

**Thornton Township High Schools
District 205
eLearning Plan
2020-2021**



Remote Learning Days Summary

According to the Illinois Board of Education, remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibly scheduled, and it may or may not involve technology. It cannot be assumed that every family and/or every student has access to the necessary devices and appropriate internet connection within their home. In many cases, students categorized as “at risk” by schools are the ones without access to devices or reliable internet. Thornton Township High Schools District 205 will determine, based on research, the technological landscape of the community and determine the way(s) in which remote learning will occur for some families.

Table of Contents

Remote Learning Days Summary	2
Introduction	4
Instructional Considerations	5
Daily Schedules & Student Engagement	6
Faculty Attendance Call Off Procedure/Substitute Teacher Role	9
Communications	10
Grading & Academic Honesty	14
English Learners	17
Expectations:	17
Special Education and Related Services	19
Support Staff	30
Technology	31
Operational Guidelines	33

Introduction

The purpose of this document is to provide information to the faculty, staff, and community of Thornton Township High Schools District 205 about the implementation of remote learning days. The plan is flexible and may be adjusted based on the needs of the students, staff, and communities. The goal is to support teachers in minimizing, to all extents possible, any negative impact these circumstances have on our students, staff, and communities.

For the purposes of this document, a remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space. These guidelines will assist educators as they develop a remote learning approach that is inclusive of, and equitable to, all students regardless of age, location, background, and available resources. The remote learning guidelines accomplishes these goals by:

- providing transparent access to information for all education stakeholders.
- ensuring all parties have a common understanding of terminology and best practices necessary to provide all students with equitable and continued access to a high-quality education while acknowledging the diversity of contexts for our families.
- suggesting minimum thresholds of what should be offered for all students from an equity standpoint
- promoting innovation and creative thinking for the implementation of remote learning.

We recognize these guidelines and recommendations may need further refinement as we seek to implement remote learning and respond to a fluid situation. While the parameters of what is set forth in this document will not change, as we are provided with further clarification, examples of innovation and success, and suggestions regarding additional resources our plan may alter.

Instructional Considerations

Establish Consistency for Remote Learning

A school community can be connected and thriving even if the physical school building is closed. Remote learning that emphasizes interaction, authentic, and differentiated learning opportunities will help students stay connected to teachers and classmates and ease the transition from traditional to remote learning.

Developing consistency for remote learning in which students can rely is key as they and their families adapt to unprecedented changes in education and society.

Successful, consistent remote learning includes:

- clearly articulated goals.
- cross-curricular collaboration to focus instruction.
- options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility.
- a mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice.
- a common platform where students can access work and find support and resources for both online and non-online work (District 205 will use Google Classroom as the universal platform used by all teachers/staff)
- a clear plan of communication involving the school, teachers, students, and families; and
- a genuine interest and effort in supporting students' social, emotional, and academic growth.

Family/Home Considerations

It is not only access to technology that must be considered. Since home will be the new classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, Thornton Township High Schools District 205 will ensure that their method of remote learning addresses the following:

- students who are home alone while adults are working.
- students who are caretakers for siblings or ill family members.
- students who work to help support their family.
- students who speak a language other than English and have language needs.
- students whose parents speak a language other than English and cannot assist with homework.
- students who have special education needs.
- students who are coping with the illness or loss of a family member.
- students who are struggling with anxiety or depression; and
- staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children.

Daily Schedules & Student Engagement

Thornton Township High Schools District 205 Daily Schedule for Remote Learning 5 Days a Week:

The teachers' responsibilities and availability via email and Google Classroom during school remote learning days are as follows:

Schedule A	Schedule B	Schedule A	Schedule B	Schedule C
Monday Schedule A (Periods 1-4/6)	Tuesday Schedule B (Periods 6/7-11)	Wednesday Schedule A (Periods 1-4/6)	Thursday Schedule B (Periods 6/7-11)	Friday Instructional Support Day
8:00-8:30 Check emails/online sites for communication from students and parents.	8:00-8:30 Check emails/online sites for communication from students and parents.	8:00-8:30 Check emails/online sites for communication from students and parents.	8:00-8:30 Check emails/online sites for communication from students and parents.	8:00-8:30 Check emails/online sites for communications from students and parents.
8:30-9:20 Period 1	8:30-9:20 Period 5 (⁶ / ₇ or ⁷ / ₈)	8:30-9:20 Period 1	8:30-9:20 Period 5 (⁶ / ₇ or ⁷ / ₈)	8:30-9:20 Support Session 1
9:20-9:30 Break	9:20-9:30 Break	9:20-9:30 Break	9:20-9:30 Break	9:20-9:30 Break
9:30-10:20 Period 2	9:30-10:20 Period 6 (⁸ / ₉ or ⁹ / ₁₀)	9:30-10:20 Period 2	9:30-10:20 Period 6 (⁸ / ₉ or ⁹ / ₁₀)	9:30-10:20 Support Session 2
10:20-10:30 Break	10:20-10:30 Break	10:20-10:30 Break	10:20-10:30 Break	10:20-10:30 Break
10:30-11:20 Period 3	10:30-11:20 Period 7 (11)	10:30-11:20 Period 3	10:30-11:20 Period 7 (11)	10:30-11:20 Support Session 3
11:20-11:30 Break	11:20-11:30 Break	11:20-11:30 Break	11:20-11:30 Break	11:20 - 11:30 Break
11:30-12:20 Period 4 (⁴ / ₅ or ⁵ / ₆)	11:30-12:20 **Support Staff Hours MTSS/Deans/ Counselors	11:30-12:20 Period 4 (⁴ / ₅ or ⁵ / ₆)	11:30-12:20 **Support Staff Hours MTSS/Deans/ Counselors	11:30-12:20 Support Session 4
12:20-1:00 Lunch	12:20-1:00 Lunch	12:20-1:00 Lunch	12:20-1:00 Lunch	12:20-1:00 Lunch
1:00-3:30 **Support Staff Hours Communicate with and support students, update grades, update student logs, lesson plans, return emails	1:00-3:30 **Support Staff Hours Communicate with and support students, update grades, update student logs, lesson plans, return emails	1:00-3:30 **Support Staff Hours Communicate with and support students, update grades, update student logs, lesson plans, return emails	1:00-3:30 **Support Staff Hours Communicate with and support students, update grades, update student logs, lesson plans, return emails	1:00-3:30 Update student logs, check emails/online sites for communication, lesson planning, grading.

****During Support Staff Hours-Support Day:**

- Teachers: check emails/online sites for communication with students and parents. Teachers set up CP with students either -- individualized or through group instruction.
- Support Services: schedule meetings/instructional times with students. This might include counselors, deans, EL, MTSS, psychologists, etc.
- Students: If not signed up for a CP session-- complete any late work, incomplete work, or re-do assignments.

****Support Staff (Deans, Counselors, Social Workers, School Psychologists, Speech Pathologists, Nurses) will provide various support services including individual and group interviews, SEL lessons, IEP meetings, 504 Plan Meetings, social service interviews, address student and parent concerns, and work in conjunction with faculty and staff to assist with and resolve student related concerns or needs.**

Students:

- Communicate with your teachers. Respond to communication/emails within 24 hours.
- Have your Chromebook available for engaged learning every day.
- Review Google Classroom to ensure all classwork, activities, assignments, projects, or assessment materials are understood.
- Ask questions and reach out to teachers or support staff as often as needed.
- Participate in virtual remote learning activities via Google Classroom daily Monday through Thursday and sign-up for support services on Fridays with your teachers, counselors, deans, etc.
- Complete assigned work by the due dates. If this is not possible, or questions need to be answered, communicate in a timely manner with your teachers.
- Communicate with your teachers if any issues or needs occur while remote learning.

