D90 Planning Document for "Return to School – Fall 2020"   July 15- August 27

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NOTE This document is intended to be considered in tandem with the ISBE "Part 3" Guidance

Overview of Key Elements from ISBE Guidance –

Executive Order 2020-40, filed on June 4, 2020, allowed schools to reopen for in-person instruction in Phase 3.

>In-person instruction is strongly encouraged in Phase 4;
- This does not signify a return to pre-pandemic operations

>Appropriate social distancing, face coverings, enhanced sanitation measures, and other accommodations will be necessary

During Phase 4, IDPH guidelines will:

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

> All public and nonpublic schools in Illinois serving prekindergarten through 12th grade students must follow these guidelines.

> Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.

>Schools and districts can now utilize "**Remote**" and "**Blended Remote Learning Days**"

>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 capacity limits and implement social distancing measures.*

Areas of Focus

Planning

Topic	Impact on Organization	Deliverables - Assignments - Date Due
Action Teams and Work Groups	Planning Teams include key stakeholders, faculty and staff, and include: ● Remote Learing Action Team ● Safety and Operations Action Team ● Social Emotional Wellness Work Group ● Special Education/Related Services Work Group	● Create recommendations and make decisions to guide RTS plan development and implementation of District-established procedures and protocols – **Committee Chairs** – *In Process*

Administrative Team (ADCO) Responsibilities	● Manage, organize and oversee all RTS details through the lens of the following priorities:
	  - Safety
	  - Equity
	  - Social Emotional and Physical Wellness
	  - High Quality Instruction
		● RTS Plan developed – District Administrators - *August 3*
		● School level procedures developed in partnership with BLT's – **School Administration** – *In Process*

District Adopts: ● **Return to School Plan – Fall, 2021** (In tandem with "Remote and Blended Remote Learning Day Plan")	● Accessibility of remote instruction for all students ● Illinois Learning Standards ● Ways for families to contact teachers and communication protocols ● Needs of students with IEPs, 504s, EL, Homeless, or other vulnerable students ● Attendance and participation process ● All statutory curricular mandates and offerings (i.e. Constitution Test) must be met ● Grading expectations ● Ensure that at least 5 clock hours of a combination of instruction and school work for each student participating in Remote or Blended Remote Learning Days ● Process to determine learning loss from last year and strategies to close those gaps ● Consider intake survey ● Child care needs for families ● Signage (symptoms, handwashing, face coverings, etc.) ● Consider District/community partnerships ● Plan to transition back to in-person learning	● Remote and Blended Remote Learning Day Plan revised and updated, consistent with the recommendations from the RLAT - **Director of Curriculum and Instruction** – *August 10* ● Superintendent completes "Return to School" (RTS) plan and submits to BOE for approval – **Superintendent** - *August 10* ● Post plan on District website – **Communications Coordinator** – *As completed* ● Provide plan to students and faculty – **Superintendent** – *As completed*
River Forest Education Association Partnership	The law states that "This Section does not add any new bargaining rights and does not remove any established bargaining rights."	● Continue to work with RFEA to ensure that RTS Plan (including Remote and Blended Remote Learning Day Plan) is successful, equitable, compliant with CBA – **Superintenden**t – *Ongoing* ● Coordinate ongoing, regular meetings with RFEA leadership to understand and address issues as applicable – **Superintendent** – *Ongoing*

Communication with Families

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Develop a Communication Plan	- Safety Protocols and how to reinforce at home - Process for families to ask questions - Ongoing planning information - Signage - Ongoing messaging to families	- Develop and distribute safety protocols communication and checklist – **Communications Coordinator, Principals** – *August 14* - Create and launch communications plan and FAQ's – **Communications Coordinator, Superintendent** – *July 24*

