

# CRETE-MONEE SCHOOL DISTRICT 201-U Administration Center

1500 Sangamon Street | Crete, Illinois 60417 | (708) 367-8300

## Reopening with Equity

# REFERENCE GUIDE

### 2020-21 School Year

*This Reference Guide is based on guidance from Illinois State Board of Education, Illinois Department of Public Health, and Centers for Disease Control & Prevention. Please note that it contains the most current information and best practices known to us as of its printing. However, it is subject to changes and updates as more information may become available from state and federal agencies.*



#### DISTRICT MISSION STATEMENT

*Empower each student to positively impact the world for a bright new future.*



# SUPERINTENDENT'S MESSAGE

Dear CM 201-U Families and Staff,

The changes to our lives due to the COVID-19 pandemic have been rapid, worrisome, and challenging, to say the least. As schools across the nation grapple with balancing student and staff safety and the need to have students return to school this fall, we want you to know we share your concern. Based on recommendations from ISBE, IDPH, CDC, and our District's family, staff, and student surveys, **Crete-Monee School District will open remotely for the 2020-2021 school year.** We are grateful for the teamwork and collaboration from all of our CM 201-U leadership, Reopening Task Force, and stakeholders. Your commitment to our students, families, and staff has enabled us to develop a plan that will address the challenges ahead.

### **Safety First**

After spending time this summer working with the Illinois School Board of Education, Will County Regional Office of Education, area superintendents, and listening to your voices, we have developed a comprehensive plan to reopen District schools this fall. The plan's priority is *safety first*. We want all parents, students, and staff to feel safe as they embark on another school year.

### **Communication with Questions**

We recognize you have many questions such as "What will the new school year look like?" or "How will safety be addressed?" or "How will my child get to school?" That is all completely understandable.

We created this Reference Guide (also available on our district website at [www.cm201u.org](http://www.cm201u.org)) to assist our families and staff with understanding the new ways in which we will deliver teaching this school year while keeping everyone safe. The Guide contains specific information regarding new policies for safety, student and staff health protocols, personnel information, teaching and learning models, and business and facility operations. It also contains a list of FAQs, resources, and other important information to address many of your questions. We believe you will find it very helpful as we all navigate this new and uncharted territory.

Again, thank you for your patience and support as we prepare for a safe and successful return to school.

Sincerely,

Dr. Kara Coglianese  
Superintendent of Schools



# Reopening with Equity Reference Guide

## SPECIAL THANK YOU

<p><b>CM201-U Board of Education Members</b></p>	<p>Nelson Albrecht - President Cheryl Roop - Vice President Jeanine Galbraith - Secretary</p>	<p>Maurice Brown - Member Brenda Mitchell - Member Bill Sawallisch - Member Sandy Walters - Member</p>
<p><b>Future Ready Reopening Task Force and District Cabinet</b></p>	<p>Dr. Kara Coglianese - Superintendent Lyle Neal - Assistant Superintendent, Personnel and Culture Ghantel Perkins - Assistant Superintendent, Teaching and Learning Ken Surma - Assistant Superintendent, Business and Operations Eric Bertram - Director, Technology Robert Genardo - Director, Teaching and Learning Kathleen Lynch-Hale - District Health Manager Keith McLean - Director, Building and Grounds Natalie A. Nash, MSC - Director, Communications Pam Pansa - Director, Food Service Ellen Ramsden-Belotti - Director, Special Education Keeyana Riley - Director, Behavior Interventions</p>	

## Task Force Subcommittee Including CMEA and ACME Members

<p><b>Early Learning Center</b> Kelly Chesta - Director Tracy Rocchiett - Special Education Sue Klein - Speech Pathologist Toya Rivera - Pre-Kindergarten At Risk Jamie Hayden - Special Education - DLT Joanna Dau - Special Education Anne Barry - Social Worker Lynn Sawallisch - Parent Kate Lynch-Hale - District Health Manager</p>	<p><b>Crete Elementary</b> Erin Lane - Principal Raven Roberts - Assistant Principal Jacque Olson - Special Education Sarah Jedlicka - Fourth Grade Teacher Amanda Karczewski - Literacy Coach/DLT Nicole Persic - Social Worker Candace Crittenden - Paraprofessional/Parent Patriece Franklin - Nurse</p>	<p><b>Crete-Monee Middle School</b> Kokona Chrisos - Principal Caroline Daly - Assistant Principal Raymond Lawrence - Assistant Principal Greg Schneider - Assistant Principal Sandra Brookins - Division Leader Miranda Ryder - Division Leader Christina Flores Colbert - IB Coord. - DLT Kathryn Bolster - Special Education Tasha Williams - Social Worker Natalie Garcia - Nurse</p>	
<p><b>Balmoral Elementary</b> Janice Van Kuiken - Principal Adekunle Adegbemi - Assistant Principal Andrea Flanagan - Fourth Grade - DLT Donna Kenealy - Special Education Jeanine Shubert - Special Education Deirdra Begesha - Kindergarten Carmen Thompson - Social Worker Donna Siriani - Nurse</p>	<p><b>Monee Elementary</b> Dr. Amos Vaughn - Principal Nicole Chism - Assistant Principal Debbie Caserio - Literacy Coach - DLT Michelle Smith - Learning Behavior Specialist Beth Pisarczyk - Fourth Grade Sharon Daniels - Nurse</p>	<p><b>Crete-Monee High School</b> Marjorie Triche - Principal Jennifer Hannagan - Assistant Principal Lisa Miller - Assistant Principal Robin Tobias - Assistant Principal Carolyn Ross - Dean David Hall - Dean Marquetta Phillips - Dean Lamont Holifield - Division Leader John Konecki - Division Leader Sarah Gruber - Social Worker Linda Nelson - Special Education Coord. Rebecca Murtaugh - Special Education Peter Setnick - Special Education Barbara Belin - Math - DLT Dana Burns - Registrar Dr. Theresa Dixon - Parent SGA Representatives</p>	
<p><b>Coretta Scott King</b> Bryon Mane - Principal Shannon Wentzel Bruns - IB Coord. - DLT Monica Kolosh - Special Education Kathleen Daley - Fourth Grade Carla Wojtczak - First Grade Cynthia Fonseca - Nurse</p>	<p><b>Talala Elementary</b> Dr. Kristin Elliott - Principal Derrick Watson - Assistant Principal Erica Mainor - LD Resource Sandra Quarles - Fourth Grade Susann Heise - Fifth Grade Lori Cantor - Literacy Specialist - DLT Termeco Joseph - Nurse</p>	<p><b>Monee Education Center</b> Brian Wortel - Principal Judi Pappas - Administrator Fredric Nielsen - English - DLT Julia Dornseif - Social Worker Edwin Greenwald - Parent</p>	
<p><b>CMEA Union President</b> - Kathy Siefert</p>			<p><b>ACME Union President</b> - Robert Ratliff</p>



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### OVERVIEW

Crete-Monee School District 201-U will gradually reopen for more in-person work, services, and instruction in the safest possible manner. We want our students, families, and staff to feel as comfortable as possible returning. This manual is meant to address many of the questions that stakeholders may have during this process.

### Guiding Principles

Decisions about reopening are all guided by the latest recommendations provided by the Centers for Disease Control (CDC), Illinois State Board of Education, orders from state and local governments, as well as consultation with healthcare professionals. The day-to-day status of COVID-19 cases will likely fluctuate in the coming months. This means that while we cannot predict with certainty what the COVID-19 cases in Illinois will look like in the upcoming months, we can rely on a series of guiding principles to help us make decisions, evaluate those decisions, and adjust as necessary.

At the same time, we will not lose sight of our District Strategic Plan and its priorities and goals, as articulated in the *Future Forward Strategic Plan*. The following guiding principles will be considered as we make decisions about reopening. When faced with a strategic decision and challenge, we will consider how to achieve the goals listed below:

- Goal 1:** Provide a challenging and equitable education for all students to promote a pathway for life success.
- Goal 2:** Nurture a safe, respectful, and inclusive learning environment to instill learner confidence, growth, and success.
- Goal 3:** Cultivate a high quality, diverse staff who will foster an inclusive work environment of innovation, collaboration, high expectations, and accountability.
- Goal 4:** Create a sustainable partnership with family and community stakeholders to build a unified network of support for our students.
- Goal 5:** Provide our students with equitable, safe, and well-maintained facilities.
- Goal 6:** Prioritize our financial resources to meet our short and long-term goals.

### Educating with Equity: Delivery of Instructional Models

Due to the continuation of social distancing practices, limited students in classrooms and on school buses, students will not attend school face-to-face at the beginning of the school year. In order to prioritize our students' needs based upon an equitable framework, we will phase in specific student groups who need the most amount of face-to-face instruction, social and emotional support, and/or interventions to be successful.



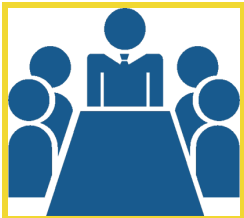
## Equity Statement

### WELCOME. VALUE. EMPOWER.



#### Focus on the Individual

CM201-U honors the uniqueness of each individual. We believe that our strength as a community comes from the diverse experiences and perspectives of our students, families, and staff members. CM201-U strives to be a learning community where students of all races, gender identities and expressions, ethnic backgrounds, social classes, sexual orientations, linguistic backgrounds, and abilities are welcomed, valued, and empowered. We embrace diverse values, beliefs, and points of view, and strive to prepare students for lives in a multicultural society.



#### Focus on Systems

The success of our students and our organization lies in our ability to create and sustain educational equity within our systems. We believe that educational equity is achievable through the intentional identification and dismantling of oppressive systems within our classrooms, our schools, and our community. Dismantling these systems requires a commitment to reflecting deeply on the culture, climate, policies, and practices of the district through an anti-racist, anti-oppressive lens, as well as a commitment to eliminating disparities within the organization.



#### District Commitments

**We will** foster authentic relationships among and between students, staff, and the community.

**We will** analyze data through a culturally responsive lens in order to direct resources, opportunities, and supports based on student, staff, and community need.

