td>Math</td>
<td>10:40-10:55</td>
</tr>
<tr>
<td>10:55-11:10</td>
<td>Teacher Lunch/Plan</td>
<td>10:55-11:10</td>
</tr>
<tr>
<td>11:00-11:25</td>
<td>Cleaning and Transportation</td>
<td>11:00-11:25</td>
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<tr>
<td>11:25-11:40</td>
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<td>11:25-11:40</td>
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<td>11:55-12:10</td>
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<td>12:40-12:55</td>
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<td>12:40-12:55</td>
</tr>
<tr>
<td>12:55-1:10</td>
<td>Asynchronous Math</td>
<td>12:55-1:10</td>
</tr>
<tr>
<td>1:10-1:25</td>
<td>MUSIC/ART/LIBRARY</td>
<td>1:10-1:25</td>
</tr>
<tr>
<td>1:25-1:40</td>
<td>ELA</td>
<td>1:25-1:40</td>
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<tr>
<td>1:40-1:55</td>
<td>ELA</td>
<td>1:40-1:55</td>
</tr>
<tr>
<td>1:55-2:10</td>
<td>ELA</td>
<td>1:55-2:10</td>
</tr>
<tr>
<td>2:10-2:25</td>
<td>Asynchronous Science/SS</td>
<td>2:10-2:25</td>
</tr>
<tr>
<td>2:25-2:40</td>
<td>ELA</td>
<td>2:25-2:40</td>
</tr>
<tr>
<td>2:55-3:10</td>
<td>Math</td>
<td>2:55-3:10</td>
</tr>
</tbody>
</table>

**Sample Hybrid Dual Language Grades K-2 Schedule**
Sample Hybrid Dual Language Grades 3-5 Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Combination of Synchronous/Asynchronous Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55-10:04</td>
<td>AM session (2 Hours &amp; 9 minutes)</td>
<td>In-Person/Asynchronous</td>
</tr>
<tr>
<td>10:05-12:24</td>
<td>Teacher lunch/plan/cleaning/transportation (2 Hours &amp; 19 Minutes)</td>
<td>At Home/Asynchronous</td>
</tr>
<tr>
<td>12:25-2:34</td>
<td>PM session (2 Hours &amp; 9 Minutes)</td>
<td>Spanish/Asynchronous</td>
</tr>
<tr>
<td>1:35-2:35</td>
<td>Math</td>
<td>English/Asynchronous</td>
</tr>
</tbody>
</table>

Sample Middle School Hybrid Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-8:55</td>
<td>Asynchronous Math</td>
<td>Asynchronous Math</td>
</tr>
<tr>
<td>8:55-9:25</td>
<td>MUSIC/ART/LIBRARY</td>
<td>MUSIC/ART/LIBRARY</td>
</tr>
<tr>
<td>9:25-9:55</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>9:55-10:25</td>
<td>Asynchronous ELA</td>
<td>Asynchronous ELA</td>
</tr>
<tr>
<td>10:25-10:40</td>
<td>Asynchronous SLA</td>
<td>Asynchronous SLA</td>
</tr>
<tr>
<td>10:40-10:55</td>
<td>Asynchronous Science/SS</td>
<td>Asynchronous Science/SS</td>
</tr>
<tr>
<td>11:05-11:15</td>
<td>Teacher Lunch/Plan</td>
<td>Teacher Lunch/Plan</td>
</tr>
<tr>
<td>11:15-11:40</td>
<td>Cleaning and Transportation</td>
<td>Cleaning and Transportation</td>
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<tr>
<td>11:40-11:55</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>12:25-12:40</td>
<td>Asynchronous Math</td>
<td>Asynchronous Math</td>
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<tr>
<td>1:35-1:55</td>
<td>Number Comer</td>
<td>Number Comer</td>
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<tr>
<td>1:55-2:15</td>
<td>ELA</td>
<td>ELA</td>
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<tr>
<td>2:15-2:35</td>
<td>SLA</td>
<td>SLA</td>
</tr>
<tr>
<td>2:35-2:55</td>
<td>Math</td>
<td>Math</td>
</tr>
</tbody>
</table>

Hybrid Learning Model Hours (Middle School)

7:55 - 10:04 = AM session (2 Hours & 9 minutes)
10:05 - 12:24 = Teacher lunch/plan/cleaning/transportation (2 Hours & 19 Minutes)
12:25 - 2:34 = PM session (2 Hours & 9 Minutes)
Virtual Learning Model (Opting Out of Hybrid Learning)

Virtual learning is available for any District 112 student with health or safety concerns.

For parents who opt out of hybrid learning, virtual learning is an option. All instruction will occur remotely. It is important to note that virtual learning classes for elementary students will be instructed by a District 112 teacher (not necessarily a teacher from the student’s home school). This instruction may be live-streamed and/or be delivered by an assigned virtual learning teacher. Parents who elect for their child(ren) to attend the virtual learning model, will make a commitment from September 3, 2020, to November 2020.

Middle school students who opt out of hybrid instruction will receive virtual learning either through the Illinois Virtual School or a District 112 teacher. Please note that the teacher may not necessarily be from the student’s home school.

Virtual learning will consist of five hours of learning via synchronous and asynchronous instruction. In this model, there will be allocated times for each content area. Learning standards will be the same as those utilized for the K-8 hybrid model and will ensure rigorous instruction. A variety of learning platforms will be utilized, including OTUS, PlayPosit, SeeSaw, and Zoom.

Remote Learning Model
If Illinois returns to Phase II or III of the Restore Illinois Plan and in-person learning is not an option OR if a classroom is required to close to meet local and/or state health requirements, a remote learning model will be utilized.