"Return to School" Model Considerations – Elementary and Middle School

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Develop Blended Remote Learning Middle School Schedule (A/B)	- Accommodate smaller groups of students in blocks of time - adhere to capacity requirements - adequate social distancing - Consider schedule in context of ongoing blended remote instruction, or full remote (if necessary) - Determine if and which classes will be required vs. encouraged on "B" days - Consider "High Priority" students when building the schedule - Create schedule to reflect concurrent live and synchronous instruction - Leverage video streaming of class lessons,	- Determine final apppropriate daily schedule – **Principal** – *August 3* - Provide professional learning on teaching effectively via video – **District Administration, Instructional Specialists** - *Ongoing* - Provide students and families expectations of participation and behavior during remote learning – **District Adminstration, Principal** – *August 24* - Develop process for taking attendance for in-person and remote classes **Director of Technology** – *August 24* - Review state laws mandating the reporting

	with both synchronous and lessons recorded for future viewing
	● Attendance protocols
	   ○ Discontinue practices or rewards that encourage perfect attendance
	   ○ Discontinue practices that encourage students to school attend when sick
		of child abuse and neglect with all staff – **Superintendent** – *August 24*
		● Request consent from families acknowledging filiming and video-recording student instruction for remote and blended remote learning – **Communications Coordinator, Superintendent** – *August 24*

Develop Modified Elementary School Schedule	● Create daily instructional schedules that accommodate both in-class and remote learning student needs ● Determine which courses will be prioritized for daily instruction and how specials and other non-essential content can be accommodated ● Ensure that the schedule comports with all safety requirements for social distancing and classroom density ● Ensure that daily, synchronous instruction is provided for remote learners. ● Adapt grading practices to ensure that students accountability and equity issues are considered ● Implement appropriate attendance protocols ● Consider schedule in context of ongoing in-person instruction, or full remote (if necessary)	● Determine final apppropriate daily schedule – **Principals** – *August 3* ● Provide professional learning on teaching effectively via video – **District Administration, Instructional Specialists** - *Ongoing* ● Provide students and families expectations of participation and behavior during remote learning – **District Administration and Principals** – *August 24* ● Develop process for taking attendance for in-person and remote classes – **Director of Technology** – *August 24* ● Review state laws mandating the reporting of child abuse and neglect with all staff – **Superintendent** – *August 24* ● Request consent from families acknowledging filiming and video-recording student instruction for remote and blended remote learning – **Communications Coordinator, Superintendent** – *August 24*
High Priority Return to School Students	● Students who have Individualized Education Programs (IEPs) - Consider appropriate in-person instruction ● Students who have 504 Plans - consider individualized transition plans ● English Learners ● Students who are homeless ● Prioritizing in-person instruction for younger students - especially those who may not have adequate child care or supports	● Determine how "High Priority" students fit into proposed schedules – **Director of Special Education, Principals** – *August 10* ● IEP teams need to evaluate compensatory services when students return – **Director of Special Education** – *August 24*

	● Students with exigent circumstances ● Consider holding a reintegration meeting with school staff, parents/guardians/caregivers, and students to address any specific health concerns or learning needs or gaps identified during remote learning for identified children	
Identify Students with Higher Risks when Exposed to Coronavirus (more vulnerable students)	Considerations should include: ● Whether the student's medical condition is conducive to in-person attendance or if needs would best be met remotely ● The student's behavior and capacities to follow health protocols ● Number of students per classroom and ability to maintain 6-foot distance ● Nurses to meet with individual teachers and staff members to review health concerns for medically high-risk students	● Review the CDC guidance of those who are at higher risk of severe illness if they are exposed to the coronavirus – **School Nurses** – *August 24* ● If possible - obtain Consent to Consult with individual student health care providers, if applicable, and IEP teams to determine the best modality to meet students' needs on an individualized basis – **School Nurses** – *August 24* ● Review IEPs, 504 Plans, asthma action plans, or Individualized Health Plans to determine if these plans will need to be amended or modified – **Special Education Case Managers** *August 19*
Students that may need a more flexible schedule	● Vulnerable students (see above) ● Students with medical needs or established conditions	● Determine full remote learning program for students that cannot/will not return to school – **Superintendent, Director of Curriculum and Instruction** – *July 30*

Staff Attendance

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Support staff attendance	● Provide sufficient planning and collaboration time and supports	● Coordinate substitute teacher exclusivity arrangement – **HR Specialist** – *July 30*

	- Communicate frequently - Engage staff in planning processes and decision-making - Pair staff members with "partners" for unexpected absences	- Provide professional learning – **Administration** - *Ongoing* - Provide child care/remote learning supervision option for staff – **Superintendent** - *August 7*

Calendar Considerations

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Evaluate Calendars	- Three teacher institute days at the start of the school year - Five Remote and Blended Remote Learning Planning Days to be scheduled over year - Teacher Institute Days	- Discuss calendar considerations for Remote Learning Planning Days with calendar committee – **Director of C&I** – *August 7* - Consider impact of calendar changes on families – **Director of C&I** – *August 7* - Consider possible contractual implications of calendar changes – **Superintendent**

