

River Forest
Public Schools

Administration Building

7776 Lake Street
River Forest, IL 60305
Phone: 708-771-8282
Fax: 708-771-8291

D90 COVID-19 Operations Information Update
November 16, 2020

- Rush University Medical Center Infection Prevention Team – Review of D90 Procedures and Virtual Town Hall for Staff
- Re-Opening of D90 Full Remote Learning Option Enrollment
- New IDPH Guidance: “Ventilation System Guidance During COVID-19”
- “Clarification of Adaptive Pause Guidance for Schools, K-12” (CCDPH)
- D90 Data Dashboard Metrics: Series October 22 – November 12, 2020
- D90/West Cook YMCA Remote Learning Supervision Program Adjustments
- “Adaptive Pause” Response to Health Metrics

D90 COVID-19 STAFF PROCEDURES GUIDE

(Revised November 9, 2020)

Please plan to implement the following procedures upon the students' return to in-person instruction. Please note that these procedures reflect D90 plans/recommendations and guidance from ISBE and public health agencies about current best practices, but may be subject to revision. For specific questions about the implementation of these procedures at your school, please contact your building administrator.

Staff Arrival

- Staff will be required to self-certify each day prior to arrival using the PowerSchool login.
- Staff will enter at specific locations that have a tethered IR thermometer, disinfectant wipes and hand sanitizer. At Lincoln, those entrances are doors 1, 7 and 10. At Roosevelt, they are doors 1, 4, 7 and 13. At Willard, they are doors 1, 4 and 7. Staff will be required to take their own temperatures and disinfect the thermometer after use. If a staff member's temperature is 100.4 degrees or higher, the staff member must exit the building and contact their supervisor directly to report the situation.

Student Arrival/Student Dismissal

- Staff will be assigned on a rotating basis at the school level to monitor the temperature check areas during student arrival. The areas are located as follows:
 - Lincoln – Outside of Doors 1, 7 and 10
 - Roosevelt – Inside of Door 1 (Grade 5), Door 4 (Grade 7), Door 7 (Grade 8) and Door 13 (Grade 6)
 - Willard – Outside of Doors 1, 3, 4, 7 and 8
- Staff will administer a temperature check of students and follow school-designated procedures for student admission into the building. Elementary staff will look for visible evidence of student pre-certification, such as a sticker. If there is no visible evidence of pre-certification, staff will administer the symptom questionnaire using the posted signage. Staff members administering temperature checks will be provided with PPE, including a face shield and gloves.
- Building office staff will review PowerSchool certification records daily and contact families, as appropriate, when students are not pre-certified.

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Student Arrival/Student Dismissal (continued)

- Staff will ensure that all students are wearing masks upon entry, unless a student has certification on file directing otherwise by a physician. A supply of disposable masks will be available at each checkpoint for any student who forgets to bring a mask. Staff will ensure that all students, unless directed otherwise by a physician, wear a mask at all times inside the buildings. Any student that loses a mask or the mask becomes destroyed throughout the day will be sent immediately to the nurse's office, where a supply of disposable masks will be stored.
- Staff will allow students into the building on a staggered schedule by grade level/classroom, following school-specific protocols.
- Playground equipment will be closed to students and families for 30 minutes before students are to arrive on-site at school each morning.

After Entry/Student Dismissal

- Staff will escort any students with indicated temperatures or symptoms to quarantine areas, if necessary. The nurse will call parents and inform them to pick up their students within 30 minutes or have a reliable listed emergency contact pick them up in an adequate amount of time. Quarantine areas at each school will not be used for other purposes, and staff members should not enter these areas unless necessary.
- Staff should instruct all students to "pump in" by using hand sanitizer in their classrooms to promote cleanliness and avoid congestion at the hand washing stations or the bathrooms at the beginning of the day. Hand wash regimens will also be instituted at key times.
- Staff should instruct students to "pump out" by using hand sanitizer in their classrooms to promote cleanliness and to avoid congestion at the hand washing stations or the bathrooms at the end of the day or the end of each class.
- At dismissal, which may be staggered as designated by building administrators, staff will escort students out of the buildings as follows: **Lincoln/Willard** – Classroom staff will escort students out the same door as their assigned entrance door while encouraging social distancing and discouraging congregating outside of school. **Roosevelt** – The last-period

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teacher will escort students to the closest door while encouraging social distancing and discouraging congregating outside of school.

- Playground equipment will be closed to students and families for 30 minutes after students are dismissed each afternoon.

Classroom Supply Protocols

- Staff will limit and discourage student objects brought from home.
- Elementary staff will provide individual bins or storage for student supplies, if possible. If there are items that must be shared, the materials should be put aside after each use for cleaning by custodial staff at the end of the day. Students must perform hand hygiene after each use of any shared supplies.
- Staff will ensure that students do not share paper products or disposable items.
- Staff will encourage students to avoid touching the face (eyes, nose and mouth), demonstrate proper mask wearing for students, and clarify expectations about mask-wearing.
- Only supervisors and staff who are required for instruction will be allowed in the classrooms.
- Staff should not visit any classroom other than their own without permission from the classroom teacher unless it is an emergency or arranged in advance with the teacher and an administrator.
- Staff will direct middle school students to use a disinfectant wipe to clean their individual work surfaces at the beginning of each class.
- At the PK-4 buildings, classroom cubbies/storage spaces may be used to store personal student belongings. Each classroom teacher will determine a procedure that adheres to social distancing guidelines for allowing students into the cubby area to retrieve items. Middle school students will be directed to bring student supplies and materials each day in backpacks and refrain from bringing excess items. Middle school students will be directed to carry any apparel with them from class to class since lockers will be restricted for most children.

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Classroom Supply Protocols (continued)

- If a student becomes symptomatic during an instructional period, the classroom teacher will contact the nurse to escort the student with his or her things to the quarantine area. No students or staff should sit at or touch the affected student's desk, table, chairs or supplies. The nurse will inform the custodial staff of the need to clean and disinfect the impacted space.

Hallways/Movement

- During hallway movement (which will be two-way directionally) staff will instruct students to stay to the right as much as possible. At Roosevelt and Willard, the hand washing stations should be used as "road medians" to promote social distancing.
- At the PK-4 schools, staff will schedule coordinated student bathroom breaks and escort individual classrooms to the restroom.
- At Roosevelt, staff will monitor the hallways during passing periods to ensure a limited number of persons entering bathrooms at one time.
- During classroom bathroom breaks or during passing periods, students will maintain social distancing outside of the bathrooms using floor decals. There will be floor decals inside of the bathrooms to be used as a designated waiting spot if no stall/urinal is available. When the door is opened, a student may enter if the decal for waiting location is unoccupied. If occupied, students must continue to wait outside the rest room.
- Staff should also schedule hand hygiene breaks, including:
 - before and after eating snacks (which may only occur outside the building)
 - transitioning to a new space
- Any permitted snack breaks will occur outside, while adhering to six-foot social distancing mandates and performing hand hygiene functions before exiting and returning into the classroom.

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PPE/Safety Protocols

- Social distancing of six feet must be observed as much as possible.
- No more than 25 individuals may gather in one space under any circumstances.
- Staff and students should abstain from physical contact, including, but not limited to handshakes, high fives, hugs, etc.
- All individuals must wear face coverings at all times in school buildings (covering nose and mouth) even when social distancing is maintained.
- Every staff member will be issued two washable masks, one with a clear panel. Nurses and applicable special education staff and other personnel with specialty assignments will be issued gowns, face shields and KN-95 masks.
- Staff members may use their own face mask.
- Staff with a medical reason for not wearing a mask must consult an administrator so that a reasonable accommodations can be discussed. Face shields are not an acceptable substitute for a mask unless medically contraindicated. In that case, an administrator must be consulted before this is allowed. Employee physician documentation will be required.
- Staff will be encouraged to wash hands regularly.
- Classrooms and other instructional areas will be equipped with hand sanitizer, disinfectant wipes and air purifiers.
- Staff will ensure that classroom libraries (as well as the building LLC's) will quarantine books used by students for the recommended amount of days before being put back into circulation.
- Classroom staff must supervise the use of hand sanitizer so that children do not ingest or use it improperly.
- Staff should individually problem-solve issues with any allergies for students or staff concerning hand sanitizer or soap use. These allergies should be documented preferably by

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a physician. If needed, the District will be prepared to have moisturizing products to offset skin breakdown due to frequency of hand hygiene and cold weather.

- Staff, with custodial staff assistance, will ensure that adequate hygiene supplies are present in the classroom. Please contact the office if you require extra supplies at any time.
- Nurses will work with each building administrator to answer health and safety-related questions for students, staff, and families. The D90 contact tracer will work with families to address health issues and assist nurses in monitoring the circumstances of students or staff who are symptomatic, diagnosed, or have been exposed to COVID-19.
- Students will be encouraged to bring a refillable water bottle with a “sipper” mouthpiece that can be covered. Students may not use the water fountains but will be permitted to refill water bottles at the water bottle filling stations. Each classroom will have a limited supply of bottled water for those students that forget their water bottles.
- Staff should handle student protocol infractions as any other violation of District policy, procedure or practice. After addressing any initial infractions with students in the classroom, please inform your administrator if students do not comport with procedural expectations, including mask-wearing violations.
- Staff will conduct all team, department and other staff meetings virtually, unless planned otherwise.
- Visitors to the schools will be highly restricted and subjected to a symptom check at arrival and all social distancing and mask-wearing requirements.

Engineer/Custodial Procedures

- Custodial staff will continue to clean each night per the existing custodial cleaning schedule. The custodial staff will also disinfect each classroom, bathroom and common area each night with the electrostatic sprayer. The electrostatic sprayer may not take the place of daily manual friction cleaning with a disinfectant.
- Custodial staff will develop a schedule to periodically clean and disinfect bathrooms, common areas, high touch areas, and any open and available instructional areas during the school day.

