

**Board of Education
Special Board Meeting**

Monday, July 27, 2020

Remote Meeting via ZOOM - www.dupage88.net/boardstream

2 Friendship Plaza

Addison, Illinois 60101

7:30 PM

AGENDA

1. **Call To Order**
2. **Pledge of Allegiance**
3. **Roll Call**
4. **Petitions and Hearings**

It is the practice of this Board of Education to provide a place on the agenda for and welcome comments and suggestions from the public. Public comments can be submitted online at www.dupage88.net/BoardMeetingCard, or sent by e-mail to dbrink@dupage88.net.

5. **Recognition of District 88 Successes**

2

STATE RECOGNITION

Principal Dan Krause from Willowbrook High School will present Chole Devens who has received a State-Level Recognition from Winter and Spring of 2020.

Chole Devens, a senior, competed in Extemporaneous Speaking during the Illinois High School Association (IHSA) State Tournament. That event took place on Feb. 21 and 22 at Peoria Civic Center. She is the first Willowbrook student to qualify for that event in at least 30 years, and she is in the top 21 Extemporaneous speakers in Illinois.

Extemporaneous Speaking is a limited-preparation speech event based on research and original analysis. Participants are given 30 minutes of preparation time to compose a seven-minute speech. When preparation starts, speakers are offered three questions to answer. Questions are based on current affairs, and topic areas generally include international and domestic policy, economic policy and social or scientific issues.

6. Information/Discussion Items

A. COVID-19 Re-Opening Plan- The DuPage High School District 88 Return to School Plan

4

COVID-19 Re-Opening Plan- The DuPage High School District 88 Return to School Plan

The District 88 administration will share the proposed plan for the 2020-21 school year at Addison Trail and Willowbrook, as we continue to face the challenges of the coronavirus disease 2019 (COVID-19) pandemic.



District 88

Proposed Return to School Plan
July 27, 2020, Board of Education Meeting

DUPAGE HIGH SCHOOL

DISTRICT 88 ADDISON TRAIL
WILLOWBROOK

Building Futures

ISBE requirements

From the ISBE guidance document:

PA 101-0643 requires each Remote and Blended Remote Learning Day Plan to address the following:

- A) Accessibility of the remote instruction to all students enrolled in the district;
- B) When applicable, a requirement that the Remote Learning Day and Blended Remote Learning Day activities reflect the Illinois Learning Standards;
- C) Means for students to confer with an educator, as necessary;
- D) The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14; students who are English Learners, as defined in Section 14C-2; students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45]; or vulnerable student populations;
- E) How the district will take attendance and monitor and verify each student's remote participation; and
- F) Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary.

Illinois Department of Public Health Guidelines

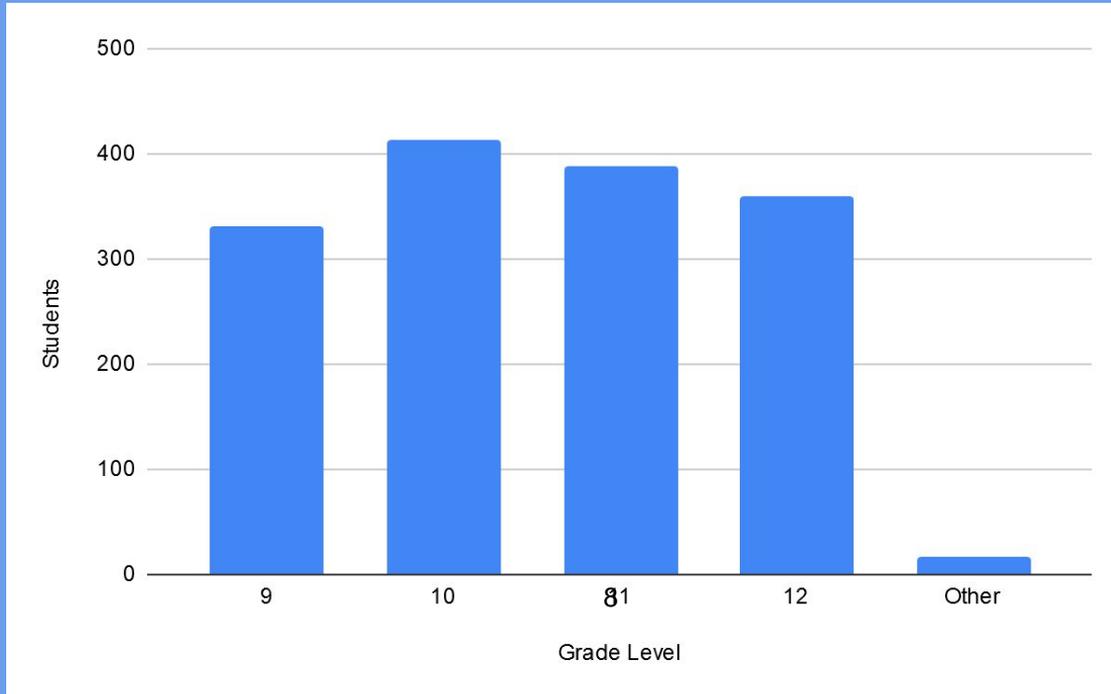
Planning for in person instruction in PHASE 4 must take into consideration the following guidelines:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
- Require an increase in schoolwide cleaning and disinfection.

The plans below assume that Illinois will remain in Phase 4. If there is a move back to Phase 3, only the REMOTE PLAN will be in effect.

Return to School Family Survey Results

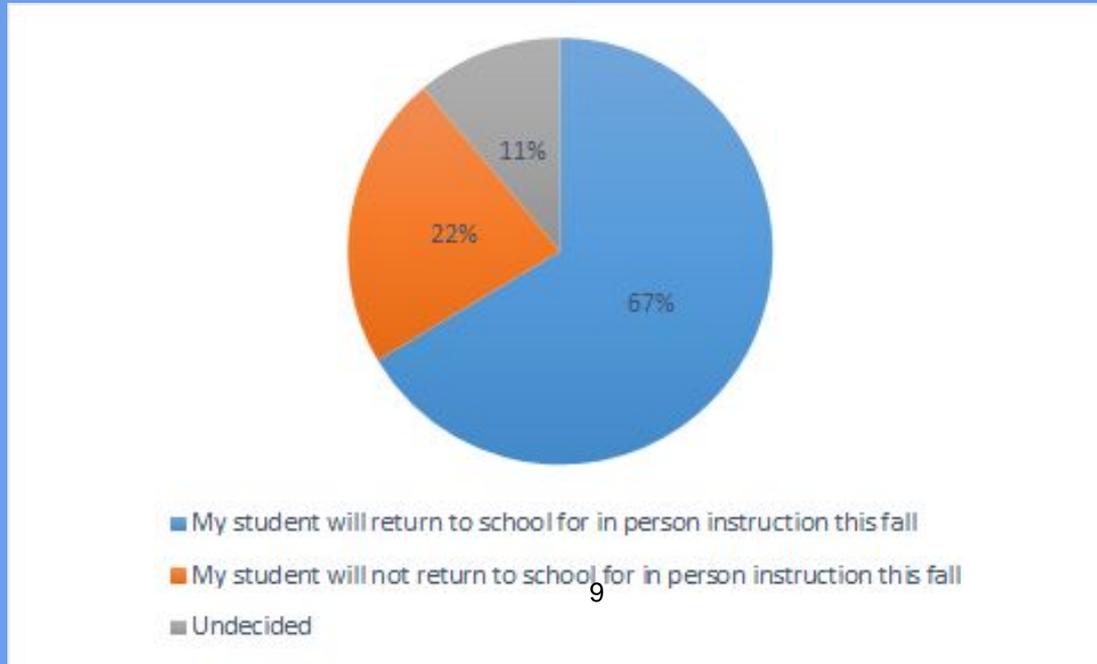
What grade level is your student?



1,510 Responses

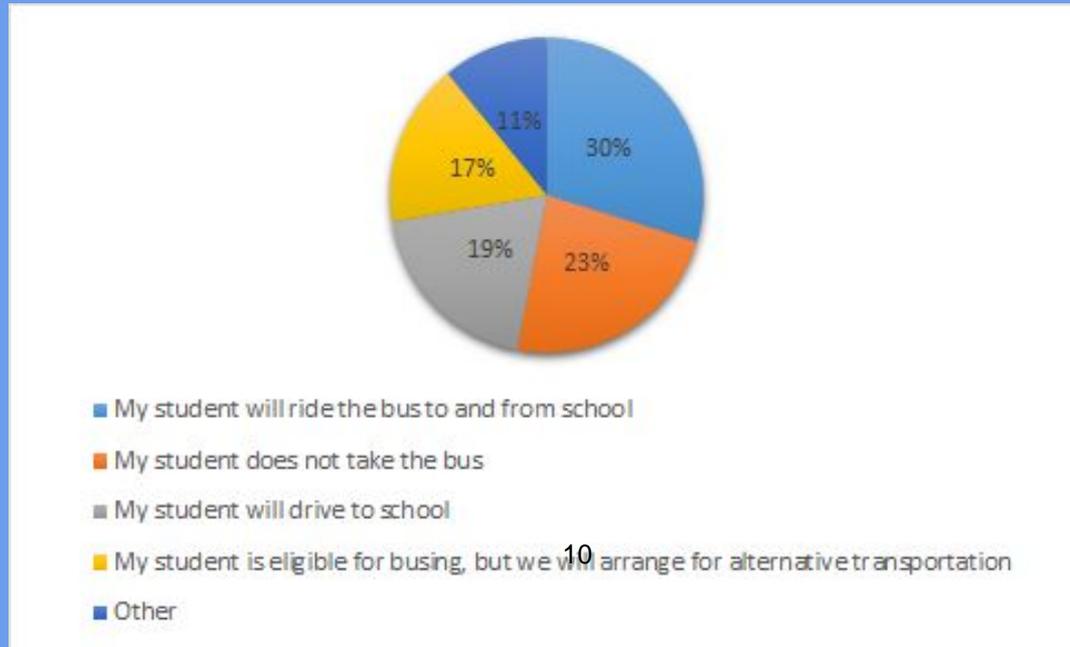
Return to School Family Survey Results

Which statement best describes your student's plans for the upcoming school year?



Return to School Family Survey Results

Which statement best describes your student's transportation plans for the upcoming school year?



Return to School Family Survey Results

Will your child need a wifi hotspot in order to access the internet at home?



Structure Overview

Proposed Plan as of 07/27/20

STAGE 1 REMOTE - (Recommended to begin the year with status to be reviewed at the October 5th BOE meeting). The success of remote instruction will be the most critical component of our instructional planning, as all of our instructional stages during this pandemic will contain a robust remote instructional program. During this remote period, all instruction and resource support is remote with the following exception: in-person, intermittent instruction/interventions, as determined necessary by the IEP team, may be held for special student populations (LINK 1, DLP, TRANSITION) that are unable to access remote learning independently. These opportunities may be scheduled in advance in consultation with the department head in the identified programs based on student need and teacher input. Additionally, students needing support accessing remote learning (prioritizing SPED, ELL, and 504) may access learning centers on campus while connecting with his/her remote instruction.

Structure Overview

STAGE 2 REMOTE PLUS - (DATES TBD) All instruction remains remote Monday, Tuesday, Thursday, Friday with the exception of the Transition, DLP, and Link 1, and ELL 1/Newcomer populations (TBD depending on student need). Afternoon resource time may be remote or in person depending on student need. In-person resource will be determined by the teacher and/or IEP team. Students may access in-person resource by appointment.