Instructional Recommendations

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Back-to-School Events	Encouraged to be virtual or small groups	Modify events and communicate changes – **Administration** - *Ongoing*

Vertical Grade Level Articulation	● Communication across vertical teams regarding student progress or gaps from last year ● Incorporate summer curriculum work in fall	
Assessing Students' Skill Levels	Consider the following questions: ● Which standards were missed or partially covered? ● What are the aligned standards at the current grade level? ● What are the skills required to master the missed or partially covered standards? ● Will the standard stand alone in instruction or can it be layered in the current grade-level standard? ● What is the timeline in which the standard will be covered?	● Teachers develop quick checks to inform vertical articulation – **Administration** – *Fall 2020* ● Teachers modify the anticipated curriculum and inform instruction to support students based on data and student feedback – **Faculty Teams** – *Fall 2020* ● Formal assessment will be administered as soon as practical in fall – **Administration and Faculty** – *Fall 2020*
Addressing Learning Loss	● Students will vary greatly in academic knowledge from the prior year ● Create and implement supports to differentiate instruction appropriately ● Support grade level plans to bring students up to grade level ● Consider intervention programming, support personnel, and technology ● At the start prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year. ● Provide and/or expand intervention time within the school day to help fill learning gaps for individual students.	● Teachers will assess individual student learning and deficits within their classes by administering assessments and working closely with teachers at previous and subsequent grade levels to determine the standards that may need review – **Faculty Teams** - *Fall 2020*
Instructional Best Practices for Maintaining Social Distancing	● Consider revising activities that combine classes or grade levels ● Use synchronous instruction, as recommended by ISBE ● Utilize technology to build and maintain community	● Provide examples to teachers – **Administration** – *August 24* ● Provide guidance to teachers for planning for social distancing in instruction – **Administration** - *August 21*

	● Consider moving class activities outdoors if weather and safety considerations permit ● Students don't share objects - or they are sanitized between use ● Consider using signs with different facial expressions or colors to help convey emotion, social norms, and feelings ● Consider integrated or thematic instruction	
Social Distancing in Primary/Elementary Grades	● Students should remain in small groups with the same students and remain 6 feet apart as much as possible ● Having instruction outside may help with social distancing requirements ● Arrange developmentally appropriate activities for smaller group activities ● Teachers should implement strategies to model and reinforce social and physical distancing and movement ● Teach, model, and reinforce healthy hygiene habits and social skills ● Promote positive teacher and student relationships that support student social-emotional well-being and self-esteem	● Review guidelines for suggestions and strategies – **Faculty Teams** – *August 24* ● Provide time for teacher teams to develop shared approaches and materials – **Administration** – *August 26*
Special Education Considerations	● Districts remain responsible for ensuring that special education students receive a free appropriate public education ● Remote and Blended Remote Learning Plans must address the unique needs of students eligible for special education services ● Adhere to timelines for annual IEP meetings and required evaluations. ● In-person instruction should be prioritized for special education and 504 plan students	● Design and provide training to classroom teachers and paraprofessionals – **Director of Special Education** - *Ongoing* ● IEP teams should meet to determine whether any amendments to students IEPs are necessary to address students' current levels of performance and make individualized determinations regarding placement and where special education students receive services – **IEP Teams** - *Ongoing*
English Learner Considerations	● In-person instruction prioritized for English Learners ● Students continue native language learning	● Consider English Learner needs when building schedules – **Administration** – *August 7*

	● Use face coverings with clear windows or face shields during instruction or pre-recording these demonstrations ● Apply the Illinois English Language Development Standards	● Order appropriate face coverings and/or shields – **Administration** - *Immediate* ● Provide language support to help students and families to access the resources used for remote instruction – **EL Faculty** - *Ongoing*
Grading	● Return to traditional grading practices ● Ensure that students have all the necessary tools, technology, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner	● Review and modify traditional grading policies, as necessary – **Director of C&I, School Administrators, BLT Members** – *August 24* ● Communicate any new grading practices to families and students, as appropriate – **Communications Coordinator, Principals** – *August 24*
Professional Learning and Staffing	● Use professional development days to prepare for use of instructional technology and resources, to plan to attend to students' social-emotional and mental health needs, and for training on new health and safety protocols ● Optional summer learning opportunities may be considered for educators to hone their remote learning craft and discuss best instructional strategies for a blended learning environment ● Provide options for asynchronous and/or synchronous professional learning - leverage virtual opportunities ● Leverage instructional specialists or informal professional learning opportunities Consider professional learning regarding: ● Providing staff training recognizing and affirming the unique socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population within the District ● Developing student and staff mental health and counseling plans and training on offering	● Plan for professional learning days and opportunities – **Director of C&I, Director of Technology, School Administrators, Specialists** - *Ongoing* ● Develop professional learning activities and materials – **Specialists** - *Ongoing* ● Consider building into the school day when creating the schedule – **Administration** – *August 7*