**We will** actively recruit diverse staff and provide a working environment that ensures all perspectives are represented.

**We will** identify and remove barriers in our current policies, procedures, systems, or practices that limit opportunities for our students which results in different outcomes for various student groups.

**We will** promote cultural competency. A world-class education requires racial consciousness, cross-cultural and disability awareness, and gender equity.

**We will** eliminate achievement predictability based on race/ethnicity, gender identity, family income, disabilities, and linguistic background to ensure all students will reach their fullest human potential.

**We will** ensure all groups are meaningfully and authentically represented in our curriculum.

**We will** empower our students to demonstrate agency by actively engaging them in the process of creating equity within our system.



### External Recommendations and Guidance

This plan and the recommended procedures are designed to align with the most comprehensive guidance released to date. We are relying on a variety of sources of inspiration, and specifically aligning our plan with:

- The State of Illinois plan, which outlines various stages of response and what needs to happen with the virus to move from one stage to the next.
- Guidance released by the Centers for Disease Control (CDC) for schools
- Occupational Safety and Health Act (OSHA) Guidance on Preparing Workplaces for COVID-19
- Illinois State Board of Education (ISBE)
- Illinois Department of Public Health (IDPH)

### Data and Information Guiding Our Decisions

The District keeps a close watch on the development of public health recommendations, state and local guidance, and the information shared by our own families and employees. To date, our families and staff have overwhelmingly indicated through our district-wide survey, that they would feel most comfortable returning with a remote model while adding in a hybrid option later this fall. We plan to continue collecting information from our community of students, families, and staff to adjust the plan as needed.

### Development of Our Re-Entry Plan

Planning the District's re-entry will take ongoing coordination and collaboration across all District departments, schools, and the Board of Education. To ensure decisions are being carefully considered and recommendations reviewed, the District relies on current medical best practices released by the CDC and the State of Illinois.

### Stakeholder Engagement

CM201-U sought stakeholder input on their preferences and perspectives for learning models and hybrid options that the school district was considering for the reopening of schools. The district-wide survey was administered to families, staff, and high school students. The feedback included stakeholders' level of comfort with returning to school, social distancing, hygiene efforts, school bus transportation, temperature checks, and the use of masks at school.

Survey results are available on the District website. [Link to Return to School Survey Results](#)

### Fall Reopening Plan

The District is reopening the school this year on August 31, 2020, with remote learning only. For those that would like to move to the hybrid model with alternating A/B days, they may complete the application by September 18, 2020. If parents wish for their child to remain full-time with remote learning, this option will be in effect until January 22, 2021. The District will evaluate the current realities along with the guidance of the Illinois State School Board and the Centers for Diseases Control & Prevention throughout the school year to develop plans past January 22, 2021.





## Likely Realities and Constraints

The District is cognizant of the current realities and unpredictability of the health situation. However, we believe that there are numerous variables that we can use to appropriately plan for the upcoming school year. While some of these realities will allow us to continue with our plans to re-open all sites and facilities for on-site learning, we are aware that as new updates become available we may need to adjust our plans accordingly.

It is nevertheless important to work from a common plan with the understanding that it is a fluid document and is likely to change with little notice, based upon recommendations from the Center for Disease Control and the Illinois School Board of Education.

## Timeline

<b>August 10</b>	All buildings will be open (9:00 a.m. to 3:00 p.m.) for staff who are interested in coming into their classrooms to work or gather materials.
<b>August 17 - 21</b>	CMEA will begin work on-site to participate in professional development and planning.
<b>August 24 - 25</b>	Institute Days (Virtually Streamed from CMHS)
<b>August 26 - 28</b>	Parent Academies (Live and Recorded Sessions on the CM201-U Website) ACME Professional Development Training Teacher Meetings and Planning
<b>August 31</b>	School Begins Remotely for All
<b>September 11</b>	Parent Instructional Preference Form Distributed Via Email
<b>September 18</b>	Parent Decision Needed Remain Remote through January 22, 2021, or Return to Face-To-Face Instruction Via Hybrid <i>After each semester, the District will evaluate the current realities along with the guidance of the Illinois State School Board and the Center for Diseases Control.</i>
<b>October 19</b>	Hybrid Begins



### **NEW DISTRICT POLICIES AND PROCEDURES**

#### **Modified - 7:190 Student Behavior Policy - Board Approved**

##### **7.190 Student Behavior Policy**

22. Refusing or failing to wear an appropriate facial cover over the student's mouth and nose, unless exempted by a medical provider during any time, said action is required by the District or for eating or drinking.

23. Failing to maintain proper social distancing of a particular distance designated by the District.

#### **Modified - 8:30 Visitors to and Conduct on School Property - Board Approved**

##### **8:30 Visitors to and Conduct on School Property**

20. Refuse and/or fail to wear an appropriate facial cover over the person's face and mouth while in any District facility unless excused by a medical provider or while eating or drinking.

21. Failing to maintain proper social distancing of a particular distance designated by the District.

#### **Monitoring and Accountability**

The District has established safety guidelines based on the recommendations from the CDC and the Illinois State Board of Education. Such practices include temperature checks, health surveys regarding symptoms, social distancing, mask-wearing, regular disinfecting, and limited small group gatherings. We will continue to monitor these practices and adjust them accordingly.

The District will place appropriate signage and markings throughout offices and buildings to remind employees, students, families, and visitors (when allowed) to maintain social distancing, effective handwashing, wearing masks, etc.



### PERSONNEL

#### Implications for New Health Protocols

Due to the continuously changing nature of the pandemic emergency, it is not possible to anticipate every impact on policies, procedures, and regulations. It must be understood that the district and the Board of Education has the right to adjust policies and procedures to meet the needs of the District in light of circumstances which may be rapidly changing or evolving. Emails, letters, memos, and guidance issued by supervisors may be issued from time to time to provide further guidance to employees and supervisors. Such guidance must be followed by employees and questions or concerns may be directed to the employee's supervisor.

#### Symptom Screenings/Temperature Check

All employees, students, and visitors to any district site, including outdoor facilities, must be screened at least daily for symptoms and their body temperature. The District is currently working to have an electronic data collection system in place as soon as possible to better facilitate this process. Each day, all persons (or parents of students under age 18) will need to respond to the symptom questionnaire before entry to district site(s). Temperatures will be taken through contactless methods upon entry to the site(s). Any person failing to pass the symptom screen or temperature check will be advised by their supervisor regarding the next steps.

In accordance with best-known practices, the District will implement contact tracing systems to screen employees, visitors, and students on a daily basis regarding symptoms and exposure to the pandemic virus. The procedures used and questions asked have been developed in consultation with appropriate health staff and using guidance from ISBE, CDC, and IDPH.

*It is required and expected that all employees, students, and visitors will cooperate fully with this screening process.*

*It is further required and expected that all employees, students, and visitors will answer honestly and completely any and all questions asked during this process.*

The screening process may evolve over time as more becomes known about the pandemic virus. For the fall of 2020, the process will begin with the following daily activities:

- A temperature reading will be taken -through no contact means whenever possible - and recorded. Persons will be prohibited from entering the facility if the temperature exceeds 100.4, or if the temperature is lower than 100.4 and accompanied by other symptoms.
- Persons will be asked and required to answer the following questions:

Are you or have you been exhibiting any symptoms related to COVID-19, as outlined by the CDC, in the past 2-14 days? (This will be accompanied by a list of the known symptoms.)

- Have you had any prolonged exposure to someone who has been diagnosed with or suspected to have COVID-19 within the past 14 days?



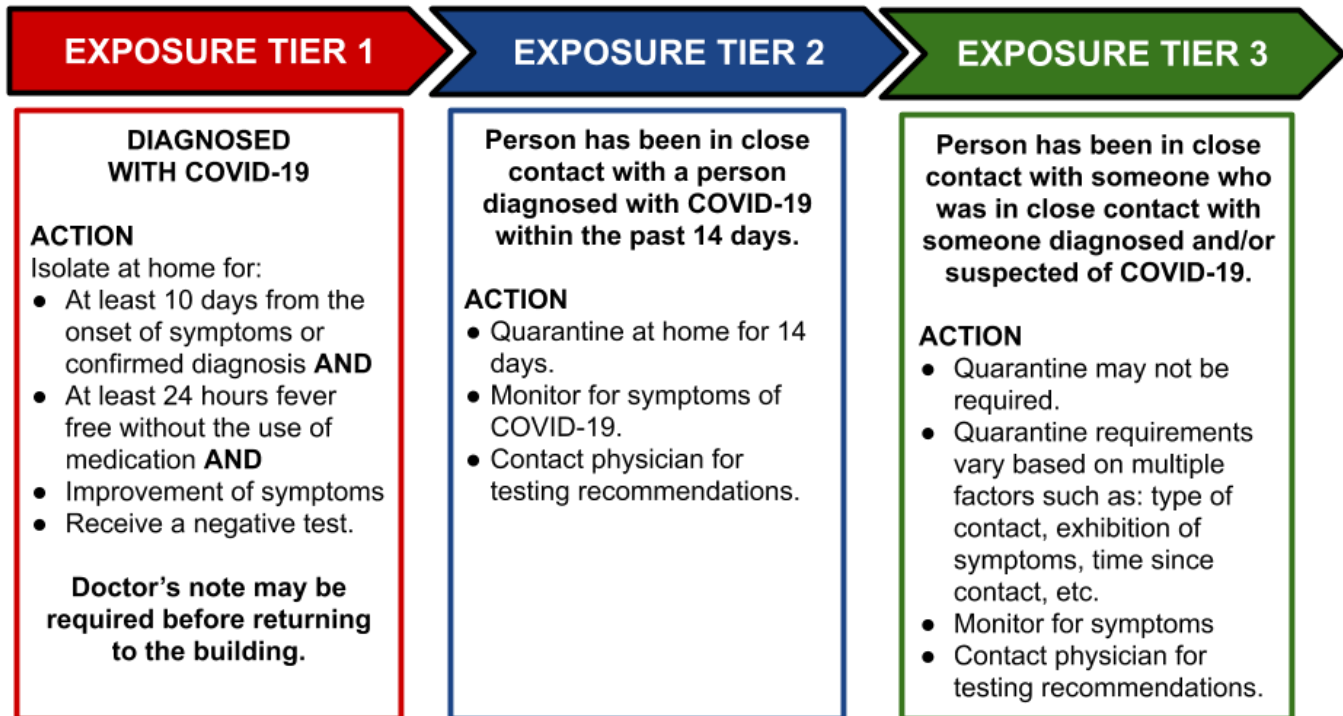
## Reopening with Equity Reference Guide

- Have you recently traveled to a restricted area that is under a Level 2, 3, or 4 travel advisory, according to the U. S. State Department?
- Persons who answer “yes” to any of these questions may be prohibited from entering the facility. Decisions regarding further action will be made by the employee’s supervisor or administrator in charge in accordance with established guidelines and/or in consultation with the Personnel Department.
- This process may include paper-pencil or electronic methods. The District is in the process of evaluating various tools.

