

**RESOLUTION TO APPROVE THE 2022-2023 SAFE RETURN TO
IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN
AND REMOTE LEARNING PLAN**

WHEREAS, the Board of Education of Edwardsville Community Unit School District 7 (“District” or “Board”), County of Madison, Illinois, has the responsibility to manage and operate its schools; and

WHEREAS, the Illinois School Code, 105 ILCS 5/10-20 and 5/10-20.5, as amended (the “Code”), authorizes the Board to exercise all powers required for the maintenance, operation, and development of the District’s schools and adopt and enforce all necessary rules for the management and government of the District’s schools; and

WHEREAS, Public Act 101-0643 (105 ILCS 5/10-30) requires that “the district shall adopt a remote and blended remote learning plan approved by superintendent of schools”; and

WHEREAS, the Board, in order to receive certain Federal funding, is required to adopt a Safe Return to In-Person Instruction and Continuity of Services Plan; and

WHEREAS, the Board allowed the public an opportunity to provide comments on the 2022-2023 Safe Return to In-Person Instruction and Continuity of Services Plan and Remote Learning Plan and considered the comments and input regarding both Plans at its special meeting held on August 8, 2022; and

WHEREAS, the Board recognizes that it must give the District Superintendent and his/her designees the authority to exercise all necessary discretionary authority to implement, enforce and amend the both Plans given these unprecedented times.

NOW, THEREFORE, It Is Hereby Resolved by the Board of Education of Madison Community Unit School District No. 12, County of Madison, Illinois as follows:

Section 1. The preamble recitals of this Resolution are adopted and incorporated herein by this reference and found to be true and accurate statements.

Section 2. The Board authorizes and adopts the 2022-2023 Safe Return to In-Person Instruction and Continuity of Services Plan, attached hereto as Exhibit A.

Section 3. The Board authorizes and adopts the 2022-2023 Remote Learning Plan, attached hereto as Exhibit B.

Section 4. The Safe Return to In-Person Instruction and Continuity of Services Plan and the Remote Learning Plan take precedent and supersedes all Board policies as necessary to implement the Plan.

Section 5. The Superintendent and his/her designee is authorized to determine all policies and exercise all discretionary authority to modify, implement and enforce the both Plans.

Section 6. The Superintendent and his/her designee is authorized to use their discretionary authority to increase and decrease mitigation measures, consistent with State and Federal law, in consultation with local public health departments, based on local geographical and student and staff COVID-19 vaccination and transmission data as the Superintendent deems it in the best interests of the District and its students and staff.

Section 7. The Superintendent, in the event of an emergency created by the COVID-19 pandemic, after consultation with the Local Public Health Department, is authorized to close any classroom, school building or District facility without further action by the Board. Such closure shall continue during the until such time as the Superintendent, in consultation with the Local Public Health Department, deems it in the best interests of the District and its students to reopen the classroom, school building, or District facility.

Section 8. The Superintendent or designee is authorized, in his/her discretion and based upon the needs of the District, to direct staff assignments during District closures.

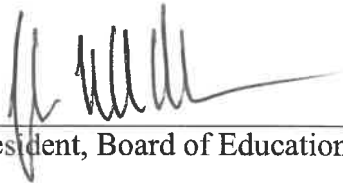
Section 9. This resolution shall take effect immediately upon its passage.

Ayes 7


Nays 0

Absent 0

This resolution is adopted this 8th day of August, 2022.



President, Board of Education

Attest:


Secretary, Board of Education

EXHIBIT A

Edwardsville Community Unit School District 7 Safe Return to In-Person Instruction and Continuity of Services Plan 2022-2023 School Year

This document is an ever changing outline based upon the recommendations and guidelines set forth by the CDC and may be updated based on school community, and county positivity numbers. Modifications to this plan could include increased mitigation measures to decrease the spread of COVID-19. School strategies in this plan may be removed or increased based upon local conditions, levels of community transmission (i.e., low, moderate, substantial, or high), local vaccine coverage, and use of screening testing to detect cases in K-12 schools. School officials will communicate any changes in plans to staff members, students, and parents through the district's regular communication platforms. This plan will be regularly reviewed, but no less frequently than every six months, taking into consideration the timing of significant changes to CDC guidance on reopening schools. In determining whether revisions are necessary, and in making any revisions, the District will seek public input and take such input into account.

