



The District 28 Reopening 2020 Plan was presented to the community by Superintendent Dr. Larry Hewitt on July 17. Parents were encouraged to submit questions to FAQ2020@northbrook28.net. The Board of Education held a special meeting July 21 to review and discuss the plan. The following provides an overview of many of the questions presented by parents and the Board. This plan is a work in progress and adjustments will be made along the way. You can review the [text only version of the reopening plan](#) or review the [narrated version](#) created by Dr. Hewitt.

July 24 Updates

New questions submitted by parents since the July 21 board meeting are added under each section and noted in **red**.

Change in School Calendar

As part of the preparation for the reopening of school, the Illinois State Board of Education is allowing school districts five additional teacher institute days for planning and preparing for education during the pandemic. District 28 Board of Education approved moving the start of student attendance to Monday, Aug. 24. Teachers will report to work on Monday, Aug. 17. This will not add days to the end of the school year under the ISBE provision. The last day of school is tentatively scheduled for Wednesday, June 3, 2021, which includes an extra day after the governor closed schools on Election Day, Tuesday, November 3.

Overview

District 28 has designed a choice-based option for families: either daily onsite in-person instruction or daily remote instruction. District 28 is fortunate to have four spacious campuses that allow for physically distanced instruction to accommodate any families who choose on-site learning. We are following the guidance of the Illinois State Board of Education, the Centers for Disease Control, and the Illinois Department of Public Health in setting up our learning spaces and developing our safety procedures for students and staff. For those who prefer the remote option, we have created an online Remote Learning Academy. We used feedback this past spring from parents, students, and staff to improve and enhance the online program. Please review the questions below as you consider your choice for your children.

Questionnaire

Parents need to complete [a questionnaire](#) for each child by noon July 28 to select remote or in-person learning.

We will continue to share details as further guidance is provided by state authorities and as procedures and processes continue to be developed and modified.

FAQ Topics

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Section 1 Decision-Making

1. How should families decide? Who most needs in-person? Remote? Is there guidance for those in neither group?

This is a personal decision for each family to make. Parents know their children and family situation best. Our goal is to provide as much information as we can so they can make an informed decision. The Illinois State Board of Education (ISBE) states in their latest guidance that “schools and districts are encouraged to provide completely in-person instruction for all students in Phase 4, provided that the school is able to comply with the capacity limits and implement social distancing measures... while keeping health and safety as the number one priority.”

If returning all students is not possible, then schools should prioritize as follows: the highest need for in-person learning is for students with Individualized Education Programs (IEPs), Section 504 Plans, or those who receive English Learner services; the second-most important group to return to in-person learning with safety and prevention measures in place are those children under age of 13 and those who had greater difficulty learning remotely. Parents may also want to consider if a child did well with remote learning. Remote learning provides the strongest risk mitigation for those with a health risk.

2. Will kindergarten have the choice of full-day or half-day?

Yes. The state of Illinois does not require full-day kindergarten. Parents may choose full-day or half-day in-person or remote learning for kindergarten.

3. Why do families need to commit through winter break?

Students will receive instruction suited for either in-person or remote learning. Toggling between two models of instruction would be disruptive to the student, the teachers, and the other students in the class. Like in a typical year, they will be assigned to certain teachers who will get to know them as learners and therefore must remain with that teacher in order to maximize the child's educational experience. Since teachers have been assigned and resources allocated to both options, shifts from one to the other will create inequities and inconsistencies for everyone. For these reasons, it would be disruptive to a child's education to move between programs.

4. Will the district consider exceptional circumstances for switching?

We understand there may be extraordinary circumstances that warrant a review of a child's placement. Changes may be allowed, but only under extenuating circumstances, if space is available and if inequities are not created. Also, students with an IEP or high-risk medical need may be accommodated with a hybrid model, if necessary, which would be determined by the child's educational team in collaboration with parent(s)/guardian(s).

5. If a family chooses to change their child's placement for January, will they be at a similar point in the curricula/standards?

Yes. Because both the remote learning and in-person programs are run by district teachers and administrators, we will ensure that students make the same progress in either program.