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Engineer/Custodial Procedures (continued)

- If staff observes that additional cleaning is needed, they should notify an administrator immediately.
- Quarantine areas will be cleaned and disinfected following industry protocols once they are vacated.
- Each morning at 6am, Building Engineers will open all windows regardless of the weather. Windows will remain open all day. Additionally, the Engineers will set each unit ventilator to the economizer cycle, or 100% outside air intake, to act as a complete purge of the system. As the outside temperature drops, that function will have to be reduced somewhat to avoid freezing of the heating coils. Regardless of outside temperature, however, unit ventilator fans will operate continuously while the building is occupied. Students and staff are encouraged to dress accordingly. While increasing ventilation is valuable, it is important to acknowledge that this may boost runny noses as it gets cold in the room confounding symptoms with just being cold, and may eventually become problematic.
- Building Engineers will inspect air circulation systems to ensure that air filters are properly seated and ventilation functions are operating as indicated.

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- No more than 50 individuals may gather in one space under any circumstances. **Decrease this number**
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- All individuals must wear face coverings at all times in school buildings (covering nose and mouth) even when social distancing is maintained.
- Every staff member will be issued two washable masks, one with a clear panel. Nurses and applicable special education staff and other personnel with specialty assignments will be issued gowns, face shields and KN-95 masks.
- Staff members may use their own face mask.
- Staff with a medical reason for not wearing a mask must consult an administrator so that a reasonable accommodations can be discussed. Face shields are not an acceptable substitute for a mask unless medically contraindicated. In that case, an administrator must be consulted before this is allowed. **Consider requiring a doctor's note**
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a physician. Be prepared to have moisturizing products to offset skin breakdown due to frequency hand hygiene and cold weather

PPE/Safety Protocols (concluded)

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- Students will be encouraged to bring a refillable water bottle with a straw or “sipper” mouthpiece. Students may not use the water fountains but will be permitted to refill water bottles at the water bottle filling stations. Each classroom will have a limited supply of bottled water for those students that forget their water bottles. **I'd prefer a mouthpiece that can be covered- straws stick out and up and stuff brushes against them, they get touched, etc**
- Staff should handle student protocol infractions as any other violation of District policy, procedure or practice. After addressing any initial infractions with students in the classroom, please inform your administrator if students do not comport with procedural expectations, including mask-wearing violations.
- Staff will conduct all team, department and other staff meetings virtually, unless planned otherwise.
- Visitors to the schools will be highly restricted and subjected to a symptom check at arrival and all social distancing and mask-wearing requirements.

Engineer/Custodial Procedures

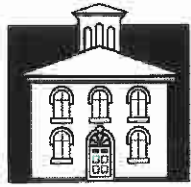
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Engineer/Custodial Procedures (concluded)

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- Building Engineers will inspect air circulation systems to ensure that air filters are properly seated and ventilation functions are operating as indicated.



**River Forest
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**Full-Time Remote Learning Opt-In Form
2020-2021 School Year**

As a result of the COVID-19 pandemic, Illinois is operating under a five-phase plan referred to as *Restore Illinois*. Under Phase 4 of *Restore Illinois*, Illinois schools can return to in-person instruction by adhering to guidance from the Illinois Department of Public Health (IDPH). River Forest District 90 is committed to providing in-person instruction for its students during the 2020-2021 school year while following the safety standards recommended by the IDPH. To ensure the health and safety of students, staff, and the school community, students are expected to cooperate with all River Forest District 90 safety protocols at school and school-related activities. River Forest District 90 students are expected to return to school for in-person instruction on a partial (elementary) or part-week (middle school) basis during the month of November, unless directed otherwise by IDPH or River Forest District 90 determines that a student cannot attend school safely. The specific start dates will vary by grade level.

While in-person instruction is optimal for students' learning, River Forest District 90 understands that parents may prefer remote learning as an alternative due to concerns related to the pandemic or other reasons. In an effort to accommodate the needs of our school community during this unprecedented time, River Forest District 90 is offering for parents to opt-in their students to participate in full-time remote learning while Illinois remains in Phase 4 of *Restore Illinois* (or if Illinois reverts to an earlier Phase that permits in-person attendance).

By opting-in your child to full-time remote learning, you understand and agree to the following:

1. My child will receive all learning instruction, activities, and supports from River Forest District 90 remotely through alternative means (e.g., phone, e-mail, online/virtual platforms such as Facetime, Google Meet, Zoom, etc.).
2. Full-time remote learning will include both synchronous (live) and asynchronous methods of instruction, though opportunities for my child to receive immediate feedback/responses from teachers and other school personnel may be limited. I understand that the majority of the students in class will be "in-person," which will impact pedagogy.
3. Full-time remote learning may not include all of the activities offered within the classroom.
4. If my child participates in group-based special education services, I will be asked to sign a separate consent form agreeing to remote group special education and/or related services.
5. If needed, River Forest District 90 may develop a Student Remote Learning Plan for my child that identifies the social-emotional and educational supports my child will receive during full-time remote learning.
6. My child will remain in full-time remote learning until after first semester (January 21, 2020) or until Phase 5 of *Restore Illinois*, whichever occurs first. Requests to return to the current mode of instruction may be made at any time after this point. However, families not requesting to return to the mode of instruction that is in place at that time will remain in full-remote learning until the end of the school year or movement to Phase 5 of *Restore Illinois*.

Your signature below acknowledges your understanding and agreement with the above statements and indicates that you have chosen to opt-in your child(ren) to full-time remote learning instead of having your child(ren) receive in-person instruction from River Forest District 90. If space for additional student names is needed, please indicate such and list them on the back.

Student Name: _____ Date of Birth: _____ Student Grade: _____

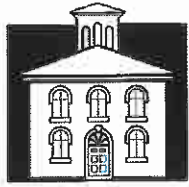
Student Name: _____ Date of Birth: _____ Student Grade: _____

Student Name: _____ Date of Birth: _____ Student Grade: _____

Parent/Guardian Name: _____ Parent/Guardian Email: _____

Parent/Guardian Signature: _____ Date: _____ Phone: _____

Please scan and send this form electronically to ribaudoj@district90.org or mail/deliver it to the District 90 Administration Office (7776 Lake Street, River Forest, IL 60305) no later than Wednesday, November 11, 2020. A U.S. postmark of November 11 will meet this deadline. Regrettably, late requests cannot be accepted.



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Full-Time Remote Learning Option 2020-21 School Year

While in-person instruction is optimal for students' learning, River Forest District 90 understands that parents may prefer remote learning as an alternative due to concerns related to the pandemic or other reasons. In an effort to accommodate the needs of our school community during this unprecedented time, River Forest District 90 is offering for parents to opt-in their students to participate in full-time remote learning while Illinois remains in Phase 4 of *Restore Illinois* (or if Illinois reverts back to an earlier Phase that still permits in-person attendance). District 90 is offering this option for students in grades K-8. **After reviewing the option details, families who are interested in this alternative must submit the accompanying form entitled "Full-Time Remote Learning Opt-In Form" to the District no later than Wednesday, November 11.** Notification by this date is necessary for school administrators to distribute instructional supplies, ensure that classrooms meet social distancing requirements, and balance classes in time for the transition back to in-person learning.

Essential Conditions of Full-Time Remote Learning Option

- Course texts, materials, and essential learning resources will be provided for students and families.
- The District will provide all technology/hardware necessary for student learning, in accordance with the established D90 technology lending agreement.
- Families electing full-remote learning in October or November will be required to commit to the program through the end of first semester on January 21 (approximately 90 days) unless the Governor indicates forward movement to Phase 5 of the *Restore Illinois Plan*.
- After first semester, families may elect to return to the current mode of instruction for all students (or whatever model is being implemented at that time). Please see the attached documents illustrating the daily/weekly instructional schedules at both the elementary and middle school levels beginning in October and resuming in November.
- Unless requesting to return to the current mode of instruction at any time after first semester, families electing full-remote learning will remain on that status until the end of the school year, or Phase 5 is attained.
- Requests to return to the current mode of instruction may be made at any time after first semester has ended, but a "back and forth" movement without a physician's certification cannot be accommodated.
- The District will be unable to accommodate family requests for students to shift into the full-remote learning option after the grade level start of blended instruction unless directed by a physician, necessitated by school or class health/safety issues, or other exigent circumstances.

Excellence in Education: A Continuing Tradition

Blended (In-Person) Learning Program Description

In order to make an informed decision about the full-time remote learning option, families will undoubtedly want to understand the format of the in-person (blended) learning approach that is planned for all students. In order to better understand the descriptions below, please reference the attached elementary and middle school schedules located at the end of this document.

Elementary Blended (In-Person) Learning: Grades K-4

The recommended approach to return elementary students to in-person instruction includes daily attendance for PK-4 students in general education class clusters.

All enrolled Inclusion Preschool students will attend school from 8:30-10:30 AM (morning students) or 12:00-2:00 PM (afternoon students). Morning Kindergarten students will attend classes in person from 8:30-10:30 AM, with remote specials from 11:00-11:30 AM. Afternoon Kindergarten students will attend classes in person from 12:00-2:00 PM, with remote specials available for viewing afterwards.

Students in Grades 1-4 will attend school in-person from 8:30 AM – 12:30 PM each day. Classes will be clustered with students receiving instruction in their general education classrooms during this time. In-person instruction will include math, language arts, writing, social studies, science, SEL, and one daily “special.” Students will be dismissed at 12:30 PM for lunch, and class will reconvene remotely from 1:30-2:30 PM for the other “special” class and asynchronous independent practice/learning activities. Students will be provided with an outside “stretch break/snack” at a pre-designated time each day.

Students receiving special education services as indicated in IEP plans, 504 supports, or interventions under MTSS will continue to receive services as indicated in individualized plans, which are developed in partnership between families and school staff.

Middle School Blended (In-Person) Learning: Grades 5-8

The recommended approach to return middle school students to in-person instruction includes twice-weekly attendance in split-density classrooms, with instruction provided remotely on the remaining days. Students at all grade levels will be divided into two groups: “A” and “B.” All in-person classes will have approximately half of the students in attendance at one time. The other half of the students will be at home learning remotely in a synchronous manner. All classes will feature both synchronous and asynchronous learning experiences, similar to the model used during full-time remote instruction.

For all students, classes on Monday, Tuesday, Thursday, and Friday will be blocked, with classes lasting 70 minutes. All students will receive remote instruction on Wednesday, allowing for an 8 period day and a dedicated Advisory period.