	- social-emotional supports, including bullying prevention - Identifying the successes and barriers for students, staff, and the community during remote learning, including enhancements to prepare for a blended learning environment or possible intermittent/rolling school closures - Reviewing student progress during remote learning, identifying gaps, and planning for the appropriate continuation of learning transitioning to our "new normal" for the 2020-21 school year - Preparing local assessments to determine current skill level	
New Teacher Mentorship Program	- Continue to implement new teacher mentorship program to support new teachers - Focus on experiences that are reflective in nature	- Develop programming – **Director of C&I, Specialists** – *August 14* - Pair mentors – **Principals** – *August 7* - Plan and coordinate virtual "New Teacher Orientation" – **Director of C&I** – *August 14*
Utilizing Teacher Leaders	- Provide teacher opportunities to to participate in the planning process - Value teacher autonomy as a part of creating an opportunity culture	Determine how to appropriately utilize teacher leaders without overwhelming them – **Administration** - *Ongoing*
Remote Learning Supervision for Grades 5 and 6	Work with community partner (West Cook YMCA) to provide optional "remote learning supervision" for students who are learning remotely on non-attendance days	Establish program parameters, costs, site location, and procedures. Communicate all details and expectations to parents, staff, and students – **Superintendent** – *August 7*
Technology	- Make every effort to provide students and families with the technology devices and internet access necessary to successfully participate in remote learning - Teach students how to maintain their devices, guidelines for basic device function, internet safety, as well as problem-solving techniques that can be utilized if the student has technology difficulties during remote learning	- Continue to determine technology needs, including internet access – **Director of Technology** - *Ongoing* - Create instructions for accessing technology assistance; process to provide support – **Tech Specialists** – *August 14* - Provide training for students and families on technology tools, resources – **Director of Technology, Specialists** – *August 27*

Health and Safety Protocols IDPH Guidance

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Preparing for When a Student or Staff Member Becomes Sick	• Communicate with families and staff that any individual who tests positive for COVID-19 or who shows any signs or symptoms of illness should stay home • Families and staff should also report possible cases to the school where the individual attends school or works to initiate tracking • Collect symptom reports when absences are reported • 72 hours must elapse from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared • Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days • Students or staff returning from illness related to COVID-19 should call to check in with the school nurse or building administrator (if a nurse is unavailable) following quarantine	• Coordinate symptom checklist for families and staff to use to determine if they are well enough to attend that day – **Director of Technology, Director of F&F, School Administration, HR Specialist** – *August 24* • Develop process and location to isolate anyone showing symptoms – **School Nurses, Principals** – *August 24* • Outline and communicate protocols to engineers for cleaning areas used by a sick person – **Director of F&F** – *August 24*
Hand Hygiene	• Encourage frequent and proper handwashing • Ensure availability of supplies, such as soap and paper towels, hand sanitizer, tissues, etc., for all grade levels and in all common areas of the building • Review protocols in ISBE Part 3 guidance document (page 32)	• Order supplies and distribute – **Director of F&F, Principals** – *August 24* • Order portable handwash sinks for deployment at RMS and WES, as needed – **Director of F&F** – *August 24* • Order and oversee posting of signage – **Director of F&F** – *August 24*
Face Coverings	• Everyone must wear a face covering at all time unless unless they are younger than 2	• Distribute ordered face masks for students and staff and ensure adequate quantities of