6. Why isn't the district offering a hybrid model, with part-time in-person and part-time remote?

Schools and districts have been encouraged by ISBE to provide completely in-person instruction for all students in Phase 4, provided that the school is able to comply with capacity limits and implement social distancing measures. As the district began evaluating space to ensure social distancing, we determined that we could accommodate all students onsite every day by repurposing some existing areas. If we had been unable to create 6-foot physically distanced learning spaces, then we would have had to consider a hybrid model.

7. Other districts are using a hybrid of both remote learning and in-person learning. In addition, the children are able to switch from remote to in-person. Why has D28 not adopted something like this model? (added 7/24)

There are pros and cons to every instructional model. Models have different levels of flexibility with staffing, class size, and the ease of movement between models. District 28 has prioritized a consistent educational experience for students, with the same teacher and classmates, through Dec. 18.

The Illinois State Board of Education established the goal that all children under age 13 return to school if possible using the established health/safety guidelines and risk mitigation strategies. District 28 has large enough spaces to accommodate all students for everyday, onsite learning while other districts do not have as much square feet of classroom space, making this option not possible for them. In that case, the remote learning option is designed for parents who are not comfortable sending their child to school.

8. Has there been a discussion to delay the start of school to provide more time to see how the pandemic plays out and allow for more and better preparation? (added 7/24)

There is no way of knowing the status of COVID-19 in the community in the future. As long as we have clearance from state officials to open school, we are proceeding.

Section 2 - Remote Learning Academy

The goals of the Remote Learning Academy are to provide a comprehensive, at-home learning program that is comparable, to the extent possible, to the onsite learning program. Staff will be assigned to the Remote Learning Academy (RLA) with curricular materials and learning activities that are appropriate for remote and digital learning. Some curriculum will be the same as in-person learning and some will be different.

1. What is an example of how the same learning standards will be met with a different curriculum?

The students in both the RLA and onsite will learn the same topics and standards but may have different activities along the way, although they lead to the same outcome. For example, the second-grade social studies unit, "Being a Good Citizen," would incorporate inquiry based activities best suited for in-person learning, while those participating in RLA will utilize digital resources available from our district's McGraw Hill social studies program - same learning standards but materials that are appropriate to each of the learning models.

2. Will RLA offer the same academic levels of classes at the junior high as in-person learning?

Yes, RLA will offer the same leveled courses (math, language arts, world language) as the in-person program. There may need to be adjustments to electives courses at the junior high. For example, the remote learning experience for woodworking will look different from the in-person experience.

3. Will the same course offerings for elementary grades be available remotely, including specials like art and music?

The elementary courses will include reading, writing, math, science or social studies daily and specials including PE, art, and music weekly. While we will offer Spanish instruction, staffing availability may not allow us to offer it daily. Students will also receive lessons to support their social-emotional learning.

4. What will the remote learning day look like?

The state requires a school day to have 5 hours of instructional time. However, this does not mean students will have 5 hours of screen time. The 5 hours of daily instructional time will include direct instruction by the teacher, pre-recorded lessons and activities, and independent work time. Students will be meeting with their teachers via Zoom at various points between 9 am and 3 pm.

5. How much parent support will be required?

Students in the Remote Learning Academy will require support from a parent or caregiver. The younger the child is, the more support they will need. Parents in the Remote Learning Academy will need to partner with the teachers by providing supervision and assistance to their children during the school day, especially with younger students.

6. Can we ensure a reasonably comparable outcome for the students? How will we measure learning?

We will measure student learning based on the most important assessments that we identify and provide to students. This may include locally developed assessments as well as nation-wide assessments such as MAP.

7. How will student work be graded?

We will implement regular grading practices and issue standard report cards.

8. Will students have access to student support services?

If a student with an IEP or Section 504 Plan participates in remote learning, he/she will have access to his/her services. The IEP or 504 team, in collaboration with parent(s)/guardian(s), will need to create or amend an individualized remote learning plan to ensure relevant services and accommodations are implemented in the remote learning environment.

9. Will students have access to English Language (EL) Services?

Students who are eligible to receive English Language (EL) services will have access in remote learning. They will continue to be supported by the district's EL teachers in collaboration with other staff.

10. Will Remote Learning Academy students have any kind of virtual versions of in-person events such as meet-the-teacher and back-to-school night, as well as access to the school's before and after school activities?

