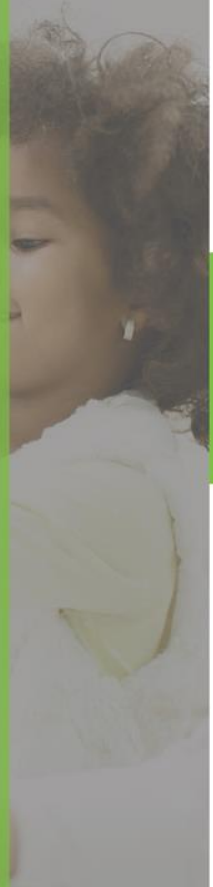


# *Return to Learn Plan 2.0*

**2020-2021 School Year**  
**December 21, 2020**

- Update the Board of Education on the transition to Hybrid Learning
- Provide the details and timeline for Stage 3 of the Return-to-Learn plan

# Outcomes



# Return to Learn 2.0 Goals for 2020-2021

- Develop and implement a plan that can be flexible and responsive to the changing conditions of the pandemic and ultimately return to full in-person instruction
- Ensure safe and secure learning/work space conditions for all students and staff aligned with ISBE and IDPH recommendations

# Return to Learn Stages

<b>Stage 1</b>	<b>eLearning</b>	<ul style="list-style-type: none"><li>→ All students participate in eLearning</li><li>→ Faculty &amp; staff members intermittently work from assigned buildings</li><li>→ Continued student extracurricular participation as possible per IHSA</li></ul>
<b>Stage 2</b>	<b>Enhanced eLearning</b>	<ul style="list-style-type: none"><li>→ Students participate in eLearning</li><li>→ Faculty &amp; staff members work from assigned buildings</li><li>→ Student are invited to attend in person learning for special services, labs, &amp; performance based classes for targeted instruction</li></ul>
<b>Stage 3</b>	<b>Hybrid Learning</b>	<ul style="list-style-type: none"><li>→ Students participate in eLearning and in-person learning</li><li>→ Faculty &amp; staff members work from assigned buildings</li><li>→ eLearning continues for students who select online learning only</li></ul>
<b>Stage 4</b>	<b>In-Person Learning</b>	<ul style="list-style-type: none"><li>→ Students, faculty &amp; staff members all return to full in-person instruction</li></ul>

*\*Full Time eLearning will continue for students who elect this environment for Stages 1-3 of transition*

Metric	Current Standing
Health	Substantial Trending down
PPE	Adequate
Staffing	Adequate



**DCHD**  
**Return to School Framework**

1. New cases per/100,000 people
2. Positivity Rate
3. IDPH designation
4. Weekly case trends
5. Weekly Youth trends
6. Neighboring regional indicators

**CDC**  
**Return to School Indicators**

**Community Spread**

1. New Cases/100,000

**AND/OR**

1. Positivity Rate

**AND**

**Ability to Implement key mitigation strategies**

1. Consistent and correct use of [masks](#)
2. [Social distancing](#) to the extent possible
3. [Hand hygiene and respiratory etiquette](#)
4. [Cleaning and disinfection](#)
5. [Contact tracing](#) in collaboration with local health department

# What we've learned

- Schools do not appear to be a focal point of transmission of the virus
- COVID-19 poses a low risk to school age children
- Adolescents were twice as likely as children ages 5-11 to be diagnosed with COVID-19
- Schools providing in-person instruction who adhered to mitigation strategies did not see an increase in community spread.

It is possible to use one of the CDC core indicators of community spread paired with assessment of mitigation strategies to guide decisions.

- Local health metrics AND ability to implement mitigation strategies are equally important when making decisions about in-person instruction.

Balancing the risk of the virus with the risks of remaining closed

# Prioritizing Opening While Maintaining Safety

## Current State

We have been monitoring and analyzing community metrics to understand level of community spread and make decisions regarding in-person instruction based upon the initial guidance issued in August by the DCHD.

## Next Steps

### Health Metrics

### Additional Mitigation Strategies

Revise district health metrics to align with our advanced understanding of the virus.

