

**Public Hearings on E-Learning Program and 2023-24  
Return to Learn Plan**

Monday, July 17, 2023 6:30 PM

Unit #10 Administrative Annex, 123 W. Clay, Collinsville, IL 62234

1. **Call to Order - President Peccola**
2. **Roll Call**
3. **Purpose of Hearing: Consider the Proposal to  
Adopt Program for E-Learning Days**



## E-Learning Plan

### What is an E-Learning Day?

E-Learning Days are designed to serve as official attendance days of school when the students and teachers stay at home due to emergency situations, yet learning continues as students remotely leverage digital tools and engage in teacher-prepared lessons. The Collinsville School District E-Learning Plan also includes teachers available remotely to assist students by email with their assignments during the hours of the e-learning school day.

### Issuing an E-Learning Day

In the event conditions are such that school must be canceled, administration will do its best to make that determination by 6:00am. Sometimes this is not possible, as conditions can change rather quickly in Southern Illinois, but the goal will be to make the determination by 6:00 am. Once the decision is made, students, staff, and parents will be notified:

- through our District call system
- through our website, Facebook, Twitter and Instagram
- through local tv and radio stations, as well as newspaper websites

If an e-learning day is implemented, everyone will be notified in the same manner as when school is canceled. Students will be expected to utilize the day to meet with their teachers virtually and work on their required assignments/activities as described below in the Student Assignments/Activities section.

### Teacher Availability

All teachers are required to offer synchronous instruction on an e-learning day. Teachers are also expected to be available to students/parents during their work hours to answer questions. For many teachers, other systems may work better than email (Telephone, ClassDojo, Google Classroom, etc.) and staff are encouraged to utilize these other communication tools as the situation dictates. However, all teachers will check their email regularly and provide feedback and guidance to students/parents on an as needed basis. Teachers may communicate outside of office hours as needed.

### Live Video Conferencing Sessions

Google Meet will be one of the primary video conferencing tools used to host live class sessions in communication with students during e-learning days for online learners. If a student is unable to attend a live session, the classroom teachers may provide either notes or a recorded version of the session. Elementary teachers with students in grade PreK-6 will include in their morning announcement the times students are to log in for live instruction. At grade levels 7-12, staff will use the abbreviated class times when scheduling synchronous (live) sessions.

	CHS	CMS
1st hour	7:50-8:25	8:45-9:20
2nd hour	8:35-9:10	9:30-10:05
3rd hour	9:20-9:55	10:15-10:50
4th hour	10:05-10:40	11:00-11:35
5th hour	10:50-11:25	11:45-12:20
6th hour	11:35-12:10	12:30-1:05
7th hour	12:20-12:55	1:15-1:50

### Student Assignments/Activities

It is important to remember that activities, especially at the primary grade levels where students are not issued a Chromebook to take home, should be about reinforcement and review of already learned material. In the event of a long-term closure, materials will build upon already learned material and introduce new concepts. Learning materials will be offered in a variety of ways either to be returned to the teacher or materials to be signed off by a parent, guardian or caregiver (digital assignments, projects, print material, sign-off Choice Boards of activities, etc.). It is also important to realize that many students may have other responsibilities (shoveling snow, watching siblings, etc.) or be in a different environment (at a grandparent's house, in daycare, at work with a parent, etc.). For those students with multiple classes, remember that they will have work from each teacher.

- PreK – K: Teachers will provide students with a “choice board” that will be sent home and/or electronically available to students/parents as soon as possible. It is important that the choice board not be solely dependent on the use of technology, as many grade school students may not have access to a device/internet during an e-Learning day. Depending on student access to technology, it may be possible to add a “choice” to the choice board

involving teacher communicated assignment. Teachers will provide students with an announcement on Google Classroom or other class communication programs announcing their assignment(s) by the school start time when the e-learning day is initiated.

- 1st – 12th Grade: Teachers will provide students with a Google Classroom announcement announcing their assignment(s) by the school start time on the morning the e-learning day is initiated. For students who may not have access to the internet, it is recommended that teachers have “alternative” assignments/activities that students may work on that are not dependent on technology. These alternative assignments/activities should be communicated to students/parents prior to the possibility of an e-learning day...for example, sending a packet home with the student(s) that is kept at home and ready to be completed if an e-learning day is initiated or providing an e-learning assignment on Google Classroom. The district will make every attempt to provide technology to students/learning materials prior to an e-learning day.
- Special Education and Related Services: Special education personnel will be available to students through electronic sources as applicable, based on student need and IEP goals. Modifications and adaptations will also be included in all assignments, based on the needs of the student and IEP goals. Individual goals and objectives will be addressed through assignments and activities provided by case managers.
- Most teachers will be utilizing Class dojo and/or Google Classroom as their online Learning Management System.

### **Student Attendance**

During e- learning, attendance will be taken. The preferred method of collecting attendance is always a one-to-one daily connection between the teacher and the student. However, we recognize that this method is not available or practical for all student scenarios under an e-learning situation. We encourage and suggest several ideas for how classroom teachers can collect and count a student as present during an e-learning Day.

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

### **Grading**

Students will be accountable for completing the assigned tasks either online or by printed materials in the same manner as any other school day. Incomplete work will be considered incomplete. Teachers are encouraged to hold students accountable for completing work as they would with any missing assignments. Completed work can either be turned in online or on an upcoming school day.

## **Technology**

Between Thanksgiving and the end of February, the possibility of inclement weather will be monitored and allow teachers to send devices home with students. In the event, unexpected inclement weather arrives, an alternate option will be available for students and families to allow students an alternative to complete their work should a device not be in their possession. These alternative assignments will be in the form of choice boards, projects, reading and writing assignments, etc. Teachers will also prepare e-learning packets that can be sent home with students prior to the start of the bad weather season.

## **Student/Parent Technical Support:**

In the event of an issue with a student's district assigned device, please call or email the technology support person at your child's school.