Yes, RLA students will have similar events as onsite students. RLA students will also have, with parental permission, access to before and after school activities, such as sports, clubs, and instrumental music.

11. How will we offer social-emotional support for students?

The social-emotional curriculum will be built into the weekly curriculum. Just as we think about in-person learning and how they get to meet the teacher, we are thinking about that for the Remote Learning Academy students. We will have get-to-know-you activities, such as community building via Zoom, “all about me” collages, etc. Regardless of the type of learning model, we believe in social and emotional learning and will design experiences that are appropriate for remote learning.

12. What plans will be in place for the groups (In-person group and remote group) to engage or for remote students to participate in non-academic school activities? Will there be a plan to support students socially when returning to school? (added 7/24)

Remote learning students will have access to extracurricular activities. The social and emotional health of our students is a top priority, so we are working to design activities to promote this aspect of their education.

13. Will students enrolled in remote learning have workbooks or other materials so that some work will be offline? (added 7/24)

The Remote Learning Academy will include a balance of online and offline work. Students will use materials such as workbooks, manipulatives, and iPads. Before school starts, a time will be scheduled for RLA students to pick up materials.

14. Will there be a more specific sample schedule for Remote Learning? (added 7/24)

The schedules below are samples. Operational schedules will depend on the number of students enrolled.

Time	Elementary: Daily Sample Schedule
9:00 -10:15	Morning Meeting Literacy
10:15-11:30	Math
11:30 - 12:00	Science/Social Studies
12:00-1:00	Lunch/Recess Break
1:00 -2:00	Specials
2:00-3:00	Small Group/1:1 Meetings/Math or Literacy Differentiated Supports

Time	Junior High: Daily Sample Schedule
8:30-9:00	Office Hours
9:00-9:45	Period 1
9:45-10:30	Period 2
10:30-11:15	Period 3
11:15-12:00	Period 4
12:00-12:45	Lunch
12:45-1:30	Period 5
1:30-2:15	Period 6
2:15-3:00	Period 7

**Periods Consist of:
Math, LA, Science, Social Studies,
World Language, PE/Health, Exploratory*

15. Will you be capping remote learning class sizes? (added 7/24)

We will continue to utilize the guidance we generally use for onsite classes to determine class sizes for Remote Learning Academy students.

16. Can you provide information on how many hours of remote learning through video students will have per day in the fall semester? (added 7/24)

In RLA, some video learning will take place live with the teacher. The length of these sessions will depend on student age and development. In addition, pre-recorded lessons will also be used and will reflect a length that's appropriate for the age level. The expectation is that students will participate in live sessions with their teacher multiple times during the day.

17. If we pre-ordered school supplies but elect remote learning, how will we get our supplies? Are there different supplies for Remote Learning Academy? (added 7/24)

We will schedule pick-up times for materials, iPads, etc. for parents and students who are enrolled in RLA. This will include ensuring that any parent who ordered school supplies will receive their supplies, which students may use during Remote Learning.

18. How will remote learning students who qualify for the free lunch program be provided with lunches? (added 7/24)

As in the past, free/reduced price elementary lunches will be prepared by Organic Life at NBJH and delivered to the schools in individually wrapped packages. For NBJH, students will be able to pre-order their meals for the week and each will be individually wrapped/boxed and delivered to students.

19. What are expectations for students and parents in remote learning? (added 7/24)

The district has developed a document that defines expectations for Remote Learning Academy parents and students. [Download the document here.](#)

Section 3 - In-Person Learning

Safety

The district's in-person learning environment at each school follows the Illinois State Board of Education and the Illinois Department of Public Health Guidelines, including face coverings for all students and staff while they are inside the building; 6-foot physical distancing, as much as possible; no more than 50 students in one space; increased cleaning/disinfecting; no more than 50 students on a bus; and exclusion of students and staff for illness or close contact with a confirmed COVID-19 case.

3.1 Face Coverings

1. Is the district providing masks for everyone or just emergency supplies?

Parents are responsible for providing face coverings. Schools will have some disposable masks available as needed.

