

River Forest District 90
E-Learning Plan

Purpose of E-Learning

The purpose of developing an E-Learning option for District 90 schools is to provide an alternative method of delivering instruction for students in case physical attendance at school is not possible. E-Learning usually defines a method of instruction in which the teacher affords learning experiences for students using a distance learning, remote learning, virtual learning, or other electronic learning platform. Students typically show evidence of learning by engaging in online activities or completing independent assignments/activities that demonstrate mastery of instructional concepts, learning objectives, or learning standards. Examples of situations in which E-Learning may provide a suitable substitute for traditional instruction in District 90 include inclement weather, the presence of pandemic illness, or compromised school facilities.

Overview of E-Learning Plan Document

The District 90 E-Learning Plan will provide general information about the following topics:

- Seeking clarification about the E-Learning Plan (Questions)
- Essential guidelines for teachers, students and families
- Instructional time for E-Learning
- Special education and related services/supports
- Daily attendance
- Technology - hardware and accessibility
- E-Learning Plan revisions/refinements

Please note that this document is intended to explain the D90 E-Learning Plan sufficiently to address most questions and/or concerns, while avoiding a granular level of detail. However, if further clarification is necessary about any element of the plan, please contact the following individuals for assistance at any time:

Individual/Role	Contact
Student	Classroom Teacher
Parent/Caregiver	Student's Teacher, Principal, or Asst. Principal
Faculty/Staff Member	Principal, Asst. Principal, or District Administrator

Guidelines for Teachers, Students, and Families

Work assignments are intended to align to the skills and standards that students are engaged in when they are present in school. Some assignments will be an extension of the classroom learning they are currently engaged in, and some assignments will be intended as reinforcement or continued practice of recently acquired skills. Teachers will post all daily assignments by 9:00 a.m. on the designated E-Learning Day. Teachers will hold designated “virtual office hours” from 10:00-11:30 a.m and 1:00-2:00 p.m. to support students by answering questions, clarifying assignments, and providing direct feedback via email. The E-Learning Day will end at 3:00 p.m., though students will have until 9:00p.m. to submit all assignments for the day.

In addition to providing designated teacher-student “virtual office hours” during the E-Learning Day, teachers will also conduct virtual meetings with their teaching teams or departments, plan learning for the following day, and review student assignments or evidence of engagement as they are submitted throughout the day.

It is important to acknowledge that during E-Learning Days teachers will require flexibility to conduct effective remote teaching. This need is reflected in the design of the instructional day. Some of our D90 students may have supervisory responsibility for siblings on E-Learning Days. The schedule is intended to be maximally responsive to D90 student learning needs, while also providing teachers and students with flexibility to respond to the unique dynamics of teaching and learning remotely.

Please see the daily schedule below for both Elementary and Middle School:

Time	Activity/Description
8:00 - 9:00 a.m.	Individual teacher planning/preparation period
9:00 a.m.	All daily learning assignments will be posted for students by this time, Middle School students submit attendance form
9:00 - 10:00 a.m.	Teacher work/collaboration time: <ul style="list-style-type: none">● Teacher/department collaboration● Grading● Lesson planning● Responding to emails/reviewing student assignments● Contacting/responding to parents (as necessary)
10:00 - 11:30 a.m.	Virtual Teacher Office Hours: <ul style="list-style-type: none">● Teachers will respond to student/parent emails● Teachers will answer student questions● Teachers will provide direct support for students

12:00 - 1:00 p.m.	Lunch/break for staff and students
1:00 - 2:00 p.m.	Virtual Teacher Office Hours <ul style="list-style-type: none"> • Teachers will respond to student/parent emails • Teachers will answer student questions • Teachers will provide direct support for students
2:00 p.m. - 3:00 p.m.	Teacher work/collaboration time: <ul style="list-style-type: none"> • Teacher/department collaboration • Grading • Lesson planning • Responding to emails/reviewing student assignments • Contacting/responding to parents (as necessary)
3:00 p.m.	"School Dismissal"
9:00 p.m.	All daily student assignments due (electronic submission)

Daily Instructional Time for Elementary and Middle School E-Learning

Elementary students will receive daily reading, writing, and math assignments, as well as an activity from one of their weekly Specials classes. Middle School students will receive daily assignments from all subject areas and designated exploratories.