Teachers:

- Be available to meet the students' needs, hold virtual classes via Google Classroom daily Monday through Thursday (following the above bell schedule), and communicate with students daily during designated time periods as outlined by the schedule. If for some reason a teacher is not available during the scheduled time on a given day, the teacher will notify their DL, parents, and students when they will be available that day.
- Post assignments/activities in a timely manner via Google Classroom so the student and the parent are aware of the requirements for that day/week.
- Be as flexible as possible to support students remotely. Understand that family needs and personal conflicts may arise based on the remote learning situation.
- All teachers should be communicating with students via their district assigned Gmail account.
- Teachers will record attendance daily in Power School.
- Teachers are to invite/add their Division Leader and/or any Administrator by request.
- Use Google Classroom or other district assigned platforms, to communicate with all stakeholders. Provide feedback and respond to students and parents within a timely manner, no later than 48 hours from receipt of initial communication.

E-learning Day Schedule

This is the schedule that will be used for a **1-day emergency school closing** (such as a school closure due to inclement weather) or other designated 1-day school events where students cannot be present. If the school/schools remain closed for an extended period of time, communication will come from the school designee to move to the school Remote Learning Plan.

This document serves as an example of how the E-learning day will look but recognizes that this will look differently based on student needs.

E-Learning Days are considered an extension to the current curriculum being taught in the classroom. Teachers will support student learning and engagement, guide student success, deepen understanding, and build positive relationships while away from the classroom.

8:00-8:30	Email/online communications	Students should: Log into email to check for announcements/important information. Communicate using school email with teachers/staff as needed. Enter attendance.	Staff should update communications and prepare for student engagement.
8:30-9:20	Period 1 and 2 check in and communication	Students should: Go to Google Classroom to get teacher posted assignments for the E-learning day. Students may submit the assignment within 3 days (per the student handbook).	Staff will be available for classroom, group, or individual meetings for student support for these periods but will remain flexible to meet student needs.
9:20-9:30	Break		
9:30-10:20	Period 3 and 4/5/6 check in and communication	Students should: Go to Google Classroom to get teacher posted assignments for the E-learning day. Students may submit the assignment within 3 days (per the student handbook).	Staff will be available for classroom, group, or individual meetings for student support for these periods but will remain flexible to meet student needs.
10:20-10:30	Break		
10:30-11:20	Period 6/7/8 and 8/9/10 check in and communication	Students should: Go to Google Classroom to get teacher posted assignments for the E-learning day. Students may submit the assignment within 3 days (per the student handbook).	Staff will be available for classroom, group, or individual meetings for student support for these periods but will remain flexible to meet student needs.
11:20-11:30	Break		
11:30-12:00	period 11 check in and communication	Students should: Go to Google Classroom to get teacher posted assignments for the E-learning day. Students may submit the assignment within 3 days (per the student handbook).	Staff will be available for classroom, group, or individual meetings for student support for these periods but will remain flexible to meet student needs.
12:00-12:45	Lunch		
12:45-3:30	Support Sessions- Group support/one-on-one help, support professionals time to check in. Teachers log time, lesson plan, and grade, as well as continue communications.	Students should: Go to Google Classroom to get teacher posted assignments for the E-learning day. Students may submit the assignment within 3 days (per the student handbook).	Staff will be available for individual student supports. Support Staff will use this time to meet and communicate with students as needed.

Student Attendance Procedures

Regular School Day	Remote Learning day
Call school attendance phone numbers	Call school attendance phone numbers
Must call in by a 1pm deadline	Must call in by a 1pm deadline

Faculty Attendance Call Off Procedure/Substitute Teacher Role

- Faculty will follow normal call off school procedures utilizing AESOP.
- Teachers, when absent, will post daily expectations for students via Google Classroom and building/program administration will monitor the class during their absence.

Substitutes will be provided when a teacher will not be available for an extended period and in accordance with state guidelines. In these cases, the following will apply:

- Substitutes **will** then be assigned as a Co-teacher for the absent teacher's Google Classroom.
- Substitutes **will not** edit within the designated Google Classroom.
- Substitutes **will** answer students' assignment related questions during designated classroom hours.
- Substitutes **will** forward all technical support questions to building technological teams/coaches.
- Substitutes **will** forward any concerning student behavior to building administration.