### **Glenn Woodcock – CHS**

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4. **Opportunity for Public Input**

5. **Purpose of Hearing: Consider the Approval of a Resolution to Approve the Return to Learn Plan for the 2023-24 School Year**

Draft 2023-2024

# Return to Learning Plan

~~2022-2023~~ 2023-2024

## Collinsville Community Unit School District #10





## Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • fax 618-343-3673

Kahok Families,

Collinsville Community Unit School District #10 has developed a Return to Learning Plan for the 2023-2024 school year.

The district has reviewed our previous Return to Learning Plan that governed the 22-23 school year and revised the document based on guidance from the Center for Disease Control (CDC). Additionally, input from stakeholders was taken into account to ensure the district properly utilizes American Rescue Plan resources to provide our students with a safe environment, appropriate academic programs, social emotional supports, and current technology. Each of which will allow our students to grow academically and socially as our district recovers from living through the COVID-19 pandemic.

Areas identified in the Return to Learning Plan include: ***American Rescue Plan, Wellness, Human Resources, Technology, Instruction, and Operations***. The areas will guide the day to day practices and procedures that occur in each school facility from entrance, exit, classroom instruction, lunch, etc. for our anticipated Return to Learning in the weeks ahead. While the plan is comprehensive, the district will be forthcoming if changes and adjustments are needed as we travel down uncharted waters.

Thank you for your time, effort and constant dedication to our students!

**Mark B. Skertich, Ed. D.**  
***Superintendent***

\*This set of guidelines and protocols was submitted to the Board of Education to be approved July 17, 2023. This document is an ever changing outline based upon the recommendations and guidelines set forth by the CDC and may be updated based on school community, and county positivity numbers. Modifications to this plan could include increased mitigation measures to decrease the spread of COVID-19. The plan will be regularly reviewed, but no less frequently than every six months, taking into consideration the timing of significant changes to CDC guidance.

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## AMERICAN RESCUE PLAN REQUIREMENTS

### Overview

Sweeping through the world in early 2020, the COVID-19 pandemic resulted in major upheaval to all aspects of life, including unprecedented school closures in the spring and fall of 2020. To open schools for in-person instruction required strict health and safety protocols which created barriers and limitations to teaching and learning.

Recognizing that students across remote and in-person settings faced significant academic, social, emotional, and mental health challenges as a result of the interrupted education and the trauma caused by the COVID-19 pandemic, the U.S. Congress made emergency funds available to local school districts to prevent, prepare for, and respond to COVID-19.

Funds made available through the American Rescue Plan (ARP) Act require that school districts develop a *Plan for Safe Return to In-Person Instruction and Continuity of Services*. As such, this plan has been developed in accordance with the ARP Act; the Centers for Disease Control and Prevention (CDC); and addresses adjustments needed in response to evolving COVID-19 pandemic circumstances.

Taking the public's input into account, this plan was also developed through meaningful consultation with a collaborative of students, parents, school and district administrators (including special education administrators), teachers, school staff, food service staff, transportation service staff, and labor association leaders.

Opportunity for the public to provide input was provided prior to the 23-24 school year from July 10th - 14th through a web-based comment platform and public hearing. Upon request, this plan will be provided in an alternative format accessible to parents who are individuals with a disability as defined by the ADA. This plan will also be made publicly available on the district's website. A public meeting was held on July 17, 2023 with opportunity for public input.

School strategies in this plan may be removed or increased based upon local conditions, levels of community transmission (i.e., low, moderate, substantial, or high), local vaccine coverage, and use of screening testing to detect cases in K-12 schools, to determine the prevention strategies needed. School officials will communicate any changes in plans to staff members, students, and parents through the district's regular communication platforms.

### **Committee Members**

LaToya Berry-Coleman, Alison Underwood, Julie Haake, Chelsea Clark, Kevin Stirnaman, Carla Cruise, Angie Schneidewind, John Parciak, Tina Houck, Leah Milton, Emily Matthews, Robin Schomber, Michele Sheahan, Jennifer Keene, Kim Peek, Lisa Calvert, Andrea Suess, Madonna Harris, Christine Petroff, Stephanie Digiralomo, Jessica Schmittling, Marylynn Schaffer, Alison Pyatt, Brandi Howard, Dan Toberman, Heather Johnson, Tracey Schmidt, Brad Skertich, Brad Hyre, Derek Turner, Kevin Robinson, Josh DeWitte, Lisa Sabatino, and Carla Terry.

## WELLNESS

### **Maintaining the Health and Safety of Students, Educators, and Other Staff**

In accordance with the Illinois State Superintendent of Schools July 9, 2021 declaration, all Collinsville CUSD #10 schools will be open fully for in-person learning for all student attendance days for the 2021-22, 22-23 and 23-24 school years. Remote instruction will be made available for students who are under isolation or quarantine for COVID-19. If a student does not meet the above criteria, but requests remote learning due to a medical condition, the request for remote learning will be evaluated under Section 504 of the Rehabilitation Act. If the student has a qualifying medical condition, the student may be provided homebound instruction. This guidance is based on recommendations by the CDC.

The District will operate in accordance with federal and state guidance, consistent with its legal authority.

#### **Physical Distancing**

- Physical distancing and cohorting may be utilized as necessary based on community transmission levels.

#### **Face Coverings and P.P.E.**

- Students and staff may, but are not required to, wear masks. The CDC recommends universal indoor masking in communities with high COVID-19 levels. If community COVID-19 levels increase to medium or high transmission, students, staff, and visitors are strongly encouraged to wear face coverings while indoors.
- School staff members are to model support for and encourage students to be supportive of people who choose to continue to wear a mask as a personal choice or because of a personal medical reason.

#### **Hand Hygiene**

School staff will monitor and reinforce frequent handwashing and respiratory etiquette by

- continuing to teach handwashing with soap and water for at least 20 seconds;
- assisting young children with handwashing;
- reminding everyone in the facility to wash hands frequently;
- using hand sanitizer containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer) when hand washing is not possible;
- continuing to teach respiratory etiquette (e.g., covering coughs and sneezes); and
- providing adequate handwashing and hand sanitizer supplies that are safely stored (up, away, and out of sight of young children and used only with adult supervision for children under 6 years of age).