School districts that have piloted and launched early E-Learning Plans for the Illinois State Board of Education have shared that schools need to be mindful of inadvertently overloading students with assignments, particularly at the Middle School level. We will continue to refine the allocation of instructional minutes as we reflect upon and gather feedback related to D90's E-Learning Plan once it is operationalized.

Please see the intended daily instructional minutes for each grade level below. Based upon our findings, these time allocations are similar to those in E-Learning Plans for some other local, elementary school districts (comparable to District 90).

Grade Level	Instructional Minutes/Day	Subject Area/Days
Kindergarten	75 + Independent Reading*	Reading, Writing, Math + one Specials class (10 min.)
Grades 1 & 2	90 + Independent Reading	Reading, Writing, Math + one Specials class (15 min.)
Grades 3 & 4	120 + Independent Reading	Reading, Writing, Math + one Specials class (20 min.)

Grades 5 - 8	150 + Independent Reading	ELA (30 min.) Math, Social Studies, Science, Foreign Language, Physical Education, Exploratory (20 min. each)
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*Independent Reading time will be configured differently for Kindergarten students

Elementary “Specials” Rotation

	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	Music	STEM	Library	PE	N/A
1st	Art	Music	STEM	Library	PE
2nd	PE	Art	Music	STEM	Library
3rd	Library	PE	Art	Music	STEM
4th	STEM	Library	PE	Art	Music

Special Education and Related Services/Supports

To ensure Special Education students receive instruction on an E-Learning Day, the Special Education Department will utilize the supportive systems outlined below. Since iPads are deployed to students in District 90 on a 1:1 basis, Special Education students are familiar with the devices and utilize them regularly as part of their academic program.

Special Education students who attend general education courses follow the procedures in place for general education students. Special Education student accommodations are built-in to assigned electronic classroom lessons/activities. As such, Special Education students will possess the skills to implement the attendance procedures and assigned activities with access to their accommodations and their Special Education case manager for necessary guidance/assistance.

Special Education students who are enrolled in instructional courses (courses taught by a Special Education teacher) will complete the attendance procedure through the use of a Google document or by emailing the instructor. Special Education students will also complete the online assignment(s) given by their Special Education teacher. The Special Education teacher will be available by email for assistance and feedback.

Special Education students with severe and profound disabilities are generally enrolled in the Multi-Needs Skills Program. These students will receive E-Learning Binders from their case manager/special education teacher. These binders are specifically developed with instructional materials that are appropriate for the student based on identified needs

and the individualized education plan (IEP). The activities are designed to facilitate students continuing to work on identified IEP goals during the E-Learning Day. Since all the E-Learning activities are extensions of the academic activities students would complete during a traditional school day, Special Education students will be able to continue their progress towards skill acquisition as if school was in session.

If a related service cannot be provided during the E-Learning Day, the service provider will be expected to provide compensatory minutes upon return to school, if appropriate. Generally, District 90 related service minutes are established as “weekly minutes” (and not for a specific day). Consequently, compensatory services may or may not be necessary, depending on the length and timing of E-Learning Days. Establishing related service minutes as “weekly minutes” allows for flexibility in the day and time during which they are delivered. Verification that activities have been completed successfully will be determined through the appropriate artifact for the specific student (i.e. phone call, e-mail, google chat and/or face-to-face interaction upon return to school). For students who are unable to participate independently in E-Learning, individualized instructional materials and objectives will be made available to parents/caregivers to keep and access at home.

Students who need to contact school social workers can do so through email during Virtual Teacher Office Hours (10:00-11:30 a.m. and 1:00-2:00 p.m.). School social workers may also be contacting students receiving social work services via email to conduct “check-in” communications on a periodic basis.

Daily Attendance

Elementary student daily attendance will be evidenced by student completion and/or submission of assignments and activities. Classroom teachers will monitor attendance and submit absences to the school secretary on a daily basis, consistent with the Principal’s direction. Middle School students will be required to submit a required Google Form each day to log attendance by 9 a.m. This form will be transmitted to them through the Technology Department. School secretaries will contact parents/family members by phone and/or email to inform them of unreported absences. If your student must be absent from E-Learning on a given day, please send a message to the following email address to notify the school:

Lincoln Elementary School - koprivam@district90.org
Willard Elementary School - olivaress@district90.org
Roosevelt Middle School - schrodts@district90.org

If your child is ill with suspected or diagnosed Coronavirus (COVID-19) or Influenza, please contact the school nurse at the following email address to notify us. We will be monitoring and reporting incidences of these conditions to health agencies and require your assistance to track them accurately.