The school day for students will begin at 8:30 AM and last until 1:30 PM, with four class sessions each day. There will be breaks scheduled between classes for students learning remotely, occurring during passing periods. Plans are being discussed for how students attending school in person will be able to have a snack safely at a time designated for each grade level.

Students receiving special education services as indicated in IEP plans, 504 supports, or interventions under MTSS will continue to receive services as indicated in individualized plans, which are developed in partnership between families and school staff.

School Health and Safety Procedures for Blended (In-Person) Learning

During the COVID-19 pandemic, health and safety procedures in District 90 are governed by public health guidance provided by the Illinois Department of Public Health (IDPH) and Cook County Public Health Department (CCPDH). Please see the attached guidance at the end of this document for further reference about how the District will manage symptomatic students and staff, individuals who have been exposed to COVID-19, or are diagnosed. The following list highlights the most important safety considerations that will be addressed in advance of the transition to blended learning, if they have not been implemented already. Please note that this list is not all-inclusive and may be modified over time.

Key COVID-19 Health and Safety Considerations:

- All individuals must wear appropriate masks to mitigate potential disease transmission.
- The District will provide all students with a suitable washable mask upon return to school.
- 6 foot social distancing will be expected between students, and between students and staff.
- Regular hand wash regimens will be implemented for all individuals in D90 schools.
- Students and staff will be required to self-screen daily for health certification purposes.
- Temperature checks will be required in advance of entrance to all school buildings.
- Students will be directed to enter/exit the schools at pre-designated entrances/exits.
- Quarantine areas will be established at all schools to accommodate symptomatic students or staff awaiting transport off site.
- The District will provide PPE for staff members, consistent with their job responsibilities and/or level of potential exposure to students or other staff.
- Upgraded air filters will be installed in the HVAC system to promote the best possible air quality, based on the system's capacity.
- Classroom supplies will include disinfectant wipes for use during instructional time.
- Learning supplies/student manipulatives will not be shared during the school day; manipulatives will be disinfected overnight for use the following day.
- Any location that is used by more than one group of students during the school day (i.e. Kindergarten classrooms) will be disinfected with the electrostatic sprayer after being cleaned between user groups.

- Maintenance staff will receive training on current cleaning regimens and cleaning supplies.
- Additional custodial staff will be hired across the District to accommodate additional cleaning needs.
- Additional nursing, contact tracing, and infection control support will be contracted as appropriate.
- Signage will be in place at all schools indicating entrance protocols, where to stand for social distancing, and required procedures.
- Visitor access to school buildings will be limited to essential business.
- Visitors to school buildings will be required to wear masks at all times, and disposable masks will be provided to those who forget them.
- School deliveries to school buildings will be scheduled to minimize interactions.
- Plexiglas dividers will be installed in classroom and office locations, as appropriate.
- Hand sanitizing stations will be available in identified hallways, offices, and classrooms.
- Seating in all learning spaces will follow IDPH and ISBE guidelines for social distancing, with the goal of maintaining 6 feet of space between students, and students and staff.
- Student locker use will be curtailed at the middle school level; elementary “cubbie” use will be on a restricted basis.
- Students will be instructed to bring water bottles to school for hydration and use water bottle filling stations; water fountains will be shut off.
- Paper towels will be available in restrooms to minimize hand dryer use.
- Regular restroom use will be scheduled at the elementary level and monitored during passing period at the middle school level to minimize user load.
- Portable hand wash stations will be placed in school locations where classroom sinks are not available for use.
- Student movement throughout the buildings for passing periods, restroom use, entrance/dismissal, and recess will be scheduled to minimize hallway and facility density.
- All IDPH and Cook County Health Department guidance will be followed pertaining to symptomatic individuals, quarantine/isolation periods, confirmed COVID-19 diagnoses, and reporting requirements, and best practices in contact tracing will be adhered to.

Face Masks

All staff and students must wear face masks at all times in school buildings (covering nose and mouth) even when social distancing is maintained. Per ISBE guidance, students with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act. There will be some very rare situations that will preclude a student from wearing a mask and who must instead wear a face shield. For example: a student who cannot independently remove a face mask will wear a face shield, a student who is deaf or hard of hearing may require the use of a face shield instead of a face mask, a student with significant sensory needs may not tolerate wearing a face mask or face shield, etc. The District will address these situations with families on a case- by-case basis. Parents/guardians must provide sufficient documentation of the medical condition. A note from the physician will be considered by the school team, but may not result in the requested accommodation. The school team will determine the appropriate accommodation, if any.

Transportation

The District will continue to provide transportation to and from school for those students who qualify for this service. District 90 works with Lakeview Bus Company to provide special education transportation within River Forest boundaries. All bus drivers and bus monitors will be required to daily self-certify they have no symptoms of COVID-19 and their temperature will be checked. If they report or show any symptoms or have a temperature of 100.4 or higher, they will not be allowed to work.

The following precautions for riding the bus will be taken:

- Students must wear a face mask.
- Windows will be opened as much as possible (weather permitting).
- Students who are picked up first will sit at the back of the bus.
- When getting off of the bus, students in the front rows will leave first.
- Students will not share a seat.
- Students will sit in every other seat (horizontally and vertically).
- Buses will be thoroughly cleaned before and after each route.

Parents/guardians must complete the self-certification digital form for their student *before* the student will be allowed to board the bus.

Full-Time Remote Learning Option Description

The District 90 full-time remote learning option will allow participating students to achieve proficiency on the Illinois Learning Standards at the enrolled grade level through remote instruction and be promoted to the subsequent grade upon successful completion. Students receiving instruction through full-time remote learning will take the same classes as grade-level peers, instructed by District 90 teachers. The courses will have the same learning objectives/outcomes and course expectations, including grading requirements. Students will be assessed for understanding in a manner that is similar to classroom-based students, though the nature of the formative assessment may vary. Because of physical limitations, full-time remote learners may be exempt from participation in certain standardized achievement assessments.

Under the full-time remote learning option, the classroom teacher will retain the same instructional decision-making prerogative as with traditional classroom instruction, under the approved D90 curricula. District 90 teachers are highly trained and qualified to determine preferred instructional approaches, utilize effective lesson design in service of student learning needs, and determine the best teaching methodologies for the students in the class. Specific details and decisions about class procedures, student expectations, and the manner in which the class is conducted are at the prerogative of the classroom teacher.

District 90 will employ the same video conferencing and virtual learning platforms that were used during full remote learning, and are compliant with data privacy laws and District 90 standards for

student data privacy protection. The vendors' online terms and conditions/privacy policies provide adequately robust protections for student data privacy and do not misuse or allow misuse of student data. Teacher decisions about how to employ synchronous (real-time) instruction for remote learners will be contingent on the age and developmental level of students. While real-time instruction allows teachers to engage directly with students, a balanced use of off-line lessons and learning activities afford increased (and sometimes preferred) options for student learning. Full-time remote learners will often complete these components simultaneously with their in-person peers.

It is important to stress that the full remote learning option will "feel different" than when all students were in remote learning at the same time. Teachers will make every effort to ensure that remote learners - full-time or otherwise - are thoroughly engaged and included in the instructional experience. However, parents and teachers will want to prepare full-remote students to expect inevitable changes in classroom dynamics from when all students were remote learning at the same time.

Elementary Full-Time Remote Learning (Grades K-4)

Full-time remote learning students will be assigned to specific classrooms at the elementary level and participate in their learning activities alongside the other students in the general education class. This will allow full-time remote students to establish rapport with the classroom teacher, develop relationships with peers in the classroom, and become an integral part of the classroom community. This approach will also facilitate a smoother transition back to the classroom if full-time remote students return to in-person instruction.

Instruction will be provided in both a synchronous (real-time) and asynchronous manner during the course of the school day. Synchronous lessons will be scheduled at designated times during the school day, with students participating in the broadcast lessons on their iPad device. Interspersed between synchronous lessons, students may be directed to complete assignments, independent practice, age-appropriate group activities, projects, independent reading or other designated "off line" activities. During these times, students will also be encouraged to take movement and rest breaks to avoid sitting in one place too long or engaging in more screen time than is necessary. During synchronous instruction, classroom teachers will be utilizing their Swivl camera device that records audio and video and follows the teacher around the classroom. This device integrates with the Zoom platform to allow full-time remote learning students the chance to participate in the delivery of live instruction. Whenever possible, synchronous lessons will be recorded for full-time remote learners in case they are unable to attend the live lesson at the designated times. Teacher feedback, communication, and assignment submission will occur over the Seesaw learning platform. All students and families will be expected to comply with the "Expectations for Video Conferencing and Synchronous Instruction" (please see end of document). Families should have already indicated agreement with these expectations when signing the *District 90 Student/Family School Handbook* acknowledgment form at the start of the school year.

**Please note that the first few days of resumed in-person instruction will have a predominant focus on establishing/reinforcing routines and procedures for in-person elementary students adjusting to returning to school. Full-time remote learners will be engaged in as many of the classroom*

conversations and activities as possible, since they are designed to build a strong classroom community and ensure that students understand and adhere to safety procedures.

Middle School Full-Time Remote Learning (Grades 5-8)

At the middle school level, students will remain enrolled in their previously assigned classes and participate in learning activities alongside the other students in each class. This will allow full-time remote students to maintain rapport with the classroom teacher, expand existing relationships with peers in the classroom, and become an integral part of the classroom community. Students will be expected to attend and complete the course requirements for all core subject areas and “specials/exploratory” classes, including Physical Education.

Instruction will be provided in both a synchronous (real-time) and asynchronous manner during the course of the school day. Synchronous lessons will be scheduled at designated times during the school day consistent with scheduled classes, with students participating in the broadcast lessons on their iPad device. When not engaged in synchronous learning, students will be directed to complete assignments, independent practice, virtual group work, projects or other appropriate “off line” activities. During these times, students will also be encouraged to take movement and rest breaks to avoid sitting in one place too long or engaging in more screen time than is necessary.

During synchronous instruction, classroom teachers will be utilizing their Swivl camera device that records audio and video and follows the teacher around the classroom. This device integrates with the Zoom platform to allow full-time remote learning students the chance to view live instruction. Whenever possible, synchronous lessons will be recorded for full-time remote learners in case they are unable to attend the live lesson at the designated times. Teacher feedback, communication and assignment submission will take place using the Schoology learning management system.