We recognize that this model will most likely be used at some point this year. Based on the input from the ECRA Survey and current ISBE Guidelines, remote learning will look different than this past spring. Teachers will incorporate the strategies and practices that they implement in the hybrid model when we transition to a remote learning model.

Remote learning will consist of five instructional hours of learning via synchronous and asynchronous instruction and will utilize the same instructional schedule, learning standards, and teaching strategies as the hybrid model. A variety of learning platforms will be utilized to support remote learning, including OTUS, PlayPosit, SeeSaw, and Zoom.

### Sample Elementary School Remote Schedule

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:40-8:55</td>
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<tr>
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<td>MUSIC/ART/LIBRARY</td>
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<tr>
<td>1:55-2:10</td>
<td>Asynchronous Science/SS</td>
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<tr>
<td>2:10-2:25</td>
<td>Asynchronous ELA</td>
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<tr>
<td>2:25-2:40</td>
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<td>2:40-2:55</td>
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<td>2:55-3:10</td>
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### Sample Middle School Remote Schedule
Full Day Learning Model
We believe the full day learning model is least likely to be used this school year and will likely not be used until there is a vaccine or an effective remedy to COVID-19. The district will move into the Full Day Learning Model if the Governor determines that the region is in Phase 5 of The Restore Illinois Plan or the Illinois State Board of Education directs all public schools to do so under revised guidance.

Students in elementary attend school full-time in-person. Middle school students attend school full-time in person which includes an advisory and a 9 period day schedule.

The instructional model for full-day remains consistent, however, the daily operations will be modified based on the guidelines from the IDPH, ISBE and The Restore Illinois Plan.

STUDENT SERVICES

Early Childhood Services
Early Childhood programming will be delivered through an in-person model, unless the school is closed. Sessions are scheduled for 2-hour sessions:
- 8:55 - 10:55 AM
- 1:10 - 3:10 PM
- General Education Early Childhood sections will be limited to ten students. A waiting list will be created based on current registrations and student needs. Morning and afternoon sessions cannot be guaranteed due to the reduced capacity.
The Instructional Learning Program (ILP) will consist of two half-day sessions to allow for smaller class sizes based on student needs and safety precautions. When appropriate, related service minutes could be provided via teletherapy during the other half of the day.

- Placement will be determined based on risk factors and balance of language allocations.
- Students who only attend Green Bay for itinerant services will receive them via teletherapy.
- Speech and Language services will be provided via teletherapy when appropriate either during the school day or from home.
- Early Childhood programming will be held outside to the extent possible. To make this possible, additional outdoor areas will be created. Indoor and outdoor environments will be modified for safety.
- To reduce visitors in the buildings, guests will only be permitted with prior approval from the building principal. Parents, guest readers, volunteers, and other non-essential visitors will not be permitted until we are in Phase 5 of the Restore Illinois Plan.
- For students who receive special education services and due to a medical condition are unable to attend in-person school, an IEP meeting will be held to discuss delivery of services.
- Should the need arise to switch to remote learning, materials will be sent home and asynchronous and synchronous learning will occur remotely.

**English Language Learners**

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

**Special Education Services & Section 504**

District 112 is committed to ensuring that our students with Individual Education Plans (IEPs) and 504 Plans are provided their educational services in compliance with all state and federal safety guidelines related to the COVID-19 Global Pandemic. We are committed to providing a free and appropriate public education (FAPE) pursuant to the child’s IEP, regardless of how school looks during the various state phases.

**Meetings** - To limit the number of individuals visiting a building, the District encourages IEP and Section 504 meetings to be held virtually and intend to schedule meetings to take place over a remote platform. If parent(s)/guardian(s) prefer an in person meeting, please inform the child’s case manager so accommodations can be made.
**IEP & 504 Review** - Case managers will conduct a review of IEPs and 504s at the beginning of the school year in partnership with parents and the student’s school team to determine if the plan is still appropriate to support the student and their needs; meetings will be held as needed. If it is determined that recovery services are necessary to assist students in light of the rapid switch to remote learning in Spring 2019, the IEP team will develop a plan to provide the services.

**Evaluation/Reevaluations** - Teams will prioritize meetings postponed in the Spring and complete any extended evaluations no later than September 30, 2020. In the event of school closure, assessments will be completed virtually when appropriate.

**Delivery of services** - IEP or 504 teams will review each student’s plan at the beginning of the school year, in consultation with parent(s)/guardian(s), and amend as needed. The team will create a remote learning plan for eligible students to ensure services align with the model for delivery of service.

- **Full Day Learning Model** - Services will be provided per the student’s IEP. If appropriate, to meet the needs of the student, virtual services could be provided to reduce movement around the school.
- **Hybrid Learning Model** - The IEP team will determine if services will be provided in-person or remotely based on the individual student need. If in-person services best meet the needs of the student, the student’s in-person time may be extended (dependent on school schedule). For example, the student participates in core ELA & Math with push-in services for reading and receives social work support virtually.
- **Virtual Learning Model** - Students will follow the virtual learning schedule and receive all their IEP or 504 services remotely. Synchronous and asynchronous instruction will be provided. If an IEP service is unable to be provided via a remote platform, the IEP team will convene to determine how to meet this area of need.
- **Remote Learning Model** - In the event of a full remote schedule, due to school closures and in-person learning is not an option, a remote learning model will be utilized. The IEP team will utilize the remote learning placement page on the student’s IEP or Section 504 in order to implement a student’s services.
- **Speech & Language** - Teletherapy when appropriate (e.g. students with articulation goals that benefit from mask removal) even while on school grounds.
- **For students who receive special education services and due to a medical condition are unable to attend in-person school,** an IEP meeting will be held to discuss delivery of services.