### Quarantine Requirements

If a person fails the symptom screening or temperature check, experiences prolonged exposure to someone with COVID-19, or is diagnosed with COVID-19 through appropriate tests or medical procedures, quarantine may be required. Quarantines range from 72 hours (3 days) to 14 days or more depending upon the level of exposure or circumstances.

Quarantines mandated by the Will County or Illinois Department of Public Health, or the school district may also require a physician release and/or a negative test result within the 48 hours immediately preceding the return to school or work before such return will be authorized. District administration reserves the right to make the final determination of fitness to return to school or work.





## Social Distancing

Until advised otherwise by CDC guidance, social distancing will be maintained whenever and wherever possible. Social distancing is defined as maintaining a minimum of six (6) feet of distance from any other persons or personnel, in all directions. If social distancing cannot be maintained for any reason, the use of appropriate individual protection supplies or personal protective equipment will be required.

Failure to observe social distancing and/or use appropriate protective equipment when social distancing is not possible may result in removal from the District site, student discipline, and/or employee discipline up to and including dismissal from employment.



## Masks or Face Covers

All persons will be **required** to wear appropriate protective face coverings at all times while on-site. **Currently, the Illinois State Board of Education is mandating that face coverings are to be worn at all times, and in all places while on site.** If or when the ISBE mandate is relaxed, the district requirement will be as follows:

Employees working alone in a room or cubicle area which is sectioned off by walls at least six (6) feet in height and with a definable entry point (such as a door or door opening) may remove their face mask when alone in the work area. The face mask must be worn at all times when any other person is in the work area with the employee, or at any time when the employee leaves the work area.

During meetings involving multiple people, masks must be worn at all times if social distancing of six (6) feet in all directions is unable to be maintained. If social distancing of six (6) feet in all directions is able to be maintained, masks may be removed during the meeting. Masks are to be worn at all times when the employee is in transit to, in transit from, or when social distancing of six (6) feet in all directions isn't maintained.

Employees who fail to utilize the face-covering will be subject to employee discipline up to and including dismissal from employment.

## Individual Protective Supplies or Personal Protective Equipment (PPE)

When deemed necessary because of guidance or the degree of potential exposure to the pandemic virus as a result of performing the duties of a position, additional protective clothing, equipment, or supplies may need to be worn and/or utilized. This may include, but not be limited to latex (or other protective) gloves, goggles, face shields, respirators, masks which seal to the face and filter the air breathed in or out, gowns, and/or any other equipment deemed necessary.

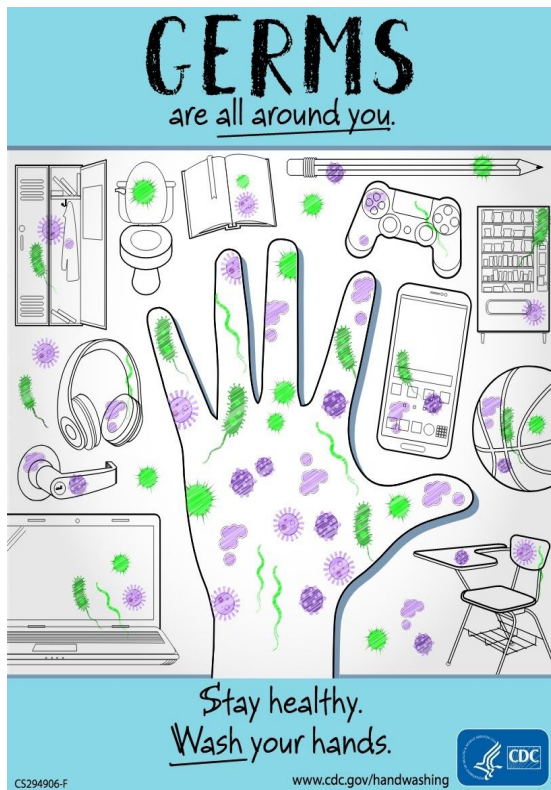




If such equipment is required for a position, the appropriate employees are expected and required to utilize the equipment as needed and appropriate. Employees who fail to utilize required protective equipment or supplies will be subject to employee discipline up to and including dismissal from employment.

### Group Size

When it is necessary for one or more employees to work in close proximity, the current group size limits imposed by one or more of the governing agencies must be observed. If a group exceeds the size limit in existence at the time, the group must be divided into smaller groups occupying different spaces. At the time of this publication, there can be no more than 50 individuals in one space.



### Sanitation and Cleaning Supplies

As appropriate and needed for the specific position, each employee will be provided with disinfecting wipes, cleaning supplies, hand sanitizer, handwashing supplies, and any other needed items to clean and sanitize the work area as needed and maintain appropriate hygiene practices. These supplies may be located in a nearby storage area or maybe maintained within each work area depending upon availability and/or need.

It is important to note that custodians cannot do it all. Employees will be expected to take some of the responsibility for cleaning their work area, particularly desks and tabletop surfaces.

### Handwashing and Hygiene

Posters and notices stating that employees must wash hands are not suggestions. Employees are expected and required to maintain appropriate handwashing and other required hygiene practices before and after eating, after using restroom facilities, and/or before and after performing job-related activities where the elevated risk of exposure may be present.

### Training for Use of Supplies and Materials

When needed, training for the use of face coverings, personal protective equipment, sanitation, cleaning, and hygiene practices will be provided by appropriate District personnel or through training systems provided by the district.



### Positive Diagnosis or Test for the Pandemic Virus

If an employee tests positive for the pandemic virus (in this case, COVID-19), the current guidance of the CDC will be followed. Currently, if such a positive test is received, the employee must:

- Report the positive COVID-19 test result to his/her supervisor
- Be sent home until at least seventy-two (72) hours after all symptoms cease AND ten (10) days after symptoms first appeared.
- Receive a negative test result within forty-eight (48) hours prior to returning to work.

Positive or suspected cases will be confirmed with the local Department of Public Health, who will assist with developing a recommended next step based upon the level of exposure. Employees in the affected department or work area will be notified of a confirmed case and may be directed to self-isolate and monitor themselves for potential symptoms. If necessary, all or a portion of a work area may be closed for a period of twenty-four (24) hours to allow for disinfecting and cleaning before reopening. Depending on contact tracing, a facility may also be temporarily closed to allow for staff quarantine. In all cases, employee medical information supplied to or discovered by the District will be maintained confidentially as required by law.

### Absences During Remote Work

Employee regulations regarding the reporting of absences and the types of authorized absences remain in effect during remote work.

Employees will be deemed to have an unexcused absence if they are not reachable during required hours on required workdays. Employees will be expected to meet all appropriate deadlines, and to meet an acceptable level of production, or they may be subject to having an unexcused absence entered for the workday.

Employees who are working remotely are required to return supervisor contact on the same workday, if not immediately available to respond to the supervisor's contact.

Employees who are found not to be completing work during remote work operations are subject to employee discipline up to and including dismissal from employment.

### Temporary Travel Ban

Until further notice, all nonessential business travel is suspended. This restriction includes workshops, conferences, meetings, and any other gatherings for the purposes of school business or professional development. No new nonessential travel is to be booked or planned until this restriction is lifted and employees are officially notified of the end of the restriction.

### All Items Not Covered

It is not possible to cover all contingencies in a document. Generally speaking, if there is no guidance issued by your supervisor or the personnel office, the remaining information in the employee handbook continues to be in force. Employees who have additional questions or concerns are encouraged to speak to their supervisor or contact the Office of Personnel and Culture for more information.



### REOPENING OF OFFICES AND BUILDINGS

#### District Office

District administration will rely on a combination of in-person work adhering to strict safety protocols, telecommuting, and rotating schedules to ensure District operations continue to function without interruption. All departments will develop systems that allow for staff and families to complete necessary transactions remotely and those guidelines will be made available through District communications. When students return to school in the Fall, most District office employees will be reporting to work physically unless circumstances prevent this from occurring. As is the case in school buildings, signage will be placed throughout offices to remind staff of proactive virus mitigation practices and tips to keep workspaces free of unnecessary risk. Training will be provided to District Office staff on what to do if/when someone is ill.

The District Offices will reopen for in-person work, with telecommuting available to staff to ensure that work can be conducted safely, and in small groups. Each department head will ensure schedules and physical space are conducive to necessary in-person work. Specifically, this may mean:

- Staggered work hours.
- Alternative work schedules (staff A in the office during week 1 while B telecommutes).
- Installation of cubicles and flooring with an adjustment of seating and desks to allow for staff to maintain a six-foot (6 foot) distance.
- Marking and signage on floors and walls ensuring that staff remains six-feet (6 feet) apart.
- Strict daily protocols for entering office space.
- Attesting to not have any COVID-19 related symptoms via an electronic survey/web/app.
- Confirming normal temperature through the use of thermal scanner kiosks and self-administered temperature checks.
- Handwashing and sanitizing on a regular basis throughout the day.
- Face masks covering throughout the day in areas where maintaining six feet (6 feet) of distance is not possible.
- Limited hours and seating for in-person services.
- Open windows to increase ventilation.
- Offices will be cleaned daily with high-touch surfaces disinfected.
- Plexiglass dividers will be installed in designated locations.
- Public visitors must wear masks (and supply their own) when entering district or school offices.