#### **Training**

Each staff member will be required to complete safety training related to safety protocols. Each building will provide training to staff that is specific to their unique circumstances. Hand hygiene and other appropriate mitigation safety measures, as necessary, will be included in our curriculum to help educate our students on the importance of proper hand hygiene and personal safety. Additionally, employees will be trained on the proper way to disinfect their workspace.

Students will be receiving grade level appropriate education and guidance for appropriate mitigation safety measures, as necessary during the first two (2) weeks of school and reinforced throughout the year. Each school will develop a plan for providing our students with building specific safety measures to follow and why these measures are important.

## **Facilities Cleaning Plan**

School custodial staff and transportation staff will continue to clean surfaces daily. To further reduce the risk of spreading infection, these staff will also use disinfectants on the U.S. Environmental Protection Agency COVID-19 "List N" to disinfect spaces occupied by someone who tested positive for COVID-19 within the last 24 hours.

Custodial staff will continue to regularly replace school ventilation system filters throughout the school year.

When possible and if necessary, staff will open windows and have activities, classes, or lunches outdoors when circumstances allow.

When it does not pose a safety risk and deemed necessary, transportation staff will keep vehicle windows open at least a few inches to improve air circulation.

### **Daily and high touch cleaning mitigation**

- Restroom stalls and dispensers
- Cafeteria tables
- Toilets, sinks and faucets
- Food preparation surfaces
- Drinking Fountains may be utilized throughout the school day with frequent cleaning by custodial staff
- Wiping down of desks by students

### **Supplemental cleaning mitigation**

- Door handles and knobs (including exterior doors) • Elevator buttons • Handrails
- Recreation equipment/playground equipment • Vending machines • Countertops
- Light switches
- Copier, printer and fax control buttons • Front desk and lobby surfaces

### **Routine personal area cleaning mitigation**

- Teacher Desks
- Computer keyboards and mouse
- Phones
- Chair arms
- Remote controls
- Cabinet and file drawer handles
- Microwave, refrigerator, appliances, coffee machines

## HEALTH

### COVID-19 Positive or Symptomatic Students

Students and staff who have symptoms of infectious illness, such as influenza (flu) or COVID-19, should stay home and contact their healthcare provider for testing and care.

Individuals in our school environments who show symptoms of COVID-19 are to immediately report to or be escorted to the school's health care professional's office to be either sent home or kept in a safe area while awaiting pickup/evaluation. **Students and staff are required to wear masks when visiting the health staff offices.** Parents should ensure that ill students are picked up from school within 30 minutes of being notified. Ill students will not be allowed to utilize the school bus to return home. To facilitate COVID-19 diagnosis a rapid COVID-19 test can be administered on site by a school health staff member only with parental consent.

Student absences related to COVID-19 from school will be recorded as excused. To ensure continuity of services, school work missed during such an absence can be requested and made up in accordance with the school's policy (refer to student handbook); social, emotional, mental health, or other needs will be provided in accordance with a student's IEP or 504 Plan. Parents of students who have social, emotional, mental health, or other needs outside of an IEP or 504 Plan should contact their child's principal to discuss needs. Remote instruction (combination of synchronous and asynchronous) will be made available to students who are under isolation or quarantine for COVID-19.

If a student is not excluded from school or quarantined by IDPH, per their regulations, but requests remote learning due to a medical condition, the request for remote learning will be evaluated under Section 504 of the Rehabilitation Act. If the student has a qualifying medical condition, the student may be provided homebound instruction.

Staff absences related to COVID-19 will be recorded in accordance with the district's sick leave policy, related collective bargaining agreements, and applicable law. To ensure continuity of services, staff members should contact their principal or Human Resources to discuss support for social, emotional, mental health, or other needs.

In accordance with state law, to the extent allowable by privacy laws and other applicable laws, school health care professionals will continue to collaborate with area Health Department officials to confidentially provide information about any employee or student who tests positive or is suspected to have COVID-19, including making notifications to staff and parents as soon as possible and names of known close contacts.

Students and staff who tested positive for COVID-19 and/or exhibit COVID-19 symptoms are not authorized to report to school/work and will be excluded from school and allowed to return in accordance with the attached chart. *Please see the COVID-19 Return to School Flowchart on page 11.*

#### A. Test Positive for COVID-19 -- PCR or Antigen Test (Exclude From School)

Everyone, **regardless of vaccination status**, shall be excluded from school and may return under the following criteria:

- Stay home for a minimum of five (5) days and a maximum of 10 days after the first day of symptoms or the specimen collection date from positive viral test for asymptomatic persons.

- Individuals may return to school after five (5) days if asymptomatic or if fever-free without fever reducing medication for 24 hours, diarrhea/vomiting have ceased for 24 hours, and other symptoms have improved.
- The individual will not be excluded from school if the nurse determines the symptoms are not likely related to COVID-19.
- Individuals are strongly encouraged, but not mandated, to wear a mask around others, even when outdoors, for five more days after returning to school.

#### **B. COVID-19- like symptoms (Exclude From School)**

Everyone, **regardless of vaccination status**, who the nurse determines has symptoms that are likely related to COVID-19, shall be excluded from school and may return to school under the following criteria:

- Receives a negative test (PCR, or Antigen) result that confirms the symptoms are not attributable to COVID-19 and symptoms have improved or resolved and the criteria to return for that illness is met; **or**
- For a minimum of five (5) days and a maximum of 10 days until fever free without fever reducing medication for 24 hours, diarrhea/vomiting have ceased for 24 hours, and other symptoms have improved; **or**
- Submit a note from the individual's treating physician confirming the symptoms are not related to COVID-19 and stating the individual is cleared to return to school. Student/employee should only return once symptoms have improved/resolved per return-to-school criteria for diagnosed condition.
- Individuals are strongly encouraged, but not mandated, to wear a mask around others for five more days, even outdoors, after returning to school. Those testing positive should be excluded from school and follow guidance for persons testing positive.
- Employees may be required to take a COVID-19 test in order to determine his/her eligibility for COVID-19 paid administrative leave.

Students and staff returning from illness related to COVID-19 are to call to check in with the school's health care professional.