**Interventions**
District 112 will use nationally normed assessment data (e.g. NWEA, MAP tests) in addition to classroom assessments to identify students in need of academic support and services.
In the hybrid learning model, reading development teachers will support elementary students during the remote portion of the day. In middle schools, identified students will be enrolled in a Reading or Math Plus course in lieu of a World Language course.

Students who require services that can only be done in-person, may receive an extended day in the hybrid learning model.

**Reporting**

**Attendance**
Daily attendance and engagement of students is expected whether students are participating in classes in-person or remotely. Building principals will oversee attendance in their building. Schools will make daily contact with all students and families, especially those who are not in attendance or not engaging in classes, whether in-person or remotely. During remote learning (Virtual Learning Model or Remote Learning Model), attendance will be tracked by attending synchronous sessions and/or work completion.

**Assessment**
The COVID-19 global pandemic caused a significant disruption in the education of all students. We acknowledge that our students will return to learning with varying degrees of mastered skills and learning needs. As a result, all North Shore School District 112 students will be assessed at the start of the year, utilizing a combination of assessment tools to fully understand each student’s individualized needs.

**Grading and Report Cards**
Students will be held accountable for the completion of assignments and assessments. Grading and assessments are meant to provide feedback and communication to students and families, with the focus on learning, growth, and progress. Report cards will be provided at the end of each trimester or quarter, using our established report cards.

**Before and After School Activities**

**Extracurricular Activities and Clubs**
Extracurricular and club activities are an important part of a student’s experience in school. While in the hybrid and remote learning models, these activities will not occur in person but pre-budgeted ones may occur remotely with principal pre-approval outside of working hours (or duty free lunch). Any new clubs/activities will follow the same pre-approval process that has been in place in the past.
Innovation Learning
Innovation Learning will be available for before and after school programming for students enrolled in the Hybrid Learning Model. Students who are enrolled in the AM session of the Hybrid Learning Model, may choose to register for before school programming; students enrolled in the PM Hybrid Learning Model, may choose to register for after school programming. Innovation Learning will follow state and local safety guidelines.

Social Emotional Learning and Mental Health Services

Mental Health Resources
Staff - The district recognizes that in the spring, staff members were learning how to do their job remotely, taking care of students, and looking after their families. We anticipate that staff members will be returning in the fall with their own needs. We plan to use existing structures such as staff meetings to address these mental health needs. These will occur through interactive professional development that we have created through works by Shawn Achor, Collaborative for Academic, Social, and Emotional Learning (CASEL), Safe Schools and other pertinent support resources.

Students - To support student mental health, the District references materials from multiple organizations, including the National Association of School Psychologist (Returning to School). To meet the needs of our students, a variety of resources will be utilized for the 2020-21 school year. Second Step has created a COVID-19 Response page which provides resources for teachers and families and a Back to School series which will be released in August to support the transition back to school. Calm Classroom will extend through grade 8 this school year. It will be implemented in classrooms 2-3 times per day both in person and virtually to provide students with strategies. In elementary grades, social stories (example) will be utilized to support students in transitioning back to school and the new expectations. In the middle grades, expectations will be clearly communicated to students (e.g. social distancing, masks, etc.). Students will have bi-weekly social emotional check-ins with an assigned teacher. Student Services will continue to provide both students and parents with a toolbox of resources to support them both in and out of the classroom via the website and communications.

Crisis Response & Mental Health Liaison - Each building has a mental health team consisting of school psychologist(s) and social worker(s). Families are encouraged to reach out to the building team for support. Additional questions or concerns can be addressed to Dr. Holly Colin, Assistant Superintendent of Student Services.

Mental Health Screening and Evaluations - Prior to the start of the school year, the District will send the Student Intake/Needs Assessment to all families. Information collected from this assessment will assist the District and buildings in supporting students and families as they return
in the fall. The District will also utilize the **BASC-3 Behavioral and Emotional Screener** (English & Spanish) regardless of the learning model. All students in grades K-8 will be screened in the beginning of October and again early February. Teachers will complete the screener for students in grades K-8; students will complete the self-screener in grades 4-8. In the event additional information is needed, parents will be asked to complete the screener.

**Staff Supports**

The district understands that there are some staff who may feel uncomfortable about returning to work given the many unknowns of the impact of COVID-19. We recognize that staff’s preparedness and comfort levels to return back to school in-person varies. Therefore, we ask that prior to the start of the school year that staff complete two modules in Safe Schools to better educate themselves on COVID-19 awareness and how to manage stress and anxiety related to the pandemic and crisis. An email to take these courses via Safe Schools will be sent to all staff by the executive assistant for Personnel Services and Communications, Jessica Dubois. Staff are encouraged to contact Deputy Superintendent, Dr. Monica Schroeder, if they have questions or concerns after completing the modules.

- **Coronavirus Awareness** - This course is designed to give a brief overview of the rise and nature of this new virus. Topics covered include symptoms and risk factors; what you can do to help reduce your chances of becoming infected; and where to find reliable news and information about the COVID-19 outbreak.
- **Coronavirus: Managing Stress and Anxiety** - Crises such as the COVID-19 outbreak can certainly induce an incredible amount of worry and stress on anyone. Stress is our body's way of responding to physical, emotional, or mental demands, such as those imposed by COVID-19 pandemic. This course discusses the signs and symptoms of stress and explains the physical and emotional effects of built-up stress, such as anxiety. This course also discusses stress management techniques, treatment options, and lifestyle changes to help alleviate stress during such difficult times.

