

EAST ST. LOUIS SCHOOL DISTRICT 189



District Return to Learn Plan SY2021-2022

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Content for this document is based on [ISBE](#), [IDPH](#), and [CDC Guidance](#) and has been modified for School District 189's use and is subject to change based on community conditions related to COVID-19.

SCHOOL DISTRICT 189 VISION

Students in East St Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21st century.

SCHOOL DISTRICT 189 MISSION

The Mission of School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.

PURPOSE

East St. Louis School District 189 (ESTL189) continues its commitment to provide students with physical, social and emotional support so that each child may reach the full potential of their academic success, even when unexpected circumstances force students to attend school in an in-person, remote, or blended learning model. In response to Illinois State Board of Education's (ISBE) recommendations and Illinois State Code, the district has developed responsive instructional delivery models to meet the learning needs of our students as we return to a full in-person learning plan.

The ESTL 189 Return to Learn Plan is designed to accomplish four goals.

1. Provide a safe and healthy teaching and learning environment for district leaders, teachers, staff, students, and families.
2. Ensure all students have daily opportunities to continue learning that focuses on critical, high level Illinois Learning Standards.
3. Minimize instructional loss while maximizing resources available to students and teachers by aligning during and after-school activities to support specific strategies that address gaps in learning.
4. Provide students and families with routines, structures and supports to meet academic and social-emotional needs, regardless of delivery model.

STAKEHOLDER RESPONSIBILITIES

Learning Plans only works if everyone is involved and participates.

Stakeholder Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> ● Develop thoughtful and accessible curriculum, instruction and assessments. ● Support schools in planning and implementing instruction. ● Help schools identify needed resources in the community (academic, health, social, emotional). ● Provide students with chromebooks for use at home. ● Develop a district-wide social-emotional learning plan.
School Responsibilities	<ul style="list-style-type: none"> ● Monitor the implementation of the curriculum and assessments. ● Communicate regularly with all stakeholders. ● Support teachers in planning and implementing instruction. ● Develop improvement plans based on student performance data to meet the needs of students' as a result of learning loss and for the acceleration of instruction. ● Help caregivers develop skills necessary to support learning and find needed resources in the community (academic, health, social). ● Develop a plan to check on students' well-being during possible periods of remote instruction.
Teacher Faculty Responsibilities	<ul style="list-style-type: none"> ● Provide a range of meaningful, differentiated learning opportunities that meet the needs of all learners during the period of in-person, remote or hybrid learning. ● Provide regular feedback to students on progress related to learning activities. ● Use student data to determine appropriate next-steps toward improved academic and social-emotional growth. ● Be available at scheduled times to answer student/caregiver questions. ● Provide timely feedback on student work. ● Communicate regularly with students and caregivers. Make sure to ask questions that will provide information as to a student's mental and physical well-being. ● Regularly ask your students if they have questions or need help and demonstrate that you are a trusted adult supporter. ● Uphold your duties as a mandated reporter, even when teaching remotely.

<p>Non-Teaching Faculty & Staff Responsibilities</p>	<ul style="list-style-type: none"> ● Conduct small group, research-based counseling sessions to support students' social, emotional, and behavioral health. ● Provide academic and emotional support to students before, during, and after class sessions. ● Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.). ● Participate in classrooms to better assist students during class times. ● Collaborate with classroom teacher(s) on content and delivery systems. ● Conduct regular wellness checks on teacher-identified groups of disengaged students. ● Form support groups to encourage social interactions for students struggling with learning environment changes. ● Uphold duties as a mandated reporter, regardless of in-person or remote work. ● Form parent support groups to help caregivers navigate learning expectations, technological challenges, employment challenges, etc.
<p>Student Responsibilities</p>	<ul style="list-style-type: none"> ● Actively engage in all learning activities. ● Complete your assigned work by the due date. ● Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically. ● Be respectful to yourself, teachers and peers. ● Comply with health and safety policies. ● Take care to get enough rest and commit to self-care.
<p>Caregiver Responsibilities</p>	<ul style="list-style-type: none"> ● Review syllabi, learning expectations, deadlines, etc. ● Reserve a space for students to complete homework. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use. ● Talk to students about their work every day. ● Set a schedule to help students establish and follow regular daily routines. ● Request technological support, as needed, from your child's building principal. ● Encourage students to follow the school's/teacher's behavioral expectations while engaged in learning.

Section I: ACADEMICS & OPERATIONS

INSTRUCTIONAL DELIVERY MODELS

School District 189 will begin the school year in full in-person instructional mode. The district will remain responsive to the Governor's Executive Orders, Illinois State Board of Education (ISBE) guidance, updates from Illinois Department of Public Health (IDPH), St. Clair Regional Education Office #50 (ROE #50) guidance, and East Side Health District statistics. Because COVID response information and guidance changes quickly, the district must be flexible in its response to meet the goals of this Return to Learn plan. The district may shift, as appropriate, between two delivery models.

<p style="text-align: center;"><u>In-Person</u></p> <p style="text-align: center;">Students, Teachers, and Staff in Attendance for Face-to-Face Learning Each Day</p> <p style="text-align: center;">District 189 will return to a full in-person instructional model.</p>	<p style="text-align: center;"><u>Remote</u></p> <p style="text-align: center;">Learning through Virtual Synchronous and Asynchronous Instruction Using Print and/or Online Resources with Guidance from Teachers and Support Staff</p> <p style="text-align: center;">This will only be available for students who are not eligible for a vaccine and have been quarantined due to an exposure to COVID.</p>
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The State Superintendent determined that Remote Learning Plans must ensure at least five clock hours per day of a combination of instruction and school work for each student who would normally receive a full day of instruction. ISBE strongly recommends, and District 189 will support, that in any Remote Instruction Plan, students will participate in at least 2.5 hours per day of synchronous learning where real-time instruction and/or live interaction between students and their teachers take place.

IN-PERSON INSTRUCTION

All District 189 students will return to in-person learning.¹

¹ Exceptions to this will include:

- Students who have been quarantined by the local health department.
- Students who qualify for Homebound services or remote instruction due to a family member having underlying health conditions.

REMOTE INSTRUCTION DUE TO QUARANTINE

Students who are ineligible for the COVID vaccine **AND** are notified by the local health department of a need to quarantine are eligible for quarantine remote instruction. This is intended to last no longer than 10 school days.

Instructional Time Requirements for Quarantined Students

Quarantined students will be actively engaged in learning for 5 hours each school day to ensure continuous growth and improvement in their learning. Of those hours, students are required to be engaged in synchronous learning activities for a minimum of 2.5 hours each school day.

Common Formats for Online Instruction	
Synchronous (Teacher Led)	Asynchronous (Teacher Directed)
Real-time, interactive teacher-to-student instruction using Google Hangouts Meet or Zoom.	Teachers post course assignments via email or Google Classroom and students complete the assignments within a designated timeline.