#### **Visitor Plan**

Visitors are welcome in our school facilities unless they are experiencing a seasonal illness or positive with COVID-19. Visitors should have an appointment and/or a purpose for their visit, sign in, complete the Raptor System and follow recommended CDC guidance.

#### **Rapid Point-of-Care Antigen Testing**

Collinsville Community Unit School District 10 was provided an opportunity to provide free COVID-19 Rapid Point-Of-Care Antigen Testing to students and staff in our district. The tests will be available to symptomatic individuals at school.

BiNaxNow are approved by the Food and Drug Administration (FDA) as quick nasal swab tests designed to give our trained health staff results within fifteen (15) minutes. Our tests are administered by school nurses or athletic training staff who have been specially trained.

[Information about BiNaxNow testing \(English\)](#)

[Information about BiNaxNow testing in Spanish](#)

This free COVID-19 testing option is used only when a student or staff member is symptomatic at school or has symptoms when completing the self-certification health check.

**THE POTENTIAL BENEFITS OF THE POC ANTIGEN TEST IN SCHOOLS INCLUDE:**

- Rapid confirmation of suspected COVID-19
- Helping your child’s healthcare provider make a timely informed decision about your child’s plan of care
- Assisting for an expedited and safe return to the classroom for students
- Help mitigate the spread of COVID-19 in school and community

Click [HERE](#) for a printable Parent/Guardian Authorization and Consent for COVID-19 Testing (English)

Click [HERE](#) for a printable Parent/Guardian Authorization and Consent for COVID-19 Testing (Spanish)

**CUSD #10 Staff Guidelines for COVID-19 Testing**

COVID-19 Point-Of-Care (POC) Antigen testing is available at no cost for CUSD 10 Staff who meet the following criteria:

- Staff must have COVID-19 symptoms between 24 to 48 hours prior to the test being administered. Test availability for each staff member is at the nurses discretion.

Staff must schedule an appointment with their building nurse to get tested

- Please contact your building’s nurse through email or by phone call to schedule your appointment
- Appointments must be made in order to prepare for the test and properly disinfect the area after the test has been completed

Staff must sign the consent form in order to be tested. Consent forms will be located in the nurse’s office along with information regarding the two types of antigen tests utilized by the district. For information regarding tests, click for [BinaxNOW COVID-19 FACT SHEET](#)

Results from the Rapid Tests will be available within 15-30 minutes.

Staff will be given a copy of the assessment/results page and will be asked to share this information with the Human Resources Department.

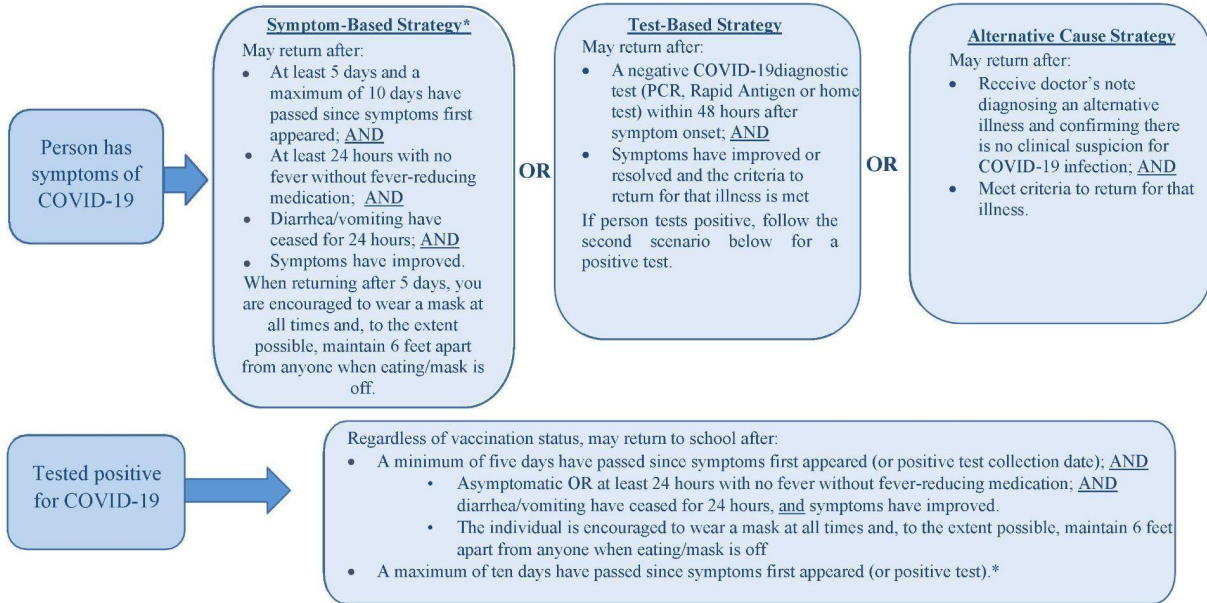
**Please note: Only CUSD 10 staff and students may be given the COVID-19 POC Antigen Test at school.**

**Return to School Flowchart** (Version: July 19, 2022)

**2023-2024**

**COVID-19 Return to School Flowchart ~~2022-2023~~ School Year**

**Note:** This chart is provided for informational purposes only. The IDPH strongly recommends medical evaluation and testing for all persons with COVID-like Symptoms. The School District should notify its local public health department with the name of any student or employee with a confirmed COVID-19 test or who is suspected of having COVID-19. The District should coordinate with the person’s physicians regarding the date the person will be eligible and safe to return to school.



See Centers for Disease Control and Prevention (CDC) Guidance for COVID-19.  
 \*If the case is severe, the person should consult with their physician to determine when it is safe to return.

**Promoting Vaccination**

**21-22 School Year**

Working with the Madison County Health Department (MCHD) and Illinois Department of Public Health (IDPH) COVID-19 vaccination clinics have been held for those eligible to receive the vaccine. Vaccination clinics dates and locations included: June 28, August 11 and September 1 at Collinsville Middle School (MCHD); November 15 and December 6 at Renfro Elementary (IDPH); January 10 and 31 at Webster Elementary (IDPH); March 2 and March 30 at Kreitner Elementary (IDPH). In addition, we shared the MCHD vaccination clinic finder link with families in April (16+ eligible) and May (12+ eligible) as students became eligible to receive the vaccine.