Communications

- Communication with students and families is a priority. It is imperative that communication is clear, consistent, and concise and ensures that local policies and agreements are followed. To the extent possible, communication with students and families must be disseminated in the home language as well as English. This may be accomplished by utilizing multilingual staff and other district resources as appropriate to ensure the elimination/reduction of language barriers.
- Additionally, communications should avoid educational jargon, and define terms to ensure a common understanding of terminology and best practices necessary to provide all students with equitable and continued access to high-quality education.
- The standard methods of communication will include but are not limited to District website, District social media, videos, webinars, virtual meetings, email, phone calls, text messages, postal services, community organizations, news media outlets, and internal school data platforms (i.e., PowerSchool) that allow for regular updates. Google Classroom is the District 205 adaptive learning platform. Students will have an online classroom for each of their subject teachers. Students will be able to find their lessons, assignments, links to other digital resources, and feedback on their assignments in Google Classroom.
- The District will provide, and schools will distribute the necessary technology to facilitate communication, including, but not limited to Google Chromebooks for all staff and students. It is not the intention of remote learning for parents to become the sole provider of educational content, but schools will rely on their assistance. With a strong partnership between homes and schools, we can keep students progressing forward during an unprecedented time. We are seeking to strengthen the already existing collaboration between teachers and families and assisting families as they embrace their role as their children's teacher in a new and evolving way.
- To protect the privacy of Thornton Township High Schools District 205 staff members in this process, the following recommendations must be adhered to:
 - Utilize District-provided email accounts to conduct all electronic communication.
 - Utilize the address of the school or District Office as the return address on all correspondence.
 - Utilize phone-specific codes, settings, or web-based applications to hide the phone number from coming up on caller ID when making calls from personal lines (i.e. Google Voice Phone Numbers, etc.)
- Because it is critical that a consistent message is delivered to families by each educator or staff member, it is imperative collaboration and communication among administration, teachers, service providers, specialists, and paraprofessionals are ongoing and consistent. Thornton Township High School District 205 staff will be utilizing the contact information gathered at registration for parents/guardians. If this information changes, it is the responsibility of the parent/guardian to update this information by contacting their student's home school. Staff will be utilizing the district assigned Gmail account to communicate with students.

Professional Development

Thornton Township High Schools District 205 will make efforts to provide ongoing professional development opportunities aligned to the identified remote learning goals. The District will conduct needs assessment surveys, hold virtual meetings, and support online teaching practices to design and implement a thoughtful professional learning plan.

Professional learning opportunities will be offered to the Thornton Township High Schools District 205 learning community through the following means:

- Accessible online resources will be curated and shared with staff via the District website.
- Instructional support will be provided at both the District and building-levels (including virtual office hours, Google Meet gatherings, Edmentum, 1:1 personalized support, etc.).
- Professional development online modules and tutorials will be developed and made available through the District website. These self-paced, on-demand opportunities support best practices in transitioning from traditional face-to-face instruction to remote learning. Topics include “Google Classroom Quick Start,” “Introduction to Google Meet,” “Recording and Posting a Video Message,” and PLATO. Other tutorials to support and build teacher capacity around remote teaching and learning will be released as the need warrants.
- Teachers will create/share podcasts, videos and other materials that demonstrate ways in which teachers can develop effective and engaging remote learning lessons for all learners. Teachers will also host virtual professional development workshops, virtual PLMs, and offer other supportive strategies to build teachers’ capacity.

Through a variety of professional learning experiences, teachers will explore the tenets of remote teaching and learning, hone their technological abilities, become more familiar with instructional technology applications, expand their knowledge of District-provided curricular resources, and plan collaboratively to provide quality learning experiences for all students.

Lesson Planning Recommendations

Roles and Responsibilities in Remote Learning

Teachers will...	Students will...	Parent(s)/Guardian(s) will...
<ul style="list-style-type: none"> Assign work that is essential to student understanding of the subject. Assign work that is a minimum of 20 minute, but no more than 40 minutes daily. Be available for student questions. Post assignments on Google Classroom by TIME. Respond to emails from parents/students as soon as possible, but within 24 hours if received on a scheduled workday. 	<ul style="list-style-type: none"> Complete all work assigned by teachers Check in for attendance. Reach out to teachers and counselors with questions. Check google classroom and PowerSchool daily. 	<ul style="list-style-type: none"> Check PowerSchool to monitor student work. Encourage their students to complete assigned work. Communicate concerns to teachers and/or related service or support staff.