Employee’s mental health and wellbeing is at the forefront of the District’s mind as schools reopen. Self-care during this unprecedented time is critical. Each individual’s self-care practices will vary. In order for the district to support employee’s we ask that staff take the time to review and complete the **Educator Resilience and Trauma-Informed Self-Care Assessment** and create a self-care plan. The linked tool was created by the American Institutes For Research in April 2020 to “assist educators in identifying areas of strength and growth related to self-care and developing self-care plans.” Throughout the school year, staff will experience professional development on self-care through the lens of Social Emotional Learning. Setting individual plans will assist staff in making meaningful connections to support their personal growth and development.
Social Emotional Learning (SEL) for students is just as important for our staff. The district began planning and implementing SEL last year for adults through numerous book club opportunities, physical fitness events, and other activities to support self-care. As many staff know, the year typically begins with an all staff in-person kickoff meeting. This year we will forgo meeting in person as a district, but we are committed to sharing a message from speaker and best-selling author, Amy Blankson, on self-care in the midst of stress and anxiety caused by our current world events. In addition, on October 12, 2020, the district has planned an institute day for the Orange Frog workshop that teaches about positive environments and practices that build resilience. As mentioned earlier, staff will receive professional development each month on a positive psychology principle from The Happiness Advantage book by Shawn Achor and a corresponding core SEL competency from Collaborative for Academic, Social, and Emotional Learning (CASEL). These include a focus on self-management, self-awareness, social awareness, relationship skills, and responsible decision making.

As a reminder, The Employee Assistance Program (EAP) is an excellent resource dedicated to supporting each employee’s mental health and wellbeing. If any staff member is in need of assistance, please contact the EAP for support. This resource is free to all NSSD 112 employees and is confidential. This link includes contact information to get staff started.

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**Operations**

**Staff Health and Safety**
District 112 is committed to providing staff with information and risk mitigation expectations to help alleviate concerns as people transition back to work. We ask that all employees do their individual part to follow healthy and safety expectations to keep themselves and others safe. If staff have concerns about the cleanliness of their rooms or school, please contact the building principal in order for them to have the issue addressed by the custodial and maintenance staff.

Employees are required to self-monitor at home for symptoms related to COVID-19 before arriving at work:

- Fever of 100.4 or higher
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
In addition, all staff must self-certify that they are COVID-19 symptom-free each day utilizing the NSSD112 COVID-19 Employee Self-Certification Form. Temperature checks before arriving at work are required. If employees exhibit COVID-19 symptoms, they may contact their physician. Employees are required to utilize the Absence Management System (AESOP) to report their time off and remain at home using sick time, other paid time off (vacation or personal), or leave without pay.

**Staff Illness and Absences**
If an employee feels sick at school, we have designated the school nurse as the person to be responsible for responding to any presumed positive cases of COVID-19. Please call the nurse's phone immediately to discuss the situation and symptoms you are experiencing to receive guidance. If they are unavailable, please contact the school principal.

Employees must quarantine at home and monitor for symptoms for 14 days per ISBE’s return to school guidance, if they:

1. Tested positive of COVID-19
2. Had close contact with someone who has tested positive of COVID-19
   a. The guidance defines “close contact” as being within 6 feet of an individual with symptoms for more than 15 minutes.
3. Suspected having COVID-19

Employees should contact Deputy Superintendent, Monica Schroeder, immediately if they experience any of the above and do not report to work. Contact tracing will be initiated by Dr. Schroeder in collaboration with the Lake County Health Department.

There are several different scenarios that may arise involving the use of sick leave for employees. The following information has been provided to inform staff of absence options. In the event staff need more support, please contact executive assistant for personnel services, Marcie Weiser, interim personnel manager, John Sprangers, or Deputy Superintendent, Monica Schroeder.

- **An employee quarantines at home because of exposure to the virus or symptoms of COVID-19**: Because ISBE’s return to school guidance indicates that staff members should quarantine at home when in “close contact” to someone with COVID-19. Staff members who quarantine at home under these circumstances are allowed to use sick leave.

- **An employee is quarantined by the CDC, the IDPH, or the Lake County Health Department for exposure to, symptoms of, or a diagnosis of COVID-19**: The employee can use sick leave for the duration of the quarantine and is eligible for an additional 2 weeks of paid leave under the [Families First Coronavirus Response Act](FamiliesFirstCoronavirusResponseAct) (FFCRA).
• An employee is sick with typical respiratory symptoms and is awaiting medical testing for COVID19: The employee can use sick leave for the duration of the illness and is eligible for up to 2 weeks of paid leave under the FFCRA until the employee receives the results of medical testing.

• An employee tests positive for COVID19: The employee can use sick leave for the duration of the illness, is eligible for up to 2 weeks of paid leave under the FFCRA, and is eligible for FMLA leave. For more information on FMLA and FFCRA applicable to our staff, please visit this link.

The ISBE guidance states that staff should be fever-free for 24 hours without fever reducing medication and allow 10 days to pass after symptoms first appeared before they return to a building. After testing positive, employees must provide a doctor’s note certifying that they do not have COVID-19 and may return back to work.

Staff Start to the Work Day
Appropriate face coverings are to be worn at all times by employees, per ISBE’s guidelines. This includes entering and exiting District 112 buildings and walking in common areas, hallways, and walkways, including bathrooms. Please bring your own face coverings. The district will supply employees with disposable masks if needed. It is the employee’s responsibility to maintain and use face coverings properly.

Once an employee enters the building they should wash their hands (either in a bathroom near the entrance or other hand washing station) or use hand sanitizer from one of the stations provided. Please refer to the CDC’s guidance to stop the spread of germs for further information.

Employees should maintain hygiene including washing hands frequently for a minimum of 20 seconds. Also, employees should wipe down their high-touch work surfaces within their work area upon arriving with disinfecting supplies provided. The Operation and Facilities Department has provided wipes in order to assist with this process. Cleaning high-touch surfaces by the employee should be once a day, at the start of the workday and will include phone, electronic devices, and general desk work surfaces.

