



Reopening Plan

2020-21

** Please note this is a working document, and information will be updated as necessary to reflect best practices and current guidelines. See this plan online at www.dupage88.net/ReturnToSchoolPlan.*

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Letter from the Superintendent



Dear students and parents/guardians,

This past school year was undoubtedly one of the most challenging and unprecedented in the history of public education. Despite the adverse situation we faced from the coronavirus disease 2019 (COVID-19) pandemic, we were able to succeed because of our stakeholders. Thank you for your partnership, adaptability and support as we navigate this journey together.

As we plan for and transition into the 2020-21 school year, I want to assure you we will continue to follow federal, state and local guidance from Centers for Disease Control, Illinois Gov. JB Pritzker, the Illinois and DuPage County health departments, the Illinois State Board of Education and the DuPage Regional Office of Education regarding social distancing, health and cleaning protocols. As this situation is fluid, and recommendations and amendments could be made during the school year, we have developed education models and structures to accommodate a variety of scenarios. These plans are ready to be implemented at any time to ensure a flexible environment in which student learning can be maintained virtually or in person.

While there are still questions and uncertainty, one thing is clear – the DuPage High School District 88 Board of Education, administration and staff will remain focused on accomplishing our mission of working for the continuous improvement of student achievement, and we will continue to demonstrate what it means to be District 88 Strong, Blazer Strong and Warrior Strong.

Letter from the Superintendent



Areas of focus for 2020-21:

It is our goal for the 2020-21 school year to ensure all of our students develop high-level skills and knowledge that will promote college, career and cultural readiness and prepare them for successful post-secondary experiences. As part of that commitment, we will continue to focus on our Strategic Plan and the Goals Supporting the District 88 Vision, which are:

1. Develop plans to improve student performance, close the achievement gap and actively monitor the acquisition of college, career and cultural readiness skills.
2. Focus on learning programs aligned to local, state and national standards, incorporating critical thinking, applied learning, interdisciplinary curriculum, authentic career-connected programs and digital learning initiatives.
3. Provide time and resources for ongoing professional growth and development programs that focus on learning standards, diverse learners, assessment and data practices, instructional strategies, social-emotional learning and culturally responsive teaching.
4. Create inclusive school-community partnerships that develop life skills, foster social-emotional development, promote overall personal well-being and embrace learning and activity before, during and after school hours.

Letter from the Superintendent



The schools of DuPage High School District 88 offer our students a meaningful and comprehensive educational program that provides a strong foundation for success beyond high school, and the 2020-21 school year will provide yet another opportunity to expand on our accomplishments. We look forward to maintaining our open, honest and transparent communication with all stakeholders, and we invite you to stay connected with us through the following methods:

- **Website:** www.dupage88.net (includes a calendar of upcoming events, a link to athletic events and more)
- **Electronic newsletter:** dupage88.net/newsletter
- **Facebook:** [Addison Trail High School](#) and [Willowbrook High School](#)
- **Twitter:** [@AddisonTrailHS](#) and [@WillowbrookHS1](#)
- **Phone:** 630-530-3981 (District Office), 630-628-3300 (Addison Trail) and 630-530-3400 (Willowbrook)

Thank you for your support of our programs and staff members and for your partnership in “Building Futures” for the students of DuPage High School District 88.

Respectfully,

A handwritten signature in black ink, appearing to read "Scott J. Helton".

Scott J. Helton, Ed.D.
Superintendent of Schools, DuPage High School District 88

Overview of the ISBE Guidance



Illinois State Board of Education

In the ISBE guidance, schools were encouraged to provide completely in-person instruction for all students provided capacity limits and social distancing requirements can be met. However, schools may utilize remote and blended remote learning days. Planning for in person instruction in PHASE 4 must take into consideration the following guidelines:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
- Require an increase in schoolwide cleaning and disinfection.
- *Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.*

Overview of the ISBE Guidance



Illinois
State Board
of Education

The ISBE guidance also urges us to plan our transition through the lens of equity. The ISBE document states:

ISBE urges schools and districts to plan for and implement the transition to in-person instruction through the lens of equity. As described in ISBE's equity statement, "Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed." This collective responsibility has never been more salient, with the COVID-19 pandemic exacerbating economic inequalities, heightening the digital divide, and worsening conditions for students whose mental and physical health and safety was already at risk. The brutal death of George Floyd and the days of nationwide protests in its wake call upon us as educators to recommit to eliminating all forms of racism in our school policies. We must be available and open to hearing students' concerns. We must root our curricula in the context of what students see in the world around them. We must value difference.

The DuPage High School District 88 Remote Learning plan will be communicated in Spanish and English via public website, automated phone calls and emails to students and guardians.

Overview of the ISBE Guidance



Illinois
State Board
of Education

Remote and Blended Remote Learning Days

From the ISBE guidance document:

PA 101-0643 requires each Remote and Blended Remote Learning Day Plan to address the following:

- A) Accessibility of the remote instruction to all students enrolled in the district;
- B) When applicable, a requirement that the Remote Learning Day and Blended Remote Learning Day activities reflect the Illinois Learning Standards;
- C) Means for students to confer with an educator, as necessary;
- D) The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14; students who are English Learners, as defined in Section 14C-2; students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45]; or vulnerable student populations;
- E) How the district will take attendance and monitor and verify each student's remote participation; and F) Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary.

Ensuring all students have access to remote instruction, as required above, includes ensuring all students have the necessary technology, training, support, and internet connectivity to engage in the instruction the school is providing and to meet the school's expectations regarding grades. Accessibility also includes regular communication with teachers, such as via text, email, phone call, or an online learning platform.

The District will utilize the five (5) remote planning days as needed during the school year. Three (3) planning days will be utilized the week of August 17th. Students will start school on Monday, August 24th, 2020. See the 2020-2021 School Calendar [HERE](#).

Structure of District 88 plan

DUPAGE HIGH SCHOOL

DISTRICT 88

Building Futures

STAGE 1

REMOTE

All instruction and resource support is remote. See the following pages for important details and exceptions.