Sample Example 1: Non-Project Based

Monday	Tuesday	Wednesday	Thursday	Friday
Notes <ul style="list-style-type: none"> Google Notes Google Slides Smart notes PDF PowerPoint 	Video Posts <ul style="list-style-type: none"> Plato Khan Academy Edpuzzles Make own 	Activity <ul style="list-style-type: none"> Student examples based on notes Curriculum team activity Worksheet based on lesson Quizzit/Kahoots 	Concept Check <ul style="list-style-type: none"> Quick check in with academic learning Review activity from current or previous units 	SEL/Re-Engagement Lessons <ul style="list-style-type: none"> Personal check-in Fun Question
Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet
Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205

Sample Example 2: Project Based

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Notes <ul style="list-style-type: none"> Google Notes Google Slides Smart notes PowerPoint 	Video Posts <ul style="list-style-type: none"> Plato Khan Academy Edpuzzles Make own 	Video Posts <ul style="list-style-type: none"> Plato Khan Academy Edpuzzles Make own 	Notes/Student Examples <ul style="list-style-type: none"> Google Notes Google Slides Smart notes PowerPoint 	SEL/Re-Engagement Lessons <ul style="list-style-type: none"> Personal check-in Fun Question
Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet
Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205	Email Keep all remote to ttdistrict205

WEEK 2				
Project based learning off of videos and notes posted for the week	Project based learning off of videos and notes posted for the week	Project based learning off of videos and notes posted for the week	Project based learning off of videos and notes posted for the week	Project based learning off of videos and notes posted for the week
Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet Email Keep all remote to ttdistrict205	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet Email Keep all remote to ttdistrict205	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet Email Keep all remote to ttdistrict205	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet Email Keep all remote to ttdistrict205	Teacher availability to students (office hour times need to be determined) - Scheduling Committee Determination Live Meet Email Keep all remote to ttdistrict205

IB Guidelines not posted yet - IB has state mandated live taught hours that need to be met. Additional information will be forthcoming.

[Google Slides Option](#) - some people may like a weekly plan and here is an example.

Grading

Purpose Statement:

- Our primary purpose of the grading system is to clearly, accurately, consistently and fairly communicate learning progress and achievement to students and families. The delivery format may be different during E-Learning, but the expectation for students to learn is still high. One of the primary purposes of grading is to promote and support learning.

Student Expectations:

- It is suggested that students use the feedback their teachers give them to support and progress their learning.
- It is recommended that assignments are completed as assigned. If you have specific questions about when something is due, it is best to contact your teacher directly.

Teacher Expectations:

- It is recommended that feedback be given in Google Classroom (the district communication platform) between each assignment to continue the learning process, and possibly in video chats as well for students to see. Feedback should be given to students a minimum of twice a week.

Recommended Feedback Loop:

Day	Event
Monday	Post assignment
Tuesday	Provide general class feedback on student work in Google Classroom or through a virtual meeting. Common successes and misconception – could also give individual feedback privately as needed.
Wednesday	Post assignment
Thursday	Provide general class feedback on student work in Google Classroom or through a virtual meeting. Common successes and misconception – could also give individual feedback privately as needed.
Friday	Q & A: make-up and re-engagement lesson day

- Grades need to be entered into PowerTeacher Pro at least on a weekly basis (because students are not receiving the face to face feedback they normally would); that is the official district grading platform.
- Grading practices should be communicated to parents and students and included in class syllabi.
- Below is a recommendation to assign point values within these guidelines, or the teacher could develop their own rubric further, upon approval by their Division Leader.

A	All work is complete and all correct
B	All work is complete and most work is correct. OR Most work is complete, and all attempted work is correct. Students can use teacher feedback to progress to an A
C	All work is complete, and some work needs corrections. OR Most work is complete, and some work is correct. Students can use teacher feedback to progress to an A or B
D	Some work is complete, and some work is correct. OR. All work is complete, and few are correct. Students can use teacher feedback to progress
F	No work has been completed or some work completed with none of it correct. Referral to counselor and parent contact is made

Retake Assessments:

- Students are encouraged to request a make-up assessment within three days of the assessment.
- Students should complete additional work in deficient areas to prepare for the retake at the teacher’s discretion.
- Or a revised policy approved by a Division Leader.