**22-23 and 23-24 School Years**

Respectful of peoples’ varying levels of vaccine confidence, those who want to get vaccinated against COVID-19 can visit [vaccines.gov](https://www.vaccines.gov) to find out where they can get vaccinated in our community.

### **Disabilities or Other Health Care Needs**

Parents of students who need accommodations, modifications, or assistance related to COVID-19 safety protocols, disabilities, underlying medical conditions, or weakened immune systems should contact their student's case manager and/or IEP Coordinator to discuss their child's specific need(s). If your child does not have an IEP, you should contact the building principal.

Staff members who need accommodations, modifications, or assistance related to COVID-19 safety protocols, disabilities, underlying medical conditions, weakened immune systems, or a sincerely held religious belief or practice (covered by Title VII of the Civil Rights Act of 1964) should contact their school's principal to discuss the need(s). Staff members with weakened immune systems are advised to contact their healthcare professional about the need for continued personal protective measures after vaccination.

### **Coordinate with Public Health Officials**

In accordance with State law, the District will provide the Local Public Health Department with the name and contact information of any employee or student who tests positive or is a suspected positive, along with the names of any close contact known to the District. The Local Health Department shall be responsible for conducting any contact tracing.

District officials will continue to collaborate and consult with the East Side Health District, Madison and St. Clair Counties Health Department officials throughout a pandemic on various logistics and decision-making including, but not limited to, quarantines, screening testing, vaccine clinics, a change in learning setting or an emergency school closing.

### **Communication Plan**

Collinsville CUSD #10 will coordinate with the Local Public Health Departments to communicate dismissal decisions and the possible COVID-19 exposure.

Communication to families and staff will align with the communication methods already in use (SkyAlert, District website, social media, district app, etc.) In such a circumstance, Collinsville CUSD #10 will maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act. Families will be notified of any upcoming changes to the district's learning setting in a timely fashion. Revisions will be provided in an alternative format accessible to parents who are individuals with a disability as defined by the ADA, and made publicly available on the district's website.

## **HUMAN RESOURCES**

Labor unions will be instrumental in developing any semblance of a workable in-person instruction in the fall. Both parties (i.e. District & labor unions) will work cooperatively and collaboratively in finding solutions. The District will operate by mostly developing guidelines and protocols for employees. The District will continue to monitor input from the PRESS Policy Organization, as well as from professional organizations such as IASA, IASB, and others to make appropriate changes leading up to and throughout the 23-24 school year.

### **Staff Return Plan**

The District will follow CDC guidelines throughout the school year, consistent with its legal authority.

Employees will be expected to use their accrued time bank for their absence from work (sick time, personal, vacation time, etc.) for COVID-19 related absences, unless such absences are covered under state law.

### **Staffing Levels**

The district will monitor staffing levels within each building to ensure optimal operations for teaching and learning. In the event that staffing levels drop below the ability for the building to maintain optimal operations, the district will consider varied options to ensure a five day a week, full day schedule for the 23-24 school year.

### **Professional Travel and Field Trip Requests**

District sponsored travel may be limited. All travel will align with CDC guidelines.

### **School Sponsored Off-Site, Overnight Event, Competition, or Trip (“Event”) Guidelines**

In accordance with Board of Education policy 6:240 (Field Trips and Recreational Class Trips), field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.

Students and staff attending an event should follow all required COVID-19 related protocols for the host site while attending the event.

Parents and guardians of all students are required to screen their student for COVID-19 and other illness symptoms prior to sending their child on an off-site, overnight event, competition, or trip (“event”) and take the student’s temperature before sending a student to a school sponsored event.

Class/Club/Organization sponsors will submit a COVID-19 Student Safety plan to address any student who might become symptomatic during the off-site, overnight event, competition, or trip (“event”). This plan will outline safety measures to be put in place to protect the health and safety of participating students and event sponsors/chaperones.

As the Unit 10 School District continues to monitor data regarding the health of our students and staff with regards to SARS-CoV-2, any trip requests requiring overnight stays will be considered on a case by case basis.

## TECHNOLOGY

We believe that device availability along with access to the internet are key to students' success. Therefore, all students were provided a device for the 21-22 and 22-23 school years and will continue to have devices during the 23-24 school year.

### **Devices & Web Access**

A device and web access are necessary throughout the school year. The district will provide a device for every student. Parents will need to maintain this device and web access in their homes for student access to lessons, personalized learning, and assignment retrieval. In the event of a COVID-19 related closure, paper packets may be made available as needed. Internet access will be provided for those students who do not have access at home. All district-issued devices are filtered and monitored by technology staff whether at home or at school.

### **Device Distribution Plan**

Collinsville High School - Devices will be distributed at CHS Registration

Collinsville Middle School - Devices will be distributed at CMS Move-in Day

Dorris Intermediate School - Devices will be distributed at the open house and the first week of school

All Elementary Schools - Devices will be assigned the first week of school and sent home as needed

These devices will be the responsibility of the student and the parent while at home. The parent may be financially responsible for any lost, damaged, or stolen devices, including the power cords. Collinsville Community Unit School District #10 will communicate the device return date to parents. If a family leaves the district, all district property must be returned to the home school. Technical support will be provided by the home school. Parents can contact their home school with any questions regarding their device. For additional information, please refer to the Chromebook Student User Agreement found in the handbook.

## ACADEMIC AND SOCIAL SUPPORTS

### Overview

The impact of lost instructional time and social emotional development on children should be anticipated and our schools will need to be prepared to adjust curriculum and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress due to school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist as our schools re-open to full capacity. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education, fine arts, extracurricular activities, and other learning experiences rather than an exclusive emphasis on core subject areas.

The Collinsville School District Return to Learn Plan will outline academic, social, and emotional supports that will be implemented to their fullest ability as a means to get students back on track and support their continued academic and social growth.

### Assessment

All students returning to school will receive a diagnostic assessment to determine learning loss, to inform modifications to curriculum standards and expectations and to identify support services that may be required.