Characteristics of Online Instruction	
Synchronous (Teacher Led)	Asynchronous (Teacher Directed)
Teacher Delivers Lesson Live - Webinar Style Face-To-Face (Google Hangouts Meet/Zoom)	Lesson is Pre-Recorded or Task is Pre-Loaded
Real-Time Breakout Groups	Self-Paced Work
Live Chat	Discussion Boards
Real-Time Discussions, Polls, Assessments	Collaborative Google-Based Projects
<i>Keep in mind teachers can combine these....have a live chat running (to answer students' questions) while students are working on a self-paced activity.</i>	

Remote Access of In-Person Learning (Blended Learning)

Both ISBE and IDPH agree that in-person learning is the goal, but it may not be safe or feasible to fully resume in-person learning in every situation. If local pandemic conditions warrant a necessary change in learning models as determined by the local health department and/or IDPH, then alternative learning models may be instated. In these cases, schools and teachers may combine some aspects of remote access of in-person learning with some aspects of asynchronous learning in order to meet the unique needs of their students.

Teachers will be encouraged to continue using Google Classroom and Meets so as to accommodate students that must miss in-person learning. This will provide access to all students to participate in learning activities. As outlined in the District 189 Grading Guidelines, students who are unable to complete an in-class assignment (due to an absence) will be given an alternative assignment.

Students will communicate with their teachers using their district-issued chromebook. The student and teacher will develop a schedule allowing the student to participate in a minimum of 2.5 hours of in-class activities. Independent assignments will make up the remainder of the minimum 5 hour school-day requirement for the quarantine period.

TECHNOLOGY AND INTERNET ACCESS FOR ALL STUDENTS

All students in grades 1 - 12 will receive a district-issued Chromebook for academic use only. Students are responsible for keeping the device clean and in good working condition. Should the Chromebook and any issued hotspot become defective, the student will need to return the device to their home school for a replacement.

All devices must be returned at the end of the school year for regular maintenance.

Internet Access

To the greatest extent possible, School District 189 continues to collaborate with internet service providers and local governmental agencies to attempt to provide cellular devices and free Wi-Fi to all households. If families are without internet access in the home, a parent or guardian should contact their student's building principal to receive support.

Distribution of Devices

Individual schools will periodically provide opportunities for parents and students to obtain electronic devices. Parents should communicate their individual needs for resources with building leaders and teachers.

STUDENT WORK SUBMISSIONS AND GRADING

Teachers are encouraged to create purposeful activities allowing students to demonstrate their learning in various ways. (ie. written work, essays, journals, portfolios, discussion posts, video response, pictures, and other artifacts) Students will submit their work by sharing documents through Google Classroom, email documents, photos or videos of work, or by any previously agreed upon method.

ISBE strongly recommends that teachers focus on providing feedback in a timely manner to students. Providing specific feedback in a timely manner helps improve student learning. Feedback consistently ranks as one of the most powerful drivers of student achievement, according to research (Hattie, 2012). [Some](#) have even speculated that ***effective feedback is equivalent to eight additional months of learning per school year.***

Teacher feedback must be actionable and specific. Feedback that is actionable provides students with something they can do to improve their assignment or project toward deeper attainment of the aligned standards. Specific feedback helps students to know in detail what improvement is needed. Keeping your feedback to the goal of mastering a standard or content will encourage and motivate the students to apply themselves.

Grading is defined as the evaluation of student work and academic performance reported on an ongoing and summative basis. Grading and assessment provide meaningful and ongoing feedback to students and caregivers in a confidential manner. **It is important to keep in mind that students can learn without grades, yet they cannot learn without formative assessment and feedback.** Meaningful, differentiated grading and assessment practices encourage dialogue among practitioners and students in individual and collaborative settings. Grading and assessment are ongoing and related to student learning and growth. The chart below provides characteristics and some examples of monitoring student learning in both the remote and hybrid contexts.

Formative Assessment for Learning	Summative Assessment of Learning
<ul style="list-style-type: none"> ● Standards-based grading ● Portfolio (digital, hard copy) ● Performance-based ● Benchmark assessment ● Coaching, cueing, prompting, questioning ● Supportive, purposeful ● Focused on student growth ● Curriculum- and classroom-based instructional assessment ● Part of the learning process ● Student/teacher partnership ● Dialogue journals, learning logs ● Self-assessment ● Collaborative ● Reflective 	<ul style="list-style-type: none"> ● Criteria for work and expectations (exemplars) ● Benchmark ● Portfolio (digital, hard copy) ● End of unit interviews, conversations, presentations, ● Products, performances, projects with rubrics ● Self-assessment ● Writing reflections ● Recorded presentations, explanations ● Collaborative ● Practice in online platforms

Learning may be formatively and summatively assessed to support student learning and continuity of education. Grading and assessment are meant to provide feedback and communication to students and caregivers with the focus on learning, growth, and progress. Meaningful grading and assessment provide students the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned.

Students are expected to complete all learning activities assigned by their teacher(s). School District 189 will use board-approved grading procedures, and will ensure that students have all the necessary tools to complete assignments, take assessments online or on paper, and complete projects in a timely manner.

RECOMMENDATIONS FOR MEETING NEEDS OF STUDENTS IN SPECIAL PROGRAMS

MULTILINGUAL LEARNERS

Multilingual Learners refers to all children and youth who are, or have been, consistently exposed to multiple languages. It includes students known as English language learners, English learners or dual language learners; heritage language learners; and students who speak varieties of English or indigenous languages.

Students who are Multilingual Learners come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. Teachers will build on families' culturally and linguistically diverse backgrounds by providing students with authentic language activities that allow them to participate and access material in both English and their home language. These activities will be developed using the students' current level of language proficiency. Teachers will plan to provide opportunities for students to practice their listening, reading, speaking and writing skills.

Support will be provided to families by their classroom teachers, ESL/Bilingual teacher, and by paraprofessionals. Students attending the Regional Office of Education (ROE) will be provided with learning activities from teachers at that site. Teachers and support staff will work to engage students in learning by providing a mixture of activities to include oral-based activities, thematic units, games, artistic creations, and inquiry-based lessons.

When planning for and providing instruction, a teacher will:

- Provide options of multiple tasks or projects for students to meet the unit objectives.
- Describe criteria broadly so that it can be demonstrated in multiple ways.
- Use flexible structures and rubrics that allow for a huge variety of experiences and resources. Rubrics do not have to be task- or language-specific.
- Place student reflection and self-assessment at the center of feedback by using assessment practices that promote engagement.
 - For example, students (with caregivers) take the time to organize and design their learning portfolio (digital and/or paper), creating bilingual books, family interviews, journals, learning logs, identity text creation, etc.
- Apply a Universal Design for Learning as an overarching approach for planning and assessing student learning/progress.
- Engage all four language domains (reading, writing, listening, speaking) in planning for instruction of English learners.