In addition, employees should disinfect work surfaces they come in contact with at school (copy machine, paper cutter, Ellison Machine, etc.). Employees should declutter their office and workspace to facilitate effective cleaning each day. Employees should not share pens, staplers, and other office supplies. Employees shall refrain from sharing workstations (at the district office) to the greatest extent possible.

Student Health and Safety
District 112 is committed to providing a safe learning environment for students, therefore, we will follow the Starting the 2020-21 School Year Guidance ISBE.

Families are required to self-monitor their child(ren) prior to getting on the bus or dropping off at school for symptoms related to COVID-19 (fever of 100.4 or higher, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, the new loss of taste or smell). All families are required to self-certify (which includes temperature checks) daily for each child that they are COVID-19 symptom-free utilizing the NSSD112 COVID-19 Student Self-Certification Form. In addition to the mandatory self-monitoring and self-certification, the District will complete symptom checks to include temperature taking when students are suspected of having possible COVID-19 symptoms.

Please do not send a child to school or on the bus in the event a child presents with any of the following:

1. Tested positive for COVID-19
2. Had close contact with someone who has tested positive of COVID-19
   a. The guidance defines “close contact” as being within 6 feet of an individual with symptoms for more than 15 minutes.
3. Suspected having COVID-19

Parent(s)/guardian(s) must call the school nurse and/or the principal to inform them. This information will then be reported to Dr. Holly Colin, Assistant Superintendent of Student Services, so contact tracing can take place.

Per CDC and IDPH guidelines, parents of students who were suspected of having COVID-19 must keep a child home, whether they were tested or not, for 24 hours from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared.

**Student Start to the School Day**

Appropriate face coverings are to be worn at all times by all students, per ISBE’s guidelines. This includes entering and exiting District 112 buildings and walking in common areas, hallways, and walkways, including bathrooms. Students are asked to bring two masks to school with them daily. The district will supply students with disposable masks if needed. Teachers will provide students with mini lessons at the beginning of the school year on the importance of mask wearing, including how to properly wear a mask and keep them safe and clean. Parent(s)/guardian(s) will be provided with resources and are encouraged to work with their child on mask wearing prior to the start of school.

Students will be directed (and assisted if needed) to wash and/or sanitize their hands upon entering the building. Teachers will provide times (and instruction/guidance) for students to
wash and/or sanitize their hands throughout the school day. Please refer to the [CDC’s guidance to stop the spread of germs](https://www.cdc.gov/coronavirus/2019-ncov/patient/prevent-getting-sick.html) for further information.

**Learning Environments**
The three learning models vary in the reduction of the amount of shared space or mixing of cohorts of students at the school building level. Our plans address, to the greatest extent possible, risk mitigation to COVID-19 in each model.

- **At the elementary level:**
  - Hybrid - Approximately half of the students attend either a morning or afternoon schedule which reduces class size (to half the class enrollment), allows for more classroom space to physically distance, and maintains small cohorts of students to attend school at a time which limits the amount of students interacting at once in a building and on a bus. Students remain in their assigned classroom and grade level teachers instruct math and ELA in-person. Specials teachers teach remotely from their own classrooms/workspaces while the students remain at home. In addition, Social Studies and science occur remotely, which also reduces the amount of time students are together in person with a teacher in one space. Student lunch occurs at home, so there is no need for staff supervision to occur when student’s masks are removed. At the half day, classrooms are cleaned and then a different cohort of students enter.
  - Full Day- Students stay in their classrooms with their assigned grade level teacher and specials teachers (art, music, etc.) rotate into the classrooms which limits the ability for students to mix with other classes in the hallways. Lunch is reduced to cohorts of less than 50 students/staff in one space. Arrangements would be made to have numerous locations for lunch for social distancing to occur since masks are removed during eating. Lunches would need to be individually packed as buffet style serving would not be advisable. Cleaning of tables and washing hands before and after eating would need to occur at the beginning and end of each lunch session.

- **At the middle school level:**
  - Hybrid - Approximately half of the students attend either a morning or afternoon schedule which maintains smaller cohorts of students to attend school at a time while also reducing the number of students in a hallway at once. ELA, math, world language classes (or the alternative classes: SLA, resource, Math Plus, Reading Plus) are taught in-person. Creative arts, science, and Social Studies teachers teach remotely from their own classrooms/workspaces while the students remain at home. Student lunch occurs at home, so there is no need for staff supervision to occur when student’s masks are removed. At the half day, classrooms are cleaned and then a different cohort of students enter.
Full Day- Lunch is reduced to cohorts of less than 50 students/staff in one space. Arrangements are being made to have numerous locations for lunch to occur in and outside of the building. Arrangements are being made to have numerous locations for lunch to occur in and outside of the building in order for social distancing to occur since masks are removed during eating. Lunches would need to be individually packed as buffet style serving would not be advisable. Cleaning of tables and washing hands before and after eating would need to occur at the beginning and end of each lunch session.

Field Trips
Per ISBE guidelines, field trips will not be taken until local and state health guidelines have determined it is safe to do so. Virtual field trips will be utilized as an alternative when appropriate to the learning objective.

Visitors
To reduce visitors in the buildings, guests will only be permitted with prior approval from the building principal. Guest readers, volunteers, and other non-essential visitors will not be permitted until we are in Phase 5 of the Restore Illinois Plan.

Events
In order to protect our staff and students, we are reducing the number of in-person or large scale meetings and school events until we are in Phase 5 of the Restore Illinois Plan. The following list of events or meetings (which is not exhaustive) will occur virtually: parent-teacher conferences, back-to-school events, open houses, fine arts performances, etc.