#### School Buildings

School buildings will begin to re-open in a limited fashion starting the week of August 10, 2020, with office staff (building administrators and office support staff) being present five (5) days a week with limited hours. Hours will be posted on building entrances. It is recommended that visitors communicate with administrative and/or support staff via telecommunication or electronic mail (email) to make an appointment prior to coming into the building.



The entrance to a school building will be through one designated location. Any staff who are physically reporting to work will observe social distancing guidelines and must have completed the required training. As with the District Office, those in school buildings must attest daily that they do not have COVID-19 related symptoms and undergo daily temperature checks through the use of thermal scanner kiosks and self-administered temperature checks. Face coverings will be required along with regular hand sanitizing/washing. The District will provide masks, hand sanitizers, and disinfectant wipes, and will establish hand sanitizer stations. Where possible, hand sanitizer will be provided to teachers for each classroom and placed in high-traffic areas around the building. The District will also ensure hand sanitizing stations are placed as close to hydration stations as possible.

The office areas will be open five days (5) a week, the rest of the school will be open for instructional staff to have access to their classroom. Days and times will be determined in the near future and cleaning protocols will be established that includes the cleaning and disinfecting of the building at the end of the day.

### **STUDENT HEALTH PROTOCOLS**

#### **Symptom Screenings/Temperature Check**

*It is required and expected that all students, parents, and visitors will cooperate fully with this screening process. It is further required and expected that all students, parents, and visitors will answer honestly and completely any and all questions asked during this process.*

The screening process may evolve over time as more becomes known about the pandemic virus. Students 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 need to be seen by the building nurse (or administrator/designee if no nurse available) to determine if the student needs to be sent home for further evaluation. Students who exhibit symptoms should be referred to a medical provider for evaluation, treatment, and information about when they can return to school. Students returning to the building may require a release from a physician to return to the building.

#### **Quarantine Requirements**

Quarantine requirements for students will be based on current recommendations from IDPH, ISBE, and the CDC. Students that have been in close contact with someone diagnosed with or suspected of having COVID-19 within the past fourteen (14) days will not be allowed to return to school for a duration of fourteen (14) days from the date of exposure. In the event that a student is diagnosed with COVID-19, readmittance will be based on the guidance of the CDC and IDPH. When confirmed cases are reported for students or staff, based upon contact tracing, facilities may be temporarily closed to allow for appropriate cleaning and quarantining to take place.



### Absence Reporting/Illness and Diagnosis Monitoring

To ensure the health and wellness of the school community all COVID-19 cases and exposures are to be reported to the school as soon as possible. Parents will be asked to report specific symptoms when calling in an absence for their student; symptoms may include: fever, cough, vomiting, diarrhea, fatigue, or rash. The district will develop a tracking process to maintain ongoing monitoring of individuals excluded from school because they have COVID-19-like symptoms, have been diagnosed with COVID-19, or have been exposed to someone with COVID-19 and are in quarantine. Tracking methods include checking in with the school nurse upon return to school to verify the resolution of symptoms and that any other criteria for discontinuation of quarantine have been met. Tracking should take place prior to a return to the classroom.

### Masks or Face Covers

As directed by ISBE, all individuals in school buildings, including all public and nonpublic schools that serve students in pre-kindergarten through grade twelve (12), must wear face coverings at all times unless they are younger than two (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, buses, and school properties even when social distancing is maintained. Students will need to provide a signed doctor's note if the student is unable to wear a mask due to trouble breathing. In the event that a student is unable to wear a face mask, the student will participate in full-time remote learning. He/she must ensure that the face-covering fully covers the mouth and nose and that the covering fits snugly against the sides of the face with no gaps. Reusable face coverings should be machine washed or washed by hand and allowed to dry completely after each use.

*Face shields are not effective protection against coronavirus and should only be used in situations when other methods of protection are not available. IDPH also appreciates that there may be a small minority of individuals who have a medical contraindication to using face coverings. If face shields can be tolerated, face shields might be utilized in these situations, understanding their limitations and the heightened need for strict adherence to social distancing.*

### Hand Hygiene

Students will be required to maintain hand hygiene throughout the day. This includes washing hands with soap and water for at least twenty (20) seconds or using hand sanitizer containing at least 60% alcohol. In the event of allergies or sensitivity to sanitizer, alternative sanitizer may be made available for the student. Teachers will follow guidelines regarding the storage, handling, and usage of sanitizer with the students.

### Social Distancing

Social distancing is to be maintained by students while in the buildings. The expectation pertains to students in all areas and settings to the greatest extent possible. Students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc. Strict adherence to the face mask policy is critical in occasions that social distancing is not possible.





### Health Office Visits

Students will continue to have access to the Health Office to address healthcare needs, but there will be some changes in the typical procedures. The schools will provide a supervised quarantine space for students who are experiencing COVID-19-like symptoms as determined following the assessment of a professional nurse. All students in the quarantine space will be given a medical face mask to be worn until they are picked up.

Healthy students reporting to the health office for medical management, such as medications, tube feeding, assessment of injury, or first aid, may be treated in a separate clean designated area inside or outside the Health Office to prevent contact with potentially ill children. Strategies will be implemented to reduce unnecessary visits from students, staff, and visitors; reduce health office congestion; reduce exposure to infection, and allow for separation. Persons with common health conditions or those who need basic first aid should not report to the health office but may be managed in the classroom/alternate setting. Classrooms will be provided with first aid supplies, such as bandages and gauze, in the classrooms. In certain situations, students may need to stay in place for an in-person evaluation by the school nurse.

### Pick-up Procedures of Ill Students

In the event that a student is exhibiting symptoms of any illness, students will be sent home per district health procedures. Parents, guardians, or other authorized individuals **must** pick up their child. Students **will** not be allowed to utilize the school bus or public transportation for the return home. Local authorities may be contacted if students are not picked up prior to the end of school day.

### Health Documentation

Senate Bill 1569 states that schools can not withhold a student's report card for missing dental or vision exams during a school year in which the Governor has declared a disaster due a public health emergency. Health requirements have not changed from the 2019/2020 school year. All documents are due to the district prior to the first day of school. Please see the 'Health Services' section of the district website for more information regarding health documentation requirements and how to submit them remotely.



**TEACHING AND LEARNING**

DEFINITIONS OF INSTRUCTION MODELS	
<b>Face-to-Face Learning</b>	Traditional face to face with social distancing.
<b>Asynchronous Learning</b>	Independent, online learning without real-time interaction from the teacher. Students learn on their own. Lessons can be pre-recorded, include videos, and/or, independent assignments, practice.
<b>Synchronous Learning</b>	Online learning that happens in real-time. The teacher and groups of students meet for live sessions, activities, and chats.
<b>Traditional Learning</b>	A return to face-to-face instruction at the school building with additional health and safety precautions.
<b>Remote Learning</b>	A continuation of virtual/digital learning at home with adjustments and improvements.
<b>Hybrid Learning</b>	A blended model of instruction that uses both Traditional face- to- face Learning and Remote Learning.

While scheduling will seek to provide students with the best possible learning experiences, greatest priority must be given to ensuring the health, safety, and wellness of students and staff. This requires aligning all scheduling decisions with the latest recommendation and guidance from public health officials about best practices for preventing the spread of COVID-19.

WEEKLY SCHEDULE				
Instruction will be Synchronous, Hybrid or Asynchronous				
Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Asynchronous Hybrid	Synchronous Asynchronous Hybrid	Synchronous Asynchronous Family Communication Day	Synchronous Asynchronous Hybrid	Synchronous Asynchronous Hybrid



## Student Groups 1, 2, and 3

District administration will determine specific needs based on students who receive services or who have special circumstances. Each group of students will be assigned into a designated group in order to create appropriate schedules.

## A/B Alternating Days

The District will utilize the Hybrid model, as shown below.

A decreased student population will report to school on alternating days each day divided into three groups: Group 1, Group 2, and Group 3.

<b>Group 1</b>	50% of Students	Diverse learners and English learners: If schools have the space and staffing available, diverse learners and English learners will be prioritized to return daily instead of the proposed hybrid schedule. All scheduling decisions will be made in accordance with the diverse learner's Individualized Education Plan (IEP) and English learners have access to bilingual education services.
<b>Group 2</b>	50% of Students	
<b>Group 3</b>	Diverse and English Learners	

- The remaining groups of the school population will participate in remote learning at home.
- Groups 1, 2, and 3 would alternate on specific days between in-person at school and remote learning.
- Each Friday will be designated a Student Attendance/Teacher Workday.
- Fridays will be used to facilitate student and/or parent conferences, conduct tutorial sessions, small group instruction, parent communication and provide intervention.



## Instructional Model of Education - Alternating Days

Based on ISBE Guidance and State of Illinois Executive Orders these plans will be evaluated every 4 to 6 weeks and are subject to change.