Lincoln Elementary School - godellase@district90.org

Willard Elementary School - clinkp@district90.org

Roosevelt Middle School - hardyg@district90.org

Technology - Hardware and Accessibility

Grades K-4

iPads and chargers will be sent home with students, with lending agreements sent to parents electronically. Parents are asked to sign and scan Elementary iPad lending agreements to kostermanb@district90.org Parents are asked to inform teachers as soon as possible if Internet access is not available at home, so that accommodations can be made to assist with accessibility. Teachers will deliver lessons, activities, and assignments via the SeeSaw and Google Classroom platforms. Technology Integration Specialists will be available via Google Hangouts during established times (to be determined and communicated to students/staff). To assist students and faculty members, the D90 Technology "HelpDesk" will be staffed and responsive during all E-Learning Days. Parent's technical questions should be sent to Powerschool@district90.org. Responses will be made as soon as possible.

Grades 5-8

Students are currently issued iPads to take home for the completion of assignments and activities. Students or parents are asked to inform teachers as soon as practical if Internet access is not available at home, so that accommodations can be made to assist with accessibility. Teachers will deliver lessons, activities, and assignments via the Schoology platform. Tech Integration Specialists will be available through Google Hangouts during established times (to be determined and communicated to students/staff). To assist students and faculty members, the D90 Technology "HelpDesk" will be staffed and responsive during all E-Learning Days. Parent's technical questions should be sent to Powerschool@district90.org. Responses will be made as soon as possible.

E-Learning Plan Revisions/Refinements

Since the D90 E-Learning Plan has never been implemented before, we expect that certain components will be identified that should be adjusted or could be improved. Please expect that elements of the E-Learning Plan may be refined over time to make the Plan increasingly functional and effective. The D90 administrative team will strive to provide updated information about necessary changes to E-Learning Plan procedures in a timely manner. Additional resources will likely be provided to supplement the content available in this document. It is recommended that students, staff members, and families create an electronic file that includes this Plan and any subsequent resources that may be provided (FAQ's, tip sheets, reference documents, etc.).



Illinois State Board of Education

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Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

Education-Related Guidance for Illinois Schools and School Districts Regarding Coronavirus/COVID-19 Last updated: March 12, 2020

ISBE is monitoring the rapidly changing coronavirus/COVID-19 health issue in our state, nation, and across the world. ISBE is working closely with the Illinois Department of Public Health (IDPH), Illinois Emergency Management Agency, the Governor's Office, the General Assembly, and stakeholders to address all education issues related to the virus. ISBE is actively updating this guidance as authorities learn more about the virus and its impact on the state.

As with any newly emerging infectious disease, knowledge evolves over time. ISBE strongly encourages districts to check these guidance resources frequently for potential updates.

1. **Where can the most up-to-date resources and guidance on COVID-19 be found?**

The U.S. Department of Education has resources linked directly to the Centers for Disease Control and Prevention (CDC) at www.ed.gov/coronavirus. Further, current IDPH resources can be accessed at dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus. ISBE strongly encourages districts to establish open lines of communication with their local health departments.

2. **Who would make the decision to close schools?** (Updated 3/12/2020)

Local school districts, acting in accordance with guidance from IDPH and local health departments, will make the final decision as to whether conditions require the closure of schools. The situation is evolving rapidly, and ISBE will keep you informed of any changes.

ISBE strongly encourages every school district to develop a contingency plan to ensure students continue to receive some access to instructional resources in the event of a school closure due to COVID-19. School districts should work in collaboration with the local collective bargaining unit when developing the contingency plan for either home learning or e-learning to make the plan work for each student, to contemplate teachers' work hours, and to discuss how school support personnel can support students' learning.

3. **Are schools being advised to close at this time?** (Updated 3/10/2020)

Certain schools, in consultation with their local health departments, have closed. ISBE is compiling information regarding school closures.