STAGE 2

REMOTE PLUS

A block schedule (80 minutes) is proposed for Monday, Tuesday, Thursday, Friday and morning instruction would remain remote. Afternoon resource time may be remote or in person depending on student need. See the following pages for important details.

STAGE 3

BLENDED REMOTE

Blended instruction would begin bringing groups of students on campus for in-person instruction. See the following pages for important details.

Structure of District 88 plan



The plans below assume that Illinois will remain in Phase 4. If there is a move back to Phase 3, only the REMOTE PLAN will be in effect.

- **STAGE 1 REMOTE** - (Approved to begin the year, with status to be reviewed at the October 5th BOE meeting). The success of remote instruction will be the most critical component of our instructional planning as all of our instructional stages during this pandemic will contain a robust remote instructional program. During this remote period, all instruction and resource support is remote with the following exception: in-person, intermittent instruction/interventions, as determined necessary by the IEP team, may be held for special student populations (LINK 1, DLP, TRANSITION) that are unable to access remote learning independently. These opportunities may be scheduled in advance in consultation with the department head in the identified programs based on student need and teacher input. Additionally, students needing support accessing remote learning (prioritizing SPED, ELL, and 504) may access learning centers on campus while connecting with his/her remote instruction.
- **Learning Centers** - Students with significant barriers to remote learning be approved to access learning centers on campus. Identification, registration, and transportation for approved students will be coordinator by the building administration. Students will be assigned to assigned locations and must follow all students expectations for in-person learning. Students will be given headphones to prevent distraction. Please contact the building principals for more information.

In-person and remote after school tutoring programs may be open on a limited basis for students needing extra support. These would be tutoring positions that could be staffed with teacher assistants with the proper credentials.

Structure of District 88 plan



REMOTE LEARNING SCHEDULE

Time	Monday	Tuesday	Thursday	Friday	Minutes
7:00 - 7:40	Instructional Period 0	Instructional Period 0	Instructional Period 0	Instructional Period 0	40 Minutes
7:45 - 9:05	Instructional period 1	Instructional period 5	Instructional period 1	Instructional period 5	80 Minutes
9:15 - 10:35	Instructional period 2	Instructional period 6	Instructional period 2	Instructional period 6	80 Minutes
10:45 - 12:05	Instructional period 3	Instructional period 7	Instructional period 3	Instructional period 7	80 Minutes
12:15-1:35	Instructional period 4	Instructional period 8	Instructional period 4	Instructional period 8	80 Minutes
1:40-2:25	Lunch	Lunch	Lunch	Lunch	45 Minutes
2:30-3:00	Resource	Resource	Resource	Resource	30 Minutes

Structure of District 88 plan



REMOTE LEARNING SCHEDULE

Wednesdays (35 minutes) - Wednesday instruction will follow a traditional (0-8 period) shortened schedule and will remain remote unless authorized by the administration. This allows for deep cleaning/sanitation of the facilities and for weekly breakfast and lunch distribution for District 88 students.

7:00-7:35	Period 0	35 Minutes
7:45-8:20	Period 1	35 Minutes
8:25-9:00	Period 2	35 Minutes
9:05-9:40	Period 3	35 Minutes
9:45-10:20p	Period 4	35 Minutes
10:25-11:00	Period 5	35 Minutes
11:05-11:40	Period 6	35 Minutes
11:45-12:20	Period 7	35 Minutes
12:25-1:00	Period 8	35 Minutes
1:05-3:00	PLC Student lunch distribution	115 Minutes

Structure of District 88 plan



STAGE 2 REMOTE PLUS - (The Parties shall meet no later than two [2] weeks prior to the onset of any period of Remote Plus or Blended Learning. This shall be in place to ensure that it is safe for all parties to be in-person.)

A block schedule (80 minutes) is proposed for Monday, Tuesday, Thursday, and Friday and morning instruction would remain remote with the exception of the Transition, DLP, and Link 1, and ELL 1/Newcomer populations (TBD depending on student need by the department heads and Teacher teams). Afternoon resource time may be remote or in-person depending on student need. The in-person resource will be determined by the Teacher and/or IEP team. Students may access the in-person resource by appointment in accordance with agreed upon safety provisions and limits of both staff and students on campus.

STAGE 3 Blended/Hybrid - (The Union and the Administration will continue to discuss the logistics, concepts, safety measures, etc. of in-person instruction. Once these decisions are agreed upon, District 88's Stage 3 will be an addendum.)

2020-21 District 88 school calendar



View the most up-to-date 2020-21 school calendar at www.dupage88.net/calendars.

Instructional Guidance



Teacher Expectations

- Teachers are not expected to be on campus during Remote except in “approved” cases. Teachers choosing to work on campus must contact their department head and principal in advance to seek approval to ensure compliance with District 88 COVID safety measures. (The Union and the Administration will continue to discuss Remote Plus and Blended/Hybrid expectations for teachers working on campus. Once these decisions are agreed upon, District 88’s Stage 3 will be an addendum.)
- Teachers will use Google Classroom to create virtual learning spaces for students to provide connection, communication, and instructional materials.
- Teachers’ instruction will be aligned to District 88 Curricular goals and will be facilitated with recommended and provided virtual instruction tools including but not limited to Zoom, Google Meet, and Screencastify to provide students with direct instruction, Teacher created tutorials and instructional videos, student-centered learning activities, formative and summative assessments.
- Teachers will provide content and/or skills-based instruction, academic application, support, enrichment, and/or assessment using virtual tools and instructional practices through direct instruction from classroom Teachers.
- Teachers will assign grades using the Teacher’s syllabus and will be in accordance with District 88 grading practices as outlined in the District 88 Handbook.