Academic Honesty and Integrity:

- Students may be disciplined for Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving, or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.

Librarians in District 205 via E-Learning

- Utilize google classroom to support staff, students, community, and library workers.
- Maintain the website with free community and statewide resources.
- Respond to the research needs of all students via email and teacher requests.
- Upgrade listening/eBook library options.
- Participate in live classroom (Google) meetings upon request.
- Offer book talks via “live” meet or email.
- Assist teachers in the access of materials.
- Order books/eBooks upon request.
- Research and provide online resources for previously booked research projects.
- Communicate via emails to better inform stakeholders of available resources.
- Meet with DLs/building library teams/teachers upon request.

Teacher/Staff with Release Periods

Teachers/Staff with Release Periods: will monitor behavioral patterns for students that are their responsibility during their assigned release time. They will hold group restorative meetings, work on behavioral plans with teachers and parents being goal driven and logging all correspondences and interactions in PowerSchool (if PS access is not available, all log able information will be forwarded to the building/program designated personnel for data entry). They will hold group Google Meets with their assigned students/focus areas on topics with high risk students, students with failing grades, work with teachers and parents, etc.

Scenario #1 – School opens with limited restrictions:

- All tradition responsibilities will stay intact.
- Increase hall visibility.
- Assist with addressing any truancy issues.

Scenario #2 – Remote Learning Continues:

- Email assigned students weekly conducting a well-being check.
- Utilize Google platform for communication (Meet, voice, etc.).
- Address issues regarding students not logging on to e-learning (Attendance).
- Individual Student and/or Parent Google Meet meetings as needed.
- Develop virtual meeting hours.
- Host Restorative Chats with groups or individuals in conjunction with the Restorative Justice Team.
- Send Remind messages on various topics as needed two - three times a week.

English Learners

English Learners at Thornridge High School and Thornwood High School belong to a part-time program. In addition, students, who speak a native language (that is NOT English and Spanish) may belong to a part time program. (Part time programs have less than 20 students, who speak a world language OR the assessment of English score has a composite of 3.4 or higher on the ACCESS Test) These students are assigned to a coordinator, who will ensure that services are implemented across the curriculum. Typically, part time program students have classes in the regular curriculum of the school. They may also have an English Learner class and/or tutorial class. The English class is counted as a class in English, so the teacher will conduct the class as s/he normally would. The tutorial class serves two purposes. The first is that the student can receive appropriate assistance in the courses during the school day. The second is that the student would receive additional study skills to do well in school. The tutorial teacher should check in on each student and provide appropriate guidance, whether in the form of assisting in the student’s current courses or giving access to study skills and programs that can help. It is important to provide some content in the native language of the student. This can be with the help of a paraprofessional, who speaks the language. The use of the native language within a medium of instruction such as PLATO, Google Translator, and other programs.

Full time program students in Spanish are placed at Thornton Township High School. These students have access to half of the day with their regular education peers and half of the day in bilingual classes. These students are supported the same as part time students; however, these students have access to the bilingual staff. Currently, we have bilingual staff who teach Spanish for Native Speakers, mathematics, and social studies. These students may also be supported by Spanish speaking paraprofessionals.

Expectations:

Position	Expectations:	Communication
Coordinator	Collaborate on the lessons from the general education teachers. Providing resources to support learning the content and ensure accommodations are in place. Resources can be on a shared page or individual page. Coordinators should have access to the general education teacher’s remote learning materials. Coordinators need to consult with general education teachers to ensure support. Coordinators should monitor progress of all students in their classes.	<ul style="list-style-type: none"> ● Communication will be delivered when issues arise. ● Communication is viewed as supportive/resourceful ● Communication may need to be in the native language of the student and/or the family by call or email. Documentation will be helpful ● Communication may require a student’s placement to be changed when all the above does not work