Staff Meetings
Principals will hold staff meetings via Zoom for the first quarter of school. 8/5/2020

Hybrid Learning Model

Facilities and Custodial
In a hybrid environment, classroom preparation and cleaning will be significant. All buildings will be cleaned and disinfected thoroughly on a daily basis.

Any unnecessary furniture (communal supply carts, etc.) and other items currently in classrooms will be removed and stored. Rugs/carpets will not be used. Any personal furniture staff may have left in classrooms will need to be taken home (for example, a couch). Please speak directly to your principal about removing items.
Desks and tables will be arranged to allow for a 6-foot distance in all directions, facing the same direction when possible. Students will sit only on one side of tables, and plexiglass partitions will be used if needed.

Assigned seating will be used. Students will remain seated as much as possible to limit movement inside the classroom. Classroom doors will remain open. Mechanical systems will be scheduled to take in more outside air, weather permitting.

Floor markings and directional arrows will be used to guide foot traffic to minimize contact between students. Signage and markings will be posted throughout all buildings in English and Spanish. Transition times for classes will be scheduled to minimize the number of students in common areas at one time.

For all grades, bathroom visits will be scheduled by the classroom teacher to ensure that a limited number of students enter the bathroom at one time. Water fountains will be turned off, but bottle fillers will be available. Bottled water will be provided for all students on heat action days or those who do not bring one from home.

Students will be provided with a safe space to store essential items brought to school. Personal items (stuffed animals, etc.) will not be allowed in school. No classroom supplies will be shared.

Per ISBE, all students and staff will wear face masks. Hand sanitizer will be provided throughout the schools. Regular hand washing will be incorporated into the school day. Signage displaying correct sneezing/coughing methods and handwashing protocols will be displayed in all bathrooms, hallways and classrooms in English and Spanish. Sensors will be added to sinks that do not have them. Portable hand washing stations will be added where appropriate.

All staff and students will be required to check their temperatures at home every day before coming to school. An online signoff will be utilized by all to certify that they are healthy enough to be in the building that day.

The district is currently working with state and local health departments to create a set of procedures and processes for school nurses to follow in the event that any student or staff member shows symptoms of COVID-19. Isolation rooms will be identified and used for any student or staff member displaying symptoms. Teachers will be trained in minor first aid issues to limit flow to the nurses’ offices. First aid kits will be purchased for all classrooms.

In the event that a staff member or student tests positive for COVID-19, the building principal will inform the Director of Facilities and Operations, Kevin Liebe. According to ISBE’s Guidance for Reopening School, the areas of the school used by a sick person will be closed.
These areas will not be used until after proper cleaning and disinfection procedures have been completed. We will wait at least 24 hours before cleaning and disinfecting; and if 24 hours are not possible, we will wait as long as it is possible. Principals will relocate classes during this time period. The area will be opened for use once it has been appropriately disinfected.

The District has hired outside contractors to complete a detailed cleaning and services of all ventilators, air handling units and rooftop units. All exhaust fans will be cleaned and serviced as well. Additionally, the District will be utilizing portable air conditioning units that will increase air flow and cool common areas in buildings for the first month of school when temperatures are often high. The district is renting at least two outdoor large tents per school to be used by staff for outdoor learning spaces to provide shade and protection from inclement weather.

Each school will stagger arrivals/dismissals as appropriate for the school, given the size of the student population and the building configuration. Where possible, multiple entrance and exit points will be utilized. Designated spots for bus pick-up and drop-off will also be assigned.

**Food Service**

In a hybrid environment, breakfast and lunch will be a grab and go option for students who qualify for the lunch program, with students picking up meals as they leave the building. (AM students take with them as they are leaving for that day, PM students take with them as they are leaving for the next day).

For students who will attend an extended day program, lunch will be eaten in the cafeteria, with appropriate spacing and supervision.

**Transportation**

In a hybrid instructional model, buses will be limited to 30 people and masks are required. Assigned seating will be used to ensure appropriate social distancing. If there are siblings on the bus, we will assign a seat with a sibling. Parents are required to check students’ temperatures at home before they board the bus. Drivers and monitors will wear PPE and perform regular hand hygiene. Buses will be cleaned and disinfected twice daily, in between routes.

The District will limit bus ridership to only students who are eligible for free transportation or special education transportation per the student’s Individual Education Plan. Schedule changes and riding additional routes outside what is assigned will not be permitted. Route time will be minimized by combining pickup and dropoff locations.

**Technology**

In order to facilitate both onsite and remote learning, all staff and students will be provided with the appropriate technology and support.
Every staff member will have an electronic device. All instructional staff will have an iPad with an Apple Pencil. Staff members will utilize a support site to report technology issues. Physical repairs and device distribution will be done via shipment wherever possible.

All students will be issued a device according to grade level. Students in Kindergarten-2nd Grade will receive iPads, and students in 3rd Grade and up will receive Chromebooks. To ensure student safety while using devices, iPads will be filtered by Securly and Chromebooks will be filtered by GoGuardian. Students will utilize their home internet connection to use these devices. Families without internet access will be issued hotspots. Parents and guardians will utilize support.nssd112.org to report technology issues. The district is currently exploring the possibility of providing phone support as well. Physical repairs and device collection/distribution will be handled by a combination of the building’s Technology Specialist and shipping, depending on the case.

There will be no shared devices in the classrooms.

Remote Learning Model

Facilities and Custodial
In a remote learning environment, all district facilities will be closed to staff and the community. All fields, playgrounds and facilities will be closed as well. Facilities may open to staff for remote teaching from the classroom. Leadership and 12-month Support Staff may work in the District but must follow CDC, IDPH, ISBE, and other local health and safety guidelines. Maintenance staff will continue preventative maintenance and projects to prepare schools for reopening. Custodians will continue to clean high touch areas and bathrooms during the day and maintain ample supplies as needed by staff.