Instructional Guidance



- Teachers will take attendance based upon student presence in virtual and/or face-to-face classrooms and submit attendance to Powerschool by 11am and 3:00 pm daily.
- During Remote, Teachers will instruct remotely each period via ZOOM or GOOGLE MEET unless in-person instruction has been approved (special populations only during Remote and Remote Plus learning). On Wednesdays, Teachers will have synchronous expectations with their students during the assigned period. During Remote Plus, students who have been approved for in-person support during resource, may access the school in person following all social distancing guidelines and student expectations. Remote Plus resource expectations will be discussed prior to implementation.
- During Blended Remote Learning, Teachers will instruct in-person Monday, Tuesday, Thursday, and Friday while also connecting with students who are remote. On Wednesday, all students and staff would be remote, and instruction will take place via ZOOM or GOOGLE MEET each period.
- Teachers will provide appropriate learning materials through individual communication with families in the case students are unable to use electronic materials due to specific learning needs.
- Teachers may implement a short break during the block period.
- In addition to the above, Counselors, Social Workers, Psychologists, Nurses, Speech Pathologists, Library/Media Director, and Instructional/Technology Coaches will follow all expectations of their job descriptions.

Instructional Guidance



- Recorded lessons shall not be used for Teacher evaluations or discipline.
- Teachers shall wear masks as outlined by the IDPH when on campus.

Any technology issues with Staff laptops/tablets and Student Chromebooks will be taken care of by the school's technology department. Please call or email our technology department to resolve any technical concerns and access issues.

- Addison Trail Tech Help Desk: 630-628-3343, supportAT@dupage88.net
- Willowbrook Technology Help Desk: 630-530-3414, supportWB@dupage88.net
- Additionally, to ensure all students have access to the internet, free mobile wifi hotspots will be provided to students who either do not have internet service at home or do not have wifi adequate to attend remote classes and complete their schoolwork. Should a student need access to a wifi hotspot, please contact District 88 Library Media Center Director Rose Janusz at rjanusz@DuPage88.net or 630-628-2611.

District 88

C.A.R.E. Team



The District has formed a team to concentrate on the social emotional well being of students and staff. The purpose of the CARE (Committed to Academics, Resiliency and Equity) team is to implement intentional social emotional support throughout our district using inclusive, culturally responsive, anti-racist, restorative, and trauma informed practice for students and staff. This committee will receive on-going, intensive training with the goal of implementing staff development and student programming at the Tier 1 and Tier 2 levels. Training will concentrate on the following areas:

- Deep Equity, Inclusion, and Culturally Responsive Practice
- Trauma Informed Practice
- Restorative Practice - including de-escalation training
- Collaborative and Proactive Solutions training for classroom behavior problem solving
- PBIS and CHAMPS training for behavior intervention support
- Team members will be responsible for designing and implementing Tier 1 school-wide student programming, Tier 2 interventions for students, and PD and coaching for staff.
- For more information including links to upcoming training, events, and resources, please visit our [LINK](#).

Special Education Instruction and Services

Please follow this [LINK](#) for more information.



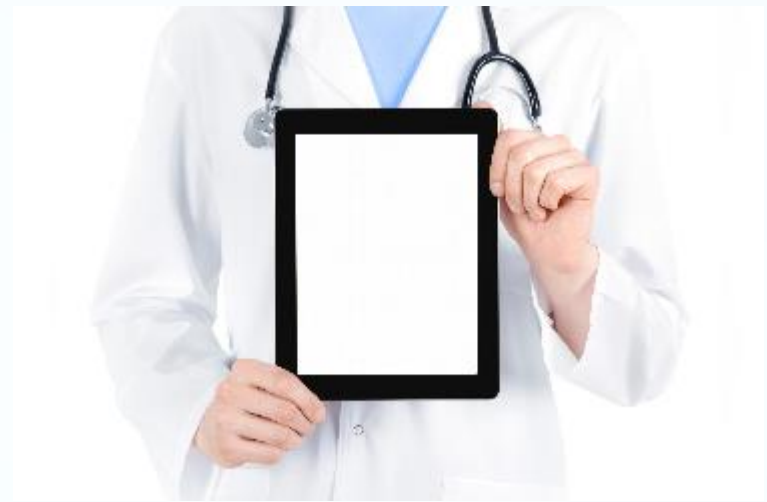
Student Support Services



Student Support Personnel

- To provide consistency and continuation of learning and support, school counselors, deans, social workers, school psychologists, special education department heads, IEP coordinators, library media center director, and literacy department heads will be available to students for academic, social and emotional supports from through in-person and/or virtual meetings, District 88 email and/or Remind. Additionally, students attending in person shall receive in-person services, evaluations, and supports as required.
- Student communication should be done exclusively through Google Hangout or other District approved methods (District email, GOOGLE classroom, REMIND, or ZOOM). Staff is prohibited from communicating with students on any non-district approved means.
- Staff delivering *group services* remotely should use this [consent form](#).

Other considerations for “in-person” instruction



- Planning for in-person contact will be based on the guidance from the Center for Disease Control, Illinois Department of Public Health, and the DuPage County Health Department.. Full CDC school guidance can be accessed [HERE](#).
- Staff that have not been designated as essential employees should seek approval from the department chair and principal to work on campus each day detailing areas to be accessed. The District may implement an electronic symptom screening and approval process.
- Student supervisors will be asked to perform temperature checks for students at all entry points to the building and on school buses pursuant to final ISBE and IDPH Phase 4 guidance. Staff are expected to check temperatures at home before coming to work. Students or staff with temperatures of higher than 100.4 degrees will not be permitted in the building. Students on campus presenting with a fever will be isolated in the secondary nurse's office and sent home. As a reminder, staff experiencing symptoms should not report to work.

Other considerations for “in-person” instruction



- Handwashing stations or sanitizer will be available at all entry points to the building (as well as in each classroom) and students without masks will be provided masks. Sharing supplies, tools, materials, etc. should be avoided entirely both in classrooms and in office spaces.
- Students or staff reporting a positive COVID-19 test will be directed to quarantine for ten (10) days or until he/she presents two negative tests. Return to school/work guidance can be found [HERE](#).
- In addition, in order to fulfill our obligation related to contact tracing, the student or staff member will be asked to provide a list of any person with whom he/she had contact for fifteen (15) minutes or more at a distance of six (6) feet or less proximity since three (3) days prior to symptoms presenting. The student or staff member will also be asked to provide a list of any area he/she accessed in the district. This information can be provided using this [FORM](#).
- **Operational Procedures** - Temperature Checks, Handwashing Stations, Signage, Ventilation, Cleaning Protocol [LINK](#)

District 88 food service

Meal	Cost for students who qualify for reduced-price meals	Full pay (cost for students who don't qualify for reduced-price meals)
Breakfast	\$0.30	\$2.50
Lunch	\$0.40	\$3.05
Total cost for five days' worth of meals	\$3.50	\$27.75

* Available menu items can be viewed at <https://dupage88.nutrislice.com/menu>.