	years of age; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the cover without assistance ● Face coverings must be worn at all times in school buildings even when social distancing is maintained ● Face coverings do not need to be worn outside if social distance is maintained ● Maintain a supply of disposable face coverings in the event that a staff member, student, or visitor does not have one for use	extras for students, staff, and visitors – **Director of F&F** – *August 24* ● Communicate expectations to require the wearing a face covering while on school grounds and ensure violations in the same manner as other policy violations – **Communications Coordinator, Superintendent** – *August 14*
Social Distancing	● Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible in all areas ● Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc.	● Post visual reminders throughout school buildings and lay down tape or other indicators of safe distances in areas where students congregate or line up – **Engineers** – *August 24* ● Consider social distancing when building schedules – **Principals** – *August 7*
Symptom Screenings	● Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea, may not enter buildings	● Develop process for temperature and symptom screenings upon arrival and/or self-certification – **Superintendent, Director of Technology, Director of F&F, School Administration** – *August 24*
Personal Protective Equipment	● Ensure that appropriate personal protective equipment (PPE) is made available to and used by staff, as needed, based on exposure risk	● Order PPE – **Director of F&F** – *August 14* ● Oversee training compliance, create training materials and ensure training of staff prior to the start of student attendance on the proper use and disposal of PPE, safety protocols, health guidelines, etc. – **Superintendent, HR Specialist** – *August 21*

District Matters - Cleaning and Disinfection to Prevent the Spread of Infection

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Districts should develop sanitation procedures per recommendations of the CDC, IDPH, and local health departments.	- Clean visibly dirty areas - Clean frequently touched areas - Cloth toys or other cloth material items that cannot be disinfected should not be used - Determine means to sanitize soft surfaces, such as carpeted areas, rugs and curtains - Consider posting scheduled cleaning times and maintain appropriate documentation upon the completion of cleaning	- Outline cleaning protocols and schedules – **Director of F&F** – *August 21* - Order appropriate cleaning materials – **Engineers** - *Ongoing* - Order PPE for cleaning – **Director of F&F, Engineers** - *Ongoing* - Ensure cleaning disinfection training for janitorial staff who may require it – **Director of F&F** - *Ongoing*

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Classrooms	- Provide assigned seating for students and require students to remain in these seats to the greatest extent possible - Develop a marked path of travel inside the classroom to maintain social distancing from the entry point of the classroom to the student's assigned seat - Rearrange desks so that there is a 6-foot distance in all directions between the students and face desks in the same direction if possible	- Communicate to teachers protocols for social distancing in classrooms – **Administration** – *August 24* - Provide time and supplies to set up classrooms – **Principals** – *August 24* - Communicate with parents of younger students to discourage their children from bringing any toys from home to school – **Communications Coordinator, Principals** - *Ongoing* - Encourage parents to label student

	• Open windows if possible • Limit who is in classrooms to those required for instruction • Build in time for hygiene • Assign i-Pads and keyboards, no sharing	personal items – **Communications Coordinator, Principals** - *Ongoing*
Shared Objects	• Restrict or discourage the borrowing or sharing of any items • Clean and sanitize objects before and after use	• Communicate protocols on shared objects and cleaning/sanitizing – **Director of F&F, Director of C&I** – *August 24*
Music-Related Courses	• Full indoor rehearsals are discouraged. Consider moving music and band-related courses outside or use virtual lessons • Organize music and band classes into smaller groups • Use separate partitions in open spaces; utilize markings on classroom floor/wall • Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles • Sanitize hands and instruments before using • Do not share instruments • Wear masks whenever possible • Conductors should face students from more than 10 feet away from the first row of singers/band/orchestra members. Where possible, conductors are encouraged to wear glasses/goggles or install a plexiglass shield. • Consider virtual option when possible	• Work with music faculty to develop and implement protocols – **Director of C&I, Principals** – *August 14*
Traffic Flow, Hallways, and Lockers	• Face coverings must be worn at all times. • Adhere to social distancing requirements and IDPH limitations on gathering sizes when possible • Limit number of persons within hallways at any given time to the greatest extent possible. • Limit required movement of students between classes. • Provide hallway supervision using hall	• Develop procedures – **School Administration, BLT** – *August 14* • Consider passing periods in schedules – **Principals** - *August 7* • Place signage and markings where appropriate – **Engineers** – *August 24*