Increase our contact tracing abilities to be able to quickly locate, notify and quarantine close contacts

Prioritize the monitoring of our community and district metrics

Consider surveillance testing as an additional mitigation strategy



# On-track for in- person Instruction January 25th

- ❑ We know more about the virus and how it spreads.
- ❑ October was the largest surge of Covid cases our community had experienced and we have learned from that spike.
- ❑ We are reviewing and preparing for additional mitigation strategies focused on reducing the likelihood of the virus getting into our schools and allowing us to respond quickly if it does.
- ❑ Students and staff are effectively implementing mitigation strategies in our school buildings.
- ❑ Halloween, Thanksgiving, Hanukkah, Christmas and New Years will have passed, and the likelihood of large gatherings decreases.
- ❑ The metrics for our community are in the right direction.

# Safety Protocols

<p>Reduce opportunities for virus to enter the buildings</p>	<ul style="list-style-type: none"><li>● Daily self-monitoring for symptoms, including temperature checks;</li><li>● Verification of temperatures prior to students entering our schools;</li><li>● Positive cases and individuals with symptoms stay home</li><li>● Quickly isolate and quarantine any close contacts of an infected individual</li><li>● Limit individuals who enter our buildings- both during and after school hours</li></ul>
<p>Limit exposure within the building</p>	<ul style="list-style-type: none"><li>● Consistent use of face masks</li><li>● Maintain 6ft of distance to the greatest extent possible</li><li>● Create cohorts of students and limit mixing of groups</li><li>● Use of face shields and barriers where appropriate</li><li>● Developed traffic patterns to reduce congested hallways and spaces</li><li>● Reduced capacity in buildings to allow for further social distance</li></ul>
<p>Maintain a healthy environment</p>	<ul style="list-style-type: none"><li>● Limit the sharing of objects</li><li>● Increased cleaning of frequently touched surfaces</li><li>● Clean buildings and buses daily following CDC Guidelines</li><li>● Increased opportunities to clean and sanitize hands throughout the day</li></ul>
<p>Ensure proper ventilation</p>	<ul style="list-style-type: none"><li>● Reviewed ventilation in all schools to ensure high levels of air quality</li><li>● Analysis of HVAC systems to ensure proper air changes per hour</li><li>● Provide air filters/cleaners in identified areas (performance music classrooms, health offices)</li></ul>

# Fall 2020 Schedule Feedback

- Feedback solicited from students, certified staff and parents/guardians during second week of December via Talk 203 using respondent unique links to inhibit over-reporting;
- Feedback was sought to understand perceptions regarding the block schedule at the secondary level;
- Student response rate was 45%; certified staff participation rate was 56%; junior high parent/guardian rate was 16%; and high school parent/guardian rate was 13%; and
- Dashboard of schedule feedback results available on the district webpage at [Return to Learn](#).

# Fall 2020 Student Schedule Feedback

- Student sentiment toward various dimensions of the block schedule was predominantly positive;
- Relative areas of student perceived strengths included
  - Supporting of academic success
  - Ability to receive personalized academic support
  - Capacity to be a more active, independent, and responsible student
  - Less hectic and calmer school day
- Relative areas of student perceived challenges included
  - Limited reduction in homework load
  - Amount of screen time
  - Limited meaningfulness of student-student interaction
  - Sense of connectedness and belongingness with school

# Fall 2020 Staff Schedule Feedback

- Staff sentiment toward various dimensions of the block schedule was predominantly positive;
- Relative areas of staff perceived strengths included
  - Ability to provide personalized academic support
  - Increased differentiation of instruction
  - Varied instructional approaches
  - More time to develop key concepts
- Relative areas of staff perceived challenges included
  - Levels of work completion
  - Engagement during long period of instruction

# Fall 2020 Parent Junior/High School Schedule Feedback

- Parent/guardian sentiment toward various dimensions of the block schedule was mixed;
- Relative areas of parent/guardian perceived strengths included
  - Student ability to receive personalized academic support
  - Greater depth of instruction with longer period
  - Time to complete homework assignments
- Relative areas of parent/guardian perceived challenges included
  - Student-to-student interactions
  - Engagement throughout the school day
  - Limited time between classes

# Return to Learn Registration Status

- Registration closes at the end of the day on Tuesday, December 22
- Please check your inbox/trash/junk/deleted folders and reply
- Elementary Registration Status
  - 604 responses or 9% of total emailed
  - 70% endorsing In Person option
  - Uncertain reliability due to over-responding
- Secondary Registration Status
  - 5,542 responses or 62% of total emailed
  - 76% endorsing In Person option