- A. A kindergarten screening tool will be implemented and given to all incoming kindergarten students.
- B. Elementary students in grades K-6 will be assessed using aimswebPlus and STAR Reading and Math. These tools will identify students needing tier 2 and tier 3 intervention services. The data will also be used to group students for small group instruction within the classroom, determine after school tutoring groups, and provide enrichment opportunities for those students meeting benchmarks.
- C. Middle school students in grade 7-8 will be assessed using STAR Reading and STAR Math to identify those needing additional academic support, RTI services, tutoring, and enrichment.
- D. High school students in grades 9 and 10 will be assessed using MAP in reading and math and common formative assessments in all other subjects. High school English and Math departments will also analyze 8th grade data to determine course placements and additional supports, such as RTI, learning strategies, and tutoring services.
- E. ELL students will be assessed in both their native language and English to address deficiencies in language acquisition and academic skills.

## Intervention Services

- A. Tier 2 students who are slightly below grade level in reading/writing and/or math will receive intervention services to monitor progress towards grade level skills. These students will also have access to enrichment activities if they choose to participate.

These services may include:

1. Elementary School: small group/differentiated instruction, before/after school tutoring, push-in supports and digital programs
2. Intermediate School: use “power 40” minutes to provide instruction in deficiency areas, small group/differentiated instruction, before/after school tutoring, push-in supports and digital programs
3. Middle School: small group/differentiated instruction, before/after school tutoring, digital programs, check-in/check-out, learning strategies, reading enrichment, RTI services/Freckle Math
4. High School: after school tutoring, remote tutoring, check-in/check-out, learning strategies, credit recovery, writing lab, math lab

- B. Tier 3 students who have significant deficits in reading/writing and/or math will receive intervention services to monitor progress towards grade level skills. These students will focus on supporting progress toward grade-level skills with intense interventions.

These services will include:

1. Elementary School: Title 1/Intervention Services
2. Intermediate School: Intervention Services
3. Middle School: RTI services/Read 180, Freckle Math, Summer Learning Program
4. High School: RTI Services, Jumpstart Program, Summer Learning Program

- C. Students who receive special education services will continue to receive those services as outlined and agreed upon in their most recent annual reviews. Additionally, they will continue to be benchmarked as often as their non-disabled peers and progress monitored more frequently in Reading and Math using Aimsweb Plus, NWEA MAP, teacher created assessments, and other formative assessments as determined by their IEP Goals and Objectives. Parents may request IEP Meetings at any point to discuss their child’s progress and any concerns they may have in order to collaborate with the multidisciplinary team of educators who work with their child.

## Social Emotional Support

Students in grades K through 12th grade who are identified as needing social skill development or social-emotional support will continue to have access to mentors and/or social workers throughout the school year. In K-6 classrooms, teachers will be required to spend 15 minutes per day on SEL activities. During the 2022-2023 school year, the following programs and services will continue to be implemented to provide students with social emotional support.

<b>Elementary/Intermediate</b>	<b>Middle School</b>	<b>High School</b>
PATHS SEL Curriculum	AIM Curriculum	Check-in Program
PBIS	Trauma Informed/Restorative Practices	Targeted Study Hall
SEL Coaching	Health Curriculum	During/After-School Support Groups
Trauma Informed/ Restorative Practices	SEL/Academic After-School Program	Health Curriculum
Social Work Services	Social Work Services	Social Work/Guidance Counselors
Jumpstart to Kindergarten	Jumpstart to 7th Grade	Jumpstart to 9th Grade
Jumpstart to 5th Grade	PBIS/Kahok Connections	Trauma Informed/ Restorative Practices

### **Enrichment Programs**

An enrichment program is a specialized program for students who need to learn at a higher level than in a typical classroom. It allows students who need an extra challenge in the classroom to stay engaged and interested in learning. We will offer enrichment opportunities for students who were able to stay caught up and/or advance during the remote learning experience.

Elementary/Intermediate: Renzulli Learning Program and differentiation in the classroom including project-based instruction. Some options offered at select schools for K-6 students: STEM Club, Spanish Camp, Cooking, Knitting, Legos, Yoga, ART Club

Middle School: Advanced Placement classes, Art, Music, and Spanish classes, FUSION, Project Lead The Way, Extracurricular Opportunities

High School: AP and Dual Credit classes, Saturday Scholars, SAT prep, Extracurricular Options

### **Community Partnerships**

- A. Chestnut Health Systems provides mental health counseling services to students who have struggled with depression and suicidal ideations. They provide school based services/counseling as well as in home services during extended breaks such as winter break or summer vacation.
- B. Meadow Heights - Volunteers, including certified staff members, provide after school tutoring to any interested students 2 nights a week for 60 minutes per night.
- C. SIUE Upward Bound

- D. Collinsville Library, Fairmont City Library, Maryville Library and Caseyville Library provide clubs, events and enrichment programs for students during the summer, after school/evenings and partner with schools to share resources.
- E. Collinsville Food Pantry provides weekly Tote Me Home Bags for students and families who have an unstable food source.
- F. St. Louis Area Foodbank- Monthly Mobile Markets to distribute food to families in need
- G. Universidad- College and Career Readiness Program for hispanic students
- H. Give 30 is a free mentoring program which provides at risk students positive support. Members of the community volunteer 30 minutes each week, meeting with the students during their study hall period. Give30 training is provided by the ROE.
- I. Heartlinks is a Grief Counseling Group for students who have experienced a loss or death of a family member or friend.
- J. Hoyleton-Spanish speaking counselor
- K. YMCA & Fairmont Library

## POSITIVE/SYMPTOMATIC STUDENT SCHEDULE

### Overview

Remote Learning is only to be provided to students who are under isolation or quarantine for COVID-19. If a student does not meet the above criteria, but requests remote learning due to a medical condition, the request for remote learning will be evaluated under Section 504 of the Rehabilitation Act. If the student has a qualifying medical condition, the student may be provided home/hospital instruction. Collinsville School District 10 will implement Remote Learning opportunities for students who meet the above criteria. These days will be similar to traditional school days in that students will engage in learning activities facilitated by teachers. The remote learning activities will reflect the IL State Learning Standards. The lessons will focus on essential course skills and content appropriate for an extended period of remote learning.

