

River Forest  
Public Schools

# COVID-19 Comprehensive Transition Plan

*June-November, 2020*

May 5, 2020

COVID-19 Comprehensive Transition Plan  
June-November, 2020

**Overview**

**Key Considerations:** Remote Learning Guidelines, Communications, Technology and Access

**Near-Term (Spring 2020)**

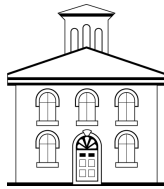
Remote Learning Planning Days  
Grading and Year End Reporting  
Identifying Essential Curriculum Modifications for 2020-21  
School Events and Activities  
8<sup>th</sup> Grade Graduation/8<sup>th</sup> Grade Events  
Lunch Services  
Return of Student Belongings from School  
Retirement and Service Recognitions  
Teacher Access to School Materials, Supplies  
Student Placement/Class Assignments  
Preparing for School Construction/Renovation  
Addressing Immediate Social Emotional Needs  
Development of *Remote Learning Action Team*

**Mid-Term (Summer 2020)**

D90 Virtual Summer School Programming  
Extended School Year (ESY) Services and Programming  
Review of Staffing Needs for Fall 2020  
Mobilizing the *Remote Learning Action Team*  
Complementary Learning Opportunities:  
- Summer Reading Program  
- Optional Math Lesson Series (K-7)  
- “Step Up” to High School  
Internal Review/Revision of D90 Remote Learning Plan  
Curriculum Modification Teams  
Access to Social Emotional Supports  
5<sup>th</sup> Grade Orientation Planning  
District Financial Forecasting/Planning to Reflect Anticipated Revenue Changes

**Long-Term (August-Early Winter 2020)**

Health Considerations for “Return to School”  
Delivery of Modified Curriculum  
Calendar Adjustments (School Opening, Open House Dates, etc.)  
Early Student Assessment (Fall MAP Testing, Fountas & Pinnell, AIMSweb, etc.)  
Math Fluency Assessments  
Reliance on Multi-Tiered Systems of Support (MtSS)  
Ongoing Social Emotional Considerations  
Special Education COVID-19 Impact Services and Supports  
Before- and After- School/Supplementary Academic Programming  
Mid-Year Student Assessment (Winter MAP Testing)



*River Forest District 90*

## COVID-19 Comprehensive Transition Plan May - November, 2020

### **Overview**

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

### **Key Considerations**

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

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

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

“long-term” needs. While some of the issues that must be addressed can be easily confined to these planning phases, it is also important to acknowledge that many of them will span more than one phase, and often all of them. These items will be coordinated in a scaffolded manner whenever possible.

## **NEAR-TERM CONSIDERATIONS (Spring 2020)**

### **Remote Learning Planning Days**

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

### **Grading and End-of-Year Reporting**

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

### **Identifying Essential Curriculum Modifications for 2020-21**

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

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

### **School Events and Activities**

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

### **8<sup>th</sup> Grade Graduation/8<sup>th</sup> Grade Events**

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

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

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

### **Lunch Services**

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

### **Return of Student Belongings from School**

Procedures are being established to ensure that students/families will have the opportunity to pick up belongings from school on a scheduled basis by late May, in

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

### **Retirement and Service Recognition**

Unfortunately, the annual District 90 Retirement and Service Recognition Event will not be held as originally scheduled on May 21, 2020 due to social distancing requirements. The Recognition Event Committee met to discuss alternatives to this event based upon input provided by the 2020 retirees. Consistent with the retirees' wishes, the District plans to postpone the event until later this calendar year. The determination about when to hold the event will be contingent on group gatherings being allowed to convene in person. The Committee will be meeting again this summer to tentatively re-schedule the event and begin planning. School-based activities designed to honor the retirees will continue on a modified basis, and Board of Education acknowledgements to retirees will still be gifted this spring. Service recognition awards (such as 5 year increment service milestones) will likely be held until spring 2021 when they will be distributed alongside the service awards for the 2020-21 year.

### **Teacher Access to School Materials, Supplies**

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

- Principals send instructions for teachers who wish to sign up for designated time slots to access their classroom for the purpose of retrieving teaching materials.
- Available time slots will be offered from 8 AM - 4 PM on designated dates only.
- Time slots are generally 15-20 minutes in length. Teachers are asked to honor these time allocations closely to protect all individuals from unnecessary personal interactions.
- Up to two teachers are permitted to enter the building at one time at the elementary level, and up to 4 individuals are permitted to enter the Middle School at one time. These individuals must not enter or work in adjacent sections of the

building at the same time. Principals may need to adjust the times that teachers sign up to avoid possible interaction.

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

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

### **Student Placement/Class Assignments**

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

### **Preparing for School Construction/Renovation**

The District is preparing for the HVAC project at Roosevelt Middle School this summer along with necessary window replacements. These projects require advanced preparations for the impacted spaces. The work will be occurring at RMS throughout the building (though not in all locations), since approximately 30% of the school is presently air-conditioned. In each affected location, items need to be removed from the unit ventilator enclosures and the inside of any adjacent casework. Teachers will assist



by coming into the school to remove and secure these items. See “*Teacher Access to School Materials, Supplies*” above regarding procedures. Maintenance staff will then pack and store classroom materials in a manner that will allow for summer cleaning once the HVAC work has been completed in each classroom and common area. The window replacements will be scheduled in a staged manner, with the work effectively “moving around the building” and only impacting a few classroom locations at a time.

### **Addressing Immediate Social Emotional Needs**

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

### **Development of *Remote Learning Action Team***

To prepare for the possibility that remote learning may be necessary this fall or in the future, District 90 intends to form a team of individuals who will be tasked with evaluating the District’s Remote Learning Plan and suggesting revisions and improvements. This team will be established as a superintendent’s advisory committee, and be called the *Remote Learning Action Team* (RLAT). The RLAT will be comprised of various stakeholders that can provide perspective about the effectiveness of the current remote learning protocols, expertise regarding the academic and social emotional needs of students, management of the learning program, and the experiences of learners and families during remote learning. More information will be provided in the near future about the formation of the team and the anticipated timeframe for deployment.