## ***Hybrid Learning (Stage 3)***

Students spend a balanced amount of time in an eLearning model and in-person instruction (Online Only students participate through live stream technology)

### **Priorities for Students**

- Systematically increase the amount of in-person instruction
- Engage in high-quality learning activities with a balance of and in-person and online
- Continue to engage in extracurricular activities online and in-person as allowed
- Establish in person connections with teachers and peers in the physical classroom space

### **Priorities for Teachers**

- Increasing the amount of in-person instruction
- Develop and implement high quality learning activities in person and online
- Engage in in-person professional collaboration
- Evaluating what is working and looking for ways to increase in-person instruction
- Establish in person relationships and classroom culture in the physical classroom space

### **In-Person Instruction**

- 50% of students attend in person learning daily
- Provide safe spaces for students to work and/or receive additional support
- Provide additional intervention and extensions for students based on assessment data



# Hybrid Learning Model



**IN-PERSON Learner**



**ONLINE ONLY Learner**



**Happening Simultaneously**

**In Person Learner**

*What is happening?*



**Remote Learner (Live Stream)**

*What is happening?*

- Receive synchronous instruction from classroom teacher in person
- Engage in small group work with classroom teacher or with online peers
- Complete asynchronous lessons at home

- Receive synchronous instruction from classroom teacher via live stream through Zoom/Google Meet
- Engage in asynchronous learning via flipped lesson while teacher is delivering small group, targeted instruction to the class
- Work on independent and asynchronous learning tasks

# K-12 Hybrid Instructional Models

## Elementary

### **Mondays:**

- eLearning Day
- 8:15 am-12:30 pm

### **AM/PM Schedule:**

- AM 8:15-10:45
- PM 12:00-2:30

## Junior High

### **Mondays:**

- eLearning Day
- 8:00 am-2:50 pm
- Blend of synchronous and asynchronous instruction

### **Block Schedule:**

- Tuesday - Friday
- A/B Schedule

## High School

### **Mondays:**

- eLearning Day
- 10:00 am-3:00 pm
- Blend of synchronous and asynchronous instruction

### **Block Schedule**

- Tuesday - Friday
- A/B Schedule

# January 2021 Timeline

*January 6-8*

elearning for all

*January 11-15*

Monday-eLearning  
for all

Tuesday-Friday

Transition students  
to in-person  
learning

*January 19-22*

No School on  
Monday

Tuesday-Friday

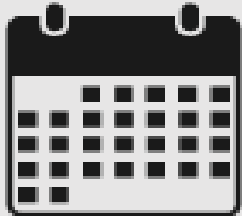
Transition students  
to in-person  
learning