For all schools in Illinois, including public and nonpublic schools, a designee should email ISBE at COVID19closure@isbe.net if a decision is made to close a school due to coronavirus/COVID-19. Please include in the email:

- The name of the school(s) that has closed; and for each school:
- Whether or not the school is utilizing e-learning;
- If the school is not utilizing e-learning, whether the school is providing other continuity of education;
- Whether the school is providing students with meals; and
- Whether the school has a set date to re-open, and if so, what date.

ISBE strongly recommends that schools consult with their local health department/IDPH prior to closing any schools due to COVID-19.

4. Some districts have received requests from families wanting to “self-quarantine” their students with no proven medical reason. Should these students receive unexcused absences? Should such a student be labeled truant?

A parent may hold their student out of school for health and safety reasons. Each district is the ultimate arbiter as to whether the reason is truly a health/safety issue. Absences for health/safety issues should not be counted as unexcused and any such student should not be labeled truant.

5. Do days for students absent due to COVID-19 count toward a district’s chronic absenteeism rate?

Given the urgent and rapidly changing landscape due to the spread of the coronavirus, ISBE is working with stakeholders, the Governor’s Office, and the General Assembly to ensure that absences relating to public health emergencies are not counted toward the definition of chronic absence.

6. If a private special education school closes due to COVID-19, what obligations do enrolling districts have regarding special education students being served at the private special education facilities?

Students are placed in private special education facilities by their resident districts, which remain responsible for their placement and travel. Districts should coordinate and oversee any necessary transportation to ensure safety. A resident district that continues to operate schools without closure must serve all students, including students in private special education facilities.

7. Can districts exclude students, staff, or volunteers for 14 days if they present at school after having visited a region affected by the virus? (Updated 3/10/2020)

Per IDPH guidance, any student returning from a location with sustained widespread transmission (CDC Travel Warning of Level 3) should not attend school for 14 days after the return date. Absences for this purpose should be excused. Further, family members of these students should not attend work if they also traveled to one of the locations with a CDC Level 3 Travel Warning. Current information on travel warnings is available at www.cdc.gov/coronavirus/2019-ncov/travelers/index.html;

If a student, staff member or volunteer has returned from an affected geographic location within the past 14 days or is a contact to a COVID-19 case, and develops respiratory symptoms including fever, cough, and difficulty breathing, school personnel should immediately report the matter to the local health department/IDPH. Please keep in mind there are other respiratory viruses like influenza currently circulating in Illinois. Schools should

inform all individuals to call ahead before taking the student to a doctor's office or emergency department to prevent any potential spread.

A district should not inquire as to a student's travel history for enrollment purposes. Once enrolled, a district may screen students regarding recent travel, but must screen all students equally. Any information obtained from a screening will be considered a school student record. Any students identified through a screening must be referred to the local health department/IDPH. All decisions regarding quarantine and exclusion must be made by state or local public health officials. Districts cannot, without first consulting the local health department/IDPH, exclude or deny enrollment or education to students who are residents of the district due to travel considerations. Districts must not apply standards that may be discriminatory for only one group of students.

Districts may make local determinations on whether it will prohibit volunteers in schools due to concerns about COVID-19. Districts should make local determinations on COVID-19-related working conditions of staff in accordance with any bargaining agreements and in consultation with any relevant bargaining entities.

8. What if schools have to close during the spring testing window? Will the state open a new testing window?

ISBE is aware of the potential disruption to the spring testing window and is in communication with the U.S. Department of Education on this issue. Additional information on this question will be provided in the coming days.

9. What are Emergency Days on a school calendar?

Emergency Days are included on the school calendar by districts for conditions deemed as emergencies that necessitate the closure all district school buildings. Typical uses of Emergency Days include severe weather conditions but would also include circumstances related to COVID-19. Emergency Days must be made up prior to the end of the school year.

10. What are Act of God Days on a school calendar?

An Act of God Day is a day that is used for a condition beyond the control of the district that poses a hazardous threat to the health and safety of the students. Act of God Days may only be requested after the district has exhausted all of its Proposed Emergency Days built into the proposed calendar. Act of God Days must be approved by the regional superintendent and the State Superintendent of Education. Act of God Days count toward the required number of student attendance days in the Public School Calendar and are not required to be made up.