Structure Overview

STAGE 3 BLENDED REMOTE - (DATES TBD) Blended instruction would begin bringing small groups of students on campus for in-person instruction. A block schedule will minimize passing periods and limit daily exposure.

Monday, Tuesday: Classes in-person for students in specific proportions of the student populations based on recommended levels of safety with all other students remote.

Thursday, Friday: Classes in-person for students in specific proportions of the student populations based on recommended levels of safety with all other students remote.

Monday Group A students in person, Group B remote

Tuesday Group A students in person, Group B remote

Thursday Group B students in person, group A remote

Friday Group B students in person, group A remote

Remote and Remote Plus M,T,Th,F Schedule - Draft

Proposed Plan as of 07/27/20

REMOTE AND REMOTE PLUS LEARNING SCHEDULE					
Time	Monday	Tuesday	Thursday	Friday	Minutes
7:00 - 7:40	Instructional Period 0	Instructional Period 0	Instructional Period 0	Instructional Period 0	40 Minutes
7:45 - 9:05	Instructional period 5	Instructional period 6	Instructional period 5	Instructional period 6	80 Minutes
9:15 - 10:35	Instructional period 1	Instructional period 2	Instructional period 1	Instructional period 2	80 Minutes
10:45 - 12:05	Instructional period 3	Instructional period 8	Instructional period 3	Instructional period 8	80 Minutes
12:15-1:35	Instructional period 4	Instructional period 7	Instructional period 4	Instructional period 7	80 Minutes
1:40-2:25	Lunch	Lunch	¹⁵ Lunch	Lunch	45 Minutes
2:30-3:00	Resource	Resource	Resource	Resource	30 Minutes

Blended Remote Block Schedule

M,T,Th,F - Draft

Proposed Plan as of 07/27/20

BLENDED REMOTE LEARNING SCHEDULE					
Time	Monday - Group A students in person, Group B remote	Tuesday - Group A students in person, Group B remote	Thursday - Group B students in person, group A remote	Friday -Group B students in person, group A remote	Minutes
7:00 - 7:40	Instructional Period 0	Instructional Period 0	Instructional Period 0	Instructional Period 0	40 Minutes
7:45 - 9:05	Instructional period 5	Instructional period 6	Instructional period 5	Instructional period 6	80 Minutes
9:15 - 10:35	Instructional period 1	Instructional period 2	Instructional period 1	Instructional period 2	80 Minutes
10:45 - 12:05	Instructional period 3	Instructional period 8	Instructional period 3	Instructional period 8	80 Minutes
12:15-1:35	Instructional period 4	Instructional period 7	Instructional period 4	Instructional period 7	80 Minutes
1:40-2:25	Lunch	Lunch	Lunch	Lunch	45 Minutes
2:30-3:00	Resource	Resource	Resource	Resource	30 Minutes

Remote and Remote Plus, Blended Remote Wednesday Schedule - Draft

Proposed Plan as of 07/27/20

Wednesday instruction will follow a traditional (0-8 period) shortened schedule and will remain remote unless authorized by the administration. This allows for deep cleaning/sanitation of the facilities and for weekly breakfast and lunch distribution for District 88 students and families.

7:00-7:35	Period 0	35 Minutes
7:45-8:20	Period 1	35 Minutes
8:25-9:00	Period 2	35 Minutes
9:05-9:40	Period 3	35 Minutes
9:45-10:20p	Period 4	35 Minutes
10:25-11:00	Period 5	35 Minutes
11:05-11:40	Period 6	35 Minutes
11:45-12:20	Period 7	35 Minutes
12:25-1:00	Period 8	35 Minutes
1:05-3:00	17 PLC Student lunch distribution	115 Minutes

Sample 80 Minute Instructional Plan

Proposed Plan as of 07/27/20

Warm-Up	Direct Instruction	Student Application	Assessment and Discussion	Reflection
10 Minutes	15 Minutes	30 Minutes	15 Minutes	10 Minutes
Bell Ringer Journaling	Notes Short video clip	Group work Simulations Virtual field trips Individual practice Teacher conferencing with students	Formative assessment Re-teaching Socratic discussions	Exit slip Journal Essential elements of the lesson Set the stage for the next day

Sample 80 Minute Instructional Plan

Proposed Plan as of 07/27/20

Warm-Up and Introduction	Workshop Time	Wrap Up
10 Minutes	60 Minutes	10 Minutes
Warm Up Mini-lesson Setting the stage	Independent reading Independent writing Simulations Role plays Debate Discussion Jigsaw Lab activity Project Based Learning Gallery of student work Stations	Sharing Reflections Exit slips

Instructional Guidance

Expectations of Remote, Remote Plus, and Blended Remote Instruction:

Teachers will use Google Classroom to create virtual learning spaces for students to provide connection, communication, and instructional materials.

Teachers' instruction will be aligned to District 88 Curricular goals and will be facilitated with recommended and provided virtual instruction tools including but not limited to Zoom, Google Meet, and Screencastify to provide students with direct instruction, teacher created tutorials and instructional videos, student centered learning activities, formative and summative assessments.

Teachers will assign grades using the teacher's syllabus and will be in accordance to District 88 grading practices as outlined in the District 88 Handbook. (traditional grading resumes)

Instructional Guidance

- During Remote and Remote Plus learning, teachers will instruct remotely each period via ZOOM or GOOGLE MEET unless in-person instruction has been approved (special populations only during Remote Plus learning). On Wednesdays, teachers will check in with students via GOOGLE CLASSROOM and/or other online instructional tools for academic support and to “check in” with students. During Remote Plus, students who have been approved for in-person support during resource, may access the school in person following all social distancing guidelines and student expectations.
- During Blended Remote learning, teachers will instruction in-person Monday, Tuesday, Thursday, and Friday while also connecting with students who are remote. On Wednesday, all students and staff would be remote and instruction will take place via ZOOM or GOOGLE MEET each period.

Professional Development

Proposed Plan as of 07/27/20

- All teachers in District 88 have been provided laptops and/or tablets, as well as professional development, which allow them to work remotely and provide virtual instruction during remote and blended learning.
- Teachers have been and will continue to be trained in the use of ZOOM and GOOGLE MEETS/HANGOUT, GOOGLE CLASSROOM, SCREENCASTIFY, etc., for virtual instruction.
- Teachers have been and will be provided with professional development to support the use of research based, best practices of instruction, assessment and social-emotional learning in face to face and remote learning environments.
- Teachers will be trained on best practices in remote instruction and assessment, focused on how to best utilize extended instructional periods (80 minutes)
- PLC work will support teachers in the best practices of instruction and assessment in connection to course and content goals. Additionally, PLCs will analyze student assessment data to determine instructional need.
- Training on issues related to systemic equity as well as culturally responsive, inclusive, trauma informed, and restorative practices will be coordinated by the C.A.R.E. team and provided to all staff.

Student Support Services

- To provide consistency and continuation of learning and support, school counselors, deans, social workers, school psychologists, special education department heads, IEP coordinators, library media center director, and literacy department heads will be available to students for academic, social and emotional supports from through in-person and/or virtual meetings, District 88 email and/or Remind. Additionally, students attending in person shall receive in-person services, evaluations, and supports as required.
- Student communication should be done exclusively through Google Hangout or other District approved methods (District email, GOOGLE classroom, REMIND, or ZOOM). Staff is prohibited from communicating with students on any non-district approved means.

Student Expectations

Proposed Plan as of 07/27/20

- Students will be engaged every period either in-person or remotely.
- Students will be required to be present the entire period in all face to face instructional periods whether in person or via ZOOM or Google Meets. Students will be logged on and engaged for virtual class meetings.
- Students will complete work in the timeframes assigned by the teacher. Submissions will be online or in person depending upon each teacher's classroom expectations. Traditional grading will resume.
- Students will follow all policies per the District 88 Handbook.
- Students will communicate directly with their teachers when they need additional support in their coursework.

C.A.R.E. Team

C.A.R.E. Team - The District has formed a team to concentrate on the social emotional well being of students and staff. The purpose of the CARE (Committed to Academics, Resiliency and Equity) team is to implement intentional social emotional support throughout our district using inclusive, culturally responsive, anti-racist, restorative, and trauma informed practice for students and staff. This committee will receive on-going, intensive training with the goal of implementing staff development and student programming at the Tier 1 and Tier 2 levels. Training will concentrate on the following areas:

Deep Equity, Inclusion, and Culturally Responsive Practice

Trauma Informed Practice

Restorative Practice - including de-escalation training

Collaborative and Proactive Solutions training for classroom behavior problem solving

PBIS and CHAMPS training for behavior intervention support

Team members will be responsible for designing and implementing Tier 1 school-wide student programming, Tier 2 interventions for students, and PD and coaching for staff.

For more information including links to upcoming trainings, events, and resources, please visit our [LINK](#).

Extra-Curricular Activities

During Remote and Remote Plus learning, the District will make efforts to continue those activities that can be delivered remotely to the extent practical. **Sports and activities that require physical contact may be suspended, reduced, or modified based on the Illinois Department of Public Health guidelines.** During Remote Blended learning, activities may be able to proceed traditionally with enhanced social distancing procedures.

After school sports and activities are subject to IHSA, IDPH, and ISBE regulations.



Reopening Plan

2020-21



Table of Contents

Subject	Page(s)
Letter from the Superintendent	3-5
Overview of the ISBE Guidance	6-8
Structure of District 88 plan	9-16
Instructional Guidance	17-20
Professional Development Program	21
Special Education Instruction and Services	22
Student Support Services	23
Other considerations for “in-person” instruction	24
Teacher Absenteeism	25-26
Student Behavior Expectations	27
C.A.R.E. Team	28
Extra-Curricular Activities and IHSA Guidance	29
Signs and Messaging	30-31
Illinois State Board of Education Recommendations	²⁸ 32-47

Letter from the Superintendent



Dear students and parents/guardians,

This past school year was undoubtedly one of the most challenging and unprecedented in the history of public education. Despite the adverse situation we faced from the coronavirus disease 2019 (COVID-19) pandemic, we were able to succeed because of our stakeholders. Thank you for your partnership, adaptability and support as we navigate this journey together.

As we plan for and transition into the 2020-21 school year, I want to assure you we will continue to follow federal, state and local guidance from Centers for Disease Control, Illinois Gov. JB Pritzker, the Illinois and DuPage County health departments, the Illinois State Board of Education and the DuPage Regional Office of Education regarding social distancing, health and cleaning protocols. As this situation is fluid, and recommendations and amendments could be made during the school year, we have developed education models and structures to accommodate a variety of scenarios. These plans are ready to be implemented at any time to ensure a flexible environment in which student learning can be maintained virtually or in person.

While there are still questions and uncertainty, one thing is clear – the DuPage High School District 88 Board of Education, administration and staff will remain focused on accomplishing our mission of working for the continuous improvement of student achievement, and we will continue to demonstrate what it means to be District 88 Strong, Blazer Strong and Warrior Strong.