The District will be fully open for in-person learning for all student attendance days for the 2022-2023 school year. The following mitigation strategies will be considered based on the most up-to-date guidance from Centers for Disease Control and Prevention (CDC). Remote instruction, which may include a multitude of delivery methods, will be made available for any student who is under isolation or quarantine for COVID-19.

If a student is not excluded from school or quarantined by IDPH, per their regulations, but requests remote learning due to a medical condition, the request for remote learning will be evaluated under Section 504 of the Rehabilitation Act. If the student has a qualifying medical condition, the student may be provided home/hospital instruction. The District will operate in accordance with federal and state guidance, consistent with its legal authority.

1. Face Coverings/Mask Use:

Students and staff may, but are not required to, wear masks. The CDC recommends universal indoor masking in communities with high COVID-19 levels. If community COVID-19 levels increase to medium or high transmission, students, staff, and visitors are strongly encouraged to wear face coverings while indoors.

School staff members are to model support for and encourage students to be supportive of people who choose to continue to wear a mask as a personal choice or because of a personal medical reason.

2. Physical Distancing:

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

3. Hand Washing and Respiratory Etiquette:

The District will encourage frequent and proper hand washing and will continue to teach respiratory etiquette (e.g., covering coughs and sneezes). Hand sanitizer containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer) will be offered in addition to hand washing.

4. Cleaning and Maintaining Healthy Facilities, Including Improving Ventilation:

School custodial staff and transportation staff will continue to clean surfaces daily. When possible, staff will open doors and windows, use child-safe fans, and may have activities, classes, or lunches outdoors when circumstances allow. When it does not pose a safety risk, transportation staff will keep vehicle windows open at least a few inches to improve air circulation. If a school building has had a person test positive for COVID-19 within the last 24 hours, the District will clean and disinfect the space. Maintenance staff will continue to regularly replace school ventilation system filters by using high-efficiency particulate air (HEPA) filters.

5. Exclusion from School Due to COVID-19 Positive Test or Symptoms: See Return to School Flowchart attached and incorporated herein.

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

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

- Stay home for a minimum of five (5) days and a maximum of 10 days after the first day of symptoms or the specimen collection date from positive viral test for asymptomatic persons.
- Individuals may return to school after five (5) days if asymptomatic or if fever-free without fever reducing medication for 24 hours, diarrhea/vomiting have ceased for 24 hours, and other symptoms have improved.
- Individual are strongly encouraged, but not mandated, to wear a mask around others, even when outdoors, for five more days after returning to school.

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

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

- Receives a negative test (PCR, Antigen, or Home) result that confirms the symptoms are not attributable to COVID-19 and symptoms have improved or resolved and the criteria to return for that illness is met;

or

- For a minimum of five (5) days and a maximum of 10 days until fever free without

fever reducing medication for 24 hours, diarrhea/vomiting have ceased for 24 hours, and other symptoms have improved;

or

- Submit a note from the individual's treating physician confirming the symptoms are not related to COVID-19 and stating the individual is cleared to return to school. Student/employee should only return once symptoms have improved/resolved per return-to-school criteria for diagnosed condition.
- Individuals are strongly encouraged, but not mandated, to wear a mask around others for five more days, even outdoors, after returning to school. Those testing positive should be excluded from school and follow guidance for persons testing positive.
- Employees may be required to take a COVID-19 test in order to determine his/her eligibility for COVID-19 paid administrative leave.

6. Remote Instruction:

The Board has approved a remote instruction plan, which includes a multitude of delivery methods. Remote instruction is available for students who are under isolation or quarantine for COVID-19. See attached Remote Learning Plan.

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

High levels of infection within grade levels or a building may necessitate a return to remote learning. Any outbreaks will be reviewed with help from the County Health Department in consideration of Full Remote Learning.

7. Diagnostic and Screening Testing:

Parents can request COVID-19 diagnostic testing for their students by contacting the school's health care professional. Any staff member can request COVID-19 diagnostic testing by contacting the school's health care professional. Consent forms are required in advance of testing.