*January 25-29*

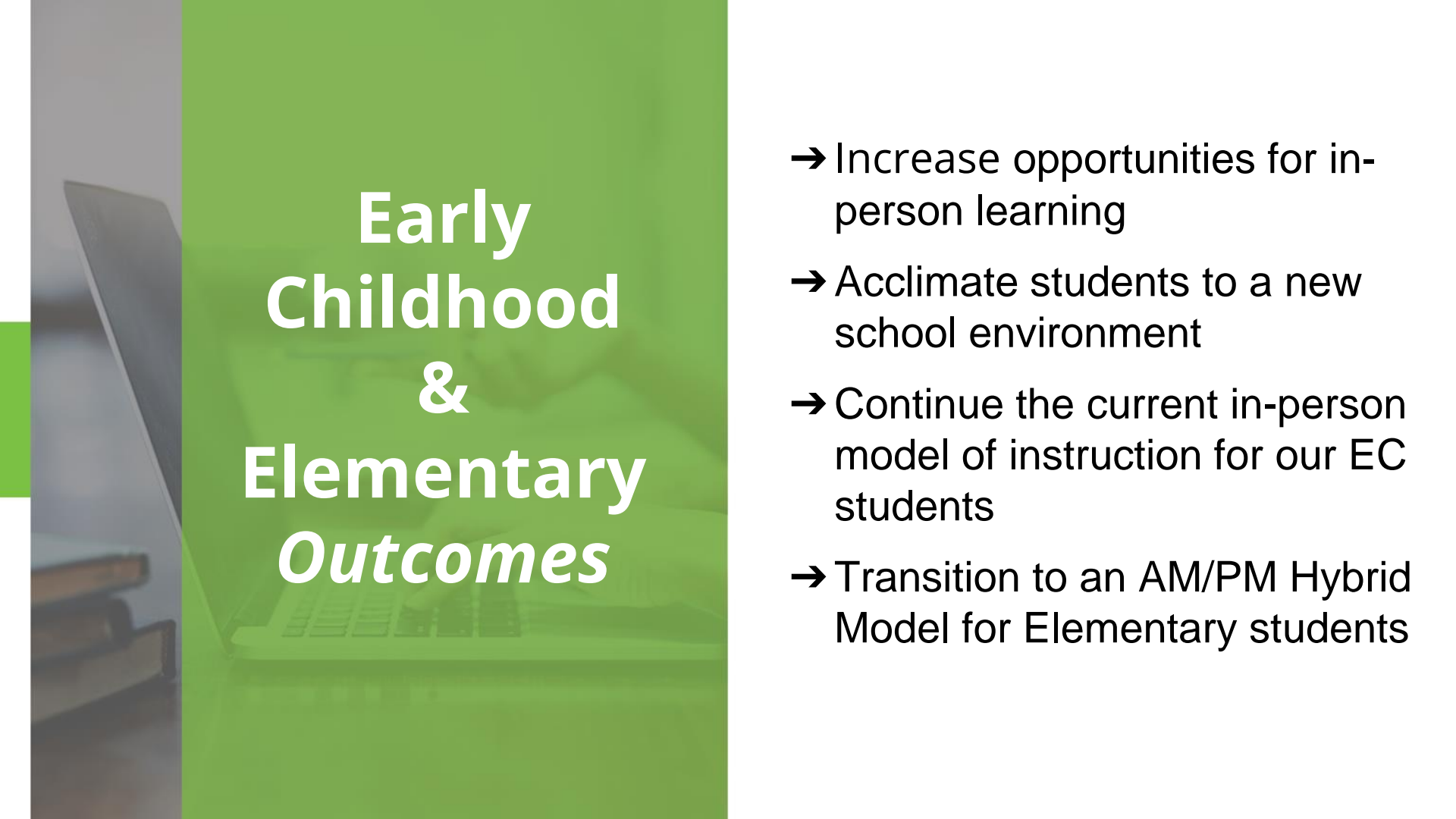
Monday-eLearning  
for all

Tuesday-Friday

EC-12 full Hybrid  
begins



*Transition to Hybrid Learning*



# Early Childhood & Elementary *Outcomes*

- Increase opportunities for in-person learning
- Acclimate students to a new school environment
- Continue the current in-person model of instruction for our EC students
- Transition to an AM/PM Hybrid Model for Elementary students

# Early Childhood Timeline

*January 6-8*

eLearning for all

*January 11-15*

Monday-eLearning  
for all

Tuesday-Friday

IEP students begin  
to attend 4 days per  
week

*January 19-22*

No School on  
Monday

Tuesday-Friday

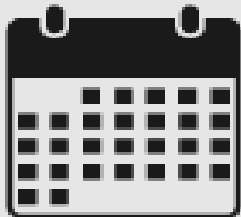
Students in PFA  
program begin  
hybrid schedule

*January 25-29*

Monday-eLearning  
for all

Tuesday-Friday

Community students  
begin hybrid schedule



# Elementary Transition Timeline

## January

Monday	Tuesday	Wednesday	Thursday	Friday
<b>25</b> eLearning for All	<b>26</b> In-Person begins Kindergarten	<b>27</b> In-Person begins Grades 1 & 2	<b>28</b> In-Person begins Grades 3-5	<b>29</b> In-Person K-5

# Elementary AM/PM Schedule

Monday	Tuesday-Friday
<p data-bbox="241 511 807 809"><b>8:15 am-10:45 am</b> eLearning for All + Scheduled Specials Assigned Independent Work (2.5 hours)</p>	<p data-bbox="1136 292 1632 642"><b>AM Session</b> <b>8:15 am-10:45 am</b> In-Person Online Only + Scheduled Specials Assigned Independent Work (2.5 hours)</p> <p data-bbox="1136 678 1632 1027"><b>PM Session</b> <b>12:00 pm-2:30 pm</b> In-Person Online Only + Scheduled Specials Assigned Independent Work (2.5 hours)</p>