	monitors to ensure a limited number of persons enter bathrooms at one time ● Hallways could have marked one-way paths and certain staircases could be designated one-way only, as possible ● Place floor markings to delineate 6-foot distance between students in locations where they line up ● Remove furniture or other items that may encourage congregating in certain areas ● Limit number of riders in elevators to one or two students with an additional adult (when student needs continuous support or supervision) ● Suspend the use of lockers	
Restrooms	● Maintain social distancing in restroom areas ● Add physical barriers, such as plastic flexible screens, between bathroom sinks ● Post signs encouraging hand hygiene procedures ● Ensure supplies are available for hand hygiene	● Order supplies and materials – **Engineers** - *Ongoing* ● Have barriers installed – **Director of F&F** – *August 24* ● Post signage – **Engineers** – *August 24* ● Provide paper towels, as needed – **Engineers** - *Ongoing*
Drinking Fountains	● Turn off water fountains, continue use of water bottle filling stations ● Promote the use of reusable water bottles ● Develop procedures to maintain social distancing during water bottle filling station use by placing floor markers and signage around fountains	● Train students and staff to social distance around water bottle filling stations – **School Administration, Faculty** - *Ongoing* ● Determine procedures for cleaning and sanitizing water bottle filling stations to maintain infection control between use – **Engineers** – *August 24*
Cafeterias/Food Service	● Elementary – students will eat in classroom or outside with social distancing ● Middle School – students will eat in small group settings or outside with social distancing ● Deliver free-reduced meals to classrooms, ensure that desks cleaned fully after use	● Develop a classroom lunch/cleaning protocol – **School Administration, Lunchroom Supervisors** – *August 24* ● Determine allergy issues and implement food standards for classes, as needed – **School Administration, School Nurses, Lunchroom Supervisors, Faculty** – *August 21*

		● Develop trash removal procedure – **Engineers** – *August 24*
Visitors and external groups	● Limit any nonessential visitors, volunteers, and activities involving external groups or organizations, as possible ● Restrict where visitors can go in the building, when visits are necessary ● Hand hygiene and temperature check for visitors ● Maintain accurate records of visitors ● Consider outside/foyer drop off for items	● Develop and communicate protocols – **Administration, Superintendent, Communications Coordinator** – *August 21*
Administrative Offices and Staff Workspaces/Lounges	● Employee workstations should be properly distanced so that employees may maintain a 6-foot distance from one another, when possible ● Install physical barriers within main offices, as needed ● Provide cleaning materials and hand washing supplies ● Provide each employee with a personal supply of office supplies ● Maintain a regular cleaning and disinfection schedule of frequently touched items	● Relocate workstations to 6 feet apart of separate with plastic shields – **Administration** – *August 14* ● Order office supplies – **Administrative Assistants** - *Ongoing* ● Develop cleaning protocols – **Engineeers** – *August 21*
Student Transportation	● All individuals on a bus must wear a face covering ● Social distancing must be maintained to the greatest extent possible ● Students must undergo symptom and temperature checks, which may include self-certification, before boarding a bus ● Drivers and monitors must wear approved and appropriate PPE and perform regular hand hygiene and perform symptom checks ● Sanitization should be completed daily or between use on all vehicles used for student transportation	● Communicate bus protocols to students and families – **Director of Special Education** – *August 24* ● Evaluate bus routes to maintain capacity limits – **Transportation Company** – *August 24* ● Signage on buses, protocols for symptom checks, seating charts, cleaning protocols – **Transportation Company** – *August 24*

Physical Education, Gymnasiums, Locker Rooms	● No more than 50 individuals may be in one space at any one time during Phase 4 ● Maintain social distancing of 6 feet ● Try to be outdoors or separated if indoors ● Eliminate the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing ● Any shared equipment must be cleaned between each student use and disinfected at the end of each class ● Perform hand hygiene at the start and end of each class period, after using equipment, or when hands are visibly dirty	● Work with Physical Education and Athletic staff to develop protocols – **School Administration** – *August 24*

Illness and Diagnoses Monitoring

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Schools should institute a tracking process to maintain ongoing monitoring of individuals excluded from school	● Check in with nurse upon return and prior to going to class ● Encourage families to report positive diagnoses, exposure, symptoms when reporting absences ● Confirmed cases of COVID-19 should be reported to the Cook County Health Department by the school nurse or designee ● Schools will offer assistance to local health departments when contact tracing after a confirmed case of COVID-19 is identified ● Districts should inform the school community of outbreaks per local and state health department guidelines while maintaining student and staff confidentiality rights	● Communicate to students, families, and staff the process for returning to school after illness – **Superintendent, Principals, Nurses** – *August 24* ● Provide students, families, and staff locations of testing sites – **Communications Coordinator, Nurses** – *August 24* ● Determine communication protocol for positive cases – **Communications Coordinator, Superintendent, Nurses** – *August 24*