### Attendance

Students are expected to attend daily unless experiencing illness symptoms. Students experiencing symptoms will be marked as an excused absence. We encourage and suggest several ideas for how classroom teachers can collect and count a student as present when the one-to-one daily connection is not practical:

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

### Grading

Collinsville School District will use the district’s traditional grading policy when students are engaged in remote learning. Students will be expected to complete all assignments, assessments, and projects in a timely manner. All assignments will be graded when appropriate and students will be provided with feedback on each graded assignment. The district will provide teachers and students with the appropriate resources to engage in remote instruction, when necessary.

### Incomplete

Students can only receive an incomplete grade when a situation occurs that is beyond their control.

Students who encounter long-term illness while engaged in remote learning may be evaluated under 504 of the Rehabilitation Act and be provided home/hospital instruction. Students with a medical condition

that are anticipated to be unable to attend school for a period of 2 or more consecutive weeks or on an ongoing intermittent basis may receive homebound instruction and should start this process with their guidance counselor or assistant principal.

### **Communication and Engagement**

Teachers will provide students with a daily schedule while they are excluded from school due to COVID-19 or quarantined in accordance with IDPH regulations. Students will be expected to engage in synchronous and/or asynchronous instruction.

### **Students with Special Education Services**

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

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

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

### **Related Services: Speech, Social Work, Occupational Therapy, Physical Therapy, Adapted PE**

Each student's case manager and related service provider(s) should collaborate with the parents/guardians of the students on their caseloads to determine the service delivery model that will

work best for the student including teletherapy on an approved teletherapy platform. Additional resources may be posted to the District backpack and/or emailed/mailed to parents/guardians which may include home practice activity resources, including videos, website links, etc. These team decisions should be based upon the student's goals and objectives outlined in their IEPs and take into consideration available technology as well as the amount of time the student will need to dedicate to their core academics. The related service provider and parents/guardians will develop an agreed upon schedule and mode to deliver the services. These plans should be revisited often and adjusted as necessary to meet each student's individual needs.

### **IEP Meetings**

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

### **Homeless Students**

The District will comply with the McKinney-Vento Homeless Assistance Act and Board Policy for education of homeless students. The District will coordinate with the homeless liaison and evaluate the unique needs of homeless students on a case-by-case basis.

### **ESL Students**

The District will evaluate and assess the unique needs of ESL students on a case-by-case basis.

### **SEL and Relationships**

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

### **Transition Back to On-Site Learning**

Upon the State Superintendent's declaration that remote learning days or blended remote learning days are no longer deemed necessary, students and families will be provided with specific details and the timeline to transition from remote learning to onsite learning.

**Activities to Promote Wellbeing**

Suggestions for Additional Activities				
Mind	Body	Spirit	Environment	Family
<ul style="list-style-type: none"> <li>● Reading, e.g., independent reading, listening to someone else read, audiobooks</li> <li>● Puzzles, Word Searches</li> <li>● Write a story or in a journal</li> <li>● Count money</li> <li>● Draw a map of your neighborhood</li> <li>● Building with blocks or Legos</li> <li>● Listen to a podcast</li> <li>● Watch a documentary</li> <li>● Practice another language</li> <li>● Invent something</li> </ul>	<ul style="list-style-type: none"> <li>● Take a walk</li> <li>● Dance</li> <li>● Exercise</li> <li>● Fine/gross motor activities</li> <li>● Stretch or do yoga</li> <li>● Play a sport</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to music or sing</li> <li>● Playing (inside or outside)</li> <li>● Creative arts</li> <li>● Coloring or drawing</li> <li>● Imaginative play</li> <li>● Meditate</li> <li>● Do something you've been avoiding</li> </ul>	<ul style="list-style-type: none"> <li>● Clean up your room</li> <li>● Do age-appropriate chores</li> <li>● Gardening</li> <li>● Fix something broken</li> <li>● Take care of pets or plants</li> <li>● Cook or bake</li> </ul>	<ul style="list-style-type: none"> <li>● Write a letter to someone</li> <li>● Play board games with a family member</li> <li>● Tell jokes or riddles</li> <li>● Build a fort and tell stories in it</li> <li>● Offer to help someone</li> </ul>

## STUDENT ENROLLMENT AND REGISTRATION

Students who are NEW to the Collinsville School District (did not attend last year) are required to **enroll** online through [Skyward Family Access](#) or in person at the Student Services Office, 123 West. Clay Street, Collinsville. When completing the enrollment process in-person, a parent or guardian must be present and will be asked for proof of residency and a copy of the child's birth certificate. (For proof of residency requirements, See Enrollment Information below).

### ***Registering during the summer (Online Registration is only available during the summer)***

Once enrolled, students are required to **register** each year for the upcoming school year.

### **Student Enrollment**

Families may enroll NEW STUDENTS TO THE DISTRICT for the 2023-24 school year ONLINE through Skyward Family Access. **If you do not already have a Skyward Family Access account**, please create an account by clicking here: [New Student Enrollment Account Request](#) to sign up for an account and begin the enrollment process. Please note that a valid email address is required. If you do not have a valid email address, you may obtain a free one through Gmail, Yahoo mail or Outlook. **If you currently have a student attending school in the Collinsville Unit 10 School District**, please use your Skyward Login to complete the New Student Online Enrollment Application (NSOE). For assistance, SEE the [NSOE Online Enrollment Guide](#) under Related Documents on the [Enrollment/Registration](#) website page.

**NOTE:** Students who attended school in the Collinsville School District in 2022-2023 are not required to re-enroll in the school District. Students will be placed in their appropriate grade in the student's elementary school attendance area based upon enrolled residence address or at the appropriate grade at DIS (5<sup>th</sup>/6<sup>th</sup> grade), CMS (7<sup>th</sup>/8<sup>th</sup> grade) or CHS (9-12 grade).