Letter from the Superintendent



Areas of focus for 2020-21:

It is our goal for the 2020-21 school year to ensure all of our students develop high-level skills and knowledge that will promote college, career and cultural readiness and prepare them for successful post-secondary experiences. As part of that commitment, we will continue to focus on our Strategic Plan and the Goals Supporting the District 88 Vision, which are:

1. Develop plans to improve student performance, close the achievement gap and actively monitor the acquisition of college, career and cultural readiness skills.
2. Focus on learning programs aligned to local, state and national standards, incorporating critical thinking, applied learning, interdisciplinary curriculum, authentic career-connected programs and digital learning initiatives.
3. Provide time and resources for ongoing professional growth and development programs that focus on learning standards, diverse learners, assessment and data practices, instructional strategies, social-emotional learning and culturally responsive teaching.
4. Create inclusive school-community partnerships that develop life skills, foster social-emotional development, promote overall personal well-being and embrace learning and activity before, during and after school hours.

Letter from the Superintendent



The schools of DuPage High School District 88 offer our students a meaningful and comprehensive educational program that provides a strong foundation for success beyond high school, and the 2020-21 school year will provide yet another opportunity to expand on our accomplishments. We look forward to maintaining our open, honest and transparent communication with all stakeholders, and we invite you to stay connected with us through the following methods:

- **Website:** www.dupage88.net (includes a calendar of upcoming events, a link to athletic events and more)
- **Electronic newsletter:** dupage88.net/newsletter
- **Facebook:** [Addison Trail High School](#) and [Willowbrook High School](#)
- **Twitter:** [@AddisonTrailHS](#) and [@WillowbrookHS1](#)
- **Phone:** 630-530-3981 (District Office), 630-628-3300 (Addison Trail) and 630-530-3400 (Willowbrook)

Thank you for your support of our programs and staff members and for your partnership in “Building Futures” for the students of DuPage High School District 88.

Respectfully,

A handwritten signature in black ink, appearing to read "Scott J. Helton", is written over a white rectangular background.

Scott J. Helton, Ed.D.
Superintendent of Schools, DuPage High School District 88

Overview of the ISBE Guidance



Illinois
State Board
of Education

In the ISBE guidance, schools were encouraged to provide completely in-person instruction for all students provided capacity limits and social distancing requirements can be met. However, schools may utilize remote and blended remote learning days. Planning for in person instruction in PHASE 4 must take into consideration the following guidelines:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
- Require an increase in schoolwide cleaning and disinfection.
- *Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.*

Overview of the ISBE Guidance



Illinois
State Board
of Education

The ISBE guidance also urges us to plan our transition through the lens of equity. The ISBE document states:

ISBE urges schools and districts to plan for and implement the transition to in-person instruction through the lens of equity. As described in ISBE’s equity statement, “Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.” This collective responsibility has never been more salient, with the COVID-19 pandemic exacerbating economic inequalities, heightening the digital divide, and worsening conditions for students whose mental and physical health and safety was already at risk. The brutal death of George Floyd and the days of nationwide protests in its wake call upon us as educators to recommit to eliminating all forms of racism in our school policies. We must be available and open to hearing students’ concerns. We must root our curricula in the context of what students see in the world around them. We must value difference.

The DuPage High School District 88 Remote Learning plan will be communicated in Spanish and English via public website, automated phone calls and emails to students and guardians.

Overview of the ISBE Guidance



Illinois
State Board
of Education

Remote and Blended Remote Learning Days

From the ISBE guidance document:

PA 101-0643 requires each Remote and Blended Remote Learning Day Plan to address the following:

- A) Accessibility of the remote instruction to all students enrolled in the district;
- B) When applicable, a requirement that the Remote Learning Day and Blended Remote Learning Day activities reflect the Illinois Learning Standards;
- C) Means for students to confer with an educator, as necessary;
- D) The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14; students who are English Learners, as defined in Section 14C-2; students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45]; or vulnerable student populations;
- E) How the district will take attendance and monitor and verify each student's remote participation; and F) Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary.

Ensuring all students have access to remote instruction, as required above, includes ensuring all students have the necessary technology, training, support, and internet connectivity to engage in the instruction the school is providing and to meet the school's expectations regarding grades. Accessibility also includes regular communication with teachers, such as via text, email, phone call, or an online learning platform.

The District will utilize the five (5) remote planning days as needed during the school year. Three (3) planning days will be utilized the week of August 17th. Students will start school on Monday, August 24th, 2020. See the 2020-2021 School Calendar [HERE](#).

Structure of District 88 plan



STAGE 1

REMOTE

All instruction and resource support is remote. See the following pages for important details and exceptions.

STAGE 2

REMOTE PLUS

A block schedule (80 minutes) is proposed for Monday, Tuesday, Thursday, Friday and morning instruction would remain remote. Afternoon resource time may be remote or in person depending on student need. See the following pages for important details.

STAGE 3

BLENDED REMOTE

Blended instruction would begin bringing groups of students on campus for in-person instruction. See the following pages for important details.

Structure of District 88 plan



The plans below assume that Illinois will remain in Phase 4. If there is a move back to Phase 3, only the REMOTE PLAN will be in effect.

- **STAGE 1 REMOTE** - (Recommended to begin the year, with status to be reviewed at the October 5th BOE meeting) The success of remote instruction will be the most critical component of our instructional planning as all of our instructional stages during this pandemic will contain a robust remote instructional program. During this remote period, all instruction and resource support is remote with the following exception: in-person, intermittent instruction/interventions, as determined necessary by the IEP team, may be held for special student populations (LINK 1, DLP, TRANSITION) that are unable to access remote learning independently. These opportunities may be scheduled in advance in consultation with the department head in the identified programs based on student need and teacher input. Additionally, students needing support accessing remote learning (prioritizing SPED, ELL, and 504) may access learning centers on campus while connecting with his/her remote instruction.
- **STAGE 2 REMOTE PLUS** - (DATES TBD) A block schedule (80 minutes) is proposed for Monday, Tuesday, Thursday, Friday and morning instruction would remain remote with the exception of the Transition, DLP, and Link 1, and ELL 1/Newcomer populations (TBD depending on student need). Afternoon resource time may be remote or in person depending on student need. In-person resource will be determined by the teacher and/or IEP team. Students may access in-person resource by appointment.

Structure of District 88 plan



REMOTE AND REMOTE PLUS LEARNING SCHEDULE

Time	Monday	Tuesday	Thursday	Friday	Minutes
7:00 - 7:40	Instructional Period 0	Instructional Period 0	Instructional Period 0	Instructional Period 0	40 Minutes
7:45 - 9:05	Instructional period 5	Instructional period 6	Instructional period 5	Instructional period 6	80 Minutes
9:15 - 10:35	Instructional period 1	Instructional period 2	Instructional period 1	Instructional period 2	80 Minutes
10:45 - 12:05	Instructional period 3	Instructional period 8	Instructional period 3	Instructional period 8	80 Minutes
12:15-1:35	Instructional period 4	Instructional period 7	Instructional period 4	Instructional period 7	80 Minutes
1:40-2:25	Lunch	Lunch	Lunch	Lunch	45 Minutes
2:30-3:00	Resource	Resource	Resource	Resource	30 Minutes

Structure of District 88 plan



REMOTE AND REMOTE PLUS LEARNING SCHEDULE

Wednesdays (35 minutes) - Wednesday instruction will follow a traditional (0-8 period) shortened schedule and will remain remote unless authorized by the administration. This allows for deep cleaning/sanitation of the facilities and for weekly breakfast and lunch distribution for District 88 students and families.

7:00-7:35	Period 0	35 Minutes
7:45-8:20	Period 1	35 Minutes
8:25-9:00	Period 2	35 Minutes
9:05-9:40	Period 3	35 Minutes
9:45-10:20p	Period 4	35 Minutes
10:25-11:00	Period 5	35 Minutes
11:05-11:40	Period 6	35 Minutes
11:45-12:20	Period 7	35 Minutes
12:25-1:00	Period 8	35 Minutes
1:05-3:00	PLC ³⁸ Student lunch distribution	115 Minutes

Structure of District 88 plan



STAGE 3 BLENDED REMOTE - (DATES TBD) Blended instruction would begin bringing groups of students on campus for in-person instruction.* In order to implement a structure that will be conducive to both remote and blended learning, the following block schedule is being proposed (80 minutes) to provide seamless transition for blended learning as well as to prioritize instruction and safety. A block schedule is preferred in order to minimize passing periods and limit daily exposure.

Monday, Tuesday: Classes in-person for students in specific proportions of the student populations based on recommended levels of safety with all other students remote.

Thursday, Friday: Classes in-person for students in specific proportions of the student populations based on recommended levels of safety with all other students remote.

*0 Hour PE: all zero hour PE will follow online PE curriculum

Afternoon resource time may be remote or in person depending on student need. In-person resource will be determined by the teacher and/or IEP team. Students may access in-person resource by appointment.

Transportation will be provided to school before the first block and before the second block. Transportation will be provided to school before lunch and before after school activities.

Transportation will be provided home after the third block, after the fourth block (once students have picked up their lunch), after the resource period, and after extracurricular activities/after school tutoring in the afternoon.

Structure of District 88 plan



BLENDDED REMOTE LEARNING SCHEDULE

Time	Monday - Group A Students: AT Gold Schedule, WB Silver Schedule	Tuesday - Group A Students: AT Navy Schedule, WB Blue Schedule	Thursday - Group B Students: AT Gold Schedule, WB Silver Schedule	Friday - Group B Students: AT Navy Schedule, WB Blue Schedule	Minutes
7:00 - 7:40	Instructional Period 0	Instructional Period 0	Instructional Period 0	Instructional Period 0	40 Minutes
7:45 - 9:05	Instructional period 5	Instructional period 6	Instructional period 5	Instructional period 6	80 Minutes
9:15 - 10:35	Instructional period 1	Instructional period 2	Instructional period 1	Instructional period 2	80 Minutes
10:45 - 12:05	Instructional period 3	Instructional period 8	Instructional period 3	Instructional period 8	80 Minutes
12:15-1:35	Instructional period 4	Instructional period 7	Instructional period 4	Instructional period 7	80 Minutes
1:40-2:25	Lunch	Lunch	Lunch	Lunch	45 Minutes
2:30-3:00	Resource	Resource	Resource	Resource	30 Minutes

Structure of District 88 plan



BLENDDED REMOTE LEARNING SCHEDULE

Wednesdays (35 minutes) - Wednesday instruction will follow a traditional (0-8 period) shortened schedule and will remain remote unless authorized by the administration. This allows for deep cleaning/sanitation of the facilities and for weekly breakfast and lunch distribution for District 88 students and families.

7:00-7:35	Period 0	35 Minutes
7:45-8:20	Period 1	35 Minutes
8:25-9:00	Period 2	35 Minutes
9:05-9:40	Period 3	35 Minutes
9:45-10:20	Period 4	35 Minutes
10:25-11:00	Period 5	35 Minutes
11:05-11:40	Period 6	35 Minutes
11:45-12:20	Period 7	35 Minutes
12:25-1:00	Period 8	35 Minutes
1:05-3:00	PLC (professional development) Student lunch distribution	115 Minutes

Structure of District 88 plan



In-person and remote after school tutoring programs would be open on a limited basis for students needing extra support. These would be tutoring positions that could be staffed with teacher assistants with the proper credentials.

Planning for in-person contact will be based on the guidance from the Center for Disease Control. Full CDC school guidance can be accessed [HERE](#).