Planning

Educators should always include appropriate scaffolds and supports when designing instructional activities for Multilingual Learners. Regardless of domain, activities for online platforms always include deliberate and explicit instruction (August & Shanahan, 2006). Resources like video recording apps can help educators with these activities. Incorporating literacy activities can be an opportunity for the students to share stories, discoveries, and lived experiences in several languages. Free online libraries with books in many different languages are useful to support students at home to practice reading and writing. Designing activities around thematically based topics is recommended for Multilingual Learners. Encouraging students and families to use all of their linguistic abilities for learning is optimal (Goldenberg, 2008). Planning content-based projects and performance-based learning activities is more engaging for Multilingual Learners than planning to use materials that focus primarily on decontextualized skill work.

Delivery

Oracy-based activities can be delivered using media resources like videos, audio files, or video games. Literacy instruction provides opportunities to teach students how to use word processors or any other writing program. Most of these programs include grammar and spelling checking that can be used to guide the students using different languages or English.

Make certain to provide students a reasonable timeframe to complete their work as well as multiple accessible avenues for them to ask questions and share their progress. Students should be encouraged to use their home language(s) and English for the activities. Teachers and administrators should ensure that any platforms or apps used are available and applicable in their students' language(s).

Using games to advance learning is another way to engage multilingual students in a remote learning or in-person setting. Games can be open-ended and universal enough to work for families who speak various languages other than English. "Gamifying" learning can lend an element of fun that may be helpful during these times. This includes word games in various languages, math games, science investigations, and the like. For instance, students who speak Spanish at home would benefit from games where cognates (words in other languages similar to English words) and Latin-based academic language are featured since those are words that are prevalent in academic English. Other activities with words, such as sorting and vocabulary investigations, can also elevate students' learning. This is a time when students can increase confidence in their ability to understand and use words in various contexts, especially in academic terms.

Assessment

Invite students to show what they can do with literacy in as many modalities as possible. Keeping students engaged is challenging, so it is important that educators focus on formative instructional assessment that is closely connected to instructional strategies they have seen before. Summative assessments can sometimes be delivered via online quizzes, surveys, inventories; however, as much as possible, direct Multilingual Learners to show what they know through projects, products, and performances that highlight content and language objectives.

SPECIAL EDUCATION AND RELATED SERVICES

For SY2022, all students will require face-to-face instruction. Students with special education needs are particularly vulnerable during times of disruption and change. As learning plans are developed, teachers will account for students who may struggle to re-acclimate to in-person learning experiences. To promote ongoing growth and progress, District 189 will focus planning efforts on how to continue serving these students in all possible learning platforms and make certain all formats provide educational benefits to students with special education needs.

The focus of instruction will be individualized and based on students' Individual Education Programs (IEPs), goals, modifications, and accommodations within the IEP. To ensure this differentiation occurs, communication between special and general education teachers (including bilingual/ESL and dual language teachers), case coordinators, teacher assistants, itinerant teachers, visiting specialists, and clinicians will be used to support students in accessibility and in meeting their IEP goals.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have counseling or social work services and intense social-emotional needs documented in their IEPs. Special educators will collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other social-emotional learning activities. Other social-emotional topics will be considered including internet safety, online etiquette, self-advocacy or speaking up to make sure one's own needs are met, safe community involvement, and personal care routines.

Educators, service providers, and paraprofessionals will work collaboratively so that the instruction provided matches the plan set forth by the school or district and key stakeholders are aware of this plan. As plans for learning are enacted, educators may identify hardships or challenges that cause the team to return to the planning phase and make changes as necessary.

During remote learning, school teams, administrators, and educators can build on the relationships, practices, and infrastructure created during in-person and hybrid learning to support students with special education needs.

Collective Responsibilities	
District Leadership	Develop in-person, hybrid, and remote learning day plans.
School Leadership	Implement in-person, hybrid, or remote learning day plans for all learners.
Teaching Faculty	Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of flexible learning.
Non-Teaching Faculty, Clinicians, Itinerant Staff, Related Services Providers	Provide all instruction and services per the students' IEP.
Paraprofessional	Participate in virtual/remote classrooms to better assist students during class times or online availability.
Student	Complete your assigned work by the due date.
Caregiver	Reserve a space for students to complete remote learning work and encourage learning in all settings.

Planning

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Use technology resources to provide comprehensible instructions to students. Provide two-three step directions, record (audio or visual) yourself reading directions, and either link to or embed the recording in your lesson.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.
- When possible, use technology tools that allow for students to communicate through multiple modalities. If that is not possible, plan alternative communication options for students during remote learning.
 - Do not require students to show their video during video conferences and/or allow them to listen without the expectation of having to talk.
 - Use captions, when possible.
 - Offer the option of communicating through a different modality (e.g., using the chat box during a video call or posting a link to an audio or video response in a discussion board).
- Give students various ways to access information because students are more likely to

remember information that is presented in various formats.

- Think about how movement, arts, nature, and social activities can be incorporated into instruction.
- Encourage caregivers to use high- and low-tech devices around the house to establish and maintain schedules and routines. Egg timers, microwave timers, alarm clocks, and cell phone timers are examples of supplies that can be used as auditory, visual, or tactile (vibration) alerts to keep students on task.
- Provide a sample schedule for caregivers to model how to move from task to task and take breaks during remote learning.
- Provide or help caregivers create visual or tactile supports (e.g., schedules, cues) that are consistent with the school environment.
- Be prepared to support students as they continue to learn the social nuances of working remotely. Explicit instruction or scaffolded directions may be necessary to teach students how to use and interact with others on various technology platforms.
- Remote learning environments often require students to multitask and filter through layers of incoming sensory information. Be proactive in providing support for students to either direct or redirect their attention to the most salient aspects of instruction.
- Prepare and provide materials for students with visual impairments or print disabilities in braille or other formats required by the student's IEP.
- Consider the following for students who are deaf or hard of hearing or have visual impairments when planning for and engaging in online meetings:
 - Use a neutral background and use appropriate lighting.
 - Prepare for your and the student's use of assistive listening and/or braille technology.
 - Avoid eating or chewing gum.
 - Reduce background noise and mute participants, when appropriate. Speak at a normal pace and be mindful of remote interpreters and captioning.
 - Announce who is speaking and pre-warn students if you are sharing your screen or content that causes your face to not be visible.
 - Ensure any visuals are easily seen by using color contrast, manipulating text size, or sharing the visual with the student so they can manipulate the image, as needed.
 - Prepare and supply materials or visuals in braille or tactile formats, when possible.
 - Prepare notes to provide to students after the meeting or video.
 - Check in with the students privately to determine their understanding.
 - Be aware that students may be navigating multiple devices and assistive technology.