MONTH - DATES	PLAN A ELC - ELEMENTARY	PLAN A CMMS - CMHS - MEC	PLAN B ALL STUDENTS
August 17 - August 21 CMEA Staff Only	Professional Development Remote Planning	Professional Development Remote Planning	Professional Development Remote Planning
August 31 School Opens with Remote Learning	<b>REMOTE</b> ELC, K, Grades 1-5	<b>REMOTE</b> Grades 6-12	<b>REMOTE</b>  BASED ON ISBE GUIDANCE AND STATE OF ILLINOIS EXECUTIVE ORDERS
October 19 Remote or Hybrid	ELC, K, Grades 1-5  Hybrid - A/B Schedule Specific Student Groups	All Grade 6 and Grade 9  Hybrid - A/B Schedule Specific Student Groups	
November	Hybrid - A/B Schedule Specific Student Groups	Hybrid - A/B Schedule Specific Student Groups	
December	Hybrid - A/B Schedule Specific Student Groups	Hybrid - A/B Schedule Specific Student Groups	
January	Hybrid - A/B Schedule Specific Student Groups	Hybrid - A/B Schedule Specific Student Groups	
February	Hybrid - A/B Schedule Specific Student Groups	Hybrid - A/B Schedule Specific Student Groups	
March	Hybrid - A/B Schedule Specific Student Groups	Hybrid - A/B Schedule Specific Student Groups	
April	Face-to-Face (Tentative) All Grade Levels	Face-to-Face (Tentative) All Grade Levels	
May	Face-to-Face (Tentative) All Grade Levels	Face-to-Face (Tentative) All Grade Levels	
June	Face-to-Face (Tentative) All Grade Levels	Face-to-Face (Tentative) All Grade Levels	



# Reopening with Equity Reference Guide

## Calendar 2020-2021

The following amended calendar is a result of collaboration between both unions (CMEA and ACME), the calendar committee, principals, and District administrators during the summer of 2020.

### Crete-Monee School District 201-U School Calendar for the 2020 – 2021 School Year (Grades K-12)

**August - 2020**

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**September - 2020**

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**October - 2020**

S	M	T	W	R	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**November - 2020**

S	M	T	W	R	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**December - 2020**

S	M	T	W	R	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Q1-46	Q2-43	Pupil Attendance	Parent Teacher Conference	Institute Days
Sem 1 (Tri 1)		89 (60)	2	2
Q3-43	Q4-44			
Sem 2 (Tri 2)		87 (58)	0	0
(Tri 3)		(58)	(0)	(0)
TOTAL		176	2	2
		180		

**\*\*ONLY applies to CMHS – Grade Levels specified are the only students who need to be in attendance\*\***

**August**  
 17 - 21 – Professional Development Week (CMEA only)  
 24 – Institute Day – **No School**  
 25 – Institute Day – **No School**  
 26 - 28 – No School (Students Only) – Remote Planning Day  
 31 – First Day of School (K-12) – Early Dismissal – School Improvement Day (K-12)

**September**  
 7 - Labor Day - **No School**  
 17 – Early Dismissal – School Improvement Day (K-12)  
 29 – Early Dismissal – Fall Testing – 9<sup>th</sup> Grade only  
 29 – Early Dismissal – School Improvement Day (K-12)

**October**  
 1 – No School (Students Only) – Remote Planning Day  
 12 – Indigenous Peoples’ Day – **No School**  
 14 – Early Dismissal – Fall Testing – 10<sup>th</sup> & 11<sup>th</sup> Grade only  
 28 – Early Dismissal – School Improvement Day (K-12)  
 30 – Early Dismissal – Record Day – End of 1<sup>st</sup> Quarter (9-12) / SI Day (K-8)

**November**  
 3 – Election Day – **No School**  
 11 – Early Dismissal – School Improvement Day (K-12)  
 20 – Early Dismissal – Record Day – End of 1<sup>st</sup> Trimester (K-8) / SI Day (9-12)  
 25, 26, 27 – Thanksgiving Holiday – **No School**

**December**  
 9 – Early Dismissal – School Improvement Day (K-12)  
 10 – Parent/Teacher Conf. (10:30AM-8:30PM) – **No School**  
 11 – Parent/Teacher Conf. (8:30AM-12:00PM) – **No School**  
 21 – Winter Recess Begins

**January**  
 4 – School Resumes  
 18 – Martin Luther King Jr. Day – **No School**  
 21 – Early Dismissal – Finals – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup>  
 22 – Early Dismissal – Finals – Record Day – End of 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester (9-12) / SI Day (K-8)

**February**  
 9 – Early Dismissal – School Improvement Day (K-12)  
 15 – President’s Day – **No School**  
 25 – Early Dismissal – School Improvement Day (K-12)

**March**  
 5 – Early Dismissal – Record Day – End of 2<sup>nd</sup> Trimester (K-8) / SI Day (9-12)  
 18 – Parent/Teacher Conf. (5:00PM – 8:00PM)  
 19 – District Holiday – **No School**  
 26 – Early Dismissal – Record Day – End of 3<sup>rd</sup> Quarter (9-12) / SI Day (K-8)  
 29 – Spring Recess Begins

**April**  
 5 – School Resumes  
 13 – Early Dismissal – Spring Testing – 11<sup>th</sup> Grade only  
 14 – Early Dismissal – Spring Testing – 9<sup>th</sup> & 10<sup>th</sup> Grade only  
 14 – Early Dismissal – School Improvement Day (K-12)

**May**  
 4 – Early Dismissal – School Improvement Day (K-12)  
 13 – No School (Students Only) – Remote Planning Day  
 31 – Memorial Day – **No School**

**June**  
 3 – Early Dismissal – School Improvement Day (K-12)  
 4 – Early Dismissal – Finals – End of 2<sup>nd</sup> Semester/3<sup>rd</sup> Trimester/4<sup>th</sup> Quarter – Last Day of School

**Daily Dismissal Times**      **Early Dismissal Times**  
 MEC – 1:45PM                      High School, MEC – 10:50AM  
 High School – 2:00PM            Middle School – 11:30AM  
 Middle School – 2:40PM          K-5 Schools – 12:15PM  
 K-5 Schools – 3:35PM

**January - 2021**

S	M	T	W	R	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**February - 2021**

S	M	T	W	R	F	S
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

**March - 2021**

S	M	T	W	R	F	S
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**April - 2021**

S	M	T	W	R	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**May - 2021**

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**June - 2021**

S	M	T	W	R	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Updated: 7/9/2020  
 Approved: 7/12/2020





## Instructional Time Expectations

The State Superintendent has determined that Remote and Blended Remote Learning Days must ensure at least **five (5) clock hours** of instruction or school work for each student. Districts can be flexible in determining how to best meet the requirement in their own context by counting all learning activities toward the five (5) clock hours expectation.

INSTRUCTIONAL HOURS - REGULAR HOURS	
<b>Early Learning Center</b>  <small>*SMILLE - Sensory Motor Integrated Language Learning Environment</small>	AM Session - 8:30 a.m. to 11:00 a.m. PM Session - 12:30 p.m. to 2:30 p.m. All Day EC SMILLE* - 8:30 a.m. to 1:30 p.m. All Day K SMILLE* - 8:30 a.m. to 3:00 p.m.
<b>Elementary Schools</b> <b>Balmoral, Crete, Coretta Scott King,</b> <b>Monee, and Talala</b>	9:00 a.m. to 3:35 p.m.
<b>Crete-Monee Middle School</b>	8:10 a.m. to 2:40 p.m.
<b>Crete-Monee High School</b>	7:25 a.m. to 2:00 p.m.
<b>Monee Education Center</b>	7:15 a.m. to 1:45 p.m.

## School Site Plans

Site Plans will be posted to each school's website in August.

- Early Learning Center
- Balmoral Elementary School
- Coretta Scott King Magnet School
- Crete Elementary School
- Monee Elementary School
- Talala Elementary School
- Crete-Monee Middle School
- Crete-Monee High School
- Monee Education Center

REMOTE LEARNING EXPECTATIONS - SPRING 2020 VS. FALL 2020					
Attendance		Grading		Effectiveness	
(x)	(✓)	(x)	(✓)	(x)	(✓)
Check-In	Required Daily	No Harm	Traditional Policy	Engagement	Assess, Contact, and Reflect



Sample Elementary Schedule for Remote Learning

Elementary Student Learning Time - 300 Minutes Each Day			
ISBE Recommends a Minimum of 150 Minutes Real-Time Synchronous Daily Interaction			
Subject	Sample Daily Schedule 300 Minutes	CM201-U Live Instruction 150 Minutes	Remaining Instructional 150 Minutes
Morning Meeting to create daily agendas/visual schedules, expectations and guidelines for independent and small-group work.	10 to 20 Minutes	20 Minutes Synchronous	
Literacy	100 Minutes	30 Minutes Synchronous	70 Minutes Synchronous or Asynchronous
Mathematics	90 Minutes	30 Minutes Synchronous	60 Minutes Synchronous or Asynchronous
Science/Social Studies	30 Minutes	30 Minutes Synchronous	
Physical Fitness/Specials Independent Work	30 Minutes	20 Minutes Synchronous	10 Minutes Synchronous or Asynchronous
Daily Small Group/Collaborative Instruction	20 Minutes	20 Minutes Synchronous	
Students working on asynchronous tasks from the day. Teachers provide targeted direct support to students.	20 Minutes		10 Minute Synchronous or Asynchronous
<b>Total Daily Minutes</b>	<b>300 Minutes</b>	<b>150 Minutes Synchronous</b>	<b>150 Minutes Synchronous or Asynchronous</b>



## Sample Middle School and High School Schedule for Remote Learning

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous	Synchronous	Synchronous	Synchronous	Synchronous Asynchronous

## TEACHING AND LEARNING PRIORITIES AND PRACTICES

### Student Engagement in Learning Opportunities Aligned to Standards

Our teachers and staff are designing learning opportunities aligned to the Common Core Standards that engage students in learning for face to face interaction (traditional school setting), remote learning, and blended/hybrid instruction. Teachers will continue to utilize researched based instructional models.

### Equity and Flexibility

As we design learning opportunities for our students we will consider our student population. Instruction will include some flexibility and choice to reduce instances of students feeling overwhelmed, disinterested and/or frustrated.

### Digital Learning and the Effective Use of Technology

As digital learning and content become an increasingly common platform, we are working to ensure our students are engaged. It is important that through our instructional model options our students are able to see their teachers in person or have live remote lessons. In a hybrid model students working from home will view the same live lesson as students in class.

### Collaboration

Students need social interaction, and collaboration with one another is an effective strategy to support our children. The key is trying to ensure that students are collaborating and connecting with each other multiple times throughout the week. We will carefully and thoughtfully develop simple lesson plans which allow for collaborative learning opportunities.