The priority objectives of in-person instruction are connection with students, academic support, clarification of learning concepts, peer collaboration, and social emotional support. ***For Blended Remote Learning days, all staff will be required to work on campus and perform essential job functions. Staff unable to perform job functions due to illness should contact Human Resources to explore accommodation and/or leave options.***

In Stage 3 Blended Remote learning, each assigned instructional period during the block schedule, teachers would instruct in-person while also connecting online for students at home. This is essential as even in the best case scenario with all students allowed to return for in-person instruction, there will be a sizable number of students who are unable to return due to COVID related issues. Therefore, teachers must prepare to connect with students both in-person as well as remotely each day.

Instructional Guidance



Expectations of Remote, Remote Plus , and Blended Remote Instruction:

- Teachers will use Google Classroom to create virtual learning spaces for students to provide connection, communication, and instructional materials.
- Teachers' instruction will be aligned to District 88 Curricular goals and will be facilitated with recommended and provided virtual instruction tools including but not limited to Zoom, Google Meet, and Screencastify to provide students with direct instruction, teacher created tutorials and instructional videos, student centered learning activities, formative and summative assessments.
- Teachers will provide content and/or skill based instruction, academic application, support, enrichment and/or assessment using virtual tools and instructional practices through direct instruction from classroom teachers.
- Teachers will assign grades using the teacher's syllabus and will be in accordance to District 88 grading practices as outlined in the District 88 Handbook.
- Teachers will take attendance based upon student presence in virtual and/or face-to-face classrooms and submit attendance to Powerschool by 3:00 pm daily.

Instructional Guidance



- During Remote and Remote Plus learning, teachers will instruct remotely each period via ZOOM or GOOGLE MEET unless in-person instruction has been approved (special populations only during Remote Plus learning). On Wednesdays, teachers will check in with students via GOOGLE CLASSROOM and/or other online instructional tools for academic support and to “check in” with students. During Remote Plus , students who have been approved for in-person support on Wednesdays, may access the school in person following all social distancing guidelines and student expectations.
- During Blended Remote learning, teachers will instruction in-person Monday, Tuesday, Thursday, and Friday while also connecting with students who are remote. On Wednesday, all students and staff would be remote and instruction will take place via ZOOM or GOOGLE MEET each period.
- Teachers will provide appropriate learning materials through individual communication with families in the case students are unable to use electronic materials due to specific learning needs
- Students will be engaged every period either in-person or remotely.
- Students will be required to be present the entire period in all face to face instructional periods whether in person or via ZOOM or Google Meets. Students will be logged and have their video camera on for virtual class meetings.

Instructional Guidance



- Students will complete work in the timeframes assigned by the teacher. Submissions will be online or in person depending upon each teacher's classroom expectations.
- Students will follow all policies per the District 88 Handbook.
- Students will communicate directly with their teachers when they need additional support in their coursework.
- Parents are required to report absences. Should a student be absent from Remote Learning, parents will contact the attendance office at:
 - Addison Trail High School Attendance Office: 630-682-3333
 - Willowbrook High School Attendance Office: 630-530-3428
- Parents will communicate directly with their students' teachers.
- Students will be assigned grades using the teacher's syllabus and will be in accordance with District 88 grading practices as outlined in the District 88 Handbook.
- Students receiving English Language Learner services will be provided with learning materials and tasks appropriate for their learning needs in accordance to their language levels and goals. Students will have access to EL-certified teachers and support staff for instruction and supports via District 88 email and/or Remind.

Instructional Guidance



- Please note: While teachers shall ensure that all lessons are available for remote student access, any recording of video or audio of any live lessons, instructional or support meetings, or intervention services provided without permission is strictly prohibited. Violations are punishable as outlined in Section 6 of the District 88 Student Handbook. Recorded lessons shall not be used for teacher evaluations.
- Please note: To ensure all students are able to engage in Remote Learning, all students have been assigned or provided Chromebook devices and chargers.
- Any technology issues with Staff laptops/tablets and Student Chromebooks will be taken care of by the school's technology department. Please call or email our technology department to resolve any technical concerns and access issues.
 - Addison Trail Tech Help Desk: 630-628-3343, supportAT@dupage88.net
 - Willowbrook Technology Help Desk: 630-530-3414, supportWB@dupage88.net
- Additionally, all students have access to free WiFi Hotspots through the Library Media Center. Should a student need access to a Wifi hotspot, please contact District 88 Library Media Center Director Rose Janusz at rjanusz@DuPage88.net or 630-628-2611.

Professional Development Program



- All teachers in District 88 have been provided laptops and/or tablets, as well as professional development, which allow them to work remotely and provide virtual instruction during remote and blended learning.
- Teachers have been and will continue to be trained in the use of ZOOM and GOOGLE MEETS/HANGOUT, GOOGLE CLASSROOM, SCREENCASTIFY, etc., for virtual instruction.
- Teachers have been and will be provided with professional development to support the use of research based, best practices of instruction, assessment and social-emotional learning in face to face and remote learning environments.
 - [Professional Development Plan Outline](#)
 - [Remote Summer Professional Development - Part 1](#)
 - [Instructional Guidance](#)
- Teachers will be trained on best practices in remote instruction and assessment, focused on how to best utilize extended instructional periods (75 minutes)
 - Block Schedule Lesson Structures: [LINK](#)
- PLC work will support teachers in the best practices of instruction and assessment in connection to course and content goals. Additionally, PLCs will analyze student assessment data to determine instructional needs.

Proposed Plan as of 07/27/20

Special Education Instruction and Services

Please follow this [LINK](#) for more information.



Student Support Services



Student Support Personnel

- To provide consistency and continuation of learning and support, school counselors, deans, social workers, school psychologists, special education department heads, IEP coordinators, library media center director, and literacy department heads will be available to students for academic, social and emotional supports from through in-person and/or virtual meetings, District 88 email and/or Remind. Additionally, students attending in person shall receive in-person services, evaluations, and supports as required.
- Student communication should be done exclusively through Google Hangout or other District approved methods (District email, GOOGLE classroom, REMIND, or ZOOM). Staff is prohibited from communicating with students on any non-district approved means.
- Staff delivering *group services* remotely should use this [consent form](#).

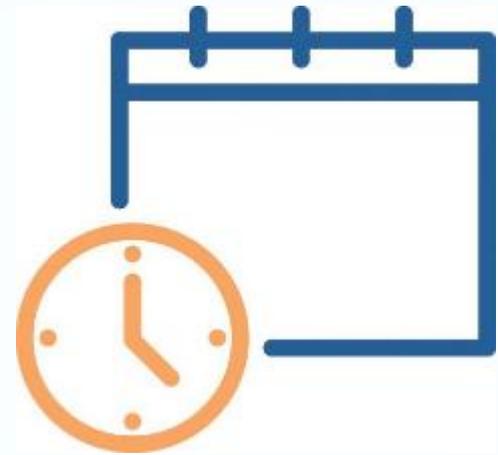
Other considerations for “in-person” instruction



Staff and Student Entry Points to the Building

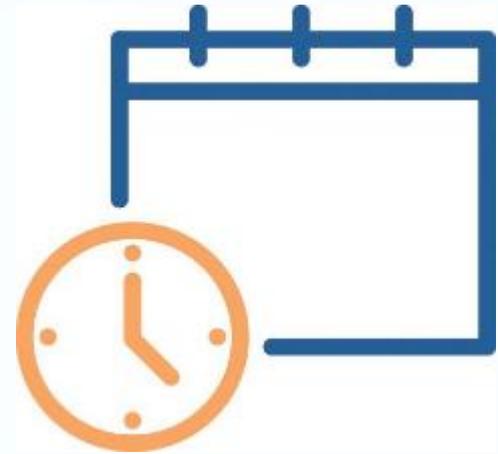
- Student supervisors will be asked to perform temperature checks for students at all entry points to the building and on school buses pursuant to final ISBE and IDPH Phase 4 guidance. Staff are expected to check temperatures at home before coming to work. Students or staff with temperatures of 100.4 degrees or higher will not be permitted in the building. Students on campus presenting with a fever will be isolated in the secondary nurse’s office and sent home. As a reminder, staff experiencing symptoms should not report to work.
- Handwashing stations or sanitizer will be available at all entry points to the building (as well as in each classroom) and students without masks will be provided masks. Sharing supplies, tools, materials, etc. should be avoided entirely both in classrooms and in office spaces.
- Students or staff reporting a positive COVID-19 test will be directed to quarantine for ten (10) days or until he/she presents two negative tests. Return to school/work guidance can be found [HERE](#).
- In additional, in order to fulfill our obligation related to contact tracing, the student or staff member will be asked to provide a list of any person with whom he/she had contact for fifteen (15) minutes or more at a distance of six (6) feet or less proximity since three (3) days prior to symptoms presenting. The student or staff member will also be asked to provide a list of any area he/she accessed in the district. This information can be provided using this [FORM](#).

Teacher Absenteeism



- It is the District's intent to limit substitutes or other temporary employees from accessing our facilities in person. Additionally, the district will limit the removal of teachers from classes for training and meetings to the extent possible. Field trips will not be allowed during remote or blended remote learning.
- Teachers who must be absent from in person instruction for reasons *that would otherwise be approved sick leave* , but are able to perform duties remotely may instruct remotely and not have their leave time deducted. If students are remote as well, there is no need for a substitute teacher. These would be approved on a case by case basis unless part of an FFCRA mandatory COVID related leave. Teacher's aides would be assigned to pull attendance at the end of the day.
- When the teacher is teaching remotely and students are on campus, students would be supervised in their classroom by a student supervisor or teacher's aide while they are accessing their remote instruction. AESOP will be updated to accurately reflect these options.
- All staff requesting leave (unable to work remotely) should follow the district's absence reporting guidelines. **STAFF ABSENCE REPORTING PROCEDURES ARE BEING FINALIZED.** If the teacher is able to post assignments and activities in order for students to access instruction asynchronously while the teacher is out, no substitute is needed. This option can only be utilized for a one-day absence.

Teacher Absenteeism



- Absences beyond one day must be substituted with an online instructional substitute. Priority will be given to teachers and/or teacher aides assigned to the same department as the teacher needing the substitute. The teacher or department head will add the staff member serving as the substitute to the GOOGLE classroom of the absent teacher in order to access materials and deliver the lessons. Compensation for the staff serving as short-term substitutes is outlined in the collective bargaining agreements. **SUBSTITUTE TEACHER PROCEDURES ARE BEING FINALIZED.**
- Leave requests related to COVID-19 may be eligible for additional paid leave. Staff should contact Human Resources to discuss individual scenarios. See the [Human Resources Informational Document](#) for more information.

Student Behavior Expectations



All District 88 behavior expectations apply in both remote and blended remote learning environments (**THE 2020-21 HANDBOOK IS BEING FINALIZED**). PBIS teams will be creating expectations for remote learning and blended learning to communicate, teach, and re-teach behavior expectations. Expectations will include, but will not be limited to:

- Students will engage fully in online learning including maintaining cameras on during all remote instruction.
- Students will not video or audio record lessons without permission.
- Students coming in for in-person instruction will wear masks at all times and follow all social distancing requirements. Failure to do so will result in disciplinary action.
- Students will complete work as assigned by their teachers within the time-frames assigned.