Delivery

To make remote learning as accessible as possible to students with special education needs, the following considerations may support educators and related professionals as well as students and caregivers:

- Have clear procedures and expectations for every technology tool or platform used with students.
- Maintain regular communication with students. Use school-approved messaging, discussion board, and videoconferencing tools to communicate regularly with students.
- Encourage social interaction among students by scheduling times for students to interact without the pressure of learning content at the same time. Have students talk about events in their lives, tell jokes, or share good news.
- Provide opportunities for students to practice listening, speaking, reading, and writing skills in content areas
- Incorporate arts into instruction to allow students to learn content and express information through various media.
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Provide repetition of content using multiple modalities during and after instruction.
- Students with disabilities may not have the stamina, patience, or ability to attend to instruction or interact with others for long periods of time in a remote learning environment. Chunk information or interaction into smaller sections for students to process. For example:
 - Rather than giving students a 10-minute video to watch, break it into 2- or 3-minute sections so students can process what they have seen before moving on.
 - Instead of directing students to read an entire news article on a news website where the amount of text and visual noise may be overwhelming, copy and paste paragraphs onto a blank document so that the information is broken up into manageable sections free of distractions.
 - Allow a student to discuss a topic with one other partner in a video call rather than in a group of four so their attention can be better focused on the task at hand.
- Utilize technology resources to visually illustrate concepts for students. If you are recording yourself, show realia or use a small whiteboard or pieces of paper to draw and write. Search for images on the internet to illustrate key concepts. There are many online repositories of art, images, and videos from museums around the world. See [ISBE's Continuing Education Resources page](#) for links to these and other resources.
- Provide text at different levels. When looking for texts to share with students, try to use websites that provide leveled texts with audio and visual support. If that is not possible, create your own leveled text with audio and visual support. ([See example.](#))
- Be aware of the impact that limited physical mobility, both gross and fine motor activity, might have on the student's ability to fully participate in remote instruction.
- If possible, provide questions or prompts to students before online group discussions if they need extra time to process the questions, formulate responses, or to relieve anxiety.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need. For example:
 - Use heading styles that allow screen reading software to navigate from section to section.

- Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
- Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
- Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
- Enable captioning if accurate auto-captions are an option in the online platform
- Provide transcripts of any pre-recorded audio or video used with students. Use accurate closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.
- Allow for flexibility and extended time for students to process and respond to content.

Hands-On or Offline Options for Remote Learning

- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager, school leadership team, and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, chores, cleaning, hygiene, social conversations, and problem-solving, etc.
- Have students track activities with photos, artistic or musical representation, or videos and submit to teachers.
- Keep meditation logs and provide links to meditation apps and online media.
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.
- Plan lessons around resources that are available to caregivers at home and in the community (e.g., public television, library, parks, community centers).
- Utilize games, toys, or household items to which the students and caregivers may have access.
- Provide a wide array of books that pertain to a student’s particular interests (e.g., audio, apps, hard/soft cover books, educational science magazines, etc.).

Feedback & Assessment

Assessment practices that reflect the instructional activities and strategies used during remote and in-person learning are most effective for students with special needs and Multilingual Learners with special education needs. These practices are familiar and relevant to students, thus reducing their anxiety and allowing them to more readily show what they know and can do. Relying too much on decontextualized, multiple choice, true/false tests/quizzes, while easy to administer in the remote learning environment, puts too much emphasis on academic language and literacy required of the tests than on authentic assessment of students’ content knowledge and skill levels.

Digital Resources for Core Subject Areas and Social-Emotional Supports

As mentioned in the previous section, students will have access to the Clever portal and other web-based resources. Any additional links or downloaded items required for student activities will be provided in emails or Google Classroom by the teacher.

Please see the current list of all digital resources.

All Online Content and/or Social-Emotional Learning (SEL) Supports

Primary Resources for Students

[ESTL 189 Clever Portal](http://www.estl189.com) (www.estl189.com - Look for the  in the menu option on the right side of the screen . This is a link to apps used by students during the school day.)

www.khanacademy.org (Great resource for parents and students grades K - 12 in all subjects and for SAT test preparations.)

All Content Areas

www.digitallibrary.io/ (Online library for younger readers)

[Scholastic Activities](https://classroommagazines.scholastic.com/support/learnathome.html) (<https://classroommagazines.scholastic.com/support/learnathome.html> - Cross-curricular on-line journeys)

English/Language Arts

<https://www.abcya.com/> (Provides over 400 fun and educational games for Pre-K-6 in reading and math.)

<https://pbskids.org/games/reading/> (Uses technology and media through educational games and videos to build knowledge, critical thinking, imagination and curiosity in reading.)

<https://www.funbrain.com/> (Free educational games, books, comics, and videos that help develop skills in reading, problem-solving and literacy (K-8).)

<https://www.starfall.com/h/> (Children ages 3-6 have fun learning to read.)

<https://www.sesamestreet.org/games> (This popular kid show has reading games that get the grouch out of anyone for ages 3-6.)

<https://www.seussville.com/> (This popular series of books puts Dr. Seuss in a town of reading fun for ages 3-6)

<https://www.storylineonline.net/> (Videos featuring celebrated actors reading children's books alongside creatively produced illustrations.)

Math

<https://www.aleks.com/> (Students in Gr. 5-8 plus some select HS courses can access ALEKS.)

<https://mathbeforebed.com/> (Numeracy for K - 3)

<https://wodb.ca/> (Which one doesn't belong? Thought provoking puzzles)

<https://www.samebutdifferentmath.com/> (Same but Different Math for building arguments and critiquing reasoning)

<https://stevevyborne.com/2017/02/splat/> (Games and puzzles from all areas)

<https://www.gregtangmath.com/> (Games and activities)

<https://www.education.com/resources/number-sense/> (Games and activities)

Social Science

[History Mysteries](#) (History's Mysteries are inquiry-based history lessons centered around the investigation of primary sources. In each mystery, students are invited to act as history detectives as they investigate primary and secondary sources to help solve a mystery) -Grades K-5

[Ben's Guide to the U.S. Government](#) (Ben's Guide to the U.S. Government, it is designed to inform students about the Federal Government. Students can also practice identifying the state locations.) -Grades 2-5

[PBS Kids Social Science](#) (PBS KIDS uses media and technology to build knowledge, critical thinking, imagination and curiosity. PBS KIDS encourages children to interact as respectful citizens in a diverse society. PBS KIDS helps to empower children for success in school and in life.) -Grades K-3

[IXL Social studies](#) (On IXL, history is more than facts and dates! Learners dive deeper by evaluating primary sources and drawing connections between historical events and the world today.) -Grades 2-8