2. Will there be opportunities to remove face coverings?

Students and staff can remove face coverings when they maintain physical distancing outdoors, and at lunch. Each school will have two tents that will allow for outdoor time even when it is raining. In addition, recess planning will include time for children to play physically-distanced, allowing for a safe break from face coverings. Each elementary school has classroom aides that will monitor students at play. P.E. will also be held outdoors, as much as possible, and with physically-distanced activities so students can remove face coverings.

3. What if my child cannot tolerate a face covering?

While wearing a face covering might feel strange in the beginning, much like any habit, wearing a mask can be learned. Teachers will include lessons on why we need to wear face coverings and how to wear face coverings safely. Teachers will have strategies to work with students so they understand the importance of wearing face coverings. [Kidshealth.org](https://www.kidshealth.org) provides helpful tips for parents to help their child get used to a face covering. If your child will not tolerate a face covering, then the remote learning academy is the best option.

4. What if my child refuses to wear a face-covering?

As required by IDPH, *“except while eating and during band, face coverings must be worn at all times in school buildings, even when social distance is maintained. All individuals in a school building must wear a face covering unless they have a medical contraindication, are under 2 years of age, have trouble breathing, or are unconscious, incapacitated, or unable to remove the face covering without assistance.”*

Since face coverings are required for students to participate in school, refusal will be addressed like any other behavior issue. If your child will not tolerate a face covering, then the remote learning academy is the best option.

5. How will students who have medical accommodations be placed?

We anticipate a small number of notes from physicians regarding masks for students with high-risk medical needs. As a result, we will be working with individual families to determine the best environment for students to engage in learning, whether that be in-person or remote.

6. Where will kids put masks when they are eating? (added 7/24)

Our school nurses are working on a township-wide health advisory team that is developing specific protocols for health and safety issues. The proper use of face masks is part of their work.

3.2 Cleaning and Disinfecting

1. What are the increased cleaning and sanitizing steps being taken?

The custodial staff will be dedicated to cleaning high-touch surfaces such as door knobs, light switches and common areas, as well as scheduled bathroom cleaning, throughout the day. Paper towel dispensers are being converted to touch-free dispensers. Water fountains will be restricted to water bottle filling only.

2. What will the 'deep cleaning' of spaces involve?

Every space in the building, including classrooms and bathrooms will be deep-cleaned every night. Each school will be using an electrostatic sprayer to disinfect all surfaces within a room in a short amount of time. Carpet spotters will help remove any spills that occur from students eating lunch in the classrooms.

3. How will student desks/work spaces at the junior high be cleaned when they move to a new classroom?

We are working on a couple of options. One is where students are provided an alcohol-based wipe to clean their area at the start of each class. The second is to provide each student with their own desk mat that is carried from class to class and can be easily cleaned at the end of the day.

4. How will and how often will bathrooms be cleaned after use? Will there be a sanitation/cleaning schedule of all frequent touch points? (added 7/24)

Custodial staff will be circling the buildings throughout the day cleaning bathrooms and high touch surfaces in accordance with CDC regulations.

3.3 Social Distancing

1. How will students maintain social distancing while moving between classes at the junior high?

Students will not be using lockers at the junior high. We plan to extend the passing periods to stagger the release of students in the hallways. The hallways will be marked for social distancing and the stairwells will be designated one-way. The locker rooms will not be used, and students will not change into P.E. uniforms. They will be allowed to change shoes if desired. Staff will be establishing procedures to limit the number of students in the bathrooms at any given time, and the District is exploring options for dividers between sinks.

2. Why do junior high students have to change classes?

The variety of courses and academic levels make it impossible to create cohorts of students. We have three to four different instructional levels in math, two in language arts, two in Spanish,

and two in French. We are reducing the number of daily transitions by having alternating 80-minute blocks for math and language arts, as well as physical education and electives, with some exceptions.

3. How will students maintain social distancing at the elementary schools?

Elementary students will spend the majority of their day in the same classroom. Specials teachers for music, art and at times P.E. will travel to the various classrooms to provide instruction. Students will not be sharing equipment or materials. Staff will be establishing procedures to limit the number of students in the bathrooms at any given time, and the District is exploring options for dividers between sinks.