Mental Health

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Considerations should be given to the impact that COVID-19 has had on mental health	- Access to school social workers and supports should be as readily available as possible and communicated to students - Consider monitoring the mental and emotional well-being of students and staff members	- Provide training to staff to increase awareness of the impact of COVID-19 – **Administration, Social Workers** – *August 24* - Develop and implement the crisis management team to provide supports, as needed, to staff and students – **Crisis Team Members** – *As needed* - Communicate about EAP program – **Director of F&F, Communications Coordinator** - *Ongoing*
Student Insight Surveys	Used to ascertain individual student issues, needs, and areas for potential support upon return to school	Develop and launch procedure to refine, distribute, collect, analyze, and distribute survey feedback – **Superintendent, Director of Special Education, SEL Work Group** – *August 7*

Other Issues and Considerations

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Instructional (Self-Contained) Classrooms with Medically Fragile, or Behavioral, Developmental, or	Risk of infectious disease exposure may be higher for staff providing care for medically fragile or high need students	Review ISBE Part 3 guidance and specific protocols for individual students – **Director of Special Education** – *August 7*

Emotional-Challenged Students	● Social distancing may not be possible ● Use appropriate PPE for continuous wear and during procedures along with hand washing	
Related Services for Students (OT/PT, Speech, Social Work Services, etc.)	● Virtual, if appropriate ● Face coverings must be worn and social distance must be maintained	● Review ISBE Part 3 guidance and specific protocols for individual students – **Director of Special Education** – *August 7*
Before- and After-Care and Other Programs	● Should be restricted to essential activities ● Organizations and groups that wish to access a school's facilities should submit a plan that addresses procedures for program implementation	● If allowing outside organizations in facilities, establish protocols in partnership with organizations – **Superintendent, Director of F&F, Principals** – *August 24*
Library Areas	● Consider using the library space as a break-out instructional space or remote learning supervision area if the school needs additional locations to adhere to capacity limits and social distancing requirements ● Consider bringing resources and librarians to classrooms.	● Work with library staff to determine protocols – **School Administration** – *August 27*
Health Offices	● Maintain social distancing ● Provide resources to limit transmission (ventilation, barriers, curtains, etc) ● Use two separate entrances to the health office space to allow one to be used by students without illness symptoms and one to be used by students with illness symptoms ● Provide a supervised quarantine space for students/staff who are experiencing COVID-19-like symptoms and may be awaiting evaluation and/or pickup. ● All students must wear a face covering unless medically contraindicated ● Implement strategies to reduce unnecessary visits from students, staff, and visitors ● Healthy students reporting to the health office for medical management must be treated in a separate clean designated area	● Work with nurses and health official to develop protocols and prepare spaces – **Superintendent, School Administration** – *August 24* ● Evaluate the current school health office space and determine location for quarantine - **Director of F&F, School Administration** – *August 24* ● Hire floating "contract" nurse for back-up – **HR Specialist** – *August 24* ● Order appropriate supplies - cleaning and PPE – **Director of F&F, Engineers** – *August 24*

Extracurriculars	Extracurricular activities must follow the IDPH requirements set forth for the school setting, which include social distancing, appropriate use of PPE, limiting the number of individuals in one space to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19.	● Develop plans and protocols for extracurriculars – **Administration** – *August 14*
Playgrounds	● Playground equipment that is to be used should be monitored, and the number of students using each piece of equipment should be limited ● Maintain appropriate cleaning of playground equipment ● Students should perform hand hygiene prior to touching playground equipment and upon return from the playground	● Develop protocols for using and cleaning equipment, if allowed – **School Administration, Director of F&F** – *August 24* ● Order cleaning supplies – **Engineers** – *August 24*
Auditorium/Multi-Purpose Rooms	● Limit the number of individuals in one space to 50 or fewer during Phase 4.	● Ensure auditoriums and multi-purpose rooms that are used are cleaned and disinfected daily and in between groups as much as possible – **Engineers** – *Ongoing*
Field Trips	● Field trips are discouraged until state and local health officials have determined that it is safe to resume them	● Cancel any field trips planned for the start of the year and then monitor – **Principals** – *August 24, Ongoing*
Other	●	●