All students and families will be expected to comply with the “Expectations for Video Conferencing and Synchronous Instruction” (please see end of document). Families should have already indicated agreement with these expectations when signing the *District 90 Student/Family School Handbook* acknowledgment form at the start of the school year.

Social Emotional Considerations for Full-Time Remote Learners

It is imperative that all students learn in environments that attend to students’ well being, safety, social-emotional and physical health needs. To support full-time remote students, teachers will be encouraged to involve remote learners in classroom activities designed to build community and foster a sense of belongingness. Examples of these efforts may include synchronous team building experiences, pairing in-person and full-time remote students for online learning activities, having full-time remote learners attend “morning meetings,” and reinforcing predictable routines to help students maintain a sense of psychological safety. In addition, full-time remote learners and families will retain ongoing access to school social workers and support staff to assist, as needed. The D90 Social Emotional Work Group has identified and is implementing strategies that will

continue to provide all students (including full-time remote learners) with supports to address issues related to emotions, well-being, and safety. Examples of these strategies/supports include (but are not limited to):

- Classroom community building activities
- Regular “check-ins” from classroom teachers and social workers
- Middle school Advisory Program for all students (during remote learning Wednesdays)
- Established processes for students to report concerns to a trusted adult
- SUPPORT4U anonymous texting app for student mental health needs
- Access to local community health resources for further assistance

If needed, River Forest District 90 may develop a *Student Remote Learning Plan* in collaboration with the family for any child requiring additional social-emotional and/or educational support.

Expectations for Video Conferencing and Synchronous Instruction

- All participants must participate in real-time instruction in a “public space” at home (i.e. living room, kitchen, etc.).
- Students should mute their audio when listening.
- Student dress code standards are in effect at all times.
- Respectful conduct is expected as if instruction was taking place in a school classroom.
- Students and teachers will ensure that their workspace background is both presentable and appropriate.
- All video conferencing invitations will be initiated by the staff member.
- Special education or related service providers may utilize video conferencing tools to provide one-to-one or small-group therapy, with parental waivers.
- If there are concerns about the ability for students to meet the expectations reflected herein, family members should inform teachers as soon as possible to develop effective solutions
- In the case of limitations or challenges presented by synchronous instruction, staff-initiated phone calls to the parent or guardian should be employed to resolve the matter.
- Parents/guardians may not record virtual instruction displaying students at any time, and real-time instruction may only take place during school hours.

Documents/Exhibits Attached:

1. Elementary and Middle School Blended Schedules
2. IDPH Guidance on Quarantine/School Exclusion
3. “Full Time Remote Learning Opt-In” Form

Questions about the D90 full-time remote learning option should be directed to Dr. Alison Hawley, District 90 Director of Curriculum and Instruction, at hawleya@district90.org



Ventilation System Guidance During COVID-19

The purpose of this document is to provide a quick overview, practical guidance, and resources for heating, ventilating, and air-conditioning (HVAC) systems during COVID-19. More comprehensive guidance for HVAC systems is available from the American Society of Heating Refrigerating and Air Conditioning Engineers (ASHRAE) in its [Guidance for Building Operations during the COVID-19](#) and [Guidance for the Re-Opening of Schools and Universities](#).

The Centers for Disease Control and Prevention (CDC) recommends schools, child-care programs, workplaces, congregate living facilities, and other locations consider upgrades or improvements to their HVAC system during the COVID-19 pandemic.

Brief summary of recommended HVAC system improvements

- Increase air changes per hour (ACH).
- Increase outside air.
 - Use caution in areas where particulate matter or other hazardous air pollutants are a concern.
- Disable demand-controlled ventilation (DCV).
- Open outdoor air dampers to reduce or eliminate recirculation.
 - This may affect thermal comfort and humidity, especially during extreme weather.
- HVAC system filters should be MERV-rated and properly installed.
 - A minimum efficiency rating value (MERV) of 13 or higher is recommended.
 - Ensure the filters are properly installed and have no gaps to allow air to by-pass them.
- Keep systems running longer and, if possible, 24/7.
- Consider using portable HEPA filters in areas with high occupant density, as well as:
 - Higher risk areas such as a school nurse's office.
 - Locations with no mechanical ventilation or filtration.
 - Poorly functioning HVAC systems to aid the system.



Picture is from the following site:
<https://www.livescience.com/3648-children-adults-colds.html>

Additional HVAC systems' guidance

Ensure the HVAC system operates properly and provides acceptable indoor air quality for the occupants and building spaces.

- Understand the limitations and specific type of your building's HVAC system.
- Check common areas (e.g., bathrooms, kitchens, etc.) and exhaust fans to ensure they are working correctly.
- Check that the ducts are balanced and working according to the system design.
- Obtain consultation from experienced HVAC professionals when considering changes to HVAC systems and equipment.
- Periodically clean all HVAC systems and replace filters so the system can function properly.
 - Follow manufacturer's recommendations on maintenance and filter replacement.
- Consider running business and school HVAC systems at maximum outside airflow (100 percent) for two hours before the first individual arrives and two hours after the last individual leaves.
 - If possible, extend this recommendation beyond the time suggested above.
- When weather conditions allow, increase fresh outdoor air by opening windows and doors.
 - Do not open windows and doors if doing so poses a safety or health risk to children or individuals using the facility.
 - Use fans to increase the distribution of outside fresh air while doors and windows are open.
 - Facilities should consult with local fire officials regarding compliance with the fire code and local fire ordinances.
- Consult with your building engineer before using floor fans, ceiling fans, fan-forced heaters, and similar appliances so they can evaluate changes in air flow that may increase the risk of spreading particulates, droplets, and aerosols from person to person or affect HVAC system performance.
 - Do not direct fans so they are blowing directly at individuals.

Note: Consult with your building engineer and maintenance staff on current practices to maintain the HVAC system and any improvements that can be made.

Where Can I Get More Information?

Contact the IDPH Environmental Toxicology Section
Phone: (217) 782-5830



Leadership

Toni Preckwinkle
President, Cook County Board of Commissioners

Debra D. Carey
Interim CEO, Cook County Health

Rachel Rubin, MD, MPH, FACP
Senior Medical Officer

Kiran Joshi, MD, MPH
Senior Medical Officer

Board of Directors

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Mary Driscoll, RN, MPH
Ada Mary Gugenheim
Mike Koetting
David Ernesto Munar

Heather M. Prendergast, MD, MS, MPH
Robert G. Reiter, Jr.
Layla P. Suleiman Gonzalez, PhD, JD
Sidney A. Thomas, MSW

Clarification of Adaptive Pause Guidance for Schools, K-12

October 16, 2020

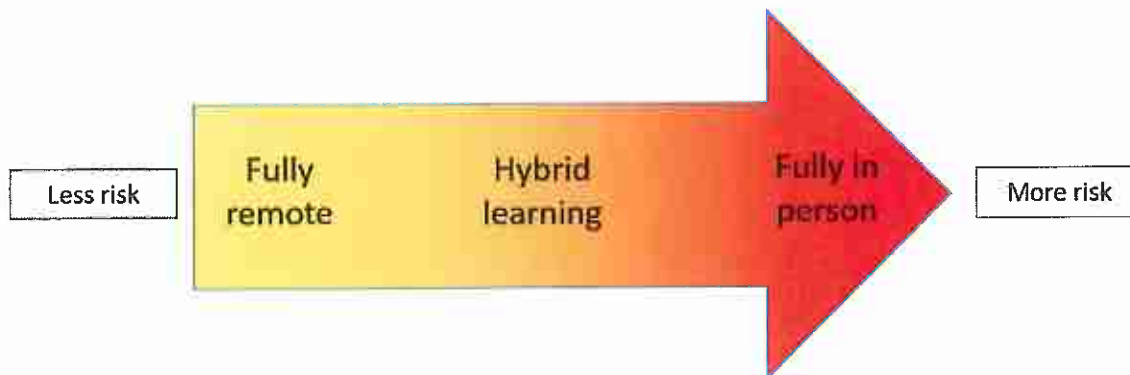
Introduction

The purpose of this document is to help clarify the Illinois Department of Public Health’s (IDPH’s) Adaptive Pause Guidance on the role of metrics in school districts’ decision-making related to the COVID-19 pandemic.

The information in this document is taken primarily from [IDPH’s Adaptive Pause Guidance](#), and also incorporates some elements of the Center for Disease Control and Prevention’s (CDC’s) document “[Indicators for Dynamic School Decision-Making](#)”.

Types of Information for Decision-Making

Presently, schools in suburban Cook County may be conducting learning activities in one or more of the following modalities, which can be considered on the following risk continuum:



In addition to the specific local needs of each school district during the COVID-19 pandemic, several other, different layers of information are recommended for school administrators to consider when making decisions to move between learning modalities listed on the continuum shown above. These layers are the following:

1. Recent or Ongoing Transmission in a School(s)

A school with documented recent or ongoing transmission (within the school setting) must work closely with Cook County Department of Public Health (CCDPH) and follow any instructions provided to stop further transmission. A school with an outbreak can expect recommendations from CCDPH on opening and closing that will depend on the specific circumstances at a given school.

2. Data that inform Minimal/Moderate/Substantial Community Transmission

Metrics and other data to inform the process of categorizing community transmission are available on CCDPH's COVID-19 data website (<https://ccdphcd.shinyapps.io/covid19>), under the "School Metrics" tab. These metrics are provided to mirror the metrics outlined in the table "Metric Guidance for Local Health Departments to Prompt Discussion with School Officials" from the Adaptive Pause guidance. This table is reproduced on the following page.