[iCivics](#) (Unising innovative games, iCivics teaches young people to understand how our political systems work by allowing them to experience it first-hand and empowering them to address real-world issues.) -Grades 6-12

[Google Earth Voyager](#) (Google Earth's Voyager is a showcase of interactive guided tours, quizzes, and layers that aim to help educate everyone about the world, locations near and far.) -Grades 6-12

[Eagle Eye Citizen](#) (Solve and create American History and civics challenges to explore Library of Congress primary sources and look closer.) -Grades 6-12

Science Websites

<https://www.learner.org/subject/science/> (K-12 Lessons, and interactive activities)

<https://phet.colorado.edu/> (Interactive lessons, videos and simulations at all grade levels and subjects. Several of these lessons are embedded in nearpod...Nearpod uses phet)

<https://www.pbs.org/wgbh/nova/> (PBS nova/Real life science videos_K-12)

<https://ninepbs.pbslearningmedia.org/subjects/science/> (PBS videos, interactive lessons and simulations)

https://www.readworks.org/spotlight-on-science#!s0:373/q:/g:/t:/s:373/cid:/pt:A/features:/staff_pics:/sel:/ (Readworks.org science passages k-12 (Build Comprehension skills, vocabulary, and content knowledge)

Physical Education and Health Resources

https://www.shapeamerica.org/advocacy/K-12_School_Re-entry_Considerations

https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx

<https://iahperd.org/> <https://sites.google.com/view/ishaorg/home>

<https://www.gophersport.com/resources/physical-education-site-resources>

Multilingual Learners

Educators seeking additional resources and guidance for working with Multilingual Learners can access the following resources:

- <https://www.isbe.net/Pages/Multilingual-Services.aspx>
- <https://irc.thecenterweb.org/resources>
- <https://www.isbe.net/keeplearning>
- <https://elhandbook.org/>
- <https://wida.wisc.edu/>

Social-Emotional Resources

- Ripple Effects - Home Access Link: <https://rippleeffectsweb.com/adminportal/login>
- Online Stories: <https://www.storylineonline.net/>
- Social Emotional Learning activities from Centervention:
<https://www.centervention.com/social-emotional-learning-activities/>
- GoNoodle (online SEL activities; ex: Mindfulness, Breathing, Stretching)
<https://www.gonoodle.com/blog/gonoodle-games-movement-app-for-kids/>
- Epic! Books (online SEL activities): <https://www.getepic.com/>
- PBIS: Daniel Tiger: <https://pbskids.org/daniel/>

SECTION II: HEALTH AND SAFETY GUIDANCE

The contents of this portion of the Return to Learn plan may change based on future guidance set forth by the Centers for Disease Control and Prevention (CDC), Illinois State Board of Education and Illinois Department of Public Health. Modifications to this plan could include heightened mitigation measures to decrease the spread of COVID-19, including but not limited to increasing social distancing and other appropriate mitigation measures. The plan will be regularly reviewed taking into consideration the timing of significant changes to CDC guidance. We will maintain our partnerships with health experts and will continuously monitor and analyze data and feedback to make informed decisions and provide updates to our community.

COVID-19 Prevention Strategies

COVID-19 VACCINATIONS

The CDC and IDPH strongly promote the COVID-19 vaccine for all persons age 5+ as the leading public health prevention strategy to end this pandemic. Vaccination benefits not only the individual, but also schools and communities by reducing transmission. Please see [communication from the Illinois State Board of Education to parents](#).

The Pfizer COVID-19 vaccine is widely available for free to students ages 5 and older. While it is not a requirement for eligible students to be vaccinated for COVID, it is highly recommended. School District 189 remains committed to supporting all eligible students, staff, parents and community members to become fully vaccinated. We have partnered with East Side Health District to provide multiple vaccination events (spring, summer, and fall 2021 as well as winter 2022) and will continue to do so if warranted. For timely vaccination, parents and staff may directly contact East Side Health District if they are interested in receiving the COVID vaccine for an eligible child or themselves.

CONSISTENT AND CORRECT MASK USE

All students, staff, and visitors, regardless of their vaccination status, were previously required to wear a face mask while in schools or on school buses. Effective February 28, 2022, consistent and correct mask use is strongly encouraged but not required.

PHYSICAL DISTANCING

Efforts will be made to provide at least 3 feet of physical distance between students within classrooms. To the extent possible, cohorting or grouping of students will be used to limit the number of students, teachers and staff who come into close contact with each other.

ON-SITE COVID-19 SCREENING/TESTING

School District 189 uses two on-site COVID testing methods as additional prevention strategies that support a safe learning environment. These include:

- **Shield Illinois Test** - This saliva-based PCR test will be used weekly to test students for COVID at least through May 2022. It is a highly sensitive test that identifies those who are asymptomatic carriers of the virus. Results are provided in less than 24 hours. To promote a safe learning environment, parental consent is assumed for students to participate. Parents may request to receive a Shield Exemption Form and complete it based on the student's physical inability to participate or religious restrictions only. Exemption requests must be reviewed and approved prior to student exemptions from participation in the Shield saliva testing program.
- **Abbott BinaxNOW COVID-19 Rapid Antigen Test** - Under the Test to Stay program, East Side Health District conducts Rapid Binax Now COVID tests for any student who is exposed in the school setting and opts into the program. Student participants would remain in school and are tested for COVID per the testing frequency established by the Illinois Department of Public Health. As long as the student continues to have negative COVID test results and does not exhibit any symptoms of COVID, they may remain in

school and do not have to quarantine. Please note, the Test to Stay program is dependent on availability of staffing from East Side Health District and Rapid Binax Now COVID test resources.

VENTILATION

School District 189 is committed to repairing and updating ventilation systems within our schools. The District's architects have walked through each building analyzing our HVAC system and providing recommendations for improvements for action beginning this school year. Additionally, air purifiers have been purchased and placed in many classrooms and offices (those without windows) to further improve airflow.

HANDWASHING AND RESPIRATORY ETIQUETTE

Students, staff and visitors are encouraged to practice frequent handwashing and cover their coughs and sneezes. These activities will be taught, reinforced and encouraged during the school day. When hand-washing is not available, hand sanitizer (provided by the school district) should be used.

STAYING HOME WHEN SICK AND GETTING TESTED

Students, teachers, and staff who have symptoms of infectious illness, such as flu or COVID-19, should stay home and/or seek attention from a healthcare provider. Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others.

Current CDC guidance provides that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19. During the COVID-19 pandemic it is essential that parents keep children home if they are showing signs and symptoms of COVID-19 and get them tested.

CONTACT TRACING / ISOLATION / QUARANTINE

To the extent allowable by applicable privacy laws, School District 189 collaborates with state and our local health department regarding a person's diagnosis with or exposure to COVID-19. Local school authorities are permitted to access the statewide immunization database to review student immunization records, including that for COVID. As of July 2021, fully vaccinated persons are not required to quarantine if exposed to a COVID case as long as they remain asymptomatic.