11. Can our district use e-learning days in the event that there is widespread transmission of COVID-19? Can the procedural requirements of e-learning be relaxed to allow for expedited approvals of e-learning plans and a greater number of e-learning days?

(Updated 3/12/2020)

For those districts that choose to and are able to provide a full e-learning program, we are working to obtain the following flexibility regarding the current requirements for e-learning plans and will keep you updated on the progress:

- Remove the limit on the number of e-learning days a district may use during the state disaster proclamation.
- Allow district superintendents to adopt the plan without board approval.
- Remove the requirement that school boards hold a public hearing on the plan.
- Remove the Sept. 1 plan approval deadline.
- Remove the 30-day parental notification requirement.
- Allow ROEs/ISCs not to deny plan approval based solely on the 300-minute instructional requirement, if the ROE/ISC determines that the plan provides substantial student learning opportunities.

We strongly encourage those districts that are able to engage in e-learning that do not have approved plans to submit your e-learning plans to your ROEs/ISCs for approval as soon as possible, in preparation for the potential need to close school buildings.

E-learning plans must still include the requirements outlined in subsection (d) of Section 10-20.56 of the School Code, with the exception of (d)(10). E-learning plans must account for providing appropriate learning opportunities to English Learners and students with disabilities and must account for students without access to technology at home.

ISBE will host a webinar on developing an approvable e-learning plan 2-4 p.m. on Tuesday, March 17. Please register at register.gotowebinar.com/register/7795133226120905987.

Additionally, the following districts have graciously agreed to share their e-learning plans and resources. Please note these were not developed with ISBE but are being offered as a resource:

- [Glen Ellyn Elementary School District 41](#)
- [Reavis High School District 220](#)
- [Ridgewood High School District 234](#)

Please see www.isbe.net/Pages/Electronic-Learning.aspx for detailed information and resources.

12. How should districts treat students for whom e-learning is not a reasonable method to learn? (Updated 3/12/2020)

The Illinois State Board of Education (ISBE) is awaiting guidance from the Office of Special Education Programs (OSEP) on this issue. Because of the changing nature of this situation, ISBE requests that districts consult this guidance frequently for updates. ISBE recognizes that there are certain students for whom e-learning will not meet the student's right to receive a free appropriate public education (FAPE). Nonetheless, every district must consider students' absolute right to a FAPE when making determinations regarding implementation of e-learning. For any students who are identified as unable to access e-learning for their receipt of FAPE, districts must take all efforts to ensure that their needs continue to be met, including through alternate means which may include, but should not be limited to, at-home 1:1 instruction or consideration of compensatory education.

13. If e-learning is not possible for my district, what expectations are there to continue the educational environment while schools are closed? *(Updated 3/12/2020)*

Keeping students engaged in learning, especially in times of uncertainty, is of critical importance. We encourage administrators to work with teachers and staff to plan ahead and be prepared with activities that work within the circumstances of your school community. We encourage you to consider activities like those you might use over winter or spring break to keep students engaged in the curriculum and prevent learning loss. Please find time to sit down with teachers to craft a viable contingency plan by grade level.

Some ideas for home learning include:

- Send books home with students and/or print out articles, poetry, and writing prompts.
- Assign a long-term research-based project aligned to multiple standards.
- Put together learning packets to review or enhance material already taught.
- Assign simple science projects that could be done at home.
- Review textbooks and print the supplemental lessons that one often does not have time to do in class.
- Use any online resources available to teachers and print assignments to do at home.
- Have students write reflection essays about a movie watched or a book read and scaffold the assignment for different age ranges.
- If your school district is providing grab-and-go meals or meal delivery, make take home packets available at the same location or through the same delivery mechanism.