4. If more families than expected choose in-person schooling, will you still be able to have 14-15 kids in a classroom to maintain social distancing? (added 7/24)

Yes, we have structured our classrooms so that if 100% of students return for in-person learning, we will be able to maintain 6-foot physical distancing. A standard classroom can accommodate between 13 and 15 students. Larger spaces can accommodate 16+ class sizes.

5. Will in-person adult instructor interactions be eliminated - such as in-person teacher staff meetings - so as to reduce the risk of exposure or spread? (added 7/24)

Administrators are designing options to limit the number of staff who have to physically gather in one location.

3.4 Daily Health Check

Parents must self-certify each child daily by answering the following questions: Has your child experienced any of the COVID-19 symptoms in the last 24 hours? Has your child been diagnosed with COVID-19 in the past 14 days? Has your child been in contact with anyone who has been diagnosed with COVID-19 in the past 14 days? Has your child traveled outside the state of Illinois in the past 14 days?

1. How will the self-certification process work?

The district is working to identify an easy-to-use, web-based questionnaire to facilitate this process. More information will be provided when the program has been selected.

2. What is the purpose of the travel question?

The Cook County Department of Public Health also issued quarantine guidance effective July 17 as follows: *Any person entering suburban Cook County living in a high-incidence state, or who visited the high-incidence state for more than 24 hours is recommended to self-quarantine for 14 days after arrival, or for the duration of their stay in suburban Cook County, whichever is shorter.* High incidence states status will be updated every Tuesday and currently includes

Arizona, Florida, Louisiana, Alabama, Nevada, South Carolina, Georgia, Mississippi, Tennessee, Texas, Idaho, California, Arkansas, Utah, Oklahoma, Iowa and Kansas.

The district is weighing options for addressing this recommendation. County and state guidance, which is changing weekly, may impact the ability of students to attend in person, and therefore it may be advisable to minimize travel after August 10.

3. What if my child suffers allergies and has a runny nose or other minor symptoms that are included on the self-checklist?

It would be important for parents to discuss chronic issues with their child's doctor and provide a doctor's note regarding recurring symptoms, such as allergies. If a student exhibits symptoms at school, the school nurses take a multi-faceted approach to review a child's condition, including information from parents, the teacher and medical history. More guidance on this issue is expected from public health officials and will be incorporated into the district's procedures.

4. Is there a way to have staff/teachers do health and mask checks on students instead of parents before entering the building? I think having parents self assess their child gives the parent too much responsibility and they may send the child to school even if they're not feeling well. (added 7/24)

With over 1800 students, the district does not have the staff to conduct a daily screening questionnaire and a temperature check on each child.

5. Will the school provide any testing for students or staff? (added 7/24)

The District is not authorized to provide testing. However, we are looking to see if Glenbrook Hospital may be able to provide services.

3.5 COVID-19 Cases

1. What happens if a student or teacher tests positive?

If a person tests positive for COVID-19, much like someone who has whooping cough, all families with whom the child shares a classroom space or similar space will be notified. The 'close contact' definition established by the department of health states *close contact occurs when anyone who has been closer than 6 feet for 15 minutes or more, with or without a facial covering*. Classrooms are being set up so that the likelihood of 'close contact' is low to non-existent, which will reduce the likelihood of mass quarantine. However, the Cook County Department of Public Health will provide guidance and recommendations, and could require the mass quarantining of classes or the closure of schools.

The school nurses work closely with the Cook County Department of Public Health and will follow their guidelines on a case-by-case basis. Families of students within the same classroom(s) as an infected person will be notified, to the extent allowable by law.

2. What if someone in a student's or teacher's household tests positive for COVID-19?

In order to work collaboratively to ensure the safety of everyone in our community, we ask that you let us know if your child has had close contact with a family member or friend who is either exhibiting symptoms of or has been diagnosed with COVID-19. Examples include siblings, parents, grandparents, other relatives, babysitters, etc., whether they reside in your home or not. Close contact is defined as being within 6 feet of the individual with symptoms for more than 15 minutes. According to ISBE Part 3 Guidance, anyone who has 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.

3. If a student is excluded from in-person learning, will they receive instructional support?

The student would receive school work from their teacher(s), much like any student who is out of school due to illness under normal circumstances. Because the Remote Learning Academy will have different teachers and curriculum, in-person learners will not be able to join remote academy students on sick days.