VIRTUAL AND “IN-PERSON” STUDENT EXPECTATIONS FOR REMOTE, REMOTE PLUS, AND BLENDED REMOTE LEARNING ARE BEING FINALIZED (WARRIOR CODE AND BLAZER PRIDE FALL 2020 PLANS)



C.A.R.E. Team

- C.A.R.E. Team - The District has formed a team to concentrate on the social emotional well being of students and staff. The purpose of the CARE (Committed to Academics, Resiliency and Equity) team is to implement intentional social emotional support throughout our district using inclusive, culturally responsive, anti-racist, restorative, and trauma informed practice for students and staff. This committee will receive on-going, intensive training with the goal of implementing staff development and student programming at the Tier 1 and Tier 2 levels. Training will concentrate on the following areas:
 - Deep Equity, Inclusion, and Culturally Responsive Practice
 - Trauma Informed Practice
 - Restorative Practice - including de-escalation training
 - Collaborative and Proactive Solutions training for classroom behavior problem solving PBIS and CHAMPS training for behavior intervention support
- Team members will be responsible for designing and implementing Tier 1 school-wide student programming, Tier 2 interventions for students, and PD and coaching for staff.
- For more information including links to upcoming trainings, events, and resources, please visit our [LINK](#).

Extra-Curricular Activities and IHSA Guidance



- During Remote and Remote Plus learning, the District will make efforts to continue those activities that can be delivered remotely to the extent practical. *Sports and activities that require physical contact may be suspended, reduced, or modified based on the Illinois Department of Public Health guidelines.* During Remote Blended learning, activities may be able to proceed traditionally with enhanced social distancing procedures.
- After school sports and activities are subject to IHSA, IDPH, and ISBE regulations.
- **IHSA GUIDANCE IS BEING FINALIZED**
- **MOA RELATED TO COACHING STIPENDS IS BEING FINALIZED**



Signs and Messaging

- <https://www.isbe.net/Documents/ISBE-School-Reopening-Poster-Letter.pdf>
- <https://www.isbe.net/Documents/ISBE-School-Reopening-Poster.pdf>

The Centers for Disease Control and Prevention (CDC) recommends posting signs and messages in highly visible locations that reinforce safety precautions and promote everyday protective measures (e.g., proper handwashing and appropriate face coverings). Place signage in multiple languages outside of main entryways noting a.) that persons may not enter the building if they have any currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea; b.) a 6-foot distance from others must be maintained as much as possible; c.) face covering must be worn at all times; and d.) shaking hands or engaging in any other physical contact is prohibited in school buildings. The CDC further recommends that schools and districts broadcast regular announcements about reducing the spread of COVID-19 on public address systems and share videos about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts). Find ⁵⁶free CDC print and digital resources on the CDC's communications resources main page.

Signs and Messaging



In preparation and support of the DuPage High School District 88 Remote and Blended Learning Plan, the following collaboration and communication has been enacted:

- **Collective Bargaining Agreements**

Documentation for Remote and Blended learning plans, including MOAs signed by the Union presidents and the superintendent, will be negotiated.

- **Communication with Stakeholders**

Surveys will be sent to students, parents/guardians and staff members following Remote and Blended learning days to assess effectiveness and identify areas of growth.

Illinois State Board of Education Recommendations

ISBE Instructional Recommendations		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Back-to-School Events	<ul style="list-style-type: none"> • Encouraged to be virtual or small groups 	<ul style="list-style-type: none"> • Modify events and communicate changes
Assessing Students' Skill Levels	<p>Consider the following questions:</p> <ul style="list-style-type: none"> • Which standards were missed or partially covered? • What are the aligned standards at the current grade level? • What are the skills required to master the missed or partially covered standards? • Will the standard stand alone in instruction or can it be layered in the current grade-level standard? • What is the timeline in which the standard will be covered? 	<ul style="list-style-type: none"> • Teachers develop quick checks to inform vertical articulation • Teachers modify the anticipated curriculum and inform instruction to support students based on data and student feedback
Addressing Learning Loss	<ul style="list-style-type: none"> • Students will vary greatly in academic knowledge from the prior year • Create and implement supports to differentiate instruction appropriately • Develop plans to bring students up to grade-level • Provide time for students to address incompletes from last year • Consider tutoring, extended school days, support personnel, and technology 	<ul style="list-style-type: none"> • Teachers will assess individual student learning and deficits within their classes by administering assessments and working closely with teachers at previous and subsequent grade levels to determine the standards that may need review

	<ul style="list-style-type: none"> • At the start prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year. • Provide and/or expand intervention time within the school day to help fill learning gaps for individual students. . 	
<p>Instructional Best Practices for Maintaining Social Distancing</p>	<ul style="list-style-type: none"> • Consider revising activities that combine classes or grade levels or require travel to other buildings. • Consider synchronously broadcasting in-class instruction to multiple rooms to allow students to spread out. • Teachers rotate instead of the students. • Consider moving class activities outdoors if weather and safety considerations permit. • Students don't share object - or they are sanitized between use • Consider using face shields or signs with different facial expressions or colors to help convey emotion, social norms, and feelings. • Consider integrated or thematic instruction 	<ul style="list-style-type: none"> • Provide examples to teachers • Provide expectations to teachers for planning for social distancing into planning

<p>Special Education Considerations</p>	<ul style="list-style-type: none"> • Districts remain responsible for ensuring that special education students receive a free appropriate public education • Blended Remote Learning Plans must address the unique needs of students eligible for special education services • Adhere to timelines for annual IEP meetings and required evaluations. 	<ul style="list-style-type: none"> • Design and provide training to classroom teachers and paraprofessionals • IEP teams should meet to determine whether any amendments to students IEPs are necessary to address students' current levels of performance and make individualized determinations regarding placement and where special education students receive services
<p>English Learner Considerations</p>	<ul style="list-style-type: none"> • In-person instruction should be prioritized for English Learners • Help students continue their native language learning • Use face coverings with clear windows or face shields during instruction or pre-recording these demonstrations. • Apply the Illinois English Language Development Standards and utilize the WIDA Can-Do Descriptors 	<ul style="list-style-type: none"> • Consider English Learner needs when building schedules • Order appropriate face coverings and/or shields • Provide language support to help students and families to access the resources used for remote instruction
<p>Grading</p>	<ul style="list-style-type: none"> • Can return to traditional grading practices • Ensure that students have all the necessary tools, technology, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner 	<ul style="list-style-type: none"> • Re-evaluate and modify traditional grading policies, as necessary
<p>Professional Learning and Staffing</p>	<ul style="list-style-type: none"> • Use professional development days to prepare evidence-based instructional methods and 	<ul style="list-style-type: none"> • Plan for professional learning days and opportunities • Develop professional

	<p>materials, to plan to attend to students' social-emotional and mental health needs, and for training on new health and safety protocols.</p> <ul style="list-style-type: none"> • Optional summer learning opportunities may be considered for educators to hone their remote learning craft and discuss best instructional strategies for a blended learning environment. • Provide options for asynchronous and/or synchronous professional learning - leverage virtual opportunities • Leverage instructional coaches or informal professional learning opportunities <p>Consider professional learning regarding:</p> <ul style="list-style-type: none"> • Providing staff training recognizing and affirming the unique socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population within each district. • Developing student and staff mental health and counseling plans and training on offering social-emotional supports, including bullying prevention. • Identifying the successes and barriers for students, staff, and the community during remote learning, including enhancements to prepare for a blended 	<p>learning activities and materials</p> <ul style="list-style-type: none"> • Consider building into the school day when creating the schedule
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	<p>learning environment or in preparation for intermittent/rolling school closures.</p> <ul style="list-style-type: none"> • Reviewing student progress during remote learning, identifying gaps, and planning for the appropriate continuation of learning transitioning to our “new normal” for the 2020- 21 school year. • Preparing local assessments to determine current skill level 	
Technology	<ul style="list-style-type: none"> • Make every effort to provide students and families with the technology devices and internet access necessary to successfully participate in remote learning • Teach students how to maintain their devices, guidelines for basic device function, internet safety, as well as problem-solving techniques that can be utilized if the student has technology difficulties during remote learning 	<ul style="list-style-type: none"> • Determine technology needs - including internet access • Create instructions for accessing technology assistance and process to provide support. • Provide training for students and families on technology tools and resources.

Health and Safety Protocols IDPH Guidance		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Preparing for When a Student or Staff Member Becomes Sick	<ul style="list-style-type: none"> • Communicate with families and staff that any individual who tests positive for COVID-19 or who shows any signs or symptoms of illness should stay home. 	<ul style="list-style-type: none"> • Distribute symptom checklist for families and staff to use to determine if they are well enough to attend

	<ul style="list-style-type: none"> • Families and staff should also report possible cases to the school where the individual attends school or works to initiate contact tracing. • Collect symptom reports when absences are reported • 72 hours must elapse from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared. • Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days. • Students or staff returning from illness related to COVID-19 should call to check in with the school nurse or building administrator (if a nurse is unavailable) following quarantine. 	<p>that day.</p> <ul style="list-style-type: none"> • Develop process and location to isolate anyone showing symptoms • Outline protocols for cleaning areas used by a sick person
Hand Hygiene	<ul style="list-style-type: none"> • Encourage frequent and proper handwashing • Ensure availability of supplies, such as soap and paper towels, hand sanitizer, tissues, etc., for all grade levels and in all common areas of the building • Review protocols in guidance document (page 32) 	<ul style="list-style-type: none"> • Order supplies and distribute • Post signage
Face Coverings	<ul style="list-style-type: none"> • Everyone must wear a face covering at all time unless unless they are younger than 2 years of age; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the cover without assistance • Face coverings must be worn at all times in school buildings even when social distancing is maintained. 	<ul style="list-style-type: none"> • Determine if school is ordering face coverings and type (masks, cloth coverings, shields) and quantities for students, staff, and visitors • Update policies to require the wearing a face covering while on school grounds

	<ul style="list-style-type: none"> • Face coverings do not need to be worn outside if social distance is maintained • Maintain a supply of disposable face coverings in the event that a staff member, student, or visitor does not have one for use. 	and handle violations in the same manner as other policy violations
Social Distancing	<ul style="list-style-type: none"> • Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible in all areas • Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc. 	<ul style="list-style-type: none"> • Post visual reminders throughout school buildings and lay down tape or other indicators of safe distances in areas where students congregate or line up • Consider social distancing when building schedules
Symptom Screenings	<ul style="list-style-type: none"> • Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea, may not enter buildings. 	<ul style="list-style-type: none"> • Develop process for temperature and symptom screenings upon arrival or self-certification
Personal Protective Equipment	<ul style="list-style-type: none"> • Ensure that appropriate personal protective equipment (PPE) is made available to and used by staff, as needed, based on exposure risk. 	<ul style="list-style-type: none"> • Order PPE • Provide training to staff prior to the start of student attendance on the proper use and disposal of PPE.