ISBE staff have identified a few free online resources that can be sources of activities and inspiration:

- Share My Lesson: www.sharemylesson.com
- National Geographic: https://www.nationalgeographic.org/education/resource-library/?q=&page=1&per_page=25
- Field Museum: <https://www.fieldmuseum.org/educators/learning-resources/plants-animals>
- Lesson Planet: <https://www.lessonplanet.com/>
- The Learning Network: <https://www.nytimes.com/section/learning>
- Statistics in Schools: <https://www.census.gov/programs-surveys/sis/2020census/2020-resources.html>
- EdEx: <https://www.edx.org/>
- Global Digital Library: <https://www.digitallibrary.io/>
- Khan Academy: <https://www.khanacademy.org/>
- Learning Equality: <https://learningequality.org/kolibri/>

Students and their families may have health concerns during this time, and so ISBE recommends that any student work completed during a coronavirus-related Emergency or Act of God Day not count toward student grades or otherwise impact a student's academic standing.

14. Can a district use e-learning for students who have been exposed and need to stay home for 14 days? Can we count e-learners as present for attendance? *(Updated 3/10/2020)*

E-learning days are meant to be used for schoolwide or districtwide events rather than for individual students. However, such a student might qualify for homebound instruction, completed strictly through telecommunications or the internet. Please see www.isbe.net/Documents/Home-Hospital_QA.pdf for more information.

15. Should students be going on international field trips at this time?

ISBE strongly urges all Illinois schools and school districts to re-evaluate any planned or anticipated travel. Further, ISBE advises all Illinois schools to comply with travel advisories from the U.S. Department of State and the CDC. Guidance from the CDC is being updated on an ongoing basis and currently recommends against traveling to China, Italy, Iran, or South Korea. The CDC also currently recommends postponing travel to Japan if you are elderly or have a chronic medical condition. ISBE advises districts to frequently check for CDC updates on travel advisories. ISBE advises that trips to any countries with active advisories be postponed to a future date or canceled and replaced with another trip. Visit www.cdc.gov/coronavirus/2019-ncov/travelers/index.html for more information on travel advisories.

16. Some students have been notified that travel agencies will not reimburse for field trips that have been canceled unless they involve restricted travel zones. What can be done?

ISBE drafted a letter that urges travel agencies to allow students to reschedule or cancel trips and receive a full refund. The letter can be downloaded from www.isbe.net/Documents/Letter-to-School-Districts-Travel.pdf.

17. Some students rely heavily on meals provided by their school for their daily nutritional needs. Will schools be able to provide meals to students during times of school closures, e-learning days, or other times in which students are not physically present at school?

(Updated 3/12/2020)

Schools participating in the National School Lunch Program and/or School Breakfast Program and institutions participating in the Child and Adult Care Food Program that may be/are dismissed or closed due to COVID-19 are encouraged to continue to provide meals to their students. Under these circumstances, school food authorities and other eligible community organizations may continue to serve meals to children affected by school or child care closures through the Summer Food Service Program or Seamless Summer Option.

Sponsors could implement alternative distributive methods to provide reimbursable meals to students/children during unanticipated school closures, distance and/or e-learning school days, and any other situation in which students are not physically present at school in relation to COVID-19.

ISBE has received a waiver from the U.S. Department of Agriculture to waive the congregate feeding requirement, which will provide flexibility to school food authorities and community organizations to distribute meals in affected communities. School food authorities are encouraged to apply in advance of a COVID-19 school dismissal. To apply, schools complete a simple form, the [Unanticipated School Closure Non-Congregate Meal Form](#), and

submit to ISBE at cnp@isbe.net. This form allows the SFA to detail their locally developed plans to ensure program meal content, counts, and food safety are in compliance.

ISBE has prepared a [Child Nutrition Program Meal Service During COVID-19 Outbreak Q&A document](#).

18. Can a board of education hold a school board meeting virtually (i.e. via online technology) or by phone in an effort to avoid large congregate gatherings in the community?

ISBE is currently working with IDPH and the Illinois Attorney General's office/Public Access Counselor to address issues concerning the openness requirement of the Open Meetings Act, concerns about quorum of members of a public body who must be physically present, and other issues connected to publicly convening board meetings. As it presently stands, per the Open Meetings Act, a quorum of members of a public body must be physically present at the location of an open meeting. ISBE will update this guidance when additional information becomes available.

For additional information and assistance, districts may consider contacting the Public Access Counselor at the Office of the Illinois Attorney General at PublicAccess@atg.state.il.us or 1-877-299-3642.