4. Here is a specific resource issued by the CDC on 'close contact' and quarantine guidelines. (added 7/24)

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

5. Could you please describe what the plan is when an in-person student is at home quarantining? (added 7/24)

This will be handled in the same manner as when a student is sick and misses school. If a student is home sick or needs to quarantine, the student and family will be provided with assignments to complete at home from the classroom teacher(s), and Google Classroom and/or SeeSaw will be used to support learning and maintain communication. Other supports are being explored.

6. What is your back-up plan if all in-person students have to transfer home due to a surge in COVID-19 cases? Will those classes remain together, now in an e-learning platform or mixed with previous sectioned e-learning students? (added 7/24)

If the state or region shifts to all remote learning, students will stay with their existing teacher and classmates to promote consistency and continuity of instruction. Students will have synchronous and asynchronous learning experiences.

7. If the State of Illinois (or our region) returns to Phase 3, does this mean a complete return to remote instruction? (added 7/24)

At this time, schools are only allowed to reopen under Phase 4 or 5, so a return to Phase 3 would result in a return to remote learning.

8. When would an individual be excluded from school? (added 7/24)

The following rules have been established by the CDC and the Illinois Department of Public Health.

If an individual tests positive for COVID-19 or is experiencing COVID-19 symptoms, an individual should isolate for at least 10 days after symptom onset (or positive test if asymptomatic). The individual must be fever-free without medication for the last 24 hours.

If an individual shows any symptoms and the individual presents a physician's certification of alternative explanation of typical symptoms, such as established history of symptoms (e.g., allergies, migraines, asthma, etc.), the individual can return.

Close contact with COVID-positive individual: Must quarantine for 14 days after the most recent contact with the case when the case was infectious. If the individual becomes symptomatic during quarantine, follow the above guidelines. Close contact = any individual within 6 feet of an infected person or quarantined person for at least 15 minutes starting from 2 days before illness onset, (or, for asymptomatic patients, 2 days prior to positive specimen collection).

COVID-19 symptoms include: fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; headache; sore throat; new loss of taste or smell; fatigue; congestion or runny nose; diarrhea; nausea.

3.6 Buses

1. Will students be physically distanced on the bus?

Physical distancing in buses will be to the greatest extent possible. While the state allows up to 50 students on a bus, we are working to have a maximum of one student per seat, unless they are siblings. For larger buses, the capacity will be 20 and for smaller buses, the maximum will be 10. Every student will have to have the self-certification form submitted before boarding the bus. Details of this process will be forthcoming.

2. If we registered for the bus but have changed our minds, can we get a refund?

Yes. Your account can be credited or a check will be issued if you paid by check. Please contact your school administrative assistant via email to request a refund.

3.7 In-Person School Day

1. What will the hours be?

The hours of onsite instruction will continue on the regular schedule, with elementary starting at 8:30 a.m. to 3:30 p.m. and the junior high from 8:35 a.m. to 3:35 p.m. Slight adjustments may be made to starting and ending times to create staggered arrival and dismissal times for students.

2. How will arrival and dismissal work?

Once we have received parent responses to understand how many students will be attending in-person, the principals plan to develop staggered arrival and dismissal procedures.

3. How will lunch be handled?

At NBJH, Organic Life will offer boxed lunches. A procedure is being developed so that parents will be able to order lunches for the week for each child. They will be prepared and delivered to the student, rather than the student going through a lunch line. Lunch will be held at physically-distanced spaces both in the cafeteria and in the outdoor tents.

At the elementary schools, the PTO special lunches will not be available because school campuses will be closed to all but essential visitors. Students will either eat at their desk or outdoors as weather permits. More specifics will be determined once each school knows how many students will be attending. Students will be allowed to go home for lunch if parents complete a permission form which can be obtained from the school office.

4. How will we support mental health and social-emotional issues?

We have a social emotional curriculum that we will continue to use. In addition, our SEL coach is developing resources for teachers to use with students. Our school psychologists and social workers will continue to support students.