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection		
Topic	Impact on Organization	Tasks/Things to Do - Who is

		Responsible - Date Due
Districts should develop sanitation procedures per recommendations of the CDC, IDPH, and local health departments.	<ul style="list-style-type: none"> • Clean visibly dirty areas • Clean frequently touched areas • Cloth toys or other cloth material items that cannot be disinfected should not be used • Determine means to sanitize soft surfaces, such as carpeted areas, rugs and curtains • consider posting scheduled cleaning times and maintain appropriate documentation upon the completion of cleaning 	<ul style="list-style-type: none"> • Outline cleaning protocols and schedules • Order appropriate cleaning materials • Order PPE for cleaning •

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Classrooms	<ul style="list-style-type: none"> • Provide assigned seating for students and require students to remain in these seats to the greatest extent possible • Develop a marked path of travel inside the classroom to maintain social distancing from the entry point of the classroom to 36 the student's assigned seat • Rearrange desks so that there is a 6-foot distance in all directions between the desks and face desks in the same direction if possible. • Open windows if possible • Limit who is in classrooms to those required for 	<ul style="list-style-type: none"> • Communicate to teachers protocols for social distancing in classrooms • Provide time and supplies to set up classrooms

	<p>instruction</p> <ul style="list-style-type: none"> • Build in time for hygiene • Assign computers and utilize keyboard covers 	
Shared Objects	<ul style="list-style-type: none"> • Restrict or discourage the borrowing or sharing of any items. • Clean and sanitize objects before and after use 	<ul style="list-style-type: none"> • Communicate protocols on shared objects and cleaning/sanitizing
Driver's Education Behind-the-Wheel Instruction	<p>Follow protocols:</p> <ul style="list-style-type: none"> • Allow only two students and one instructor per vehicle. • Face coverings must be worn, unless medically contraindicated. • Prohibit eating and drinking in the vehicle. • Open the windows whenever possible. • Do not make any stops during the training that are not applicable to driver's education to reduce the amount of time in the vehicle. • Complete hand hygiene with soap and water or hand sanitizer, as appropriate, before and after driving and, at the minimum, upon completion. Hand sanitizer should be placed in each vehicle. • Clean and disinfect the steering wheel, door handles, seatbelt fastener, controls/dials that the driver would come in contact with, keys, etc. in between each behind-the-wheel session. • Conduct regular routine cleaning and disinfecting of the seats. 	<ul style="list-style-type: none"> • Work with teacher to understand and follow protocols
Music-Related Courses	<ul style="list-style-type: none"> • Indoor rehearsals are discouraged. Consider moving music and band-related courses outside. • Organize music and band classes into smaller groups. 	<ul style="list-style-type: none"> • Work with music faculty to develop and implement protocols

	<ul style="list-style-type: none"> • Use separate partitions in open spaces; utilize markings on classroom floor/wall/practice field • Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles • Sanitize hands and instruments before using • Do not share instruments • Wear masks whenever possible • Conductors should face students from more than 10 feet away from the first row of singers/band members. Where possible, conductors are encouraged to wear glasses/goggles or install a plexiglass shield. • Consider virtual option whenever possible 	
<p>Traffic Flow, Hallways, and Lockers</p>	<ul style="list-style-type: none"> • Face coverings must be worn at all times. • Adhere to social distancing requirements and IDPH limitations on gathering sizes when possible • Limit number of persons within hallways at any given time to the greatest extent possible. • Limit required movement of students between classes. • Consider having staff rotate through classes rather than requiring movement/mixing of student groups. • Provide hallway supervision using hall and bathroom monitors to ensure a limited number of persons enter bathrooms at one time. • Hallways could have marked one-way paths and certain staircases could be designated one-way only, as possible. • Place floor markings to 	<ul style="list-style-type: none"> • Develop protocols • Consider passing periods in schedules • Place signage and markings where appropriate

	<p>delineate 6-foot distance between students in locations where they line up.</p> <ul style="list-style-type: none"> • Remove furniture or other items that may encourage congregating in certain areas. • Limit number of riders in elevators to one or two students with an additional adult (when student needs continuous support or supervision). • Suspend the use of lockers, if possible. 	
Restrooms	<ul style="list-style-type: none"> • Maintain social distancing in restroom areas • Add physical barriers, such as plastic flexible screens, between bathroom sinks and urinals. • Post signs encouraging hand hygiene procedures. • Ensure supplies are available for hand hygiene. 	<ul style="list-style-type: none"> • Order supplies and materials • Post signage
Drinking Fountains	<ul style="list-style-type: none"> • Flush before returning to school • Promote the use of reusable water bottles • Develop procedures to maintain social distancing during drinking fountain use by placing floor markers and signage around fountains 	<ul style="list-style-type: none"> • Train students and staff on appropriate use of drinking fountains (page 39) • Determine procedures for cleaning and sanitizing water fountains to maintain infection control between use
Cafeterias/Food Service	<ul style="list-style-type: none"> • No more than 10 individuals during Phase 3 and no more than 50 individuals during Phase 4, if possible • Alternate scheduling or add meal service times to adhere to capacity limits. • Consider delivering meals to classrooms or having students eat outdoors while ensuring social distancing is implemented. 	<ul style="list-style-type: none"> • Develop a meal plan protocol • Determine allergy free areas • Develop cleaning protocol
Visitors and external	<ul style="list-style-type: none"> • Limit any nonessential 	<ul style="list-style-type: none"> • Develop and

<p>groups</p>	<p>visitors, volunteers, and activities involving external groups or organizations, as possible</p> <ul style="list-style-type: none"> • Restrict where visitors can go in the building. • Hand hygiene for visitors • Maintain accurate records of visitors • Consider outside drop off for items 	<p>communicate protocols</p>
<p>Administrative Offices and Staff Workspaces/Lounges</p>	<ul style="list-style-type: none"> • Employee workstations should be properly distanced so that employees may maintain a 6-foot distance from one another, when possible. • Consider installing physical barriers within main offices, as needed. • Provide cleaning materials and hand washing supplies • Provide each employee with a personal supply of office supplies • Maintain a regular cleaning and disinfection schedule of frequently touched items 	<ul style="list-style-type: none"> • Relocate workstations to 6 feet apart of separate with plastic shields • Order office supplies • Develop cleaning protocols
<p>Student Transportation</p>	<ul style="list-style-type: none"> • All individuals on a bus must wear a face covering • No more than 50 individuals should be on a bus at one time • Social distancing must be maintained to the greatest extent possible. • Students must undergo symptom and temperature checks, which may include self-certification, before boarding a bus. • Drivers and monitors must wear approved and appropriate PPE and perform regular hand hygiene and perform symptom checks • Sanitization should be completed daily or between use on all vehicles used for 	<ul style="list-style-type: none"> • Develop protocols and communicate to students and families • Evaluate bus routes to maintain 50 per bus - add routes as necessary • Review Appendix F for Bus Driver PPE • Protocols for symptom checks • Place signage on buses • Develop seating charts • Develop cleaning protocols

	student transportation	
Physical Education, Gymnasiums, Pools, and Locker Rooms	<ul style="list-style-type: none"> No more than 10 individuals may be in one space at any one time during Phase 3. No more than 50 individuals may be in one space at any one time during Phase 4. Maintain social distancing of 6 feet Try to be outdoors or separated if indoors Consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing Any shared equipment must be cleaned between each student use and disinfected at the end of each class. Perform hand hygiene at the start and end of each class period, after using equipment, or when hands are visibly dirty 	<ul style="list-style-type: none"> Work with Physical Education and Athletic staff to develop protocols

Illness and Diagnoses Monitoring		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Schools should institute a tracking process to maintain ongoing monitoring of individuals excluded from school	<ul style="list-style-type: none"> Check in with nurse upon return and prior to going to class Encourage families to report positive diagnoses or exposure when reporting absences Confirmed cases of COVID-19 should be reported to the local health department by the school nurse or designee Schools will offer assistance to local health departments when contact tracing is 	<ul style="list-style-type: none"> Communicate to students, families, and staff the process for returning to school Provide students, families, and staff locations of testing sites Determine communication protocol for positive cases

	<p>needed after a confirmed case of COVID-19 is identified</p> <ul style="list-style-type: none"> Districts should inform the school community of outbreaks per local and state health department guidelines while maintaining student and staff confidentiality rights. 	
--	---	--

Mental Health		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
<p>Considerations should be given to the impact that COVID-19 has had on mental health</p>	<ul style="list-style-type: none"> Access to school counselors and supports should be as readily available as possible and communicated to students. Consider monitoring the mental and emotional well-being of students and staff members 	<ul style="list-style-type: none"> Provide training to staff to increase awareness of the impact of COVID-19. Develop and implement a crisis management team to provide supports, as needed, to staff and students. Communicate about EAP program

Other Areas and Considerations		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
<p>Instructional (Self-Contained) Classrooms Housing Students Who Are Medically Fragile or May Have Behavioral, Developmental, or Emotional Challenges</p>	<ul style="list-style-type: none"> Risk of infectious disease exposure may be much higher for staff providing care for medically fragile students. Social distancing may not be possible Use appropriate PPE for continuous wear and during procedures along with hand washing 	<ul style="list-style-type: none"> Review guidance (Page 44) and specific protocols for individual students
<p>Related Services for</p>	<ul style="list-style-type: none"> Virtual if possible 	<ul style="list-style-type: none"> Review guidance

<p>Students (OT/PT, Speech, Social Work Services, etc.)</p>	<ul style="list-style-type: none"> • Face coverings must be worn and social distance must be maintained 	<p>(Page 44) and specific protocols for individual students</p>
<p>Before- and After-Care and Other Programs</p>	<ul style="list-style-type: none"> • Should be restricted to essential activities • Organizations and groups that wish to access a school's facilities should submit a plan that addresses procedures for program implementation 	<ul style="list-style-type: none"> • If bringing organizations in facilities develop protocols
<p>Library Areas</p>	<ul style="list-style-type: none"> • Consider using the library space as a regular classroom if the school needs additional classroom space to adhere to capacity limits and social distancing requirements • Consider bringing resources and librarians to classrooms. 	<ul style="list-style-type: none"> • Work with library staff to determine protocols
<p>Health Offices</p>	<ul style="list-style-type: none"> • Maintain social distancing • Provide resources to limit transmission (ventilation, barriers, curtains, etc) • Use two separate entrances to the health office space to allow one to be used by students without illness symptoms and one to be used by students with illness symptoms • Provide a supervised quarantine space for students/staff who are experiencing COVID-19-like symptoms and may be awaiting evaluation and/or pickup. • Students exhibiting COVID-19-like symptoms must wear a face covering unless medically contraindicated • Implement strategies to reduce unnecessary visits from students, staff, and visitors • Healthy students reporting to the health office for medical management must be treated in a separate clean designated area 	<ul style="list-style-type: none"> • Work with nurses and health official to develop protocols and prepare spaces • Evaluate the current school health office space and determine if there is space for quarantine. • Have additional staff available • Order appropriate supplies - cleaning and PPE
<p>Extracurriculars</p>	<p>Extracurricular activities must follow the IDPH requirements set forth for the school setting, which include social</p>	<ul style="list-style-type: none"> • Develop plans and protocols for extracurriculars

	<p>distancing, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19.</p>	
Playgrounds	<ul style="list-style-type: none"> • Playground equipment that is to be used should be monitored, and the number of students using each piece of equipment should be limited. • Maintain appropriate cleaning of playground equipment • Students should perform hand hygiene prior to touching playground equipment and upon return from the playground. 	<ul style="list-style-type: none"> • Develop protocols for using and cleaning equipment • Order cleaning supplies
Auditorium/Multi-Purpose Rooms	<ul style="list-style-type: none"> • Limit the number of individuals in one space to 10 or fewer in fewer during Phase 3 or 50 or fewer during Phase 4. 	<ul style="list-style-type: none"> • Ensure auditoriums and multi-purpose rooms that are used are cleaned and sanitized daily and in between groups as much as possible.
Career and Technical Education and Dual Credit	<ul style="list-style-type: none"> • When implementing modified schedules or Blended Remote Learning Days, consider the needs of CTE and other dually enrolled students. • Districts should maintain a log of the sites that students visit. • Districts should consider how a student's coursework could be modified due to illness • Districts should prohibit or limit the self-serving or sharing of food products in classes during which students prepare food. 	<ul style="list-style-type: none"> • Develop procedures and protocols to properly clean and disinfect career and technical education (CTE) equipment and workspaces.
Field Trips	<ul style="list-style-type: none"> • Field trips are discouraged until state and local health officials have determined that it is safe to resume them 	<ul style="list-style-type: none"> • Cancel any field trips planned for the start of the year and then monitor

7. Separate Action Items

A. COVID- 19 Re-Opening Plan Approval Resolution For DuPage High School District 88

75

COVID-19 RE-OPENING PLAN APPROVAL RESOLUTION

The COVID-19 Re-Opening Plan Resolution authorizes the Superintendent and the Superintendents designees to implement and enforce the opening and operation of the District's offices, facilities, programs, and schools for the 2020-21 school year in the midst of the COVID-19 pandemic as outlined in the DuPage High School District 88 Return to School Plan.