The District may implement screening testing when community COVID-19 levels are medium or high, and for participants of high-risk activities such as indoor sports and extracurricular activities, and when returning from breaks.

The District will not temperature check or screen students and staff until there is determined a need by the Superintendent based on current conditions. We will be asking

all parents to continue helping eliminate the spread of any virus by keeping their students home when they are not feeling well.

8. Promoting Vaccination:

Respectful of peoples’ varying levels of vaccine confidence, those who want to get vaccinated against COVID-19 can visit vaccines.gov to find out where they can get vaccinated in our community.

9. Disabilities or Other Health Care Needs:

Parents of students who need accommodations, modifications, or assistance related to COVID-19 safety protocols, disabilities, underlying medical conditions, weakened immunesystems should contact their student’s principal to discuss the need(s).

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

10. Collaboration with Public Health Officials:

District officials will continue to collaborate and consult with Local Public Health Department officials throughout a pandemic on various logistics and decision-making including, but not limited to, quarantines, positive or suspected positive cases of COVID-19, vaccine clinics, and emergency school closings. In accordance with State law, the District will provide the Local Public Health Department with the name and contact information of any employee or student who tests positive or is a suspected positive, along with the names of any close contact known to the District. The Local Health Department shall be responsible for conducting any contract tracing.

11. Review of Plan:

Through September 30, 2023, this plan will be reviewed no less frequently than every six months and revised as appropriate based on school, community, and county positivity numbers and after consultation with local public health officials and considering public input. Revisions will address the most recently updated safety recommendations by the CDC, provided in an alternative format accessible to parents who are individuals with a disability as defined by the ADA, and made publicly available on the district's website.

Board Approval: August 8, 2022

Board Review: _____

Board Review: _____

EXHIBIT B

Edwardsville Community Unit School District 7 Remote Learning Plan for Excluded Students 2022-2023 School Year

Overview

In accordance with the declaration of the Illinois State Board of Education, remote learning is only provided to students who are under isolation or quarantine for COVID-19. If a student does not meet the above criteria, but requests remote learning due to a medical condition, the request for remote learning will be evaluated under Section 504 of the Rehabilitation Act. If the student has a qualifying medical condition, the student may be provided home/hospital instruction. The District will implement Remote Learning opportunities for students who meet the above criteria. When applicable, the remote learning activities will reflect the State learning standards. The lessons will focus on essential course skills and content appropriate for the period of remote learning.

Attendance

Students are expected to attend daily. We encourage and suggest several ideas for how classroom teachers can collect and count a student as present when the one-to-one daily connection is not practical:

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

Grading

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

Incomplete

Students can only receive an incomplete grade when a situation occurs that is beyond their control. Students who encounter long-term illness while engaged in remote learning may be evaluated under 504 of the Rehabilitation Act and provided home/hospital instruction. Students with a medical condition that are anticipated to be unable to attend school for a period of 2 or more consecutive weeks or on an ongoing intermittent basis may receive homebound instruction and should start this process with their guidance counselor or assistant principal.

Communication and Engagement

Teachers will provide students with a daily schedule while they are excluded. Students will be expected to engage in synchronous and asynchronous instruction.

- Teachers and students may communicate using the following tools:
- Seesaw

- Email
- Schoology
- Microsoft Teams

Our goal will be to maintain ongoing communication with students and parents throughout the remote learning period.

Technology

The district will provide a device for every remote student. Parents will need to maintain this device and web access in their homes for student access to lessons, personalized learning, and assignment retrieval. Paper packets may be made available as needed. Internet access will be provided for those students who do not have access at home. All district-issued devices are filtered and monitored by technology staff whether at home or at school.

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

Students with Special Needs

a. Students with Special Education Services

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

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

Students who receive Special Education services in the Special Education setting will receive all of their assignments and activities from their Special Education Teacher(s). The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the

students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The assignments and activities assigned should all support the student's progress towards their IEP goals and objectives.

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

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

IEP Meetings

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

b. Homeless Students

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

c. ESL Students

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

Transition Back to On-Site Learning

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