5. Will KidCare be offered?

We are working closely with the program director to identify spaces, including the outdoor tent as much as possible, for the families that have already registered. We are also working on establishing safety protocols with staff and students. We do have children on a wait list so we can make sure we can adequately staff the program. KidCare is only available to students who are receiving onsite instruction.

6. Will extracurricular activities be offered at the junior high?

We have not yet made a final decision about sports, extracurriculars or clubs. We will share information as soon it becomes available.

7. Are there going to be band, orchestra, and choir programs?

We will be continuing the instrumental music (lessons and rehearsals) and choir programs. Details are still being worked out. Instrumental music will be available to students in both the Remote Learning Academy and in-person.

Elementary students will have music rehearsals at their elementary school. The outdoors will be used as much as possible for rehearsals. We are relying on national organization recommendations to implement the program.

8. What will the full-day kindergarten include that the half-day kindergarten will not? (added 7/24)

The half-day and full-day kindergarten program will include the same content and learning as in previous years. In general, half-day programming will mainly focus on providing core content, while full-day programming includes specials, additional small group work, discovery learning, etc.

9. What is the plan for lunches in classrooms where kids have food allergies? Will this be similar to the rules for snacks? (added 7/24)

Each school is familiar with the needs of students with food allergies. A specific protocol will be developed in collaboration with our school nurses to address lunch and snack time.

10. Have you also considered the option of doing only the core classes (Math, LA, science, social studies) in-person and doing things like electives and PE remotely. This way the kids could leave the school earlier to limit interactions and not have to eat at school, fewer passing periods, etc. Perhaps this would mean a sort of "split" day. (added 7/24)

The half-day option was the least preferred, most problematic option for parents. Additionally, core classes are spread throughout the day, because there are not enough teachers to concentrate all of the core subjects for each grade into a half day.

11. I am very uncomfortable with the idea of students at NBJH continuing their "pre-covid" routines of moving from class to class. I would feel more comfortable if students were designated a "pod" or a small number of students that they stayed with. This leads to less exposure and keeps the same kids in the classroom "circle." (added 7/24)

NBJH is not able to create small pods of students like the elementary schools. It works at the elementary level because one teacher is responsible for all subjects, and leveled classes do not exist, except for math for a small number of students. Because of the content expertise required for older students and the many different levels of courses for math, language arts, French, and Spanish, keeping students in small pods is not possible. However, some scheduling changes are being made to reduce the number of transition times.

12. I am seeing parents online being encouraged to sign up to be substitute teachers to ensure District 28 and other local schools have enough subs to keep in person options going. Does District 28 have enough subs? Can any parent really sign up to be a sign and help local schools? (added 7/24)

A survey of our pool of substitute teachers indicated 80% will be returning to work for us. Because of this and the fact that many of our instructional aides are certified substitute teachers, we believe we have an ample supply at this time. Inquiries about becoming licensed

to be a substitute teacher should be directed to the North Cook Intermediate Service Center (www.ncisc.org).

**13. Is there going to be an alternative way to go to teachers with questions?
Will they hold office hours virtually after school or some other time?
(added 7/24)**

Teachers will provide parents with the best options for communicating with them at the start of the year.

Section 4 - Young Explorers

1. What are the key differences for the plan and the rationale?

A task force was formed to determine how to best provide a play-based experience while following safety protocols. In order to ensure play-based instruction, each classroom will be divided into instructional pods of three to five students each for a minimum of two weeks. The classrooms have been laid out so that each pod is 6 feet or more apart. Each pod will have established routines and instruction.

2. What will the hours be?

Young Explorers will maintain existing hours. The AM classes meet 8:45 a.m. to 11:30 a.m. and the PM classes meet 12:30 p.m. to 3:15 p.m. The first day of school will be Tuesday, Aug. 25.

3. Is there a remote learning option?

All research shows children of this age typically have a 6-10 minute attention span. Therefore any remote program will need parent support and tech support. Students will be provided an iPad and an activity grid. The program will also provide individual activity kits that will be distributed to parents. Additional details will be provided directly to parents who enroll.

4. Is tuition the same for remote and in-person?

There is tuition for typically developing students. Tuition for remote learning has not yet been determined.

Parents may submit questions regarding Young Explorers to YoungExplorers2020@northbrook28.net