WHO IS ELIGIBLE FOR THE FOOD SERVICE?

- Food will be available each Wednesday (starting on Aug. 26) to students who are enrolled at District 88.
- Students must qualify to receive free or reduced-price meals. See costs for reduced-price meals at left.
- Students who don't qualify to receive free or reduced-price meals are eligible to buy food items. Cashless purchases are preferred. See full pay costs at left.
- All students must present a valid District 88 ID.

WHEN WILL FOOD BE DISTRIBUTED?

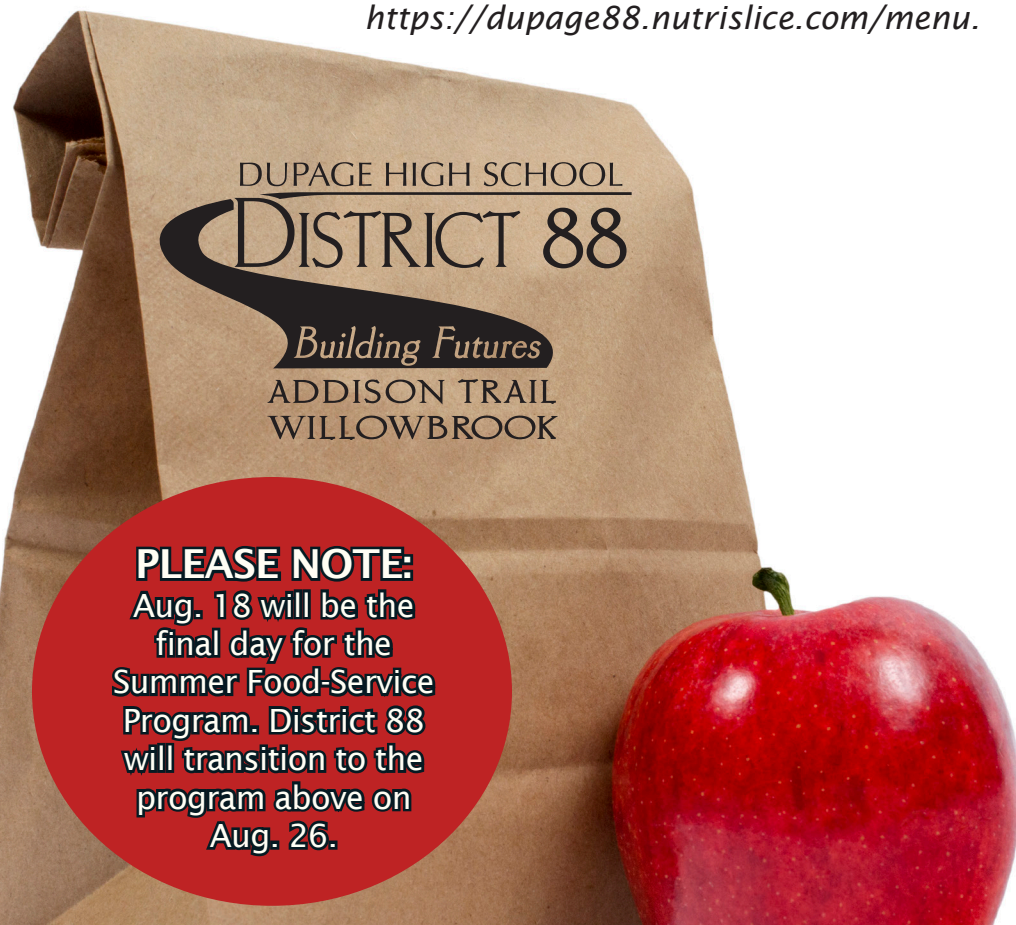
- Food will be provided from 1 to 3 p.m. each Wednesday, starting on Aug. 26.
- Five days' worth of meals will be distributed (five breakfasts and five lunches).

WHERE WILL FOOD BE DISTRIBUTED?

- Addison Trail High School, 213 N. Lombard Road in Addison – Door 5
- Willowbrook High School, 1250 S. Ardmore Ave. in Villa Park – Door 6

WHO CAN I CONTACT WITH QUESTIONS?

- Addison Trail Principal Michael Bolden at mbolden@dupage88.net or 630-628-3301
- Willowbrook Principal Dr. Daniel Krause at dkrause@dupage88.net or 630-530-3438
- District 88 Chief Financial Officer Ed Hoster at ehoster@dupage88.net or 630-530-3970



PLEASE NOTE:
Aug. 18 will be the final day for the Summer Food-Service Program. District 88 will transition to the program above on Aug. 26.

Transportation



The following will apply during Stage 1 and 2 instructional model program.

- The school district will continue to operate a bus service for those families that qualify. The Board of Education has waived the student parking permit fee for the 2020-21 school year to further assist with reduced bus ridership whenever possible. At times when the school district has authorized on campus instruction, bus service will be operated for both the morning and afternoon. The routing information in these situations will be provided to parents in advance. All students will be assigned to seating and the district is committed to maintaining the maximum 6' distancing whenever possible in accordance with state standards.
- All District 88 transportation services will follow the procedures and expectations outlined on the following slides that align with ISBE, IDPH and DCHD guidelines. These procedures will be updated with any change in guidelines and students and families will be informed of any change of procedures and expectations regarding transportation.