# Elementary Instructional Minutes

	Focus Areas	Minute Allocations (K-2)	Minute Allocations (3-5)
<b>Daily Synchronous Learning (SL/IL)</b> Monday (eLearning for All) Tuesday-Friday (In-Person/Online)	Literacy/Social Studies	75 minutes (SL/IL)	60 minutes (SL/IL)
	Math	45 minutes (SL/IL)	60 minutes (SL/IL)
	SEL	20 minutes (SL)	20 minutes (SL)
	Mask/Movement Break	10 minutes (SL)	10 minutes (SL)
<b>Daily Synchronous Learning</b>		<b>150 minutes</b>	<b>150 minutes</b>

## Learning Structures

<b>Synchronous Learning (SL)</b> Live instruction occurring at the same time with students and teachers	<b>Asynchronous Learning (AL)</b> Recorded and self-guided learning time occurring at different times for students	<b>Independent Learning (IL)</b> Students practice and apply skills/concepts independently.
--	---	--



# Elementary Instructional Minutes

	Focus Areas	Minute Allocations (K-5)
<b>Daily Remote Learning (SL/AL/IL)</b> Monday-Friday	Independent Free Choice Reading	15 minutes (IL)
	Literacy/Math	45 minutes (AL/IL)
	Science/LC/Read Aloud	25 minutes (SL/AL/IL)
	Art/Music (Rotating)	25 minutes (SL/AL/IL)
	Physical Education (Daily)	25 minutes (SL/AL)
	SEL	15 minutes (AL/IL)
<b>Daily Remote Learning</b>		<b>150 minutes</b>

## Learning Structures

<b>Synchronous Learning (SL)</b> Live instruction occurring at the same time with students and teachers	<b>Asynchronous Learning (AL)</b> Recorded and self-guided learning time occurring at different times for students	<b>Independent Learning (IL)</b> Students practice and apply skills/concepts independently.
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# Elementary Sample Schedule (PM Student)

AM-Scheduled Live + Independent	
45 minutes	Literacy/Math
25 minutes	Learning Commons (Live)
25 minutes	Art
15 minutes	Free Choice Reading
15 minutes	SEL activity
10:00-10:25	PE (Live)
11:00-11:30	Lunch
11:30-11:50	Travel Time

PM-Full Live In-Person and Online Only	
11:45-12:00	Arrival/Temperature Checks
12:00-12:20	SEL (classroom meeting)
12:20-1:35	Literacy/Social Studies
1:35-1:45	Movement/Mask Break
1:45-2:30	Math
2:30	Dismissal



# Junior High & High School

*Outcomes*

# JH/HS Timeline

*January 6-8*

eLearning for all

*January 11-15*

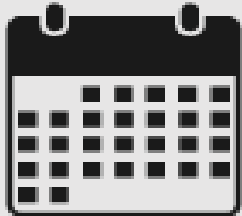
Monday-eLearning  
for all  
Tuesday-Friday  
Targeted support  
for students invited  
in  
Transition activities

*January 19-22*

No School on  
Monday  
Tuesday-Friday  
Targeted support  
for students invited  
in  
Transition activities

*January 25-29*

Monday-eLearning  
for all  
Tuesday-Friday  
Students begin an A/B  
schedule of in person  
attendance if metrics  
allow



# 6-12 Transition Timeline

*January 2021*

Monday	Tuesday	Wednesday	Thursday	Friday
25 eLearning for All	26 In-Person begins for group A	27 In-Person for group A	28 In-Person begins for group B	29 In-Person for group B

