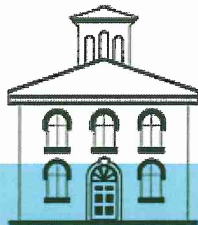


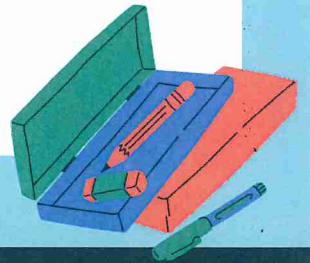
A collection of colorful school supplies including a pink spiral notebook, two red pencils, a green pencil sharpener, a green maple leaf, and a stack of red and blue papers.

District 90 School Reopening Plan - Aug. 2021

Committee of the Whole Meeting - June 1, 2021



River Forest
Public Schools





Guiding Principles

Safety

- Cornerstone of D90's plan to reopen schools
- Grounded in evidence and best practices
- Entire school community has a role to play in keeping the school community healthy

Equity

- Core value of D90
- Guides decisions so all can benefit from learning experiences
- Ensures results are not based on race, culture, gender identity, disability, economic situation, language or other characteristics

Social Emotional & Physical Wellness

- Fundamental prerequisite of learning
- Must include social-emotional content in classroom instruction
- Promotes stronger relationships and a sense of school/classroom belongingness for all students and families

High Quality Instruction

- Primary organizational objective
- D90 endeavors to offer an outstanding academic experience



D90 Mission: Inspire and empower all learners to achieve their personal best

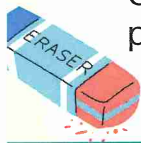
Safety & Operations

D90's public health guidance governed by IDPH, CCDPH, CDC, and ISBE

Safety

Before schools reopen, our safety procedures and protocols must create a safe environment. D90 may be required to implement several safety protocols and practices including:

- Mandate mask-wearing: vaccinated or not
- Continue to implement entry, dismissal, and school activity procedures,
- Use of student cohorts with assigned seating
- Continue all other safety practices and protocols



Operations

Several operational measures have already occurred. These and other modifications will continue including:

- Placement of signage about social distancing and personal hygiene recommendations
- Use of Plexiglas dividers in various locations
- Assignment of student seating in learning spaces
- Maintenance of nurse quarantine locations to separate students with COVID symptoms
- Installation of upgraded air filters for the HVAC system and deployment of stand-alone HEPA-rated air purifiers



Safety & Operations

D90's public health guidance governed by IDPH, CCDPH, CDC, and ISBE

Cleaning and Disinfecting

Cleaning and disinfecting school buildings is a critical safety issue. District 90 will continue to use approved cleaning products for daily cleaning and disinfecting. Cleaning and disinfection will continue to be performed each night in all classrooms, bathrooms, and common areas. The custodial staff has been trained on up-to-date cleaning procedures and the correct use of new sprayers.



Components of Teaching & Learning

All D90 Schools

- Daily, full, in-person instruction except students requiring remote instruction.
- Lunch and recess times may be staggered.
- Lunch eaten in classrooms or in designated areas.
- All schools will be "nut-free."

Elementary Schools

- Classes will be in session from 8:20 a.m. – 3:10 p.m.
- Students' classes may function as cohorts and remain together for the duration of the day.
- District 90's half-day Inclusive Preschool and Kindergarten programs will also receive daily in-person instruction.



Middle School

- Middle school classes will be in session from 8:30 a.m. – 3:20 p.m.
- Students will have assigned seating (with seating charts) in classrooms.
- Students will continue to follow the block schedule of four periods of 80 minutes each day.



Components of Teaching & Learning



Core Instruction

- Core instruction includes Math, English/Language Arts, Social Studies, World Languages, & Science
- Core instruction will be delivered at established times
- Specials classes include Music, Art, P.E., & STEM.
- Specials classes will be conducted as determined by School Principals



UDL and SBL

- D90 will continue to emphasize Universal Design for Learning approach.
- UDL is aligned with the Standards-Based Learning initiative
- Faculty members will continue to receive professional development in these areas throughout the 2021-22 school year.