In the circumstances of a COVID-positive case at the school campus, families will be notified if their child was a close contact as defined by the CDC. Close classroom contacts (those requiring quarantine) include those who were within 3 feet of the case,

even if both were consistently masked. The local health department makes final determinations regarding who is to be quarantined and for how long.

CLEANING AND DISINFECTION

CDC guidance indicates that daily cleaning is adequate to sufficiently remove a potential COVID virus that may be on surfaces. School District 189 engages in thorough daily cleanings and periodic deeper cleanings (including in an area where a staff or student with a fever or other symptoms were present). We use hospital grade cleaning and disinfecting products. Our staff have been trained to perform their duties and their work is reviewed through building level and district level walkthroughs.

STUDENT AND STAFF MENTAL HEALTH

If you or someone you know is struggling, please know it is okay to ask for help. Many of us need additional emotional or mental health support. Help is available. School District 189 has caring, trauma-informed adults at each school ready to meet student needs. Students who need someone to talk with should ask for the School Social Worker. Additionally, School District 189 students can view these numbers on the back of their student ID cards when more resources are needed:

- If there is an emergency, call 9-1-1.
- If you feel suicidal, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).
- If you want help via text, text HOME to 741741.
- If you want to explore complicated issues (like mental health, trauma, bullying, substance abuse or challenges with friends) freely and confidentially, visit the Ripple Effects site through your Clever app.
- If you need Chromebook or Skyward help, call 618-646-3322.

School social workers are at school to assist with advice, support and resources for students and to help solve problems that may negatively impact their learning. They also have confidentiality rules and cannot disclose what students share with them unless they talk about hurting themselves, hurting someone else, or child abuse and neglect. Even then, they only share on a need-to-know basis in order to get students the help they need. Most of our schools have special Comfort Rooms or Comfort Corners that provide a space where students can go to self-regulate when they experience overwhelming emotions such as anger, sadness, or other feelings.

Illinois Public Act 102-0321 (Senate Bill 1577) went into effect January 2022. This act allows students to take up to five mental or behavioral health days per year. In these cases, a student is not required to provide a medical note. They will be expected to make up any schoolwork missed during such absences. Following the second claimed mental health day, a student may be referred to a school social worker. Read the Illinois State Board of Education's [Frequently Asked Questions](#) for more information.

As part of our commitment to support the mental health of staff, School District 189 provides periodic Wellness Wednesdays. Additionally, our social emotional staff provide onsite guidance and support to educators to best support student success.

STUDENT HEALTH

School District 189 remains committed to providing a continuity of health services to students. All students are required to have up-to-date physical exams, immunizations, dental exams, and vision exams as required by the State of Illinois. To support student health, School District 189 collaborates with local partners to provide on-site services and screenings. East Side Health District provides two school-based health clinics that support overall health as well as immunizations. One clinic is located at East St. Louis Senior High School and another at Vivian Adams Early Childhood Center. Additional dental partners provide dental screenings at each school campus on a rotating schedule. Hoyleton Youth and Family Services provide on-site counseling and mental wellness services to students based on referrals from our school social workers.

The Pfizer COVID-19 vaccine is widely available for free to students ages 5 and older. While it is not a requirement for eligible students to be vaccinated for COVID, it is highly recommended.

STUDENT FOOD SERVICES

School meals, including breakfast and lunch, will be provided to students during in-person instruction. Delivery location (ie. classroom or cafeteria) of the student meals is dependent on current guidance from our local health department. Food services will be provided in a manner that follows safety guidance from the CDC.

In the event of a district-wide adaptive pause, School District 189 will work to reinstate Grab and Go student meal services with delivery of these meals into local neighborhoods. This includes multi-day meals containing breakfast, lunch, and snacks.

PPE (Personal Protective Equipment)

All students, staff, and visitors are strongly encouraged to wear a face mask, regardless of their vaccination status. Disposable masks are available to all upon entering the bus or entering the school. Gloves, wipes and additional masks will be available in each classroom for use at designated times.

- Plexiglass dividers may be installed in all areas where visitors may be present.
- All visitors, staff and students are strongly encouraged to wear a mask. Masks must cover the mouth, nose and chin.

- The district will provide for daily viewing instructional videos on CDC recommendations for staff, students and visitors. (May include bus, school, and offices.)
- Have students practice wearing masks 30 minutes incrementally increasing daily until the start of school.
- Students are allowed to wear cloth masks from home or may use school provided masks.
- Families should complete promissory notes/contracts, etc. if/when an option is available for learning mode. This could include following procedures at home or at school that support attendance and adherence to safety rules.

Before School Procedures

- Parents and caregivers should use the Centers for Disease Control's [COVID-19 School Symptom Screening Flowchart](#) and Illinois Department of Public Health's [Interim COVID-19 Exclusion Guidance](#) when considering if students are healthy to attend school.
- After school students will be dropped off at their stop.
- All passengers and drivers must wear a mask while on school buses.
- Each bus should be cleaned prior to the next route or use of the bus.
- Students should not bring any toys or snacks from home.

Entering School Campuses and District Offices

- Markers must be placed on the ground throughout the inside and outside of the building for use in social distancing. Floor Markers, paint and cones should be used to express proper social distancing in all areas of all campuses and district offices.
- Personnel must be outside at all times, helping students entering into school buildings. Assign tasks to staff to account for all needs. (Recording temps, absent students, other concerns, temperature taking, reading the scanner, etc.)
- All students and staff will pass through a temperature scanner or will be scanned, prior to entering the school campuses and district offices.
- All entrances without walkthrough scanners will have personnel with hand temperature scanners.
- All visitors should schedule an appointment to visit district offices by phone prior to their visit. This includes staff who are visiting district offices or other buildings. All meetings with teachers, principals, etc. should be done virtually as possible. In-person drop-in meetings are not permitted. Parents should call or email the principal in advance to request an in-person appointment. Parents will be given a list of teacher, principal contact information. Parents who have an appointment to come to a building will be allowed entry. All visitors will be required to follow the same guidelines as students and staff. One of the best practices includes setting up a station outside of the school.