All offices, bathrooms, and other areas utilized by staff during the day will be deep cleaned daily. Deep cleaning of other areas used less often will occur on a rotating basis. Bathrooms will be deep cleaned twice daily, once after the AM session and again after the PM session.

Food Service
‘Grab and Go’ meals will continue to be available, as they have been since mid-March 2020. Parents/students would be able to pick up both breakfast and lunch on a daily basis.

Technology
All staff and students will utilize the devices that have been issued to them in a remote learning model. The same supports are available as noted in the hybrid model.
Staff members will utilize their home Internet connection. In the event that a staff member does not have access to reliable Internet at home, the District will provide access.

**Full-Day Learning Model**

The district will move into the Full Day Learning Model if the Governor determines that the region is in Phase 5 of The Restore Illinois Plan or the Illinois State Board of Education directs all public schools to do so under revised guidance.

The full-day learning model implements all of the risk-mitigation strategies that are included in the hybrid learning model.

Physical education classes will be outside, where practical. Other classes may be held outdoors as well.

**Food Service**

Students will eat lunch in cafeterias and alternate spaces (gymnasiums, libraries, etc.) as per Phase 4 guidelines of the Restore Illinois Plan. Outdoor seating may be utilized as well. Appropriate spacing and hygiene will be enforced. Regular cleaning and disinfecting of all surfaces will take place.

Schools currently participating in the National School Lunch Program will continue to do so. Lunch service will be provided by OrganicLife. All food will be individually packaged, served by foodservice staff in appropriate PPE, and choices will be more limited than in the past.

Schools not currently participating in the National School Lunch Program will not have lunch service. Students will need to bring their own lunches. Boxed lunches will still be available for those students who qualify for free/reduced lunch. PTO lunch sales will not be permitted.

**Transportation**

In the full-day instructional model, buses would be limited to 50 people and masks would be required. Assigned seating will be used to ensure appropriate social distancing. If there are siblings on the bus, we will assign a seat with a sibling. Parents will be required to check students’ temperatures at home before they board the bus. Drivers and monitors will wear approved PPE and perform regular hand hygiene. Buses will be cleaned and disinfected twice daily, in between routes. Schedule changes and riding additional routes outside what is assigned will not be permitted. Route time will be minimized by combining pickup and dropoff locations.

**Technology**
The full-day learning model implements all of technology devices for students and staff included in the hybrid learning model.

Staff members will utilize their building’s internet connection for instruction. Physical repairs and device collection/distribution will be handled by the building’s Technology Specialist.

Physical repairs and device collection/distribution for students will be handled by the building’s Technology Specialist.

There will be no shared devices in the classrooms.

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**Finance and Budget**

**Reflections and Forecasting**

The Coronavirus Aid, Relief and Economic Security (CARES) Act, signed into effect in March 2020, allocated approximately $13.2 billion to K-12 schools in the form of the Elementary and Secondary School Emergency Relief Fund (or ESSER). ESSER funds were made available to states based on their Title I allocations. North Shore School District 112 was allocated $381,498 in ESSER funds to address the global COVID-19 pandemic. The district was not eligible for Public Assistance under the Federal Emergency Management Agency (FEMA).

The administration presented a balanced Tentative Budget to the community on June 9th, 2020. The $81 million annual budget includes $1.2 million of COVID-19 contingency. This constitutes approximately 1.5% of the budget. This was possible in part to curriculum initiatives planned for the 2020-2021 school year being deferred due to the inability to implement them with fidelity, and a substantial amount of capital work planned for the summer being started earlier than originally planned after our schools closed in March 2020. The Indian Trail access road will be ready for the opening day of school on September 3rd.

The district has approached COVID-19 contingency by allocating in two main expenditure areas:

1. $500,000 for teaching and learning expenses, such as curriculum supplies to support the reopening initiatives.
2. $760,000 for capital improvements to our buildings, for example building isolation areas.

In budgeting conservatively, we have anticipated no additional revenue or federal reimbursement for the 2020-2021 school year. We anticipate that we will expend all the COVID-19 contingency, based on discussions with other working groups and preliminary spending plans.
If expenditures exceed the $1.2 million COVID-19 contingency, it will result in the district deficit spending in 2020-2021. The revenue saved in the Spring of 2020 due to the closures of the school district’s buildings gave the budget an additional, one-time financial cushion.

Budget Cuts and Increases
We believe there is no need to modify the FY21 budget, at this time. The staffing plan for the 2020-21 year was previously set in March, and it was communicated to all staff that there wasn’t a need for reductions-in-force for the upcoming school year. The FY21 budget included the negotiated salary increases in the North Shore Education Association (NSEA) and North Shore Support Staff Association (NSSSA) collective bargaining agreements.
**Staffing**

Adjustments to FTE were made earlier this summer as enrollment and or special education needs increased slightly in some buildings. Based on the current enrollment and needs, the district is not adding additional FTE at this time. The Deputy Superintendent and Assistant Superintendent for Student Services will continue to monitor enrollment and special education needs throughout the remainder of summer and fall to determine if additional staff are needed.

The district also recognizes that there may be a need for some staff to be reassigned, in compliance with collective bargaining agreements, to address positions that may be warranted based on the various learning models.

The district is assessing whether vacant special paraprofessional positions which occurred due to resignations in late spring and summer need to be filled as we enter the school year based on current student needs and reopening models. If positions are needed, the district will post those vacancies and select candidates as appropriate.

In addition, the district is currently reviewing options to address the potential need and demand for substitutes. Given the range of short-term and potential long-term absences, the personnel and business offices are seeking information from peers across the state to inform decision making to address the potential supply and demand issues. The district may need to utilize non-classroom teachers on a rotating basis to internally cover unfilled absences. So long as it is feasible, principals will do their best to limit the number of grade levels that staff members are assigned to internally cover.