# Junior High Hybrid Schedule

*\*Sample Grade 6 Schedule*

<b>Monday</b> <i>School begins at 8:00 am</i>	<b>Tuesday</b> <i>Group A In-Person</i> <i>Group B Remote</i> <i>Online Only Remote</i>	<b>Wednesday</b> <i>Group A In-Person</i> <i>Group B Remote</i> <i>Online Only Remote</i>	<b>Thursday</b> <i>Group B In-Person</i> <i>Group A Remote</i> <i>Online Only Remote</i>	<b>Friday</b> <i>Group B In-Person</i> <i>Group A Remote</i> <i>Online Only Remote</i>
<b>eLearning Day (8:00-2:50)</b> <i>Students attend Periods 1-9 remotely</i>	<b>Period 1: 8:35-9:35</b>	<b>*Period 6: 8:35-9:35</b>	<b>Period 1: 8:35-9:35</b>	<b>*Period 6: 8:35-9:35</b>
<b>Period 1: 8:00-8:50</b>	<b>Period 2: 9:40-10:40</b>	<b>Period 7: 9:40-10:40</b>	<b>Period 2: 9:40-10:40</b>	<b>Period 7: 9:40-10:40</b>
<b>Period 2: 8:54-9:35</b>	<b>Period 3: 10:45-11:45</b>	<b>Period 8: 10:45-11:45</b>	<b>Period 3: 10:45-11:45</b>	<b>Period 8: 10:45-11:45</b>
<b>Period 3: 9:39-10:20</b>	<b>Period 4: 11:50-12:50</b>	<b>Period 9: 11:50-12:50</b>	<b>Period 4: 11:50-12:50</b>	<b>Period 9: 11:50-12:50</b>
<b>Period 4: 10:24-11:05</b>	<b>* Period 5 Student Lunch at Home</b> <i>(Periods will be altered by grade level depending on when lunch is scheduled)</i>			
<b>Period 5: 11:09-11:50</b>	<b>1:30-2:50 Student Support/Professional Responsibilities</b>			
<b>Period 6: 11:54-12:35</b>				
<b>Period 7: 12:39-1:20</b>				
<b>Period 8: 1:24-2:05</b>				
<b>Period 9: 2:09-2:50</b>				

# High School Stage 3 Hybrid Schedule

*\*Sample Schedule*

<p><b>Monday</b> School begins at 10:15 <b>eLearning for All</b></p>	<p><b>Tuesday</b> School begins at 7:35 <b>Group A In-Person</b> Group B Remote Online Only Remote</p>	<p><b>Wednesday</b> School begins at 7:35 <b>Group A In-Person</b> Group B Remote Online Only Remote</p>	<p><b>Thursday</b> School begins at 7:35 <b>Group B In-Person</b> Group A Remote Online Only Remote</p>	<p><b>Friday</b> School begins at 7:35 <b>Group B In-Person</b> Group A Remote Online Only Remote</p>								
<p><b>eLearning Day (10:15 - 3:00)</b> <i>*Synchronous time each period</i> <i>*PLC &amp; Collaboration (7:45-10:15)</i></p> <table border="1" data-bbox="152 452 488 1021"> <tr><td>Period 1: 10:25 - 10:55</td></tr> <tr><td>Period 2: 11:00 - 11:30</td></tr> <tr><td>Period 3: 11:35 - 12:05</td></tr> <tr><td>Period 4: 12:10 - 12:40</td></tr> <tr><td>Period 5: 12:45 - 1:15</td></tr> <tr><td>Period 6: 1:20 - 1:50</td></tr> <tr><td>Period 7: 1:55 - 2:25</td></tr> <tr><td>Period 8: 2:30 - 3:00</td></tr> </table>	Period 1: 10:25 - 10:55	Period 2: 11:00 - 11:30	Period 3: 11:35 - 12:05	Period 4: 12:10 - 12:40	Period 5: 12:45 - 1:15	Period 6: 1:20 - 1:50	Period 7: 1:55 - 2:25	Period 8: 2:30 - 3:00	<p><b>Breakfast Option &amp; Symptom Monitoring (7:10-7:35)</b> <i>*building opens for bus riders @ 7:10 am</i> <i>*building opens for non-bus riders @ 7:20 am</i></p>			
	Period 1: 10:25 - 10:55											
	Period 2: 11:00 - 11:30											
	Period 3: 11:35 - 12:05											
	Period 4: 12:10 - 12:40											
	Period 5: 12:45 - 1:15											
	Period 6: 1:20 - 1:50											
	Period 7: 1:55 - 2:25											
Period 8: 2:30 - 3:00												
<p>Period 1: 7:35-9:00</p>	<p>Period 6: 7:35-9:00</p>	<p>Period 1: 7:35-9:00</p>	<p>Period 6: 7:35-9:00</p>									
<p>Period 2: 9:05-10:30</p>	<p>Period 7: 9:05-10:30</p>	<p>Period 2: 9:05-10:30</p>	<p>Period 7: 9:05-10:30</p>									
<p>Period 3: 10:35-12:00</p>	<p>Period 8: 10:35-12:00</p>	<p>Period 3: 10:35-12:00</p>	<p>Period 8: 10:35-12:00</p>									
<p>Period 4: 12:05-1:30</p>	<p>Period 5: 12:05-1:30</p>	<p>Period 4: 12:05-1:30</p>	<p>Period 5: 12:05-1:30</p>									
<p><b>Student Support &amp; Professional Responsibilities/Collaboration (1:30-3:00)</b></p>												