Transportation



- All individuals on a bus must wear a face covering.
- Physical distancing must be maintained to the greatest extent possible.
- Students must complete self-certified COVID-19 symptom checks before boarding a bus.
- All students will have their temperature checked by a District 88 employee before entering the bus in the morning.
- Those students that have a temperature exceeding 100.4 degrees will not be allowed to enter the bus and will be sent home. The driver will contact dispatch who will contact the school to notify the parents if this takes place.
- Students who ride the bus should remember to wash their hands or use hand sanitizer before and after riding the bus.
- Drivers and monitors must wear approved and appropriate PPE and perform regular hand hygiene.
- Drivers and monitors must complete self-certified COVID-19 symptom and temperature checks before boarding a bus.

Transportation



- Drivers and monitors who become ill during their route should contact their supervisor immediately, and the school and district should be notified.
- All physical changes to school transportation vehicles must meet Illinois Department of Transportation (IDOT) and Secretary of State rules and regulations.
- District 88 and transportation providers will install visual guides as needed to reinforce student expectations set forth by ISBE, IDPH and DCHD (e.g., floor decals, colored tape, or signs to indicate where students should not sit or stand may be used to assist in compliance).
- Seating charts will be used on all routes. To the extent possible, schools will place students in the same household in a seat together.
- IEP or 504 teams will determine individual transportation needs for students who require special accommodations.
- Sanitization will be completed daily and between use on all vehicles used for student transportation. Transportation providers will disinfect the vehicles high touch areas only using products that meet the EPA criteria and manufacturers' guidelines.

Transportation



- School bus capacity will be limited to ten (10) students (1 student per seat) and one (1) staff member. Temperature and symptom checks will be conducted before students enter the bus and students with temperatures higher than 100.4 will not be permitted to enter. Students will have assigned seats for purposes of social distancing and contact tracing.
- Special needs transportation will comply with all social distancing and contact tracing guidelines and also be staffed with a teacher aide.
- ISBE FAQ document can be accessed here: <https://www.isbe.net/Documents/Transportation-FAQ-7-27-20.pdf>

Student Behavior Expectations



All District 88 behavior expectations apply in both remote and blended remote learning environments and can be found in the [DuPage High School District 88 Student Handbook](#). PBIS teams will be creating expectations for remote learning and blended learning to communicate, teach, and re-teach behavior expectations. Expectations will include, but will not be limited to:

- Students will be required to be present the entire period for all assigned periods of their schedule whether remote or in-person. Students will be logged on and have their camera on for virtual class meetings (special circumstances on a case by case basis). Students may choose or be directed to change their screen to a neutral, school appropriate background. In addition, students first and last names must be typed correctly.
- Students will complete work in the timeframes assigned by the Teacher. Submissions will be online or in-person depending upon each teacher's classroom expectations.
- Students will follow all policies per the District 88 Student Handbook.
- Students will communicate directly with their Teachers when they need additional support in their coursework.

Student Behavior Expectations



- Students must check their Google Classrooms, school e-mails, Remind accounts, etc. depending upon their specific Teachers' expectations.
- While Teachers shall ensure that all lessons are available for remote student access, any recording of video or audio of any live lessons, instructional or support meetings, or intervention services provided without permission is strictly prohibited. Violations are disciplined as outlined in Section 6 of the District 88 Student Handbook.
- Students coming in for in-person instruction will wear masks at all times and follow all social distancing requirements. Failure to do so will result in disciplinary action and removal from campus.

Extra-Curricular Activities and IHSA Guidance



- During Remote and Remote Plus learning, the District will make efforts to continue those activities that can be delivered remotely to the extent practical. *Sports and activities that require physical contact may be suspended, reduced, or modified based on the IHSA and Illinois Department of Public Health guidelines.* IHSA modified schedule as of July 29th:
- ISBE Sport Guidance
- During Remote Blended learning, activities may be able to proceed traditionally with enhanced social distancing procedures. After school sports and activities are subject to IHSA, IDPH, and ISBE regulations.

Illinois State Board of Education Recommendations

ISBE Instructional Recommendations		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Back-to-School Events	<ul style="list-style-type: none">• Encouraged to be virtual or small groups	<ul style="list-style-type: none">• Modify events and communicate changes
Assessing Students' Skill Levels	<p>Consider the following questions:</p> <ul style="list-style-type: none">• Which standards were missed or partially covered?• What are the aligned standards at the current grade level?• What are the skills required to master the missed or partially covered standards?• Will the standard stand alone in instruction or can it be layered in the current grade-level standard?• What is the timeline in which the standard will be covered?	<ul style="list-style-type: none">• Teachers develop quick checks to inform vertical articulation• Teachers modify the anticipated curriculum and inform instruction to support students based on data and student feedback
Addressing Learning Loss	<ul style="list-style-type: none">• Students will vary greatly in academic knowledge from the prior year• Create and implement supports to differentiate instruction appropriately• Develop plans to bring students up to grade-level• Provide time for students to address incompletes from last year• Consider tutoring, extended school days, support personnel, and technology	<ul style="list-style-type: none">• Teachers will assess individual student learning and deficits within their classes by administering assessments and working closely with teachers at previous and subsequent grade levels to determine the standards that may need review

	<ul style="list-style-type: none"> • At the start prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year. • Provide and/or expand intervention time within the school day to help fill learning gaps for individual students. . 	
Instructional Best Practices for Maintaining Social Distancing	<ul style="list-style-type: none"> • Consider revising activities that combine classes or grade levels or require travel to other buildings. • Consider synchronously broadcasting in-class instruction to multiple rooms to allow students to spread out. • Teachers rotate instead of the students. • Consider moving class activities outdoors if weather and safety considerations permit. • Students don't share object - or they are sanitized between use • Consider using face shields or signs with different facial expressions or colors to help convey emotion, social norms, and feelings. • Consider integrated or thematic instruction 	<ul style="list-style-type: none"> • Provide examples to teachers • Provide expectations to teachers for planning for social distancing into planning