- A pullup point will be established for parents dropping students off, so that students who are transported to school can get their temperatures scanned. Schools will have a designated time and area for drop offs and walkers.
- All sanitizer stations must be in effect from the entrance throughout all buildings at all times. Staff in all schools and district buildings should have a clipboard or other record keeping device to record staff and student names in the case of a fever/absence. Attendance records should be corrected as necessary and maintained with confidentiality.
- Any student with a temperature (100.4° or higher) should report to a directed nurse area/substation for evaluation and care. The Centers for Disease Control's [COVID-19 School Symptom Screening Flowchart](#) and Illinois Department of Public Health's [Interim COVID-19 Exclusion Guidance](#) will be used for symptomatic individuals.
- Timeclock-Staff should socially distance themselves, using markers while using the swipe only feature. *The desktop computer feature for use in the building is optimal to prevent large gatherings or lines at the time clock.*

Other Health/Safety Procedures

- Traditional water fountains are now covered and not in use. Touchless water fountains that are used to fill bottles have been installed.
- Disposable masks will be issued daily for students.
- Training videos and teaching how to wear, take on and off of masks, proper handwashing, etc. will be used to train and will play throughout the school day.
- Classroom design must follow ISBE and IDPH [guidance](#). All students' desks should be 3ft apart.
- Hallways will have markers to support social distancing.
- Restroom breaks will be scheduled to allow for proper social distancing. Restrooms should be designated. A sub custodian will be present to clean at all times.
- Students will move around the perimeter 3ft apart. Two-way travel is allowed in hallways, however, students and staff should walk to the right. No travel is allowed in the middle of hallways. Staff should monitor traffic flow within the hallway.

Parent, Visitor & Volunteer Guidance And Procedures

Parents and volunteers are an integral and valued part of our school communities. While we are making changes to ensure the safety of all, we hope to resume our traditional methods for engaging parents and volunteers as soon as safely possible.

APPOINTMENTS AND DROP IN VISITS: Visitor entry into schools will be limited during this time and may be more stringent at some locations. All visitors should schedule an appointment to visit district offices by phone prior to their visit. This includes staff who are visiting district offices or other buildings. All meetings with teachers, principals, etc.

should be done virtually as possible. In-person drop-in meetings are not permitted. All visitors will be required to follow the same guidelines as students and staff.

FACE COVERINGS: All students, staff, and visitors, regardless of their vaccination status, were previously required to wear a face mask while in schools or on school buses. Effective February 28, 2022, consistent and correct mask use is strongly encouraged but not required.

UPDATES: It is important to note that these requirements are subject to change pursuant to updated public health guidance and changing public health conditions. Parents and school visitors should remain alert for any updates, particularly through campus signs, robocalls, [district website](#) information and official School District 189 [Facebook](#) and [Twitter](#) postings (@estl189).

Entering School Procedures

- Visitors must adhere to posted signs and notices at each building.
- Visitors with appointments will use the external doorbell to communicate an entry request.
- Sign in and out books or electronic systems (such as the Visitor Management System) will be utilized at the security desk or similar location to document and maintain a record of who has been in the building.
- All visitors will pass through a temperature scanner or will be hand scanned, prior to entering the school building. Those with a high temperature (100.4 or higher) will be asked to leave immediately.
- All visitors are requested to wear a face mask to enter the building and should clean hands with hand sanitizer, provided at the entrance.
- When possible, visitor access to the building will be limited to the foyer/vestibule or other designated checkpoint.
- It is requested that visitors have a scheduled appointment to enter the building.
- When possible, a staff member will be posted at the front to restrict entry and take communications/materials or receive late arriving students.
- Visitors are to abide by the 3 feet rule and school markers while in the building.
- Visitors are requested to significantly limit items that they bring into the building (bags, food items, etc).
- Visitors are requested to limit the rooms they visit, including restrooms, and limit their close contact (at least 3 feet distance) with students and staff.
- Visitors must adhere to any space limitations as noted by the school administration.

Parents and Parent Communication

- Parents are required to abide by the above noted visitor school entry procedures, including social distancing and wearing face masks, regardless of their vaccination status.
- When possible, parent meetings and parent group sessions will be held virtually with Zoom or Google Hangouts to promote the safety of all.
- Parents should call or email the principal in advance to request an in-person appointment. Parents will be given a list of teacher, principal contact information when school begins. Parents who have an appointment to come into a building will be allowed entry.
- IEP and other small, pre-scheduled parent meetings may be held virtually or in-person but all must abide by the staff, student and visitor expectations.

Parents are encouraged to notify school personnel as soon as they have a change in phone number, email or address. School District 189 will provide frequent communication with students and families as the transition to in-person instruction and/or Blended Remote Learning Days occurs. The return to in-person instruction will involve new health and safety protocols and potentially new schedules, so that means that all schools will “over-communicate” with parents about what the return to school will look like. We also ask that parents reinforce and help explain safety protocols at home.

Parent Pick-Up and Drop Off Procedures

- Schools will determine multiple external drop off points for each grade level, especially at larger campuses.
- Parent pickup and drop off of young children will be in the designated area in the front of the school, to limit persons traveling through the building.
- Each school-designed protocol for pickup and dropoff will be distributed and communicated extensively to parents prior to the beginning of the school year.
- Standard procedure is that parents will remain only at the front entrance and will not enter the buildings to pick up or drop off students. Sign in and out books will be utilized at the security desk or similar location to maintain a record of students entering and leaving the building. The security guard will have a phone listing to call the classroom to notify that the student is being picked up early or being brought to the school late. The security guard will have tardy passes at their desk.
- Parents, guardians, or other authorized individuals should pick up sick students within a reasonable amount of time; students should not be allowed to utilize the school bus or public transportation for the return to home if they are ill.

Volunteers

School campuses may restrict daily attendance of volunteers and their schedule must be pre-arranged and approved by school administration. Effective July 2021, only regular volunteers who are directly serving students are authorized at the district level. Each principal has the autonomy to determine which volunteer groups can come into their schools to support students and safety during COVID. One-time volunteers will not be utilized in the buildings in the first semester unless prior approval is granted by school and district administration. All guests to campuses may be subject to participation in the Visitor Management System.

- Volunteers are required to abide by the above noted visitor school entry procedures. Face masks and other PPE is strongly encouraged and should be worn, cleaned or disposed of properly.
- A waiver or contract is to be signed by each volunteer and each partnering agency to protect the district/school prior to school entry.
- All volunteers are required to immediately notify school administration if they are diagnosed with COVID. Volunteers are also required to self-isolate and not enter schools for at least 10 calendar days if they are informed that they have come into close contact with a known person confirmed with COVID.
- Volunteers are encouraged to utilize remote learning activities to connect with students and serve our schools.

SECTION III: COMMUNICATION

Communication is the key to success. District 189 is committed to strengthening communication with families through the following means.

- Letters, newsletters, grade-level and/or department communication
- Phone calls and automated calls
- [School District website](#)
- [Communication in Spanish](#)
- Local news and cable channels
- Email, text message, cell phone message and app
- Social media and other web-based programs
- Video conferences
- Feedback on student work (e.g., progress reports, projects, assignments, assessments, video conference)

It is vitally important for all families to have updated contact information so that teachers can connect with students. **Each family is asked to update their mailing address, email, and phone numbers with your child's school.** Without this updated information, students and families may miss critical and timely information. Likewise, families need contact information for principals and teachers. Should a family need to contact a school, please email the school

principal. Please see the list of building administration with email addresses.