This Resolution supports the broad discretionary authority which school boards possess under Sections 10-20 and 10-20.5 of the School Code to manage, and make rules for the operation of the school district and schools. This Resolution strengthens the authority of the school board and administrators to implement and enforce plans, modify safety and protective requirements, and helps utilize protection from the COVID-19 liability already provided by the Illinois Tort Immunity Act. This Resolution eliminates the immediate need to identify and amend existing policies that conflict with re-opening plans.

Suggested Motion:

Move that the Board of Education approve the COVID-19 Re-Opening Plan Resolution as presented.

COVID-19 RE-OPENING PLAN APPROVAL RESOLUTION

BE IT RESOLVED by the Board of Education of DuPage High School District No. 88, DuPage County, Illinois, as follows with respect to the opening and operation of the District's offices, facilities, programs and schools for the 2020-21 school year in the midst of the COVID-19 pandemic:

1. The plan for the opening and operation of the District's offices, facilities, programs and schools for the 2020-21 school year, substantially in the form presented by the Superintendent and entitled "The DuPage High School District 88 Return to School Plan " and dated July 27, 2020, is hereby approved.

2. The Superintendent and the Superintendent's designees are hereby authorized and directed to implement and enforce the Plan and are further authorized to require students, staff, parents, visitors and other participants in the District's programs to comply with the Plan and with the directives of the Superintendent and the Superintendent's designees implementing and enforcing the Plan.

3. The Superintendent is hereby authorized to modify the Plan from time to time to conform to the requirements of, or guidance from, any entity with authority over the District, including, but not limited to, the Governor of Illinois, the Illinois Department of Public Health, the Illinois State Board of Education, Illinois High School Association, and the DuPage County Department of Public Health, and as otherwise appropriate to facilitate the operation of the schools and the safety of students, staff, visitors and other participants in the District's programs. Any substantive changes to the Plan shall be made in consultation with the President of the Board and then promptly reported to the Board which may affirm, modify or disapprove of the changes. The changes shall, however, remain in full force and effect until such time as the Board acts, unless otherwise required by law.

4. This Resolution, and the Plan as may be modified from time to time pursuant to number 3 above, are adopted, and are to be implemented and enforced, in the exercise of the discretionary powers granted to the Board by Sections 10-20 and 10-20.5 of the Illinois School Code and any other applicable law. The Plan constitutes rules adopted by the Board pursuant to Section 10-20.5 of the School Code which shall be filed in the District's central administrative office and posted on the District's website. In accordance with Board Policy 2:240, the Plan, and the authority granted to the Superintendent and the Superintendent's designees by this Resolution,

supersede any policy or other rule of the Board, and temporarily suspend any policy or rule, to the extent any such policy or rule is inconsistent with the Plan.

5. This Resolution shall be in full force and effect upon adoption.

ADOPTED this 27th day of July 2020, by a roll call vote as follows:

YES: _____

NO: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

RECOMMENDATION TO AMEND THE 2020-2021 SCHOOL CALENDAR

In the spring legislative session, the General Assembly approved the provision of allowing the Board of Education to approve the use of five “Remote Learning Planning Days”, if the district is in a Remote Learning Phase, (SB1863) as part of the 2020-2021 School Calendar.

The administration is recommending that the Board of Education amend the 2020-2021 School Calendar to add three “Remote Learning Planning Days” to provide support for the District 88 Staff as they prepare to engage our students in a robust synchronous remote learning environment per the DuPage High School 88 Return to School Plan. The Remote Learning Planning Days are scheduled for August 18, 19, and 20, 2020.

Additionally, the administration is recommending moving the “Teacher Workday” from August 18, 2020 to August 21, 2020.

The First Day of Classes for students will change from Wednesday, August 19, 2020 to Monday, August 24, 2020.

The administration is recommending moving the Open House event from Thursday, September 3, 2020 to Wednesday, September 2, 2020. The buildings will be working on delivering virtual Open Houses for our parents. This proposal minimizes the disruption to instructional programs on Thursdays.

The administration is recommending adjusting Parent-Teacher Conference Day in October from Thursday, October 8, 2020 to Wednesday, October 7, 2020. This proposal minimizes the disruption to instructional programs on Thursdays.

The administration will review the proposed changes to the amended 2020-21 School Calendar.

The highlights of this calendar include:

- August 17, 2020 – Teacher Institute Day
- **August 18, 2020 – Remote Learning Planning Day**
- **August 19, 2020 – Remote Learning Planning Day**
- **August 20, 2020 – Remote Learning Planning Day**
- **August 21, 2020 – Teacher Work Day**
- **August 24, 2020 – First Day of Classes**
- **September 2, 2020 – Virtual Open House**
- **October 7, 2020 – Parent/Teacher Conferences – Noon -7p.m. (Non-Attendance Day)**
- November 3, 2020 – Election Day Holiday
- November 25 through 27, 2020 – Thanksgiving Break
- December 16 through 18, 2020 – 1st Semester Exams
- December 21, 2020 through January 1, 2021 - Winter Break
- January 4, 2021 – Institute Day/2nd Semester begins
- February 26, 2021 - Countywide Teacher Institute Day
- March 29 through April 2, 2021 – Spring Break
- May 23, 2021 - Graduation
- May 26 through 28, 2021 – 2nd Semester Exams
- May 28, 2021 – Last Day of Classes, if no Emergency Days are used
- June 1, 2021 - Teacher Institute Day

The 2020-21 school calendar has 81 days in the first semester and 96 days in the second semester.

The Course Info/Curriculum Night will take place on January 14, 2021.

Suggested Motion:

Move that the Board of Education approve the amended 2020-21 School Calendar as presented.

2020-21 School Calendar
PROPOSED AMENDED CALENDAR 7-27-20

August, 2020

Mon	Tues	Wed	Thur	Fri	Total
3	4	5	6	7	
10	11	12	13	14	
◆17	~18	~19	~20	°21	3
{ 24	25	26	27	28	5
L 31					1
					9

September, 2020

Mon	Tues	Wed	Thur	Fri	Total
	1	VOH 2	3	4	4
H	8	9	10	11	4
L 14	15	16	17	18	5
L 21	22	23	24	25	5
L 28	29	30			3
					21

October, 2020

Mon	Tues	Wed	Thur	Fri	Total
			1	2	2
L 5	6	PC 7	8	9	4
H	13	14	15	16	4
L 19	20	21	22	23	5
L 26	27	28	29	30	5
					20

November, 2020

Mon	Tues	Wed	Thur	Fri	Total
L 2	H	4	5	6	4
L 9	10	11	12	13	5
L 16	17	18	19	20	5
L 23	ER 24	X	H	X	2
L 30					1
					17

December, 2020

Mon	Tues	Wed	Thur	Fri	Total
	1	2	3	4	4
L 7	8	9	10	11	5
L 14	15	SE16	SE17	SE*18	5
X	X	X	X	H	
X	X	X	X		
					14

January, 2021

Mon	Tues	Wed	Thur	Fri	Total
				H	
◆ 4	5	6	7	8	4
L 11	12	13	ED 14	15	5
H	19	20	21	22	4
L 25	26	27	28	29	5
					18

February, 2021

Mon	Tues	Wed	Thur	Fri	Total
L 1	2	3	4	5	5
L 8	9	10	11	12	5
H	16	17	18	19	4
L 22	23	24	25	◆ 26	4
					18

March, 2021

Mon	Tues	Wed	Thur	Fri	Total
L 1	2	3	4	5	5
L 8	9	10	11	12	5
L 15	16	17	18	19	5
L 22	23	24	25	ER 26	5
X	X	X			
					20

April, 2021

Mon	Tues	Wed	Thur	Fri	Total
			X	X	
L 5	6	7	8	9	5
L 12	13	14	15	16	5
L 19	20	21	22	23	5
L 26	27	28	29	30	5
					20

May, 2021

Mon	Tues	Wed	Thur	Fri	Total
L 3	4	5	6	7	5
L 10	11	12	13	14	5
L 17	18	19	20	21	5
L 24	25	SE 26	SE 27	SE*28	5
H					
					20

June, 2021

Mon	Tues	Wed	Thur	Fri	Total
	◆Y 1	E! 2	E 3	E 4	
E7	E}8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

First Day of Classes	August 24, 2020
Graduation	May 23, 2021
Last Day of Classes	May 28, 2021 (provided no emergency days are used)
SCHOOL HOLIDAYS/BREAKS	
Labor Day	September 7, 2020
Columbus Day	October 12, 2020
Election Day	November 3, 2020
Thanksgiving Break	November 25 thru 27, 2020
Winter Break	Dec. 21, 2020 thru Jan. 1, 2021
Christmas Day	December 25, 2020
New Year's Day	January 1, 2021
M.L. King's Birthday	January 18, 2021
President's Day	February 15, 2021
Spring Break	March 29 thru April 2, 2021
Memorial Day	May 31, 2021
Virtual Open House: September 2	
Parent/Teacher Conference Schedule:	
October 7:	12:00 p.m. to 7:00 p.m.
*Students not in attendance.	
AP Exams: May 3 through May 14, 2021	

LEGEND:	
H	Legal School Holidays
◆	Institutes
X	Not in Attendance
{	School Begins
}	School Closes
L	Late Arrivals - Begin at 9:00 a.m.
VOH	Virtual Open House
PC	Parent/Teacher Conference
°	Teacher Work Day
~	Remote Learning Planning Days
*	End of Semester
ER	2:05 Dismissal on 11/24/20 & 3/26/21
ED	1:40 Dismissal on 1/14/21
SE	Semester Exams
E	Emergency/Non-Attendance
Y	Teacher Check-Out/Last School Day
!	Final Teacher Check-Out Day
^	State Testing - TBD (Make Up - TBD)
First Semester Exams: December 16-18, 2020	
Second Semester Exams: May 26-28, 2021	
Note: June 2 through June 8, 2021 will be declared Special Holidays if not used for emergency days.	

Actual Days in Attendance: 1st Semester: 81; 2nd Semester: 96; Institute Days:4; Teacher Work Day:1; Parent/Teacher Conference Day:1; Emergency Days: 5 Five Remote Learning Planning Days may be added to the school calendar by the Board of Education if a district is in a remote learning phase.