### Feedback on Student Work

Feedback has the potential to have a powerful impact on student learning and motivation. Regular feedback to our students will play an important role in guiding students in their instruction.



## Social-Emotional Learning

Effectively addressing social and emotional learning (SEL) is proven to support our students. As our teachers and staff work to provide continuity of learning, SEL will be at the forefront of structures and learning opportunities.

## Assessments

Benchmark assessments for all grade levels are currently being evaluated. Currently, Fall testing is scheduled for the following: **SAT** (12th Graders) - September 23, 2020 & **NMSQT** (11th Graders) - October 14, 2020. Both tests will be administered at Crete-Monee High School. Transportation will be provided.

## Grading

CM201-U will return to traditional grades for completion of assignments, assessments, and other classroom instructional strategies. The District will utilize policies that are best aligned to promote student remediation, growth, and mastery of essential content and skills.

The District will work to ensure that students have the necessary tools, technology, and teacher support at school and at home to complete all assignments, take assessments, and complete projects in a timely manner.

All students will be issued technology devices. Our grading policies will be according to ISBE guidelines.

## Classroom Attendance

Student attendance will be taken daily by the teacher at the beginning of each remote lesson. Students are expected to be present at the beginning of each class.

## Instruction and Extending Learning

The District is evaluating additional options for extending learning activities for students throughout the 2020-21 school year. Specifically, the District will seek staffing and resources to deliver interventions and enrichment throughout the year. We will consider activities as:

- Before and After School Programs: We will look to provide before or after school learning opportunities to support targeted groups of students.
- Saturday Learning: We will look to provide enrichment programs for students in all grade levels in literacy and math on Saturdays.

## Special Education Considerations

Our students with Individualized Education Plans (IEPs) and 504 Plans, along with the staff who work closely with them, will have those individual circumstances taken into consideration when developing additional guidance around reopening. Special attention will be paid to issues around transportation, instructional model, medical needs, learning environment, and ensuring appropriate advocacy. We know, for example, that wearing masks may be challenging for students and staff who read lips, or that we may need to improve adherence to universal precautions when Aides are assisting medically fragile students. The Special Education Team will work directly with students, families, and staff, to problem-solve these needs.



### Students with Disabilities

Students with disabilities will have the option to attend in-school learning four days (4) per week as opposed to the two day per week learning opportunity for non-IEP students. During the day, the students will receive all related services as well as the support of the special education teaching staff as per their Individual Education Plan.

Classrooms will adhere to the guidelines as outlined in the Health segment of the manual and as mandated by ISBE, IDPH and the CDC. All students and staff must wear masks at all times and maintain proper social distancing.

Parents/Guardians may determine that due to individual factors, for example, a student's health issues, sensory related concerns, inability to maintain social distance and/or wear a mask, in-school learning is not in their best interest. If the parent/guardian decides that remote learning is necessary, the parent should contact the Director of Special Education who will assist the parent in arranging remote learning services and supports.

In all cases of remote learning, the student's Individual Education Plan will be reviewed for applicability in virtual learning. Direct teaching, services and support will be maintained though the formatting will differ due to the nature of the interactions and there will be certain goals/objectives that do not lend themselves to a virtual learning platform. Parents/guardians will be contacted with any adaptations to the Individual Learning Plans.

Evaluations, whether tri-annual or a new referral, will occur within the school building, once in-school learning begins. The school psychologists and all related service personnel will adhere to the safety mandates and the students will be expected to adhere to the mandates also, that is, wearing a mask and social distancing. If a student is participating in remote learning, due to health reasons or the parent/guardians concern for their student with the mask and social distancing mandates, if an in-person evaluation cannot occur, every opportunity to utilize existing data will be taken for evaluation purposes. The school teams will communicate with the parent/guardian the status of the evaluation.

For the duration of the 2020-2021 school year, all special education meetings will be held virtually, via Google Meets or by phone.

### Professional Learning

It is imperative that Crete-Monee 201- U provide professional learning that will better equip teachers, leaders, staff, substitutes, students, and parents/caregivers to adapt to our altered educational environments and experiences. We are preparing and supporting our educators in critical areas of meeting the social emotional, and academic needs of all students.

In an effort to sustain high-quality professional development tailored to our certified staff's needs, for the 2020-2021 school year, we will conduct a Professional Learning Week from August 17, 2020, through August 21, 2020.

During professional learning week our certified staff will participate in the following district-led training:

- Technology
- Equity
- Social-Emotional Learning





- Vertical Alignment
- Professional Learning Communities
- K-5 New Reading Series

Informal as well as formal professional learning will be implemented during the school year. The importance of effective professional development (PD) in education is important and will continue throughout the school year. Formal professional learning pertaining to analyzing and utilizing data, implementing technology, or improving instructional methods could be conducted in person via Zoom, Google Meet, or in-person during Remote Learning Planning Days or School Improvement Days.

## COMMUNICATION AND CONNECTIONS WITH FAMILIES AND STUDENTS

### Digital Parent Learning Academies

Crete-Monee 201-U wants to support our parents with digital learning. Beginning in August 2020 and throughout the school year the District will host a series of Parent Learning Academies. The series of training will build a common support structure for parents and their students between home and the classroom. Information on the sessions will be available in the near future.

### Social-Emotional Supports

We know that after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and reenter work and school. School counselors and administrators will be equipped with tools and information on how to support students and maintain our whole-child commitment. Those supports will include resources from Second Step, which is already widely used in CM201-U. Additionally, all CM201-U employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the CM201-U community.

## CARING FOR YOUR MENTAL HEALTH DURING COVID-19



Take breaks to relax and do activities you enjoy.



Take care of your body with exercise and a healthy diet.



Know the facts. Understanding the risks can make an outbreak less stressful.



Stay connected with family, friends, and a trusted support system



Ask for help if feelings become too overwhelming.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

CS316846-A 05/14/2020



### Social/Restorative Re-Immersion Plan

While our students have been remote learning, there have been significant current events that have surfaced in regards to racial injustices. Teachers will begin the academic year by focusing on the social-emotional needs of students. *They also will be addressing and discussing racial injustices that have occurred. Allowing students with a safe space to debrief and process these highly emotional issues will be a priority.*

### Driver's Education

Driver's Education started in July while practicing all health and safety guidelines. It will continue into the fall until further guidance is provided from authorities.

### Athletics and Activities

All activities must follow any Illinois High School Association (IHSA; [www.ihsa.org](http://www.ihsa.org)) guidelines about the number and type of activities permissible. A timeline will be implemented to phase-in activities, allowing for the development of procedures and practices which will make these activities as safe as possible. Athletic workouts that may be conducted at safe distances, especially outdoors, will be allowable according to IHSA and ISBE guidelines. Daily temperatures will be taken, and coaches and athletes will be required to participate in COVID-19 training. All activities must follow any Illinois High School Association guidelines about the number and type of activities permissible.

Small group programming may be allowed but safety precautions must be taken to ensure students and staff are safe. Small group extracurricular programming may take place where social distancing is possible. Based on the state's guidelines, small group programming will be allowable, but safety precautions must be taken to ensure students and staff are safe. Small group extracurricular programming may take place where social distancing is possible.

Decisions on athletics and activities are subject to change based upon any updates on guidelines set from the Illinois High School Association.

### Before and After School Care Programs

District staff is in the process of evaluating options for our current on site before and after school care providers. Options are being evaluated for any face to face return models. Safety protocols will be developed with CM201-U Health Services to look at options to ensure providers can follow IDPH guidelines.



### **BUSINESS OPERATIONS**

#### **Closing and/or Reopening District Worksites**

In the event of a government order, or circumstances which may render worksites unsafe for employees and/or students, the district will close and secure worksites. A determination will be made whether services and instruction will continue and by what means.

When it is determined that consideration may be given to returning to work sites, the district will consult all available guidance to determine the process by which this will occur. This may include appropriate cleaning and disinfecting of the worksite, allowing sufficient time to pass during which any potential presence of the pandemic virus will naturally die out, and/or altering workspaces to provide better protection to employees and the visiting public.

As spaces are made safe for employee return, employees will be required to return to on-site work. Depending upon circumstances, it may be necessary for some departments or buildings to utilize staggered work schedules along with some degree of remote work to ensure the continuity of operations and the safety of employees.

If, after returning to on-site work, circumstances change, the district may again mandate remote work for some or all employees.

Once a worksite has been deemed safe to re-open, employees are expected to return to the worksite, rather than to continue working remotely. Employees who believe they have a valid reason to continue working remotely, even though the worksite has been deemed safe to reopen, should contact their supervisor or the Personnel Office.

Employees who believe they have a medical condition or reason which prevents their return to on-site work, or makes it advisable to not return to the work site for a period of time should notify their supervisor or the Personnel Office. Additional information or documentation may be requested in order to determine the best course of action, and/or if reasonable accommodations may be provided.

In addition, certain regulations have been temporarily changed to allow for additional benefits, if the reason for being unable to work is related to the pandemic virus. These exceptions are listed on appropriate documents or posters provided by the Department of Labor. Employees who believe they may qualify for one of those exceptions should contact their supervisor or the Personnel Office for additional assistance.

#### **Remote Work Procedures**

If the district authorizes remote work in lieu of on-site work, or if the employee has requested and been granted remote work privileges for another reason, the appropriate procedures listed in the staff handbook will be utilized.



## Community Use of School Buildings - Facilities Rental

To maintain safe and controlled access to buildings, as well as to prioritize cleaning and disinfecting for learning sites, community use of school buildings and facilities rentals will be prohibited.

### Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

### Social Distancing and Signage

The District will post signage in all facilities as follows:

- Directional arrows for hallways and other areas to promote social distancing and control unnecessary contact.
- Signs promoting the required use of a face mask or covering.
- Signs indicating where to stand to promote social distancing.
- Signs reminding everyone to wash their hands.

Additional signage and items (i.e., posters) will be limited in classrooms and hallways and will need the approval of a building administrator before posting.