Table 1. Metric Guidance for Local Health Departments to Prompt Discussion with School Officials

	Minimal Community Transmission	Moderate Community Transmission	Substantial Community Transmission
County-Level Metric	Alert for 1 metric but remained BLUE at any point in the last 4 weeks	Transitioned to ORANGE once in the last 4 weeks	Remained in ORANGE for ≥ 2 consecutive weeks
	Weekly county case rates ≤ 50 per 100,000	Weekly county case rates > 50 to ≤ 100 per 100,000	Weekly county case rates above > 100 per 100,000
	Weekly county overall case numbers increase for 2 consecutive weeks with a $> 5\%$ to $\leq 10\%$ increase occurring each week	Weekly county overall case numbers increase for two consecutive weeks with a $> 10\%$ or $\leq 20\%$ increase occurring each week	Weekly county overall case numbers increase for two consecutive weeks with a $> 20\%$ increase occurring each week
	Weekly county youth case numbers increase for two consecutive weeks with a $> 5\%$ to $\leq 10\%$ increase occurring each week	Weekly county youth case numbers increase for two consecutive weeks with a > 10 or $\leq 20\%$ increase occurring each week	Weekly county youth case numbers increase for two consecutive weeks with a $> 20\%$ increase occurring each week
	Weekly test positivity $\leq 5\%$	Weekly test positivity $> 5\%$ but $\leq 8\%$	Weekly test positivity $> 8\%$
Regional Resurgence Metric			Region moved to Tier 1 mitigation

3. Self-assessment of Schools' Ability to Implement and Maintain Mitigation Strategies

Five of these strategies are considered 'core' strategies by CDC, which are as follows:

- Consistent and correct use of masks
- Physical distancing of at least 6 feet to the largest extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Contact tracing in collaboration with CCDPH

Though the core strategies described above are the highest priority, schools should attempt to implement all possible mitigation strategies to reduce the risk of disease transmission. Other mitigation strategies mentioned by CDC include, but are not limited to, cohorting, staying home when appropriate, ensuring adequate supplies, staggered and alternate scheduling, not sharing objects, limiting visitors, water system safety, physical barriers and guides, closing communal spaces, and modifications to ventilation systems and food services.

Risk-based Decision-making and Learning Modalities

The following information is provided in order to assist school administrators in making decisions. Instructions provided during temporary periods of ongoing school-based transmission notwithstanding, these are recommendations, not requirements. School officials who determine that their schools are unable to carry out their normal operations, including, but not limited to, student and/or faculty or staff absenteeism, unsafe physical conditions, or any other critical issues may choose to close and reopen as necessary and at their discretion.

Irrespective of data on community transmission or a school's ability to implement and maintain mitigation strategies, schools with outbreaks are advised to work closely with the Cook County Department of Public Health to stop ongoing transmission.

In the absence of ongoing transmission, schools should use data on community transmission as well as its ability (based on self-assessment) to implement and maintain mitigation strategies in order to determine its ideal learning modalities based on risk categories: High risk, medium risk, or low risk.

High risk

If suburban Cook County meets the criteria for substantial community transmission according to the criteria outlined in Table 1 above and schools experience difficulties implementing and maintaining core mitigation strategies, together these would indicate the school is at high risk for transmission. Schools with in-person learning either predominating or as part of a hybrid model must **strongly consider** alternative learning modalities including moving to remote-only instruction as quickly as feasible.

If suburban Cook County meets the criteria for substantial community transmission according to the criteria outlined in Table 1 but a school has successfully implemented and maintained core mitigation strategies, this would still be considered high risk. Schools with in-person learning either predominating or as part of a hybrid model should consider moving to remote only-instruction out of an abundance of caution. If schools opt to continue in-person instruction, CCDPH recommends schools conduct more frequent (e.g., daily or twice-weekly) self-risk assessments and pay strict attention to the possibility of school-related transmission. Any suspected or confirmed cases in students, faculty, or staff must be reported to CCDPH immediately.

Medium risk

If suburban Cook County meets the criteria for moderate community transmission according to the criteria outlined in Table 1 above and schools are successful in implementing and maintaining all core mitigation strategies, in person instruction predominating or as part of a hybrid model would be considered medium risk. Schools should remain vigilant and refine plans for moving to reduced hybrid modalities or to full remote if suburban Cook County moves to substantial community transmission.

If suburban Cook County meets the criteria for moderate community transmission according to the criteria outlined in Table 1 above and schools are not successful in implementing and maintaining core mitigation strategies, in person instruction predominating or as part of a hybrid model would be considered medium risk. In addition to remaining vigilant and refining plans for moving to reduced hybrid or fully remote modalities, schools must actively work to uncover root causes why core mitigation strategies have not been successful and should pilot ways to improve. School

administrators should carefully consider moving to full remote instruction if these mitigation strategies fail to improve (we recommend weekly assessments) out of an abundance of caution.

Low Risk

Minimal community transmission and successful implementation and maintenance of core mitigation strategies or Illinois moving into Phase 5 of the Restore Illinois Plan both indicate low risk.

A decision tree to help determine learning modality is provided in the Appendix.

Other considerations

Mixed categories

It is likely that at any given time, suburban Cook County may have metrics that rest in multiple categories according to Table 1. When this occurs, CCDPH encourages school administrators to consider approaching decision-making from a more conservative viewpoint (i.e. electing lower risk learning modalities).

Timing related to community transmission categories

It is unlikely that suburban Cook County will move, for example, from minimal community transmission to substantial community transmission from one week to another. Part of the reason we recommend using data from IDPH is because those data are based on rolling averages and are smoothed, thereby reducing abrupt changes.

Avoid over-reliance on hyperlocal data

Though we encourage data-based decision making, we advise against over-reliance on hyperlocal data, such as zip code data. Hyperlocal data, by definition, are not reflective of the risks to faculty and staff who may live outside a school's catchment area (that may be the focus of hyperlocal data). Additionally, in hyperlocal areas with small numbers of cases, weight given to percent changes may be exaggerated even if they are mathematically correct. Further, atypical events (e.g., a one-day

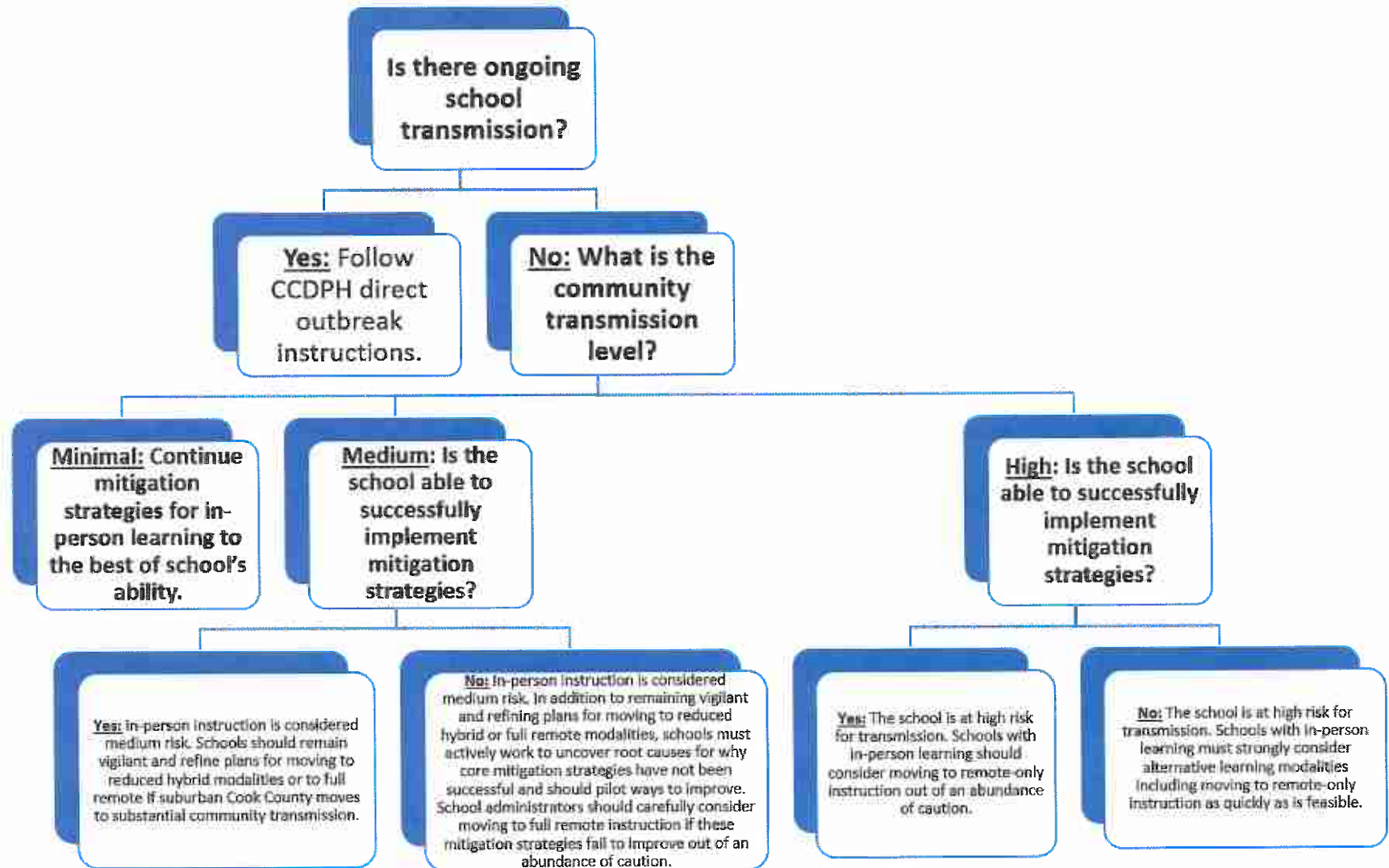
testing drive or event) can have a significant, temporary effect on trends that are not reflective of true risk in the community.

CCDPH provides school metrics data for suburban Cook County overall (Oak Park, Evanston, Skokie, and Stickney Township notwithstanding) and by our four public health districts in order to provide a more localized snapshot. Again, though, even at this level, data may represent too narrow a view.

With these points in mind, we encourage school administrators to consider data metrics presented at the region/county level (as described in the Adaptive Pause guidance) and if this conflicts with more localized data (i.e. CCDPH public health district), to again approach decision-making with a more conservative lens.

Appendix: Guide for Determining Learning Modality

Required: community transmission level (see Table 1*) and self-assessment of school's ability to implement mitigation strategies



***Mixed categories:** It is likely that at any given time, suburban Cook County may have metrics that rest in multiple categories according to Table 1. When this occurs, CCDPH encourages school administrators to consider approaching decision-making from a more conservative viewpoint



River Forest
Public Schools

Administration Building

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River Forest, IL 60305
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October 23, 2020

Re: D90 Dashboard Metrics

Dear Students, Staff, and Family Members,

Please find attached the *D90 Dashboard Metrics* tool that we will be using to log and monitor key public health metrics across Cook County and the Village of River Forest each week. We have also included a reference document authored by the Illinois Department of Public Health (IDPH) that describes the “adaptive pause” concept upon which the D90 dashboard was based.