*If you do not have a student attending school in the Collinsville Unit 10 School District, please request a temporary Skyward Login and Password by clicking here [New Student Enrollment: Account Request](#).*

*If you currently have a student attending school in the Collinsville Unit 10 School District, please use your current [Skyward Login](#) to complete the New Student Online Enrollment Application.*

**As you are completing the enrollment process, you will have the opportunity to scan and attach (as pdf or photo) the required documents as part of the enrollment application. This step is required to complete the enrollment application.**

- Parent/Guardian Photo ID
- Child's Birth Certificate (Official)
- Parent/Guardian Proof of Residence within the CUSD10 School Boundary (Evidence from Category I and Category II – See Document Attached).

Additional Documents to Provide if Applicable

- Parenting Plan/Court Order
- Proof of guardianship (or completed Affidavit) if the child is living with an adult other than the legal guardian(s).
- Foster Parent Placement Forms

## Student Registration

*\*Please note: Dates and information noted in this section are unique to the 2022-2023 school year*

Parents/Guardians of new students who have enrolled into the Collinsville School District (attending school in the District for the first time this school year) will receive a letter that will outline directions for completing the Online Registration process and include your Family Access Username and Password for your child's Skyward Family Access Account.

Parents/Guardians of returning students to the Collinsville School District (students who attended a school in Unit No. 10 last year) should complete the registration process through your existing Family Access Account.

Parents/Guardians will need the Family Access Username and Password to log into the Skyward Family Access Account. If you have forgotten your username and/or password, you may retrieve this information via the Family Access Link on the Kahoks.org website (See Skyward icon on top of website page).

Families new to the District who have not completed the enrollment process must enroll your child into the Collinsville Community Unit School District No. 10. This may be completed online through Skyward Family Access. **If you do not already have a Skyward Family Access account**, please create an account by clicking here: [New Student Enrollment Account Request](#) to sign up for an account and begin the enrollment process.

**Collinsville High School Students** must attend Collinsville High School on their assigned materials pick up date in order to receive their class schedule as well as PE Uniforms, Athletic Participation Information, CHS Bands Information, Parking Assignments (Qualified students in grades 11 and 12), Driver's Education Information, Photo IDs, Textbooks and Chromebooks.

**Collinsville Middle School Students:** Class Schedules will be available via the Skyward Family Access Portal. Parents/Guardians may log into their account (using their Username and Password) and access their child's teacher information via the [Schedule Tab](#) (from the menu options on the left).

**Dorris Intermediate School and Elementary School Students** may access their teacher assignment via the Skyward Family Access Portal. Parents/Guardians may log into their account (using their Username and Password) and access their child's teacher information via the [Schedule Tab](#) (from the menu options on the left).

## Important Information Posted on Website

Please note that the following information may be accessed via the CUSD #10 website at [www.kahoks.org](http://www.kahoks.org)

- Bus Transportation information
- The 2022-2023 School Calendar
- Medical and Health requirements and forms
- Student and Parent Handbooks for 2022-2023
- The Open House schedule for schools in CUSD #10
- School Supply Lists for students in grade Pre-K through grade 8
- Information regarding Student Fees for the 2022-2023 school year
- Free/Reduced Illinois Lunch Applications (Forms may be completed via Skyward Family Access)
- Teacher Assignment for students in grades K-6

## Class Schedule and Bus Assignment Information

### When can I find out my child's bus information?

Students may access their bus transportation information via the Skyward Family Access Portal. Parents/Guardians may log into their account (using their Username and Password) and access their child's bus information via the Student Information menu link (on the left). On the Student Information screen, parents/guardians will click View Bus Schedule to view the assigned bus number. Parents/Guardians should then click the View Pickup/Dropoff Bus Stops link to see detailed information regarding the bus stop.

## **AMERICAN RESCUE SPENDING PLAN**

### **Overview**

The district has utilized student attendance data, discipline data, students grades and progress monitoring data to determine areas of greatest need while educating students during a pandemic. As a result of this information, the district is utilizing funding to provide applicable technology, access to online resources, current curriculum with online components, and programs/interventions to meet students academic and social emotional needs during the school years 22, 23 and 24. Additionally, ample PPE has already been purchased with ESSER I and II funding to provide as clean an environment as available for students and staff.

### **Data**

Students will complete AIMS or STAR Assessment in grades K-6 and the MAP Assessment in grades 7-12 to determine individualized learning gaps. Small group instruction, tutoring and interventions will be utilized to help close the gap, along with intervention programs. Additionally students' social emotional competencies, attendance and their grades to analyze the impact of programs and resources made available because of the American Rescue Plan Funds.

### **Access**

Funds will be used to purchase 1:1 devices and software to allow students to participate in remote instruction and daily interaction with their teacher regardless of the setting or the curriculum.

### **Timeline**

The proposed timeline for implementation of services to assist students is 8/18/2021 until 6/30/2024.

### **Programs/Curriculum**

The following programs will be funded with American Rescue Plan Resources:

- The CHS Success Center and Trailblazer Academy will offer an alternate environment to students who are struggling socially, emotionally or academically transitioning back into a normal routine during the school year.
- Ed assistants will work with primary age students who have not been exposed to early childhood programs during the pandemic to help improve their skills.
- The Check-In Program will provide a mentor, safe space and support system for students struggling to transition back to a normal setting both academically or socially.
- Summer School will offer transportation to ensure all students have equal access to core subject and social emotional activities that have been impacted after living in a pandemic for over 18 months.

- Core academic and English Language adoptions will occur in math, science, english and social studies to ensure students are exposed to a relevant curriculum with an online component.
- CAVC will purchase textbooks with a digital component to help address learning loss and e-learning access for vocational classes. (I.E. Woods, Welding, and Early Childhood.)

### **Capital Improvement**

CUSD 10 has proposed construction of a new Caseyville Elementary Facility that will aid in the district's efforts to prepare, prevent and respond to COVID-19 by improving the air quality in the classrooms as well as the square footage students currently navigate with American Rescue Plan Resources. The current facility has inadequate ventilation, bathrooms, cafeteria and classroom space. An increase in square footage and a new HVAC system will provide a modern facility for students with a healthy environment and replace a building in need of dire repairs and upgrades. CAVC will install a rooftop A/C unit in the vocational weld shop to improve indoor air quality within the classroom.

6. **Opportunity for Public Input**

7. **Adjourn**