# 6-12 Grade Student Support Time (Tues-Fri)

*Junior High (1:30-2:50 pm) & High School (1:30-3:00 pm)*

## *Student Learning Actions:*

- Access teacher support, small group learning, and office hours
- Participate in individual interventions such as reteaching of targeted skills focus based on assessment results
- Receive individual work completion support
- Participate in group review sessions for specific content areas with multiple instructors supporting the learning
- Check in with teachers if absent
- Access assessment study sessions and re-take opportunities
- Engage in lessons such as high school preview, course selection, and college planning
- Access to extension and enrichment opportunities
- Receive social-emotional and executive functioning support
- Engage students in performance-based activities for example driver education simulation, culinary labs,
- Receive ongoing feedback regarding performance
- Engage in learning with guest speakers and mentorship meetings
- Access materials and resources from both classroom and Learning Commons
- Communicate with teachers (with or without caregiver involvement)
- Access Student Services personnel for support



# Connections Schedule

## Stage 2 & 3

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30- 11:15 Advisory Periods 1 & 2	Synchronous Virtual Instruction ALL PERIODS	A Groups	A Groups	B Groups	B Groups
11:15 - 12:15	Lunch & Asynchronous Instruction				
12:15 - 2:30 Periods 3 & 4	Asynchronous Learning & Independent Work	B Groups	B Groups	A Groups	A Groups

When students are not in-person, they will be engaging in synchronous (via live streaming) and asynchronous work.

# K-12 Multi-Needs & Structured Learning

Beginning January 25th\*:

## K-5

In-person  
Tues-Fri 8:15-12:15

Monday eLearning

## 6-8

In-person  
Tues-Fri 8:35-12:50

Monday eLearning

## 9-12

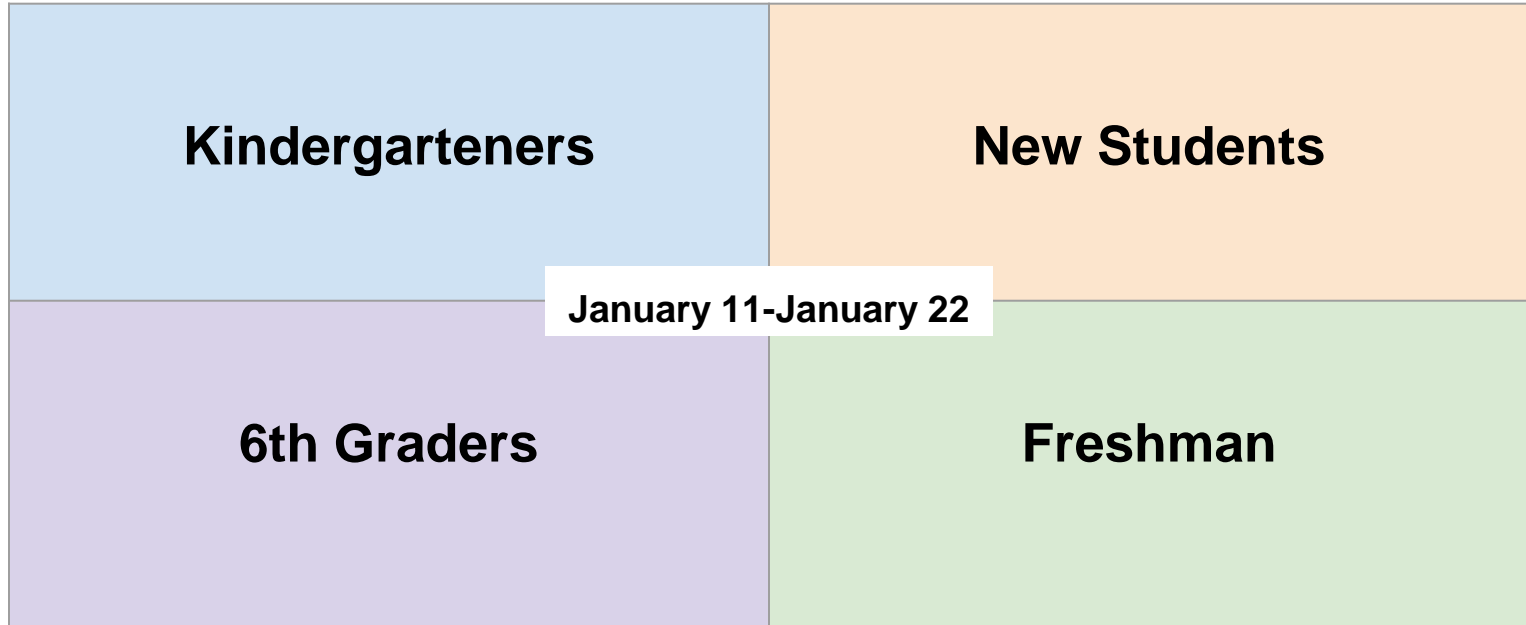
In-person  
Tues-Fri 7:35-1:30

Monday eLearning

Students will be provided 30-60 minutes of asynchronous work each day

\*Students may choose to remain remote through stage 3 of the Return to Learn plan

# Transition Activities

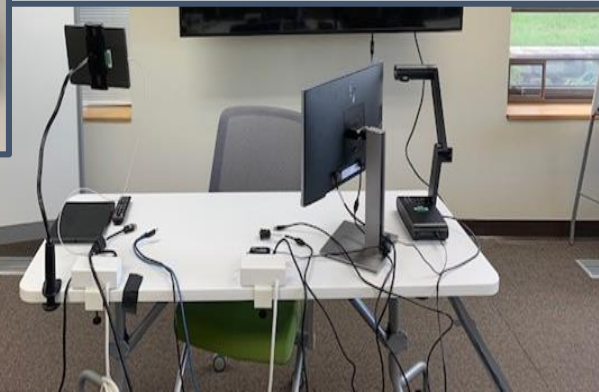
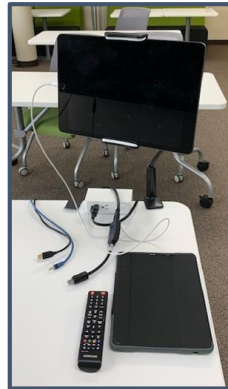
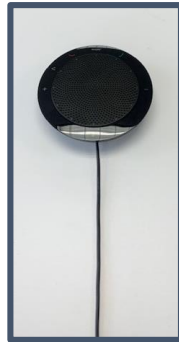


# Student Services

- IEP/504 services are consistently being provided to students.
  - Adhering to health and safety guidelines
  - IDEA allows services to be provided virtually
- Child find responsibilities continue
  - Preschool screenings and evaluations have been conducted in-person
- IEP students have been prioritized for in-person instruction since August
  - Specialized classrooms are following hybrid model
- Individual concerns and questions

# Instruction for All: *Live Streaming*

- Classroom setup to facilitate multiple learning models
- Allows for continuity of course content, teacher, class peers collaboration
- Online only students and hybrid remote students have access to real time learning during all in person instruction
- Each classroom is equipped with an ipad, laptop, sound system and second monitor
- Collaboration between staff and administration to determine the tech solution



# Communication

- The FAQ section updated after each Board meeting.
- COVID Dashboard will be updated no later than Tuesday mornings at 8:00 a.m.
- The Return to Learn web page has the most up-to-date information - [www.naperville203.org/returntolearn](http://www.naperville203.org/returntolearn).
- Talk203 messages sent to community as needed.
- Submit public comment, questions, comments, concerns or compliments to Let's Talk [www.naperville203.org/letstalk](http://www.naperville203.org/letstalk).

# **Return to Learn 2.0:** *Transition to Full In Person Learning*

***Develop and implement a plan that can be flexible and responsive to the changing conditions of the pandemic and ultimately return to full in-person instruction***

***Ensure safe and secure learning/work space conditions for all students and staff aligned to ISBE and IDPH recommendations***

# *Naperville 203*

Community Unit School District

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(630) 420-6300

**Naperville203.org**



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@naperville203



@napervilledistrict203



@Naperville Community Unit School District 203