Dashboard metrics will be compiled for families and staff members each week and be posted on the District 90 website, accessible through a “Quick Link” on the www.district90.org landing page. Since this is our first iteration of the dashboard, we expect that the format will be updated over time as it is refined and improved. Our primary goal was to provide the most important data in one convenient location.

The question that many individuals likely have is: “*How will these dashboard metrics be used to make decisions about the mode of instruction at school?*” Though there is no pre-determined “trigger point” that would prompt a shift to a different instructional mode, the D90 dashboard data will be vital in making decisions related to that issue. The advantage of using a constellation of data points is that it allows the District to weigh decisions based on the relative gravity of the respective elements as well as their interrelated impact on the health of our school community. The D90 Community Advisory Panel “Medical Response/Tracing” team recommended the use of the adaptive pause approach and emphasized that “the (adaptive pause) metric and the numbers by themselves should not dictate District decisions, yet should provide important background and guidance for District decisions, which should be made considering all contextual factors.”

With the recent increases of COVID-19 diagnoses across the region and rising positivity rates, it is important that our school community continue to remain vigilant – and responsive – to public health and safety concerns. As we continue to return D90 students to blended in-person instruction in the coming weeks, we commit to following all guidance and directives from the IDPH, the Cook County Department of Public Health, the Office of the Governor, and the Illinois State Board of Education to protect the health and safety of our school community to the greatest degree possible. Please be assured that we will continue to monitor health and safety matters carefully and remain in close communication as conditions evolve and circumstances may warrant.

Respectfully,

Ed Condon, Ph.D.
Superintendent

Dashboard Metrics for School Decision Making: Cook County and Village of River Forest
 (60305) – River Forest District 90
 Week of November 12, 2020 (Revised November 13, 2020)

Risk Metrics Criteria	Cook County	River Forest
<p align="center">County Status</p> <p><i>Minimal: Alert for one metric but remained BLUE at any point in last four weeks</i></p> <p><i>Moderate: Transitioned to ORANGE once in last 4 weeks</i></p> <p><i>Substantial: Remained in ORANGE for >2 consecutive weeks</i></p>	<p>Date: 11/10</p> <p align="center">Orange Substantial</p> <p>Number of times IDPH Risk Level transitioned to Orange in last 4 weeks: 1</p> <p align="center"><i>CCDPH Website – School Metrics</i></p>	N/A
<p align="center">Weekly County (Village) Case rates per 100K Residents</p> <p><i>Minimal: <50</i> <i>Moderate: >50 to <= 100</i> <i>Substantial: >100</i></p>	<p>Date: 11/12</p> <p align="center">477 Substantial</p> <p align="center"><i>CCDPH Website – Case Data</i></p>	<p>Date: 11/12</p> <p align="center">233 Substantial</p> <p align="center"><i>CCDPH Website – Case Data by Town</i></p>
<p align="center">Weekly County (Village) Overall Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal (each week): >5% to <=10%</i> <i>Moderate (each week): >10 or <= 20%</i> <i>Substantial (each week): >20%</i></p>	<p>Date: 11/12</p> <p><i>Baseline: 5333 Cases</i> <i>Week 1: 7683 Cases, +44%</i> <i>Week 2: 10846 Cases, +41%</i> <i>Average: +42%</i></p> <p align="center">Substantial</p> <p align="center"><i>CCDPH Website – School Metrics</i></p>	<p>Date: 11/12</p> <p><i>Baseline: 235 Cases</i> <i>Week 1: 250 Cases, +6%</i> <i>Week 2: 233 Cases, -7%</i> <i>Average: 0%</i></p> <p align="center">Minimal</p> <p align="center"><i>CCDPH Website – Case Data by Town</i></p>
<p align="center">Weekly County (Village) Youth Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal (each week): >5% to <=10%</i> <i>Moderate (each week): >10 or <= 20%</i> <i>Substantial (each week): >20%</i></p>	<p>Date: 11/12</p> <p><i>Baseline: 816 Cases</i> <i>Week 1: 1145 Cases, +40%</i> <i>Week 2: 1685 Cases, +47%</i> <i>Average: +43%</i></p> <p align="center">Substantial</p> <p align="center"><i>CCDPH Website – School Metrics</i></p>	<p>Date: 11/12</p> <p><i>Baseline: 59 Cases</i> <i>Week 1: 62 Cases, +5%</i> <i>Week 2: 77 Cases, +24%</i> <i>Average: +15%</i></p> <p align="center">Moderate</p> <p align="center"><i>IDPH Website – Illinois Data by Zip Code</i></p>
<p align="center">Weekly Test Positivity</p> <p><i>Minimal: <=5%</i> <i>Moderate: >5% but <=8%</i> <i>Substantial: >8%</i></p>	<p>Date: 11/12</p> <p align="center">15.2% Substantial</p> <p align="center"><i>CCDPH Website – Case Data</i></p>	<p>Date: 11/12</p> <p align="center">11.0% Substantial</p> <p align="center"><i>Northwestern Website – COVID Dashboard</i></p>
<p align="center">Number of Metrics in Substantial Transmission</p>	5/5	2/4
<p align="center">Number of Metrics in Moderate/Substantial Transmission</p>	5/5	3/4

<p>Confirmed Case Diagnosis by School</p> <p><i>Most Recent Case: 11/13/20</i></p>
<p>WILLARD</p> <p>2</p>
<p>LINCOLN</p> <p>0</p>
<p>ROOSEVELT</p> <p>0</p>
<p>ONSITE COMMUNITY PROGRAMS</p> <p>4</p>
<p>Diagnosed Cases Confirmed Occurring Through School Transmission</p> <p><i>Most Recent Case: 11/13/20</i></p>
<p>0</p>

Data Source Links: [IDPH COVID-19 County and School Metrics](#)
[Cook County Department of Public Health COVID Surveillance Data](#)
[Enigma Forensics Coronavirus Data Tracker](#)
[Northwestern University Medical COVID-19 Dashboard](#)

Dashboard Metrics for School Decision Making: Cook County and Village of River Forest
(60305) – River Forest District 90
Week of November 5, 2020 (Revised November 10, 2020)

Risk Metrics Criteria	Cook County	River Forest
<p align="center">County Status</p> <p><i>Minimal: Alert for one metric but remained BLUE at any point in last four weeks</i></p> <p><i>Moderate: Transitioned to ORANGE once in last 4 weeks</i></p> <p><i>Substantial: Remained in ORANGE for >2 consecutive weeks</i></p>	<p>Date: 11/5</p> <p align="center">Orange Moderate</p> <p>Number of times IDPH Risk Level transitioned to Orange in last 4 weeks: 2</p> <p align="center"><i>CCDPH Website – School Metrics</i></p>	N/A
<p align="center">Weekly County (Village) Case rates per 100K Residents</p> <p><i>Minimal: <50</i> <i>Moderate: >50 to <= 100</i> <i>Substantial: >100</i></p>	<p>Date: 11/5</p> <p align="center">338 Substantial</p> <p align="center"><i>CCDPH Website – Case Data</i></p>	<p>Date: 11/5</p> <p align="center">215 Substantial</p> <p align="center"><i>CCDPH Website – Case Data by Town</i></p>
<p align="center">Weekly County (Village) Overall Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal (each week): >5% to <=10%</i> <i>Moderate (each week): >10 or <= 20%</i> <i>Substantial (each week): >20%</i></p>	<p>Date: 11/5</p> <p><i>Baseline: 4492 Cases</i> <i>Week 1: 5333 Cases, +19%</i> <i>Week 2: 7683 Cases, +44%</i> <i>Average: +32%</i></p> <p align="center">Substantial</p> <p align="center"><i>CCDPH Website – School Metrics</i></p>	<p>Date: 11/4</p> <p><i>Baseline: 209 Cases</i> <i>Week 1: 235 Cases, 12%</i> <i>Week 2: 250 Cases, 6%</i> <i>Average: 9%</i></p> <p align="center">Minimal</p> <p align="center"><i>CCDPH Website – Case Data by Town</i></p>
<p align="center">Weekly County (Village) Youth Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal (each week): >5% to <=10%</i> <i>Moderate (each week): >10 or <= 20%</i> <i>Substantial (each week): >20%</i></p>	<p>Date: 11/5</p> <p><i>Baseline: 640 Cases</i> <i>Week 1: 816 Cases, +28%</i> <i>Week 2: 1145 Cases, +40%</i> <i>Average: +34%</i></p> <p align="center">Substantial</p> <p align="center"><i>CCDPH Website – School Metrics</i></p>	<p>Date: 11/5</p> <p><i>Baseline: 54 Cases</i> <i>Week 1: 59 Cases, +9%</i> <i>Week 2: 62 Cases, +5%</i> <i>Average: +7%</i></p> <p align="center">Minimal</p> <p align="center"><i>IDPH Website – Illinois Data by Zip Code</i></p>
<p align="center">Weekly Test Positivity</p> <p><i>Minimal: <=5%</i> <i>Moderate: >5% but <=8%</i> <i>Substantial: >8%</i></p>	<p>Date: 11/5</p> <p align="center">11.9% Substantial</p> <p align="center"><i>CCDPH Website – Case Data</i></p>	<p>Date: 11/4</p> <p align="center">4.0% Minimal</p> <p align="center"><i>Northwestern Website – COVID Dashboard</i></p>
Number of Metrics in Substantial Transmission	4/5	1/4
Number of Metrics in Moderate/Substantial Transmission	5/5	1/4

<p>Confirmed Case Diagnosis by School</p> <p><i>Most Recent Case: 11/6/20</i></p>
<p>WILLARD</p> <p>1</p>
<p>LINCOLN</p> <p>0</p>
<p>ROOSEVELT</p> <p>0</p>
<p>ONSITE COMMUNITY PROGRAMS</p> <p>3</p>
<p>Diagnosed Cases Confirmed Occurring Through School Transmission</p> <p><i>Most Recent Case: 11/6/20</i></p>
<p>0</p>