Classrooms will be configured based on ISBE guidelines. Seating will face the same direction and will not be clustered together. Classroom furnishings will be reduced to provide a safe and healthy learning environment. Supplies and materials will not be shared.

## Cleaning and Disinfecting

The District will be hiring a 3rd party consultant to provide training for the Department of Building and Grounds on proper cleaning procedures for COVID-19. Additional personnel will be hired to create cleaning crews to sanitize and disinfect buildings.

During remote learning, buildings will be sanitized twice a week with a schedule to be determined once the days for the use of the building have been established.

During the Hybrid learning days, buildings will be deep cleaned on Friday evenings in preparation for the next week of instruction.

The District is working with its vendors to determine the best products to use for sanitation and disinfection that is also safe for personal contact. Once that is determined, the District will publish a list of products used.



## Ventilation

The District has changed all filters in its ventilation systems and will continue to do so on a regular, scheduled basis. While some of the District's facilities are not air-conditioned, the District is inspecting its ventilation systems to determine if increased air flow is possible prior to the return of staff and students to the buildings.

The use of portable air conditioners and air purifiers is not recommended in schools and would put a strain on the electrical systems in many of our buildings.

## Food Service

Students will eat breakfast and lunch in classrooms or other areas in the school that may be adequately socially distanced with a maximum occupancy of fifty (50) at any one time. Classrooms and other common areas used as eating spaces will be cleaned/disinfected/sanitized prior to the entry of the next group or resumption of class activity. Schedules will be adjusted to limit the number of students eating at the same time.

Due to the District's approval of participation in the Community Eligibility Provision (CEP) of the National School Lunch Program, all students are eligible for free breakfasts and lunches once remote learning begins on August 31. During days of remote learning, lunches will be distributed from one building in each community to provide convenience for parents/guardians. If a family has students at several buildings, they may pick up their meals at any of the buildings that a student attends.

The following buildings will be used as distribution points for food beginning August 31:

Village of Crete:	Balmoral Elementary School
Village of Monee:	Monee Elementary School
Village of Park Forest:	Talala Elementary School
Village of University Park:	Crete-Monee Middle School

Meals will be distributed Monday, Tuesday, Wednesday and Thursday from 9:00 a.m. through 12:00 p.m.

On Thursday, families will receive food for Thursday and Friday.

On Friday, the food service staff will be sanitizing and disinfecting their areas.

During days when students are receiving onsite instruction, breakfast will be served when the students arrive at school and will be consumed in their classroom. Lunch will be served to students in a manner that does not allow more than fifty (50) students in one location.

## Drinking Water

Water coolers and drinking fountains will be disabled. The District will provide bottled water to students.



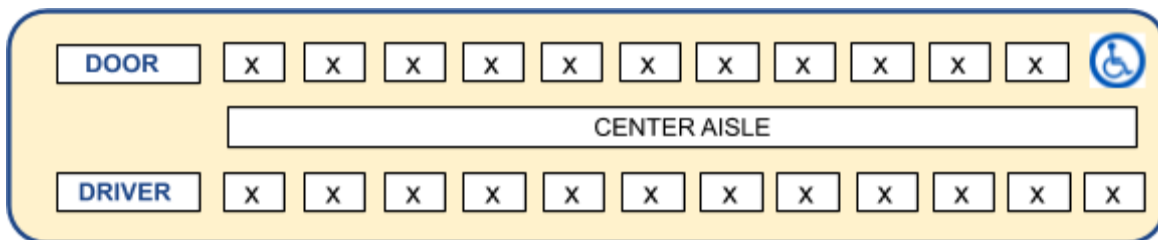


## Transportation

While the Illinois State Board of Education allows up to fifty (50) individuals in one place, the school district does not feel this is in the best interests of our student’s safety. Therefore the school district is collaborating with its pupil transportation vendors to implement the following:

- Whenever possible, parents are encouraged to drive their own children to school.
- All drivers and transportation personnel will be required to wear face coverings.
- All schools will conduct temperature and symptom screenings. Based on ISBE guidelines, parents and/or guardians are required to complete symptoms and temperature checks daily prior to students boarding a bus.
- No more than one child per seat on a school bus with the exception that children from the same household may sit in the same seat.
- All students will be required to wear a face-covering on the school bus.
- All students will have assigned seats. Students will be seated using a back to front pattern (first student on board proceeds to the rear of the bus and seats are occupied forward from there.)
- All students will be required to maintain social distancing to the greatest extent possible
- Cleaning of buses:
  - The District has requested from its pupil transportation vendors the details of a disinfecting and sanitizing plan for each bus/vehicle that transports our students that will include how a bus/vehicle will be disinfected and sanitized and what products will be used.
  - The District is requiring the vendors to have the buses/vehicles disinfected and sanitized daily.
  - Upon receipt of the vendors’ plans, the District will review them for acceptance prior to the vendor initiating them.

### 71 Passenger School Bus with Twelve (12) Rows of Seating - 23 Students Per Bus



## Registration

Registration is online and electronic and must be completed prior to a child attending the District’s schools or receiving a Chromebook. To register a student, a family may access online registration on the CM201-U website on the following website link:

[Link to CM201-U Registration Page](#)

Registration for the 2020-2021 school year ends on August 13, 2020.



## Technology - Chromebook Distribution Plan

For the 2020-21 school year, new Chromebooks will be distributed to all registered students in the following grades:

- Elementary                    1st Grade through 5th Grade
- Middle School                6th Grade
- High School                    9th Grade

**The distribution will be from the Crete-Monee High School parking lot, and students *will be required to turn in their old Chromebooks in order to receive a new device.***

Chromebook distribution dates have been established and will be as follows:

Date	Time
Wednesday, August 26	1:00 p.m. to 7:00 p.m.
Thursday, August 27	1:00 p.m. to 7:00 p.m.
Friday, August 28	9:00 a.m. to 12:00 p.m.
Saturday, August 29	9:00 a.m. to 12:00 p.m.

## Technology - Help Desk: 708-367-2930

Please refer to the Crete-Monee 201-U Chromebook Handbook located on the District's website for information related to technology guidelines. Please call the help desk at 708-367-2930 for questions.



### SCHOOL AND STAFF CULTURE

#### Safety Drills

Safety drills must still be conducted in accordance with Illinois School Code. Whenever and wherever possible, social distancing, face covering, and PPE requirements will be observed. Each site will develop site-specific procedures which allow for pandemic related protective measures to the greatest extent possible. It is important to note that safety drills and/or actual emergencies may not allow for full observation of pandemic related protective procedures.

In the event of an actual emergency, it may be necessary for school personnel to require all students, staff, and visitors to observe emergency procedures without regard for pandemic related protective measures. For example, in the event of a fire, the building must be evacuated as quickly as possible to prevent injury or loss of life. In such a case, there will not be time to ensure social distancing and/or the use of PPE prior to or during the evacuation. Following the conduct of emergency procedures, once it is safe to do so and the accountability of all students, visitors, and staff is achieved, pandemic related protective procedures will again be observed to the greatest extent possible.

#### Behavior Intervention Programs

Behavior intervention programs remain available whether the District is engaged in remote learning or in-person learning. Students who receive regular intervention programming will be contacted by the appropriate personnel to arrange for services to be provided remotely. As soon as it is determined that it is safe to do so, behavior intervention programs will be conducted on site for those students who experience more effective results in person. Every effort will be made to ensure that all students have access to the programs and services provided by the District regardless of the method by which they are provided (in person vs. virtual). Questions regarding behavior intervention programs may be directed to the appropriate personnel at your child's school. Questions not able to be answered by those persons may be escalated to the building principal. If concerns are not able to be addressed by the building principal, or designee, the Office of Personnel and Culture may be contacted for further assistance.

#### Attendance

According to ISBE reporting requirements, attendance will be taken daily using Skyward. Student attendance and truancy policies will be followed based upon the Parent-Student Handbook, School Board Policy, and Illinois School Code. Questions regarding attendance concerns should initially be directed to the appropriate building principal or designee for assistance. If a problem is not able to be resolved at the building level, the District's truancy specialist may be contacted for further information and/or assistance.

For the 2020-2021 school year, ISBE has strongly encouraged districts to eliminate attendance awards and incentives. This recommendation is designed to ensure that students and employees do not have any reason to disregard symptoms of an illness in favor of maintaining an incentive or award status. For this reason, the District is eliminating any attendance incentive and awards programs for the 2020-2021 school year. This decision includes, but is not limited to perfect attendance awards.



### Truancy

All truancy regulations remain in full effect for remote and hybrid learning. Students are expected to participate in remote learning activities, as well as to attend in person all required on site activities. Students and parents will be held to the same standard of attendance and participation for remote learning as would be in place for in-person instruction.

Exceptions to this expectation may occur if called for under a properly established medical plan, safety plan, IEP, Section 504 plan, or other similar plan document. Questions regarding truancy concerns should initially be directed to the appropriate building principal or designee for assistance. If a problem is not able to be resolved at that level, the District truancy specialist may be contacted for further information and/or assistance.

### Visitors

Until further notice, visitors will not be allowed in any district facility. Once this restriction is lifted, visitors may be allowed inside District sites, but required to remain in a designated area. When allowed, visitors are subject to the same screening and temperature check procedures as are in place for staff and students. Visitors will be expected to abide by all precautions in place at the time of the visit including, but not limited to the use of a mask/face covering, and social distancing. Visitors who refuse to comply with established precautions or procedures may be asked to leave or subject to additional action to be taken by the District.

### Security

Security measures will be in place to ensure that procedures are followed and assistance is available when needed. All District personnel, including security personnel, stand ready to assist anyone with questions, concerns, or needs while on site.



### FREQUENTLY ASKED QUESTIONS

#### [Link to ISBE Transition Guidance: Starting the 2020-21 School Year FAQ](#)

#### **If a student or staff member is diagnosed with COVID-19, will parents be notified?**

As part of the Contract Tracing protocol, you will receive a call from the school or IDPH with information related to quarantine requirements.