Grading

Teachers will engage in formative (ongoing) (end-of-unit or project) assessment and summative assessments to ensure that students progress relative to the Illinois Learning Standards. Grading practices will remain at the teacher's prerogative, consistent with District and school grading parameters.

Components of Teaching & Learning Assessments

District 90 operates with the belief that no single assessment represents a complete evaluation of student learning. This philosophy is the reason that all learners will engage in a range of assessment practices over the course of a unit of study, including:

- *1:1 teacher/student interviews for reading and math fluency*
- *Formative or ongoing assessments to check student understanding and progress toward learning goals as they move through a unit*
- *Summative, or end of unit assessments, to determine students' overall knowledge of skills and concepts taught over the course of the unit*
- *Teacher feedback on assignment and projects*
- *Use of rubrics to evaluate assignments and projects.*
- *1:1 or small group conferences between teacher and student(s)*
- *Unit quizzes and tests*
- *Student self-assessment/reflection*
- *State-sponsored standardized assessment*



Remote Learning Provisions



District 90 will remain in compliance with directives from the Illinois State Board of Education (ISBE) regarding the provision of remote learning. At this time, those provisions require that remote instruction be made available for students who are not eligible for a COVID-19 vaccine and are under quarantine order by a local public health department or the Illinois Department of Public Health (IDPH). More information about the details of remote learning for qualified students will be forthcoming.

Special Educ., Section 504, Students with Unique Needs, & Related Services



D90 remains committed to providing free and appropriate educational opportunities for students with disabilities to the greatest extent possible, aligned with public health guidelines. Each student with a recognized disability will have an individual plan based on the needs of the learner.

Preschool and Elementary Students with IEP & 504 Plans & Attending RFFCC -- Will receive daily instruction, including all needed special education and related services. RFCC students or those receiving walk-in speech services will continue to be provided services. An individualized remote learning plan will be developed.

Middle School Students with Section 504 Plans -- Are considered general education students and will continue to receive accommodations, modifications, and services as listed in their 504 plans.

Students with IEPs Receiving Resource Level and Co-Taught Services -- Will continue to receive services in the least restrictive environment with their general education peers. Will also continue to receive accommodations, modifications, and services as listed in their IEPs.

Students in Multi-Needs/Functional (Skills) Program Who Use a Functional Curriculum -- Will form their own cohort. Related services will be provided through push-in services. Individual access to general education within a second cohort will be scheduled to meet the LRE recommendation in the IEP.



Social Emotional Considerations

Social Emotional Advisory Panel

SEAP was charged with strengthening the social-emotional health of students, families, and staff. SEAP developed recommendations around 5 areas: *Relationships, Social-Emotional Programming, Trauma-Related Services, Screening and Measurement, and Student-Specific Needs*. Examples of the SEAP recommendations include:



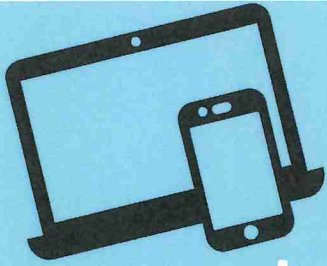
Implementing social-emotional programming through an equity lens

Supporting relationships between students, students & faculty/staff, and D90 families

Collaborating with external partners and families to strengthen social-emotional learning

Help the D90 community understand trauma and the resources to address trauma

Increasing time dedicated to school-based social-emotional learning



Instructional Technology

Instructional technology remains an essential component of instruction in this School Reopening Plan. The District will continue to employ a variety of instructional technology apps and platforms that are compliant with data privacy laws and District 90 standards for student data privacy protection.

- Families without Internet access at home will have accommodations (Wifi hotspots) made available to assist with accessibility.
- The District will also provide families with information about the FCC Emergency Broadband Benefit program to help families afford the cost of Internet access.
- Technology Integration Specialists will be available to support students and staff, and the D90 Technology “HelpDesk” will remain available to families.





Family Responsibilities



Keep Sick Students Home

**Update Emergency
Contacts in PowerSchool**

**Review D90's
Travel Guidance**

Planning to travel? Review D90 travel guidance before making plans.

**Wear Masks
When in D90 Buildings**





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