East St. Louis SD 189 - School and Building Leader Directory

Vivian Adams Early Childhood Center (PreK) 646-3290	
Principal: Melanie Hood	melanie.hood@estl189.com
Asst. Principal: Devon Bruce	devon.bruce@estl189.com
James Avant Elementary School (K-5) 646-3870	
Principal: Quanshanda Nicholson	quanshanda.nicholson@estl189.com
Assistant Principal: Tryphena Cason	tryphena.cason@estl189.com
Wyvetter Younge School of Excellence (K-6) 646-3760	
Principal: Dr. Brittany Green	brittany.green@estl189.com
Assistant Principal: Delicia Ferrell	delicia.ferrell@estl189.com
Paul Laurence Dunbar Elementary School (K-4) 646-3840	
Principal: Tifani Brown	tiffani.brown@estl189.com
Assistant Principal: Kimberly Allen	kimberly.allen@estl189.com
Annette Officer Elementary School (K-4) 646-3970	
Principal: Darla Wall	darla.wall@estl189.com
Assistant Principal: Carnell Banner	carnell.banner@estl189.com
Katie Harper-Wright Elementary School (PreK-4) 646-3860	
Principal: Maria White-Burton	maria.white-burton@estl189.com
Assistant Principal: Mica Ike	mica.ike@estl189.com
Lincoln Middle School (5-8) 646-3770	
Principal: David Shanks	david.shanks@estl189.com
Assistant Principal: Katina Griffin	katina.griffin@estl189.com
Assistant Principal: Anjanette White	anjanette.white@estl189.com
Mason Clark Middle School (5-8) 646-3750	
Principal: Danielle Huff	danielle.huff@estl189.com

Assistant Principal: Robbie Edmond	robbie.edmond@estl189.com
Assistant Principal: Roshion McKinley	roshion.mckinley@estl189.com
Gordon Bush Alternative School for Education (6-12) 646-3930	
Principal: Darnell Spencer	darnell.spencer@estl189.com
Assistant Principal: Lena Dye	lena.dye@estl189.com
East St. Louis Senior High School (9-12) 646-3700	
Interim Principal: Alonzo Nelson	alonzo.nelson@estl189.com
Associate Principal: Kimberly Jones-Riley	kim.jones-riley@estl189.com
Assistant Principal: Sharif Ford	sharif.ford@estl189.com
Assistant Principal: Renaldo Jackson	renaldo.jackson@estl189.com
Assistant Principal: Audrey Jackson-Luster	audrey.jackson-luster@estl189.com

MAINTAINING CONNECTEDNESS TO THE COMMUNITY

Schools have an opportunity at this unique moment in history to strengthen relationships with families. Schools are encouraged to provide families with ample opportunities to ask questions and receive guidance on school protocols and remote learning activities. Despite facing significant challenges during this pandemic, parents are engaging in their children’s education. Parents are and will be critical partners in helping students recover from learning loss and in making academic gains over the course of the school year.

Support Programs (Social-Emotional and Community)

School District 189 continues to work with community partners to provide resources for students, and families, during this health crisis. In addition, [community resources](#) that support the mental and physical health of our community are noted and updated on our website.

EAST ST. LOUIS SCHOOL DISTRICT 189 QUARANTINED LEARNER SCHOOL/FAMILY/STUDENT COMPACT

Dear Students and Families,

During the 2021-2022 school year, quarantined students will experience a time of school at home. During their quarantine period students will be responsible for conducting themselves as though they are in school daily. The following describes the importance of attending your online sessions everyday.

- Attendance will be taken daily and does count towards your daily average attendance.
- Grades will be taken in the standard format; All assignments will be counted.
- Any absences must be accompanied by a doctor’s statement or a parent letter.
- Extreme absenteeism is not allowed.

In short, you must attend your online sessions daily to be successful in your school work. In order to ensure that you are successful, we all work together, please see the outlined responsibilities. You will be asked to complete a signature page agreeing to these procedures.

Parent(s)	Students	Teacher(s)
<ul style="list-style-type: none"> ● Provide a designated workspace for students at home with material. ● Communicate with the teacher and school if there are any family changes or needs. ● Engage your child(ren) in remote learning during the assigned hours and ensure they log on daily. ● Review the assigned activities list and ensure a quiet workspace for students. ● Support your child(ren) in submitting all assignments. ● Ensure that your child(ren) is safe with camera’s covered during off school hours. 	<ul style="list-style-type: none"> ● Communicate your needs to your parents and teachers. ● Log on daily when you are scheduled for class. ● Submit assignments weekly. ● Come prepared with material, etc. ● Monitor grades and feedback. ● Secure login information. ● Take care of the chromebook and other school materials while at home. ● Participate on camera when prompted. ● Mute when not speaking. 	<ul style="list-style-type: none"> ● Provide consistent feedback to families and students. ● Provide timely feedback on assignments. ● Prepare any materials necessary for quarantine students. ● Remain available during school and office hours for communication. ● Support parents with information on how to submit work. ● Offer multiple pathways for work submission. ● Share a posted listing of assignments for parents and students. ● Prepare engaging lessons with whole, small group and individual work.

Student Name	
Student ID #	
Student School	
Student HR Teacher	

As a teacher and representative of School District 189, I will support the learning of the student by:

- Providing consistent feedback to families and students.
- Providing timely feedback on assignments.
- Preparing any monthly material for drive-up days.
- Remaining available during school and office hours for communication.
- Supporting parents with information on how to submit work.
- Offering multiple pathways for work submission.
- Sharing a posted listing of daily assignments for parents and students.
- Preparing engaging lessons with whole, small group and individual work.

Teacher(s) Signature(s) _____

As a student and representative of School District 189, I will support my learning by:

- Communicating my needs to my parents and teachers.
- Logging on daily when I am scheduled for class.
- Submitting my assignments weekly.
- Coming prepared with material, etc.
- Monitoring my grades and feedback.
- Securing my login information.
- Taking care of the chromebook and other school materials while at home.
- Participating on camera when prompted.
- Muting when not speaking.

Student Signature _____

As a parent, I will support my child(ren) learning by:

- Providing a designated workspace for my child(ren) at home with material.
- Communicating with the teacher(s) and school if there are any family changes or needs.
- Engaging my child(ren) in remote learning during the assigned hours and ensuring they log on daily.
- Reviewing the assigned activities list and ensuring a quiet workspace for students.
- Supporting my child(ren) in submitting daily assignments.
- Ensuring that my child(ren) is safe with camera's covered during off school hours.

Parent(s) Signature _____