#### **Will schools be provided with a sufficient supply of hand sanitizer and cleaning supplies?**

Schools will have supplies of hand sanitizer and soap to allow for frequent hand-washing, and classrooms and school facilities will be disinfected regularly. Students will participate in observed hand washing/sanitizing at regular intervals.

#### **What About a “Second Wave” of COVID-19?**

Public health experts and elected officials have all warned about the possibility of a “second wave” of COVID-19 even after cases see a significant and sustained decline. The District is actively preparing for all scenarios and will be prepared to shift to more (or entirely) remote operations should a spike in COVID-19 cases force temporary or prolonged closures. While we hope additional closures are not a reality, data from other countries and the uncertainty of an available vaccine tell us that we must be prepared for the possibility of such an increase in cases in the Fall.

#### **How often are facilities being cleaned?**

As staff and students return to buildings, custodial crews will clean classrooms and office areas nightly, focusing on disinfecting high-touch surfaces. Custodial staff will conduct regular walk-throughs with supervisors to identify areas that require additional cleaning and after each room/area is disinfected, custodial staff will be required to complete a visible “cleaning checklist” clearly indicating the space has been thoroughly disinfected.

#### **Are parents and volunteers allowed on-site?**

At this time, no visitors are allowed in any of our District sites. When this restriction is eventually lifted, it may be necessary to limit the number of external partners and volunteers in buildings to reduce the number of individuals in buildings, offices, and classrooms. Only essential visitors, volunteers, and partners will be allowed to regularly engage in District activities, and they must adhere to the same protocols as other adults, including daily symptom checks, negative COVID-19 testing, and the wearing of face coverings.

#### **What is considered “close contact” and how long does a person have to quarantine?**

Anyone who has been in close contact with someone diagnosed or suspected of having COVID-19 should quarantine for a period of 14 days from the last exposure.

Per the CDC, A close contact is defined as anyone who has been:

- Within 6 feet of the person for at least 15 minutes
- Provided care at home to someone who is sick/suspected of having COVID-19
- Had direct physical contact with the person (touched, hugged, or kissed)
- Shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you





It is recommended that anyone who has been in contact with anyone suspected of or diagnosed with COVID-19 should contact their healthcare provider or the local Health Department for further evaluation.

### **What is the temperature discrepancy?**

The CDC classifies a fever as 100.4 degrees or higher, whereas District procedures classify a fever as 100.0 degrees or higher.

Per District procedures and the Will County Health Department Guidelines, any student that has a temperature of 100.0 degrees or higher the child will be sent home and may not return to school until the fever has subsided for a period of 24 hours without fever-reducing medication.

CDC and IDPH guidelines for students who were suspected of having COVID-19, whether they were tested or not, state that 24 hours must elapse from the resolution of fever (100.4 or higher) without fever-reducing medication and 10 days must pass after symptoms first appeared.

Therefore, in the event that a student has a temperature of 100.0-100.3 degrees, the student may return to school after the temperature has subsided for 24 hours without the use of fever-reducing medication. If a student has a temperature of 100.4 or higher and is exhibiting other symptoms of COVID-19, they can return to school following the ISBE and CDC guidelines.

### **What changes are there to medication procedures in the health office?**

Due to the increased risks of transmission of respiratory droplets during some respiratory treatments, ISBE recommends that nebulizer treatments should be performed at home. Parents are asked to consult with health care providers for alternate asthma medication delivery systems. Any asthma action plans should be reviewed prior to student arrival at school.

## **Special Education**

### **How should IEP Teams address evaluations for special education services that were unable to be completed during the mandatory suspension of in-person instruction?**

The Illinois Administrative Code, at 23 IAC 226.110(d), requires that upon completion of the identified evaluation assessments, but no later than 60 school days following the date of written consent, the determination of eligibility shall be made and the IEP meeting be completed. A school day is any day that students are in attendance for instructional purposes. 34 CFR 300.11. Pursuant to the Emergency Amendment to Part 5, Remote Learning Days, which began March 31, 2020, were deemed pupil attendance days for calculation of the length of a school term under Section 10-19 of the School Code. Accordingly, Remote Learning Days after March 31, 2020 contribute to the calculation of timelines. Remote Learning Planning Days, generally, do not constitute days for calculation of timelines because students are not in attendance for instructional purposes on Remote Learning Planning Days. If 60 school days remain in the 2019-2020 school year after the date that parent consent was obtained, then the District or other serving entity is required to complete the evaluation within this timeline. If fewer than 60 school days remain in a school year after the date that parent consent was obtained, the eligibility determination must be made and the IEP meeting must be completed prior to the first day of student attendance in the following school year. Accordingly, for any evaluation initiated prior to the mandatory suspension of in-person instruction on March 17, 2020, an eligibility determination and IEP meeting must be completed prior to the first day of school for the 2020-21 school year.



If any portion of the identified evaluation could not be completed due to lack of parent/guardian consent or health and safety regulations, then the District must document the missing portions in the evaluation section of the IEP, along with the reasons those portions could not be completed. IEP teams should complete missing portions of the evaluation as early as during Phase 3 in alignment with the June 4, 2020 IDPH and ISBE Part 2-Transition Joint Guidance document titled Updated Summer School and Other Allowable Activities, or as soon as possible once the District or other serving entity returns to in-person instruction, after which the IEP team should be convened to review the results and determine or revisit eligibility and develop or revise the IEP, as appropriate.

### **Could the waiver of extension of the 60-day timeline permitted for evaluations for specific learning disabilities apply to evaluations for other disabilities for evaluations during the suspension of in-person instruction?**

The federal special education regulations at 34 CFR 300.309(c) allow the 60-school-day timeline to be extended when conducting an evaluation of a student with or suspected of having a specific learning disability. Such extension may only occur through mutual written agreement of the child's parent or guardian and a group of qualified professionals. The pre-existing extension form for special learning disability evaluations regarding the 60-school day timeline may not be used for other disability areas; however, as a general principle, during the COVID-19 pandemic, Districts and other serving entities were encouraged to work with parents and guardians to reach mutually agreeable extensions of time, as appropriate. Only for evaluation extensions during the COVID-19 pandemic for which Districts or other serving entities had a written mutually agreed upon extension of an evaluation, the District may code the acceptable timeline exception in I-STAR as code 09. In the absence of a written mutually agreed upon extension, then another I-STAR reason for the delay is required for Indicator 11 reporting purposes.

### **Are special education classrooms required to adhere to the social distancing requirements outlined in ISBE's guidance?**

Yes. Special education classrooms are required to follow social distancing requirements. Schools and districts are encouraged to provide in-person instruction, especially to students with IEPs. If schools and districts are unable to provide fully in-person instruction while meeting IDPH safety requirements, remote and blended remote learning days may be utilized. If class sizes are reduced, classrooms must still adhere to regulations regarding staffing requirements and provision of services by appropriately licensed personnel.

### **What should schools consider for the return of students with disabilities who are medically fragile or immunocompromised to in-person instruction?**

Generally speaking, the board of education in each district may determine when, for compulsory attendance purposes, a student's absence is reasonable due to concern for the safety or health of the student. Student safety must be the primary consideration when determining how to meet the needs of students with disabilities who are medically-fragile or immunocompromised upon return to in-person instruction. Schools and districts should review the Centers for Disease Control and Prevention's list of those who are at higher risk of severe illness if they are exposed to the coronavirus. Districts and other serving entities may convene an IEP meeting to review the student's health care plan and determine any potentially harmful effects that may result from potential risk of exposure to COVID-19 as in-person instruction resumes. IEP Teams should consider if the return to in-person instruction would place the student at higher-risk of infection or severe illness. If it would, the IEP Team may consider how to address this risk to the student, including consideration of alternative placement options such as continuing the implementation of remote learning, a hybrid of virtual and in-person homebound instruction, or other appropriate service delivery and placement options in the student's least restrictive environment.



### REFERENCES

This document was created via a combination of original resources created by Illinois state agencies and plan outlines created by other states. Additionally, development relied heavily on materials developed from the following documents:

#### **Testing Sites**

Multiple community test sites are in the area to provide families and staff to get testing for COVID-19. The IDPH maintains a list of sites with the contact information and requirements for testing on their website.

<https://coronavirus.illinois.gov/s/testing-sites>

The Will County Health Department (WCHD) has various locations that they are conducting testing throughout the week. The WCHD also has a map of other locations that may be offering testing on their website.

<https://willcountyhealth.org/coronavirus-information/>

#### **10 of the Most Engaging Uses of Instructional Technology**

<https://www.emergingedtech.com/2014/09/most-engaging-uses-of-instructional-technology/>

#### **World Health Organization, (2020). Q & A on Coronaviruses, (COVID-19).**

<https://www.who.int/news-room/q-a-detail/q-a-coronaviru>

#### **Centers for Disease Control and Prevention (2020). Guidance for Administrators of US K-12 Schools and Child Care Programs.**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

#### **National Institutes of Health, (2020). New Coronavirus is Stable for Hours on Surfaces, SARSCoV-2 stability similar to original SARS virus.**

<https://www.nih.gov/news-events/news-releases/new-coronavirus-stable-hours-surfaces>

#### **Franczek Practical FAQs on ISBE's Phase 4 School Reopening Guidance**

[Franczek 40 Answers to Your Phase 4 Questions](#)



## RESOURCES

### **Illinois State Board of Education Fall 2020 Fall Learning Recommendations**

[Fall Learning Recommendations - July 23, 2020](#)

### **Illinois State Board of Education Part 3 General Transition Planning Phase 4**

[ISBE Starting the 2020-2021 School Year](#)

### **Restore Illinois**

[A Public Health Approach To Safely Reopen Our State](#)

### **Social-Emotional Support During COVID -19**

[CDC Managing Stress and Anxiety During COVID-19](#)

### **Center for Disease Control**

[Coronavirus Disease 2019 \(COVID-19\) | CDC](#)

### **Will County Health Department and Community Health Center**

[NOVEL CORONAVIRUS, COVID-19](#)