Data Source Links: [IDPH COVID-19 County and School Metrics](#)
[Cook County Department of Public Health COVID Surveillance Data](#)
[Enigma Forensics Coronavirus Data Tracker](#)
[Northwestern University Medical COVID-19 Dashboard](#)

**Dashboard Metrics for School Decision Making: Cook County and Village of River Forest
(60305) – River Forest District 90
Week of October 29, 2020 (Revised November 2, 2020)**

Risk Metrics Criteria	Cook County	River Forest
<p align="center">County Status</p> <p><i>Minimal: Alert for one metric but remained BLUE at any point in last four weeks</i></p> <p><i>Moderate: Transitioned to ORANGE once in last 4 weeks</i></p> <p><i>Substantial: Remained in ORANGE for >2 consecutive weeks</i></p>	<p>Date: 10/29</p> <p align="center">Orange Moderate</p> <p>Number of times IDPH Risk Level transitioned to Orange in last 4 weeks: 0</p> <p>CCDPH Website – School Metrics</p>	N/A
<p align="center">Weekly County (Village) Case rates per 100K Residents</p> <p><i>Minimal: <50</i> <i>Moderate: >50 to <= 100</i> <i>Substantial: >100</i></p>	<p>Date: 10/29</p> <p align="center">227 Substantial</p> <p>CCDPH Website – Case Data</p>	<p>Date: 10/29</p> <p align="center">197 Substantial</p> <p>CCDPH Website – Case Data by Town</p>
<p align="center">Weekly County (Village) Overall Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal (each week): >5% to <=10%</i> <i>Moderate (each week): >10 or <= 20%</i> <i>Substantial (each week): >20%</i></p>	<p>Date: 10/24</p> <p><i>Baseline: 3048 Cases</i> Week 1: 4425 Cases, +45% Week 2: 4575 Cases, +3% <i>Average: +24%</i></p> <p align="center">Substantial</p> <p>CCDPH Website – School Metrics</p>	<p>Date: 11/1</p> <p><i>Baseline: 189 Cases</i> Week 1: 209 Cases, 11% Week 2: 235 Cases, 12% <i>Average: +12%</i></p> <p align="center">Moderate</p> <p>CCDPH Website – Case Data by Town</p>
<p align="center">Weekly County (Village) Youth Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal (each week): >5% to <=10%</i> <i>Moderate (each week): >10 or <= 20%</i> <i>Substantial (each week): >20%</i></p>	<p>Date: 10/29</p> <p><i>Baseline: 430 Cases</i> Week 1: 641 Cases, +49% Week 2: 798 Cases, +24% <i>Average: +37%</i></p> <p align="center">Substantial</p> <p>CCDPH Website – School Metrics</p>	<p>Date: 10/29</p> <p><i>Baseline: 48 Cases</i> Week 1: 54 Cases, +13% Week 2: 59 Cases, +9% <i>Average: +11%</i></p> <p align="center">Moderate</p> <p>IDPH Website – Illinois Data by Zip Code</p>
<p align="center">Weekly Test Positivity</p> <p><i>Minimal: <=5%</i> <i>Moderate: >5% but <=8%</i> <i>Substantial: >8%</i></p>	<p>Date: 10/29</p> <p align="center">9.2% Substantial</p> <p>CCDPH Website – Case Data</p>	<p>Date: 10/28</p> <p align="center">7.2% Moderate</p> <p>Northwestern Website – COVID Dashboard</p>
Number of Metrics in Substantial Transmission	4/5	1/4
Number of Metrics in Moderate/Substantial Transmission	5/5	4/4

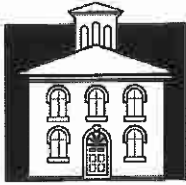
<p>Confirmed Case Diagnosis by School</p> <p><i>Most Recent Case: 10/23/20</i></p>
<p>WILLARD</p> <p align="center">1</p>
<p>LINCOLN</p> <p align="center">0</p>
<p>ROOSEVELT</p> <p align="center">0</p>
<p>ONSITE COMMUNITY PROGRAMS</p> <p align="center">2</p>
<p>Diagnosed Cases Confirmed Occurring Through School Transmission</p> <p><i>Most Recent Case: 10/23/20</i></p>
<p align="center">0</p>

Data Source Links: [IDPH COVID-19 County and School Metrics](#)
[Cook County Department of Public Health COVID Surveillance Data](#)
[Enigma Forensics Coronavirus Data Tracker](#)
[Northwestern University Medical COVID-19 Dashboard](#)

**Dashboard Metrics for School Decision Making: Cook County and Village of River Forest
(60305) – River Forest District 90
Week of October 22, 2020 (Revised October 26, 2020)**

Risk Metrics Criteria	Cook County	River Forest	
<p align="center">County Status</p> <p><i>Minimal: Alert for one metric but remained BLUE at any point in last four weeks</i></p> <p><i>Moderate: Transitioned to ORANGE once in last 4 weeks</i></p> <p><i>Substantial: Remained in ORANGE for >2 consecutive weeks</i></p>	<p>Date: 10/26</p> <p align="center">Orange Moderate</p> <p>Number of times IDPH Risk Level transitioned to Orange in last 4 weeks: 0</p> <p><i>CCDPH Website – School Metrics</i></p>	N/A	<p align="center">Confirmed Case Diagnosis by School</p> <p><i>Most Recent Case: 10/23/20</i></p>
<p align="center">Weekly County (Village) Case rates per 100K Residents</p> <p><i>Minimal: <50</i> <i>Moderate: >50 to <= 100</i> <i>Substantial: >100</i></p>	<p>Date: 10/22</p> <p align="center">189 Substantial</p> <p><i>CCDPH Website – Case Data</i></p>	<p>Date: 10/22</p> <p align="center">116 Substantial</p> <p><i>CCDPH Website – Case Data by Town</i></p>	<p>WILLARD</p> <p align="center">1</p>
<p align="center">Weekly County (Village) Overall Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal: >5% to <=10%</i> <i>Moderate: >10 or <= 20%</i> <i>Substantial: >20%</i></p>	<p>Date: 10/23</p> <p align="center">41% Substantial</p> <p><i>CCDPH Website – School Metrics</i></p>	<p>Date: 10/23</p> <p align="center">216% Substantial</p> <p><i>Northwestern Website – COVID Dashboard</i></p>	<p>LINCOLN</p> <p align="center">0</p>
<p align="center">Weekly County (Village) Youth Case Numbers Increase for Two Consecutive Weeks</p> <p><i>Minimal: >5% to <=10%</i> <i>Moderate: >10 or <= 20%</i> <i>Substantial: >20%</i></p>	<p>Date: 10/22</p> <p align="center">43% Substantial</p> <p><i>CCDPH Website – School Metrics</i></p>	<p>Date: 10/23</p> <p align="center">+6 Cases: 1 Week <i>Baseline: 48 Cases 10/15</i></p> <p><i>IDPH Website – Illinois Data by Zip Code</i></p>	<p>ROOSEVELT</p> <p align="center">0</p>
<p align="center">Weekly Test Positivity</p> <p><i>Minimal: <=5%</i> <i>Moderate: >5% but <=8%</i> <i>Substantial: >8%</i></p>	<p>Date: 10/26</p> <p align="center">8.0% Substantial</p> <p><i>CCDPH Website – Case Data</i></p>	<p>Date: 10/22</p> <p align="center">6.5% Moderate</p> <p><i>Northwestern Website – COVID Dashboard</i></p>	<p>ONSITE COMMUNITY PROGRAMS</p> <p align="center">2</p>
<p align="center">Number of Metrics in Substantial Transmission</p>	4/5	2/4	<p>Diagnosed Cases Confirmed Occurring Through School Transmission</p> <p><i>Most Recent Case: 10/23/20</i></p>
<p align="center">Number of Metrics in Moderate/Substantial Transmission</p>	5/5	3/4	0

Data Source Links: [IDPH COVID-19 County and School Metrics](#)
[Cook County Department of Public Health COVID Surveillance Data](#)
[Enigma Forensics Coronavirus Data Tracker](#)
[Northwestern University Medical COVID-19 Dashboard](#)



**River Forest
Public Schools**

Administration Building
7776 Lake Street
River Forest, IL 60305
Phone: 708-771-8282
Fax: 708-771-8291

October 27, 2020

Dear YMCA "Remote Learning Supervision" Families,

The West Cook YMCA has indicated the ability to continue providing remote learning supervision for the families who have subscribed previously during the upcoming shift to remote learning. The program will last between October 28 and November 11 and be open to students in grades 1-6. The program will begin tomorrow (Wednesday, October 28) and be initially available to any family that has previously participated and would like their child to participate again.

If you would like for your child to participate in this program during the next two weeks, please be aware that all program details will remain the same as during the months of September and October. The learning pods will be structured in the same manner, and program times and participation fees will also remain the same.

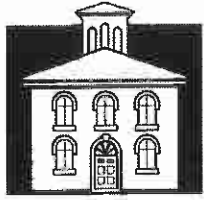
If you do not intend for your child to participate in the program during the period between October 28 and November 11, please respond to this email message to indicate this. Our intention is to provide program access to families who may be on the waiting list whenever a remote learning supervision spot is available and your response would assist us to accomplish this.

River Forest District 90 is grateful to the partnership of the West Cook YMCA in continuing to offer supports that will ensure safe, structured, supervision for students who may need it during remote learning. Please directly contact Rebecca Boblett, Program Coordinator, with any questions you may have about the reinstated program at rboblett@westcookymca.org

Best regards,

A handwritten signature in black ink, appearing to read "Ed Condon".