19. Have there been noted instances of bullying related to COVID-19? What can schools and educators do to ensure that bullying related to COVID-19 does not occur? (Updated 3/10/2020)

ISBE has learned of rumors of unlawful bullying and harassment due to race in connection with COVID-19. It is of critical importance to stress to staff, students, parents, and community members that COVID-19 infections are not limited to certain geographical locations, nationalities, races, or cultures. Schools must take a firm stance to discourage and prohibit discriminatory practices and viewpoints in Illinois schools. Any instances of bullying related to COVID-19 must be addressed through the district's required bullying policy. For more information, please see the statement issued by the U.S. Department of Education's Office for Civil Rights on this subject at content.govdelivery.com/accounts/USED/bulletins/27f5130.

20. What if schools closed for an extended period of time and are unable to complete teacher evaluations and remediation plans or are otherwise unable to give timely notice for honorable dismissals? (Updated 3/10/2020)

School administrators should continue to take all steps to meet statutory obligations relating to educator evaluations and retention. ISBE is reviewing concerns relating to evaluation timelines and teacher retention, and will consult with the Governor's Office, the General Assembly, and stakeholders in addressing these concerns.

21. Is there guidance regarding continuing with school sporting events, graduation ceremonies, and other large public gatherings? (Updated 3/12/2020)

IDPH has advised that gatherings and events where large numbers of people will be present, such as pep rallies, concerts, and other optional convocations, should be paused until further notice. See question 24 for current guidance on the term "large gatherings."

The Illinois High School Association (IHSA) has announced that it will limit attendance at all its events, including the remaining games in the 2020 IHSA Boys Basketball State Series. IHSA plans to limit each school to 60 spectators for the remaining games this season.

IHSA governs participation in athletics for more than 800 member high schools in Illinois and administers state tournaments in all sanctioned activities and sports. ISBE understands that the IHSA is monitoring the recommendations of its Sports Medicine Advisory Committee, IDPH, and the CDC regarding protections against the spread of the coronavirus. IHSA recommends individual personal precautions advocated by IDPH and the CDC, such as frequent handwashing and staying home when sick.

ISBE strongly recommends that districts review all nonessential school-related travel. Districts should make local determinations on proceeding with travel in consultation with IDPH/local health department.

ISBE understands that a school closing does not automatically preclude students from practicing for or competing in IHSA-sanctioned sports and activities. Direction for students from specific schools or districts to not participate would come from the local school district, in consultation with IDPH/local health department.

22. What information may school personnel share regarding student transmission of COVID-19? (Updated 3/10/2020)

Schools should work with the local health department and other relevant leadership to communicate possible COVID-19 exposure in conformity with legal the requirements of student data privacy laws and regulations (*e.g.*, Family Education Rights and Privacy Act (34 C.F.R. 99.30)(FERPA), Illinois School Student Records Act (105 ILCS 10)(ISSRA), and Student Online Personal Protection Act (105 ILCS 85/1 et seq.)(SOPPA). FERPA and ISSRA permit schools to disclose school student records of affected students in COVID-19 matters, without consent, with appropriate parties in connection with an emergency, if knowledge of this information is necessary to protect the health or safety of the student or other individuals. 34 C.F.R. 99.31-99.32 and 99.36. Upon such disclosure, the school must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. 34 CFR § 99.32(a)(5).

23. Are IEP meetings going to be delayed or cancelled? (Updated 3/10/2020)

Scheduling of IEP meetings is a local determination. ISBE continues to expect that all districts will comply with requirements to timely convene IEP meetings for students. Schools may wish to avail themselves of the opportunity to ensure parent participation at meetings via alternate means, including telephone or videoconference, which are allowable under the Individuals with Disabilities Education Act. 34 C.F.R. 300.322.

24. Are special education due process hearings and mediations going to be delayed or cancelled? (Updated 3/10/2020)

No. ISBE is not presently taking any steps to delay or cancel any special education due process hearings or mediations. Districts should continue to meet any obligations relating to due process timelines.

25. What constitutes a “large gathering”? *(Updated 3/12/2020)*

Current [CDC guidelines](#), issued on March 10, refer to “large gatherings” as those consisting of 250 people or more. The State of Illinois has not yet issued specific guidance on this subject, but urges schools and districts to review and consider the CDC guidelines.