

within the school building (groups of 8 or less), or in person via services on wheels. *ISBE has suggested that related services be provided remotely, whenever possible.*

Teachers and staff are on campus during Phase 3. Offices are open during regular school hours. Each building will have set hours for instruction and teacher office hours. Synchronous instruction will take place Tuesday – Friday with Mondays being reserved for asynchronous learning and teacher/staff professional development and planning.

#### **Phase 4 – Teacher Subcommittee Recommended Plan**

##### **Pre-K**

During Phase 4, PreK students will attend school on-campus Tuesday-Friday in half day sections. The current session time frames may have to be adjusted to accommodate for district-wide transportation planning. Classes will be limited to 10 students, to meet guidelines. Current tuition-based students are welcome to re-enroll, however, in Phase 4 no other tuition-based spots will be filled. In addition to academic learning, there will be emphasis on teaching students proper hand-washing and how to clean their spaces. Between sessions, staff will have lunch and sanitize the room for the next class.

##### **Grades K-5**

During Phase 4, elementary students will attend school on-campus for a half day Tuesday-Friday. This plan will have half of the students in a class attend in person in the morning and the other half in the afternoon. Between sessions teachers will have lunch and disinfect the classroom. When students are not learning on-campus, they will be engaged in a combination of synchronous and asynchronous learning. Asynchronous learning will include online activities with Dreambox (math) and Mystery Science. Synchronous learning will include activities such as lessons by encore teachers.

Some elementary students needing RtI services in math, reading and/or SEL will attend the whole day. Half of their day will be spent with the classroom teacher. The other half of the day will be spent with interventionist and/or encore teachers. Other elementary students will receive RtI services remotely.

All students who receive special education services for math, reading, writing and social-emotional learning will attend all day, T-F. They will attend their general education classes for half the day and receive special education instructional minutes and related services the second part of the day as well as participate in encore classes.

Mondays will be asynchronous learning for all students. Teachers will attend professional development in the morning and have a period for planning. The afternoons will be reserved for office hours and remote small groups.

Pros:

- Social distancing can be maintained within the classroom
- Better able to maintain social distancing at arrival and dismissal
- Teachers have contact daily with students; and face-to-face contact 4 days a week
- Students have a shorter period of time to remain in their assigned seat within the classroom; more developmentally appropriate
- Fewer students to work with at one time; more individualized instruction
- Encore teachers can do activities that require more movement and interaction with students
- Built in professional development for staff

Cons:

- Students will miss in-person interaction with Encore teachers
- Child care

### **Grades 6-12**

During Phase 4, junior high and high school students will follow a modified six-hour school day Tuesday-Friday. Students will attend school in person one day a week and attend off-campus synchronously three days.

On Mondays all students will attend school off-campus with asynchronous learning. Teachers will participate in professional development and department planning on Monday mornings and will assist students in small group instruction during office hours Monday afternoons.

The campuses will be open with sign-ups for students to access the building for internet during off-campus learning.

Junior high students in need of Rtl services and/or additional supports will have the opportunity to receive those services before school and during the school day. High school students in need of Rtl services and/or additional supports will have the opportunity to receive those services before school and during study hall both on-campus and off-campus. Students receiving Rtl and/or IEP services may need to attend on-campus for additional days.

Students who participate in Compass and ATLAS programs will attend all four days of in person learning.

Eighth grade Foreign Language will be taught during the Rtl time at the junior high. Students needing transportation for Rtl or foreign language may ride the elementary bus.

Pros:

- Built in time for remediation, Rtl, and instructional supports for students
- Built in professional development for staff
- Developmentally appropriate with a later start time for older students
- More personalized support/instruction on days when students are participating in on-campus learning
- Able to maintain social distancing in classrooms/hallways and lunchroom
- Older siblings are home more days to assist with childcare of younger siblings

Cons:

- Less face-to-face time with teachers