In all models, staff will work on-site in the school buildings. This will only change if the Governor calls for a stay-at-home order or the district closes a classroom or school due to COVID-19.
Communication
AT-A-GLANCE
COMMUNICATION FLOW CHART

Planning Stage
- Planning
- Outreach
- FAQ Development

Communication Stage I
- Content Creation
- Student Engagement
- FAQ Distribution
- Staff Engagement

Launch
- Communicate all aspects of the plan
- Social media information campaign
- School based communications are key

Communication Stage II
- Highlight Details
- Feedback Loop
- Prepare for School

Start of School
- Continue communication and conversion
- Continue updates on local, state and federal guidance
- Flexible, responsive communications
Planning Stage
Foster a two-way conversation with the public to collect questions and disseminate information.

Strategy
Create a central online hub for information that features a FAQ component, videos, and details of the reopening plan. The website will have sections for specific topics such as Transportation, Food Service, Preschool, Elementary, Middle, and a 'What can you be doing now’ section etc.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Primary Audience</th>
<th>Message/Content</th>
<th>Timing/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce a series of videos introducing the start of the Restart Planning Process.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>Main campaign themes of Learning, Logistics, and Communication.</td>
<td>Completed. (Three videos resulted in 6k views and 3.8k impressions.)</td>
</tr>
<tr>
<td>Launch a social media campaign asking for FAQ questions.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>Facebook Post</td>
<td>Completed. (Outreach gained 4.2k impressions resulting in more than 300 questions submitted.)</td>
</tr>
<tr>
<td>Publish video launching the website, FAQ, and a preview of the plan.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>Main campaign themes with a call to action to explore the new FAQ and website.</td>
<td>Completed</td>
</tr>
<tr>
<td>Run a Facebook ad campaign to distribute the completed faq/website.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>Graphics</td>
<td>Completed</td>
</tr>
<tr>
<td>Encourage people on social media to read the FAQ when questions arise.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Relaunch the faq/website periodically after new questions are added.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>N/A</td>
<td>Relaunched on 8.3.20</td>
</tr>
</tbody>
</table>

Communication Stage I
Communicate all facets or aspects of the Reopening Plan.
**Strategy I**
Develop School based communications targeted at students including videos, presentations, using principal, teacher, and district voice)

<table>
<thead>
<tr>
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<th>Primary Audience</th>
<th>Message/Content</th>
<th>Timing/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold student “Town Hall”/Webinar with Dr. Lubelfeld</td>
<td>Students</td>
<td>Facebook Post, D112 App, Email</td>
<td>Completed</td>
</tr>
<tr>
<td>Produce Informational videos focused on preparing for the start of</td>
<td>Students, Parents</td>
<td>Principals will record a message specific to each school but they all will</td>
<td>TBD</td>
</tr>
<tr>
<td>school that use a district template that can be customized for each</td>
<td></td>
<td>follow the same format. 3-5mins in length</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication Stage II**
Communicate all facets or aspects of the Reopening Plan.

**Strategy II**
Implement an integrated informational campaign focusing on the Restart Plan and the core values driving the plan.

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Primary Audience</th>
<th>Message/Content</th>
<th>Timing/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create graphics for the campaign similar to the <a href="#">Spring 2020 E-learning</a> graphics.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>This graphics will be have the same look and feel as the last version with updated graphics</td>
<td>Completed</td>
</tr>
<tr>
<td>Place print ad detailing the plan in the highlander newsletter</td>
<td>General Audience: Parents, Staff, Community</td>
<td>Graphics</td>
<td>Completed</td>
</tr>
<tr>
<td>Distribute printed brochures about the plan to reach 'non-internet</td>
<td>General Audience: Parents, Staff, Community</td>
<td>Summary of the plan and other important information</td>
<td>TBD</td>
</tr>
<tr>
<td>homes' or families not on social media..</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a School Operations Took Kit - this is a digital packet that</td>
<td>General Audience: Parents, Staff, Community</td>
<td>This will include information from the plan, FAQ, and other sources</td>
<td>Due by Aug 6</td>
</tr>
</tbody>
</table>
related information in a simple graphic presentation

Social media campaign that periodically highlights parts of the plan through the lens of each working group. General Audience: Parents, Staff, Community Information from the plan, FAQ, and other sources Ongoing

Host podcast on Reopening General Audience: Parents, Staff, Community Summary of the plan and other important information Completed

Frequent updates regarding the implementation of the plan. General Audience: Parents, Staff, Community Last updates of the summer prior to the start of school Ongoing

Produce a series of videos and/or blog posts that bookend the summer planning process and previews the start of school. General Audience: Parents, Staff, Community Summary of the plan and other important information Start Aug 19

Start of School Communication Stage
Successfully launch school and keep information and communication flowing during the start and proceeding weeks of the school year.

Strategy I
Adjust tactics based on other stages of the campaign and continue communications throughout the start of the school year following the main themes.

<table>
<thead>
<tr>
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<th>Primary Audience</th>
<th>Message/Content</th>
<th>Timing/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily touch points of communication in the form of emails and videos in the lead up to the first day of school.</td>
<td>Parents, Staff, Students</td>
<td>TBD</td>
<td>Start Aug 24</td>
</tr>
<tr>
<td>Social media posts from the first day of school. The photos will be of in person and/or e-learning instruction.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>Back-to-school messaging</td>
<td>Sep 3</td>
</tr>
<tr>
<td>Provide updates under the main themes and structure/topics and messages.</td>
<td>General Audience: Parents, Staff, Community</td>
<td>TBD</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>