Special Education Considerations	<ul style="list-style-type: none"> • Districts remain responsible for ensuring that special education students receive a free appropriate public education • Blended Remote Learning Plans must address the unique needs of students eligible for special education services • Adhere to timelines for annual IEP meetings and required evaluations. 	<ul style="list-style-type: none"> • Design and provide training to classroom teachers and paraprofessionals • IEP teams should meet to determine whether any amendments to students IEPs are necessary to address students' current levels of performance and make individualized determinations regarding placement and where special education students receive services
English Learner Considerations	<ul style="list-style-type: none"> • In-person instruction should be prioritized for English Learners • Help students continue their native language learning • Use face coverings with clear windows or face shields during instruction or pre-recording these demonstrations. • Apply the Illinois English Language Development Standards and utilize the WIDA Can-Do Descriptors 	<ul style="list-style-type: none"> • Consider English Learner needs when building schedules • Order appropriate face coverings and/or shields • Provide language support to help students and families to access the resources used for remote instruction
Grading	<ul style="list-style-type: none"> • Can return to traditional grading practices • Ensure that students have all the necessary tools, technology, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner 	<ul style="list-style-type: none"> • Re-evaluate and modify traditional grading policies, as necessary
Professional Learning and Staffing	<ul style="list-style-type: none"> • Use professional development days to prepare evidence-based instructional methods and 	<ul style="list-style-type: none"> • Plan for professional learning days and opportunities • Develop professional

	<p>materials, to plan to attend to students' social-emotional and mental health needs, and for training on new health and safety protocols.</p> <ul style="list-style-type: none"> • Optional summer learning opportunities may be considered for educators to hone their remote learning craft and discuss best instructional strategies for a blended learning environment. • Provide options for asynchronous and/or synchronous professional learning - leverage virtual opportunities • Leverage instructional coaches or informal professional learning opportunities <p>Consider professional learning regarding:</p> <ul style="list-style-type: none"> • Providing staff training recognizing and affirming the unique socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population within each district. • Developing student and staff mental health and counseling plans and training on offering social-emotional supports, including bullying prevention. • Identifying the successes and barriers for students, staff, and the community during remote learning, including enhancements to prepare for a blended 	<p>learning activities and materials</p> <ul style="list-style-type: none"> • Consider building into the school day when creating the schedule
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	<p>learning environment or in preparation for intermittent/rolling school closures.</p> <ul style="list-style-type: none"> • Reviewing student progress during remote learning, identifying gaps, and planning for the appropriate continuation of learning transitioning to our “new normal” for the 2020- 21 school year. • Preparing local assessments to determine current skill level 	
Technology	<ul style="list-style-type: none"> • Make every effort to provide students and families with the technology devices and internet access necessary to successfully participate in remote learning • Teach students how to maintain their devices, guidelines for basic device function, internet safety, as well as problem-solving techniques that can be utilized if the student has technology difficulties during remote learning 	<ul style="list-style-type: none"> • Determine technology needs - including internet access • Create instructions for accessing technology assistance and process to provide support. • Provide training for students and families on technology tools and resources.

Health and Safety Protocols IDPH Guidance		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Preparing for When a Student or Staff Member Becomes Sick	<ul style="list-style-type: none"> • Communicate with families and staff that any individual who tests positive for COVID-19 or who shows any signs or symptoms of illness should stay home. 	<ul style="list-style-type: none"> • Distribute symptom checklist for families and staff to use to determine if they are well enough to attend

	<ul style="list-style-type: none"> Families and staff should also report possible cases to the school where the individual attends school or works to initiate contact tracing. Collect symptom reports when absences are reported 72 hours must elapse from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared. Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days. Students or staff returning from illness related to COVID-19 should call to check in with the school nurse or building administrator (if a nurse is unavailable) following quarantine. 	<p>that day.</p> <ul style="list-style-type: none"> Develop process and location to isolate anyone showing symptoms Outline protocols for cleaning areas used by a sick person
Hand Hygiene	<ul style="list-style-type: none"> Encourage frequent and proper handwashing Ensure availability of supplies, such as soap and paper towels, hand sanitizer, tissues, etc., for all grade levels and in all common areas of the building Review protocols in guidance document (page 32) 	<ul style="list-style-type: none"> Order supplies and distribute Post signage
Face Coverings	<ul style="list-style-type: none"> Everyone must wear a face covering at all time unless unless they are younger than 2 years of age; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the cover without assistance Face coverings must be worn at all times in school buildings even when social distancing is maintained. 	<ul style="list-style-type: none"> Determine if school is ordering face coverings and type (masks, cloth coverings, shields) and quantities for students, staff, and visitors Update policies to require the wearing a face covering while on school grounds

	<ul style="list-style-type: none"> • Face coverings do not need to be worn outside if social distance is maintained • Maintain a supply of disposable face coverings in the event that a staff member, student, or visitor does not have one for use. 	and handle violations in the same manner as other policy violations
Social Distancing	<ul style="list-style-type: none"> • Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible in all areas • Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc. 	<ul style="list-style-type: none"> • Post visual reminders throughout school buildings and lay down tape or other indicators of safe distances in areas where students congregate or line up • Consider social distancing when building schedules
Symptom Screenings	<ul style="list-style-type: none"> • Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea, may not enter buildings. 	<ul style="list-style-type: none"> • Develop process for temperature and symptom screenings upon arrival or self-certification
Personal Protective Equipment	<ul style="list-style-type: none"> • Ensure that appropriate personal protective equipment (PPE) is made available to and used by staff, as needed, based on exposure risk. 	<ul style="list-style-type: none"> • Order PPE • Provide training to staff prior to the start of student attendance on the proper use and disposal of PPE.