Ed Condon, Ph.D.
Superintendent



**River Forest
Public Schools**

Administration Building

7776 Lake Street

River Forest, IL 60305

Phone: 708-771-8282

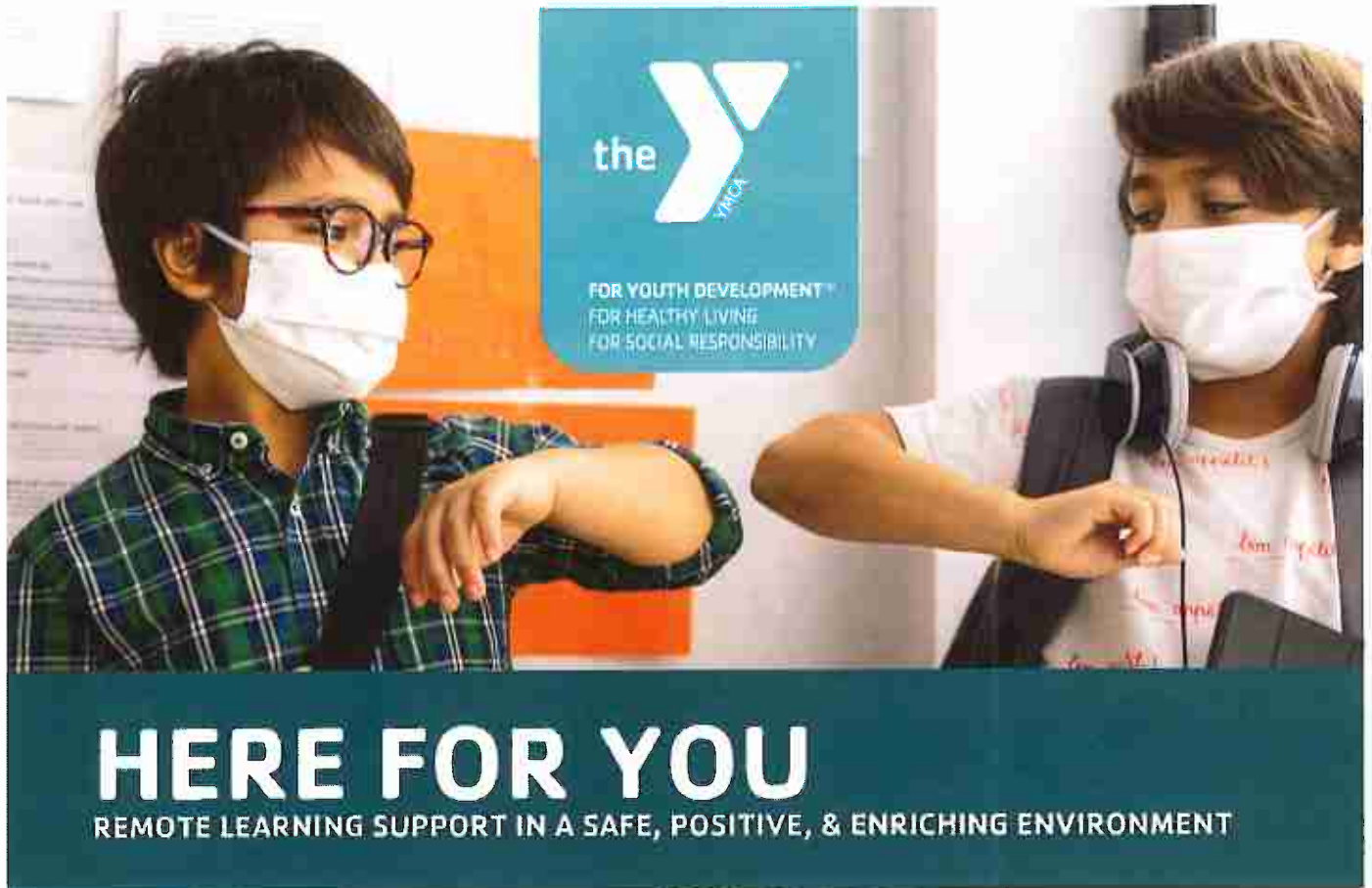
Fax: 708-771-8291

D90/West Cook YMCA Remote Learning Supervision Program Structure, Blended Learning Model

District 90 and the West Cook YMCA have restructured the remote learning supervision program to support students and families in grades 1-6 during blended learning, beginning on November 16. In partnership with Dominican University, the revised program is being hosted at the Dominican Priory Campus and will allow for expanded, dedicated space with a robust wireless network infrastructure. Participating elementary students will be transported to the Priory by school bus at the conclusion of the morning in-person learning block (12:30 PM). Between 12:30 and 3:15 PM, elementary students will have the chance to eat lunch, participate in afternoon remote learning classes/activities, complete assignments and homework, and engage in group community building. Participating 5th and 6th grade students will report directly to the Priory Campus on remote learning days (depending on student group) and attend remote learning supervision between 8:30 AM and 3:15 PM. Middle school students will attend all school classes remotely, eat lunch, and complete assignments/classwork during each session.

Participating students at all grade levels will be provided with breaks from screen time and mobility/stretch breaks during the day, and students will be assigned to a cohort of classmates and instructors to minimize contact among program participants. Social distancing, mask-wearing, and hand-washing requirements will be mandated for all participants, and a dedicated nurse will be present onsite. The cost for elementary student participants is \$32 per day, and \$35 per day for middle school participants. While this cost is slightly higher than in the fall, the fee includes transportation to the Priory Campus each day for elementary students and the additional costs of hosting the program off site. Please [click here](#) for more information about the remote learning supervision program.

SUPPORTING OUR LOCAL FAMILIES IN COLLABORATION WITH RIVER FOREST SCHOOL DISTRICT 90



In a time where learning loss and social-emotional detriments are prevalent, **the Y strives to normalize the youth experience through a community where kids are welcome to be kids.** The Y provides a curated experience for students to be themselves, feel a sense of belonging, reinforce and apply academic concepts, engage in social-emotional development activities, and build positive relationships that will help ensure the best experience possible for all children and families during this remote learning experience. Overall, the Y serves the whole child; focused on the social emotional, cognitive, and physical development of each youth.



COMPLETE REGISTRATION PACKET ONLINE

important parent information

[FLYER](#) | [DROP-OFF/PICK-UP DETAILS](#)

AGES SERVED: 1st-6th grade

PROGRAM DAYS: School days

Elementary School | 1st-4th Grade: 8:15am-3:30 pm

Middle School | 5th-6th Grade: 8:15 am-3:30 pm

LOCATION: [Dominican University-Priory Campus | 7200 Division St., River Forest, IL 60305](#)

MEALS PROVIDED: Participants will be required to bring their own nut-free lunch. Snack is provided for 5th-6th grade pods.

HEALTH & SAFETY: Children showing cold or flu like symptoms like coughing, runny noses, sneezing or above normal temperatures are not permitted into the program. To ensure safety, a health worker will screen each child before they enter the facility each day. This will include taking the child's temperature and reviewing a basic health screen with each caregiver dropping off the child. If during the program, a child begins showing flu or

cold like symptoms, staff will escort that child to a designated care center where they can be further assessed, under staff supervision and care until the parent can be notified.

DROP OFF/PICK UP DETAILS:

DROP OFF IS FROM 8:15 A.M. TO 8:45 A.M.

Parent will arrive at the Priory Campus located at [7900 W. Division Street, River Forest](#) and proceed to drive around the circle and park on the west side of the south entrance. The parent/caregiver should walk toward to the South Entrance area to meet the Y staff member.

The Y staff member will validate the pickup by checking the picture ID and comparing the ID to the authorized pick-up list. If pick up person is cleared, the Y staff member will radio the team and one of the pod teachers will escort the child down to the south entrance.



PROGRAM OVERVIEW

Elementary School Blended Learning: Your child will actively participate in their remote learning specials. Students will have consistent support connecting and preparing for their learning experience and completing their school work. After your child's specials conclude, they will have the opportunity to engage in a wide range of enrichment activities.

Middle School Blended Learning: Your child will be encouraged to actively participate in their remote learning. The environment will include support connecting to their correct class, preparing for their next learning experience, and completing their assignments. After school work is complete, they will be integrated into enrichment and social-emotional activities.

DAILY ACTIVITIES

Remote Learning: Providing a classroom atmosphere where learning and safety are possible

Social-Emotional Development: Focus on understanding and controlling feelings to build strong relationships

Enrichment: Engaging activities that focus on science, engineering, art, drama, and literacy

Gross Motor Activities: Physical activities that include sports, music and movement, and fitness



THE Y DIFFERENCE

SAME FUN EXPERIENCE

FOCUSED ON HEALTH & SAFETY

AT AN EXPERIENCED COVID-19 CHILDCARE PROVIDER

Go to work with a peace of mind knowing that your child will have fun while learning through our enrichment and remote learning support program in a safe and supportive environment that fosters the cognitive, social-emotional, and physical development of your child. They will be welcomed as an individual, where they are valued and recognized as a unique person, where they feel a sense of belonging, can make new friends, and achieve goals that will help them succeed at home, in school, and in life.

Designed with your child's health and safety in mind, the Y's childcare program was developed in collaboration with a pediatric health and safety advisory committee consisting of doctors and nurses from Loyola Medicine and West Suburban Medical Center to ensure we have rigorous protocols in place that follow CDC and public health department guidelines. Our staff are experienced and trusted in providing childcare during COVID-19.

The Y is here for you in your time of need regardless of how the pandemic shifts.



Pediatric Health & Safety Advisory Committee



1:7.5 ratio for teacher to students. 15 students in a pod



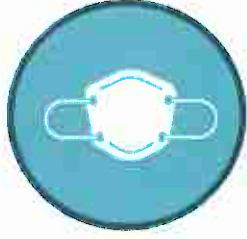
Children stay with the same class at all times



Safety protocols will be coordinated with School District



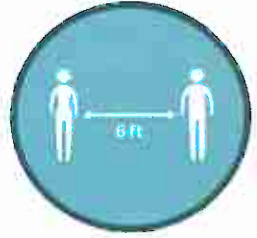
Healthcare Worker On-site



Face Masks Required



Regular Cleaning and Sanitation



Social Distancing

COVID-19 RE-OPENING PLAN APPROVAL RESOLUTION

BE IT RESOLVED by the Board of Education of River Forest School District 90, Cook, County, Illinois, as follows with respect to the opening and operation of the District's offices, facilities, programs and schools for the 2020-21 school year in the midst of the COVID-19 pandemic:

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

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

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

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

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

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

YES: Mrs. Avalos, Mrs. Deogracias, Mrs. Hickey, Ms. Williams

NO: Mr. Davis, Mr. Moore, Dr. Thompson

ABSENT: None

DocuSigned by:
Richard P. Moore
President, Board of Education

ATTEST:

DocuSigned by:
Stacey Williams
Secretary, Board of Education