TOTAL: 188



2020-21 School Calendar

Revised June 2020

August, 2020

Mon	Tues	Wed	Thur	Fri	Total
3	4	5	6	7	
10	11	12	13	14	
♦17	°18	{19	20	21	3
L 24	25	26	27	28	5
L 31					1
					9

September, 2020

Mon	Tues	Wed	Thur	Fri	Total
	1	2	ED 3	4	4
H	8	9	10	11	4
L 14	15	16	17	18	5
L 21	22	23	24	25	5
L 28	29	30			3
					21

October, 2020

Mon	Tues	Wed	Thur	Fri	Total
			1	2	2
L 5	6	7	PC 8	9	4
H	13	14	15	16	4
L 19	20	21	22	23	5
L 26	27	28	29	30	5
					20

November, 2020

Mon	Tues	Wed	Thur	Fri	Total
L 2	H	4	5	6	4
L 9	10	11	12	13	5
L 16	17	18	19	20	5
L 23	ER 24	X	H	X	2
L 30					1
					17

December, 2020

Mon	Tues	Wed	Thur	Fri	Total
	1	2	3	4	4
L 7	8	9	10	11	5
L 14	15	SE16	SE17	SE*18	5
X	X	X	X	H	
X	X	X	X		
					14

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				H	
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Mon	Tues	Wed	Thur	Fri	Total
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L 8	9	10	11	12	5
L 15	16	17	18	19	5
L 22	23	24	25	ER 26	5
X	X	X			
					20

April, 2021

Mon	Tues	Wed	Thur	Fri	Total
			X	X	
L 5	6	7	8	9	5
L 12	13	14	15	16	5
L 19	20	21	22	23	5
L 26	27	28	29	30	5
					20

May, 2021

Mon	Tues	Wed	Thur	Fri	Total
L 3	4	5	6	7	5
L 10	11	12	13	14	5
L 17	18	19	20	21	5
L 24	25	SE 26	SE 27	SE*28	5
H					
					20

June, 2021

Mon	Tues	Wed	Thur	Fri	Total
	♦ Y 1	E! 2	E 3	E 4	
E 7	E 8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

First Day of Classes	August 19, 2020
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Columbus Day	October 12, 2020
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{	School Begins
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*	End of Semester
ER	2:05 Dismissal on 11/24/20 & 3/26/21
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Y	Teacher Check-Out/Last School Day
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Actual Days in Attendance: 1st Semester: 81; 2nd Semester: 96; Institute Days:4; Teacher Work Day:1; Parent/Teacher Conference Day:1; Emergency Days: 5 Five Remote and Blended Remote Learning Planning Days may be added to the school calendar by the Board of Education if a district is in a remote learning phase.

TOTAL: 188

TO: Dr. Scott Helton
Board of Education

DATE: July 20, 2020

FROM: Mr. Edward Hoster

**RE: Temporary Suspension of Board Bidding Threshold
(Board Policy 4:60 Purchases and Contracts)**

The purchase of Personal Protective Equipment (PPE) and cleaning/sanitation items is pushing the \$15,000 bid limit of the existing Board Policy 4:60 Purchases & Contracts. We are requesting temporary relief from the required bidding for these pandemic related items during this time period due to the need to expedite orders and deliveries. Although our recent annual bid for custodial supplies does include many of the cleaning supplies we use, it doesn't represent other items we are now purchasing in anticipation of the return to school. In addition, many suppliers are exhausting inventory, the lead time for deliveries is expanding and we are seeing exponential price escalation from some suppliers. We are constantly evaluating cooperative purchasing alternatives to assist with both the pricing and to stay within the current bid limitation. The requested limit would be to temporarily allow for us to use the Illinois School Code limit of \$25,000 before having to solicit bids. Unfortunately, there is no other statewide relief provided at this time. Mr. Boyle has assisted with the preparation of a resolution that would allow for this temporary change. The temporary relief, if granted, would be time bound to December 2020 at which time we would work with the board to determine if we need additional time to respond to the conditions at that time.

Suggested Motion:

Move that the Board of Education approve the Resolution Authorizing Temporary Suspension Of Board-Established Bidding Threshold For The Purchase Of Covid-19 Pandemic-Related Items through December 2020.

RESOLUTION AUTHORIZING TEMPORARY SUSPENSION OF BOARD-
ESTABLISHED BIDDING THRESHOLD FOR THE PURCHASE OF COVID-19
PANDEMIC-RELATED ITEMS

WHEREAS, Section 10-20.21 of the School Code (105 ILCS 5/10-20-21) authorizes boards of education to award contracts for the purchase of supplies and materials or work involving an expenditure in excess of \$25,000 or a lower amount as required by board policy to the lowest responsible bidder, unless specifically exempted; and

WHEREAS, Board of Education Policy 4:60 currently requires that supplies, materials, or work involving an expenditure in excess of \$15,000 must comply with 105 ILCS 5/10-20.21, unless specifically exempted; and

WHEREAS, pursuant to Board of Education Policy 2:240 the Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law; and

WHEREAS, the Board has received the administration's report that a temporary suspension of the \$15,000 bidding threshold specified in Board Policy 4:60 is necessary for the purchase of personal protective equipment (PPE), cleaning/sanitation materials and supplies and other COVID-19 pandemic-related items determined by the administration ("Pandemic-Related Items") during the 2020-21 school year due to escalating prices for such items, the need to expedite orders and deliveries, supplier inventory shortages and expanding lead times for the deliveries of such items; and

WHEREAS, the Board has determined and does hereby determine, based on the administration's report, that emergency or special conditions exist that make it necessary and prudent to suspend the bidding threshold specified in Board Policy 4:60 for the purchase of Pandemic-Related Items in order to meet such emergency or special conditions;

WHEREAS, the Board has determined and does hereby determine that it is necessary and in the best interests of the District to suspend the bidding threshold specified in Board Policy 4:60 for the purchase of Pandemic-Related Items for the 2020-21 school year, for the reasons stated in this Resolution.

NOW, THEREFORE, Be It Resolved by the Board of Education of DuPage High School District 88, DuPage County, Illinois, as follows:

Section 1. The Board hereby finds that the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. The \$15,000 bidding threshold specified in Board Policy 4:60 for the purchase of Pandemic-Related Items is suspended for the 2020-21 school year.

Section 3. The purchase of Pandemic-Related Items shall remain subject to the \$25,000 bidding threshold and all other requirements of Section 10-20.21 of the School Code (105 ILCS 10-20.21), unless specifically exempted therefrom.

Section 4. The \$15,000 bidding threshold specified in Board Policy 4:60 shall remain in effect for all other purchases of supplies, materials, or work.

Section 5. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 6. All resolutions or parts thereof in conflict herewith are hereby repealed, and this Resolution shall be in full force and effect forthwith upon its adoption.

After a full and complete discussion thereof, member _____ moved and member _____, seconded the motion that this Resolution be adopted. The President directed the Secretary to call the roll for vote upon the motion to adopt this Resolution. Upon a roll call vote, the following vote was received:

AYES: _____

NAYS: _____

ABSENT: _____

Adopted July 27, 2020

President, Board of Education

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF DUPAGE)

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of DuPage High School District 88, DuPage County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on July 27, 2020, insofar as same relates to the adoption of a resolution entitled:

**RESOLUTION AUTHORIZING TEMPORARY SUSPENSION OF BOARD-
ESTABLISHED BIDDING THRESHOLD FOR THE PURCHASE OF COVID-19
PANDEMIC-RELATED ITEMS**

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 48 hours in advance of the holding of said meeting, that said agenda contained an item concerning the proposed adoption of said resolution, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 27th day of July, 2020.

Secretary, Board of Education

4:60 Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable School Board policies.

Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$15,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted.
2. Contracts for repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not exceeding \$50,000 and not involving a change or increase in the size, type, or extent of an existing facility are exempt from bidding under State law, 105 ILCS 5/10-20.21(a)(xi), but must comply with Board policy 4:150, *Facility Management and Building Programs*.
3. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
4. Guaranteed energy savings must comply with 105 ILCS 5/19b-1 *et seq.*
5. Third party non-instructional services must comply with 105 ILCS 5/10-22.34c.
6. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with 105 ILCS 5/10-20.21(b-5). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
7. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10).
8. The purchase of paper and paper products must comply with 105 ILCS 5/10-20.19c and Board policy 4:70, *Resource Conservation*.
9. Each contractor with the District is bound by each of the following:

- a. In accordance with 105 ILCS 5/10-21.9(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in 105 ILCS 5/10-21.9(c) and 5/21B-80(c)1 to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibits any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.
- b. In accordance with 105 ILCS 5/24-5: (1) concerning each new employee of a contractor that provides services to students or in the District after June 16, 2014schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease if the employee will have direct, daily contact with one or more student(s); and (2) require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Department of Public Health rules or order of a local health official.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.: 105 ILCS 5/10-20.19c, 5/10-20.21, 5/10-21.9, 5/10-22.34c, 5/19b-1 et seq., and 5/24-5.
820 ILCS 130/.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications)

REVISED: 01.30.2017; 01.27.2020

TO: Dr. Scott Helton
Board of Education

DATE: July 20, 2020

FROM: Mr. Edward Hoster

RE: Temporary Waiver of Parking Permit Fee

As we are working through the planning for return to school considerations, one item of particular interest is how to incentivize students to drive or be driven to school for safety reasons. The administration is requesting approval to waive the annual parking fee of \$175.00 for the 2020-21 school year. The annual revenue that we usually collect for parking is approximately \$90,000. We are seeking approval from the Board of Education as we open up registration the week of July 27th.

Suggested Motion:

Move that the Board of Education authorize the temporary waiver of student parking permit fee for the 2020-21 school year.

8. Board Member Report(s) / Future Agenda Items

9. Public Comments: Related to the discussion and/or actions of the board on the above agenda items, for and welcome comments and suggestions from the public. Public comments can be submitted online at www.dupage88.net/BoardMeetingCard, or sent by e-mail to dbrink@dupage88.net.

10. Announcements:

Regular Business Board Meeting: Monday, August 10, 2020, 7:30 p.m., District Boardroom located at District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.

Educational Focus Board Meeting: Monday, August 24, 2020, 7:30 p.m., District Boardroom located at District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.

11. Closed Session Meeting

A. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

B. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).

C. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1).

12. Closed Session Meeting

A. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

B. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).

C. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1).

13. Reconvene To Open Meeting

14. **Roll Call**
15. **Action Necessitated By Closed Session**
16. **Adjournment**

District 88 Strategic Plan

Addison Trail High School, Willowbrook High School and DuPage High School District 88 will:

Goal 1: Develop plans to improve student performance, close the achievement gap and actively monitor the acquisition of college, career and cultural readiness skills.

Goal 2: Focus on learning programs aligned to local, state and national standards, incorporating critical thinking, applied learning, interdisciplinary curriculum, authentic career-connected programs and digital learning initiatives.

Goal 3: Provide time and resources for ongoing professional growth and development programs that focus on learning standards, diverse learners, assessment and data practices, instructional strategies, social-emotional learning and culturally responsive teaching.

Goal 4: Create inclusive school-community partnerships that develop life skills, foster social-emotional development, promote overall personal well-being and embrace learning and activity before, during and after school hours.