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection		
Topic	Impact on Organization	Tasks/Things to Do - Who is

		Responsible - Date Due
Districts should develop sanitation procedures per recommendations of the CDC, IDPH, and local health departments.	<ul style="list-style-type: none"> • Clean visibly dirty areas • Clean frequently touched areas • Cloth toys or other cloth material items that cannot be disinfected should not be used • Determine means to sanitize soft surfaces, such as carpeted areas, rugs and curtains • consider posting scheduled cleaning times and maintain appropriate documentation upon the completion of cleaning 	<ul style="list-style-type: none"> • Outline cleaning protocols and schedules • Order appropriate cleaning materials • Order PPE for cleaning •

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Classrooms	<ul style="list-style-type: none"> • Provide assigned seating for students and require students to remain in these seats to the greatest extent possible • Develop a marked path of travel inside the classroom to maintain social distancing from the entry point of the classroom to 36 the student's assigned seat • Rearrange desks so that there is a 6-foot distance in all directions between the desks and face desks in the same direction if possible. • Open windows if possible • Limit who is in classrooms to those required for 	<ul style="list-style-type: none"> • Communicate to teachers protocols for social distancing in classrooms • Provide time and supplies to set up classrooms

	<p>instruction</p> <ul style="list-style-type: none"> • Build in time for hygiene • Assign computers and utilize keyboard covers 	
Shared Objects	<ul style="list-style-type: none"> • Restrict or discourage the borrowing or sharing of any items. • Clean and sanitize objects before and after use 	<ul style="list-style-type: none"> • Communicate protocols on shared objects and cleaning/sanitizing
Driver's Education Behind-the-Wheel Instruction	<p>Follow protocols:</p> <ul style="list-style-type: none"> • Allow only two students and one instructor per vehicle. • Face coverings must be worn, unless medically contraindicated. • Prohibit eating and drinking in the vehicle. • Open the windows whenever possible. • Do not make any stops during the training that are not applicable to driver's education to reduce the amount of time in the vehicle. • Complete hand hygiene with soap and water or hand sanitizer, as appropriate, before and after driving and, at the minimum, upon completion. Hand sanitizer should be placed in each vehicle. • Clean and disinfect the steering wheel, door handles, seatbelt fastener, controls/dials that the driver would come in contact with, keys, etc. in between each behind-the-wheel session. • Conduct regular routine cleaning and disinfecting of the seats. 	<ul style="list-style-type: none"> • Work with teacher to understand and follow protocols
Music-Related Courses	<ul style="list-style-type: none"> • Indoor rehearsals are discouraged. Consider moving music and band-related courses outside. • Organize music and band classes into smaller groups. 	<ul style="list-style-type: none"> • Work with music faculty to develop and implement protocols

	<ul style="list-style-type: none"> • Use separate partitions in open spaces; utilize markings on classroom floor/wall/practice field • Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles • Sanitize hands and instruments before using • Do not share instruments • Wear masks whenever possible • Conductors should face students from more than 10 feet away from the first row of singers/band members. Where possible, conductors are encouraged to wear glasses/goggles or install a plexiglass shield. • Consider virtual option whenever possible 	
Traffic Flow, Hallways, and Lockers	<ul style="list-style-type: none"> • Face coverings must be worn at all times. • Adhere to social distancing requirements and IDPH limitations on gathering sizes when possible • Limit number of persons within hallways at any given time to the greatest extent possible. • Limit required movement of students between classes. • Consider having staff rotate through classes rather than requiring movement/mixing of student groups. • Provide hallway supervision using hall and bathroom monitors to ensure a limited number of persons enter bathrooms at one time. • Hallways could have marked one-way paths and certain staircases could be designated one-way only, as possible. • Place floor markings to 	<ul style="list-style-type: none"> • Develop protocols • Consider passing periods in schedules • Place signage and markings where appropriate

	<p>delineate 6-foot distance between students in locations where they line up.</p> <ul style="list-style-type: none"> • Remove furniture or other items that may encourage congregating in certain areas. • Limit number of riders in elevators to one or two students with an additional adult (when student needs continuous support or supervision). • Suspend the use of lockers, if possible. 	
Restrooms	<ul style="list-style-type: none"> • Maintain social distancing in restroom areas • Add physical barriers, such as plastic flexible screens, between bathroom sinks and urinals. • Post signs encouraging hand hygiene procedures. • Ensure supplies are available for hand hygiene. 	<ul style="list-style-type: none"> • Order supplies and materials • Post signage
Drinking Fountains	<ul style="list-style-type: none"> • Flush before returning to school • Promote the use of reusable water bottles • Develop procedures to maintain social distancing during drinking fountain use by placing floor markers and signage around fountains 	<ul style="list-style-type: none"> • Train students and staff on appropriate use of drinking fountains (page 39) • Determine procedures for cleaning and sanitizing water fountains to maintain infection control between use
Cafeterias/Food Service	<ul style="list-style-type: none"> • No more than 10 individuals during Phase 3 and no more than 50 individuals during Phase 4, if possible • Alternate scheduling or add meal service times to adhere to capacity limits. • Consider delivering meals to classrooms or having students eat outdoors while ensuring social distancing is implemented. 	<ul style="list-style-type: none"> • Develop a meal plan protocol • Determine allergy free areas • Develop cleaning protocol
Visitors and external	<ul style="list-style-type: none"> • Limit any nonessential 	<ul style="list-style-type: none"> • Develop and

groups	<p>visitors, volunteers, and activities involving external groups or organizations, as possible</p> <ul style="list-style-type: none"> • Restrict where visitors can go in the building. • Hand hygiene for visitors • Maintain accurate records of visitors • Consider outside drop off for items 	communicate protocols
Administrative Offices and Staff Workspaces/Lounges	<ul style="list-style-type: none"> • Employee workstations should be properly distanced so that employees may maintain a 6-foot distance from one another, when possible. • Consider installing physical barriers within main offices, as needed. • Provide cleaning materials and hand washing supplies • Provide each employee with a personal supply of office supplies • Maintain a regular cleaning and disinfection schedule of frequently touched items 	<ul style="list-style-type: none"> • Relocate workstations to 6 feet apart of separate with plastic shields • Order office supplies • Develop cleaning protocols
Student Transportation	<ul style="list-style-type: none"> • All individuals on a bus must wear a face covering • No more than 50 individuals should be on a bus at one time • Social distancing must be maintained to the greatest extent possible. • Students must undergo symptom and temperature checks, which may include self-certification, before boarding a bus. • Drivers and monitors must wear approved and appropriate PPE and perform regular hand hygiene and perform symptom checks • Sanitization should be completed daily or between use on all vehicles used for 	<ul style="list-style-type: none"> • Develop protocols and communicate to students and families • Evaluate bus routes to maintain 50 per bus - add routes as necessary • Review Appendix F for Bus Driver PPE • Protocols for symptom checks • Place signage on buses • Develop seating charts • Develop cleaning protocols

	student transportation	
Physical Education, Gymnasiums, Pools, and Locker Rooms	<ul style="list-style-type: none"> No more than 10 individuals may be in one space at any one time during Phase 3. No more than 50 individuals may be in one space at any one time during Phase 4. Maintain social distancing of 6 feet Try to be outdoors or separated if indoors Consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing Any shared equipment must be cleaned between each student use and disinfected at the end of each class. Perform hand hygiene at the start and end of each class period, after using equipment, or when hands are visibly dirty 	<ul style="list-style-type: none"> Work with Physical Education and Athletic staff to develop protocols

Illness and Diagnoses Monitoring

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Schools should institute a tracking process to maintain ongoing monitoring of individuals excluded from school	<ul style="list-style-type: none"> Check in with nurse upon return and prior to going to class Encourage families to report positive diagnoses or exposure when reporting absences Confirmed cases of COVID-19 should be reported to the local health department by the school nurse or designee Schools will offer assistance to local health departments when contact tracing is 	<ul style="list-style-type: none"> Communicate to students, families, and staff the process for returning to school Provide students, families, and staff locations of testing sites Determine communication protocol for positive cases

	<p>needed after a confirmed case of COVID-19 is identified</p> <ul style="list-style-type: none"> Districts should inform the school community of outbreaks per local and state health department guidelines while maintaining student and staff confidentiality rights. 	
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Mental Health		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Considerations should be given to the impact that COVID-19 has had on mental health	<ul style="list-style-type: none"> Access to school counselors and supports should be as readily available as possible and communicated to students. Consider monitoring the mental and emotional well-being of students and staff members 	<ul style="list-style-type: none"> Provide training to staff to increase awareness of the impact of COVID-19. Develop and implement a crisis management team to provide supports, as needed, to staff and students. Communicate about EAP program

Other Areas and Considerations		
Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Instructional (Self-Contained) Classrooms Housing Students Who Are Medically Fragile or May Have Behavioral, Developmental, or Emotional Challenges	<ul style="list-style-type: none"> Risk of infectious disease exposure may be much higher for staff providing care for medically fragile students. Social distancing may not be possible Use appropriate PPE for continuous wear and during procedures along with hand washing 	<ul style="list-style-type: none"> Review guidance (Page 44) and specific protocols for individual students
Related Services for	<ul style="list-style-type: none"> Virtual if possible 	<ul style="list-style-type: none"> Review guidance

Students (OT/PT, Speech, Social Work Services, etc.)	<ul style="list-style-type: none"> • Face coverings must be worn and social distance must be maintained 	(Page 44) and specific protocols for individual students
Before- and After-Care and Other Programs	<ul style="list-style-type: none"> • Should be restricted to essential activities • Organizations and groups that wish to access a school's facilities should submit a plan that addresses procedures for program implementation 	<ul style="list-style-type: none"> • If bringing organizations in facilities develop protocols
Library Areas	<ul style="list-style-type: none"> • Consider using the library space as a regular classroom if the school needs additional classroom space to adhere to capacity limits and social distancing requirements • Consider bringing resources and librarians to classrooms. 	<ul style="list-style-type: none"> • Work with library staff to determine protocols
Health Offices	<ul style="list-style-type: none"> • Maintain social distancing • Provide resources to limit transmission (ventilation, barriers, curtains, etc) • Use two separate entrances to the health office space to allow one to be used by students without illness symptoms and one to be used by students with illness symptoms • Provide a supervised quarantine space for students/staff who are experiencing COVID-19-like symptoms and may be awaiting evaluation and/or pickup. • Students exhibiting COVID-19-like symptoms must wear a face covering unless medically contraindicated • Implement strategies to reduce unnecessary visits from students, staff, and visitors • Healthy students reporting to the health office for medical management must be treated in a separate clean designated area 	<ul style="list-style-type: none"> • Work with nurses and health official to develop protocols and prepare spaces • Evaluate the current school health office space and determine if there is space for quarantine. • Have additional staff available • Order appropriate supplies - cleaning and PPE
Extracurriculars	Extracurricular activities must follow the IDPH requirements set forth for the school setting, which include social	<ul style="list-style-type: none"> • Develop plans and protocols for extracurriculars

	<p>distancing, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19.</p>	
Playgrounds	<ul style="list-style-type: none"> • Playground equipment that is to be used should be monitored, and the number of students using each piece of equipment should be limited. • Maintain appropriate cleaning of playground equipment • Students should perform hand hygiene prior to touching playground equipment and upon return from the playground. 	<ul style="list-style-type: none"> • Develop protocols for using and cleaning equipment • Order cleaning supplies
Auditorium/Multi-Purpose Rooms	<ul style="list-style-type: none"> • Limit the number of individuals in one space to 10 or fewer in Phase 3 or 50 or fewer during Phase 4. 	<ul style="list-style-type: none"> • Ensure auditoriums and multi-purpose rooms that are used are cleaned and sanitized daily and in between groups as much as possible.
Career and Technical Education and Dual Credit	<ul style="list-style-type: none"> • When implementing modified schedules or Blended Remote Learning Days, consider the needs of CTE and other dually enrolled students. • Districts should maintain a log of the sites that students visit. • Districts should consider how a student's coursework could be modified due to illness • Districts should prohibit or limit the self-serving or sharing of food products in classes during which students prepare food. 	<ul style="list-style-type: none"> • Develop procedures and protocols to properly clean and disinfect career and technical education (CTE) equipment and workspaces.
Field Trips	<ul style="list-style-type: none"> • Field trips are discouraged until state and local health officials have determined that it is safe to resume them 	<ul style="list-style-type: none"> • Cancel any field trips planned for the start of the year and then monitor