<p>EL Teacher Bilingual Teacher</p>	<p>If the lessons provided by the general education teachers are not within the functional level of the student, the coordinator/EL teacher will provide recommendations to amend assignments and activities to meet student needs. Considerations should include the estimated length of time for completion of the assignment. Plans should be specific, with clear instructions on completing the activity.</p> <p>Post lessons and assignments consistent with daily lesson plans and address specific EL needs. The daily plans should include the estimated length of time for each assignment and should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>Update grades/attendance in PowerSchool.</p>	<ul style="list-style-type: none"> ● Communication will be delivered when issues arise. ● Communication is viewed as supportive/resourceful ● Communication may need to be in the native language of the student and/or the family by call or email. Documentation will be helpful ● Communicate with regular education staff when there is a need to amend assignments
<p>Paras</p>	<p>Support teachers in the delivery of instruction.</p> <p>Support classroom teachers with preparing assignments, content, and activities.</p> <p>Assist with collecting materials that will be sent to students.</p> <p>Maintain regular communication with teachers and related service providers.</p> <p>For those, who are not currently assigned to a teacher, look for directions from leadership as to which teacher/teachers you will be working with.</p> <p>Learn the various programs being used with students.</p>	<ul style="list-style-type: none"> ● Communicate and check-in with students as determined by classroom teacher and school leadership. ● Under the direction of the teacher, communicate with the language of the family. ● Log all communications with students or families in PowerSchool.

Special Education and Related Services

Service providers will ensure that any missed opportunities for related services will be rescheduled once classes reconvene. Examples of providers include special education teachers, occupational therapists, speech language pathologists, social workers, physical therapists, vision itinerants, hearing itinerants, and/or English language teachers. Service Providers can use google meets, remind, or google voice to meet with students individually or in groups. Service providers can also assign videos and activities electronically for students to work on. Service providers can also provide resources to families as needed.

If a student, receiving special education services is unable to participate in the remote learning lessons due to their identified disability, alternative individualized lessons will be provided by the teacher/case manager.

Teachers and related services providers can use Google Classroom, IXL, Unique Curriculum, News to You, Conover, Learning Ally, or any other approved programs to deliver instruction.

For students receiving consultation services, the service provider will reach out to students/parents at the beginning of remote learning to introduce remote learning and give contact information. The service provider will then continue to contact the student/parent consistent with the schedule of IEP services throughout the remote learning period. Once the end day is decided, service providers will also reach out to students towards the end remote learning.

Service Provider Expectations:

Classroom Type	Teaching Expectations:	Teacher to Parent or Teacher to Student Required Communication
<p>Co-Teacher</p>	<p>Monitoring the lesson from the general education teacher. Providing resources to support learning the content and ensure accommodations are in place. Resources can be on a shared page or individual page. Co-teachers should have access to the general education teacher’s remote learning materials. Co-teachers need to consult with general education teachers to ensure support and accommodations are in place.</p> <p>If the lessons provided by the general education teachers are not targeting IEP goal areas, the special education teacher will provide additional assignments and activities to meet student IEP goal areas. These plans should include the estimated length of time for completion of the assignment. Plans should be specific, with clear instructions on completing the activity.</p> <p>Post lessons and assignments consistent with daily lesson plans and address students’ goals. The daily plans should include the estimated length of time for each assignment and should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p>	<ul style="list-style-type: none"> • Communication will be delivered per service days on the IEP (Example: If a teacher provides services to a student 4 days per week, the teacher needs to communicate with the students/parents 4 days per week). • Services are expected to be delivered and communicated on designated remote learning days. • Co-teachers should log their communications in PowerSchool.

	<p>Regular education co-teachers will provide lessons in advance to make sure the special education co-teachers can make the necessary accommodations/modifications.</p> <p>Update grades/attendance in PowerSchool.</p>	
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<p style="text-align: center;">LVL Teachers</p>	<p>Daily remote learning assignments and activities should parallel your daily schedule and address students' goals. The daily plans should include a schedule of activities with the estimated length of time for each activity. They should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>Assignments should be modified to meet the individual learners in the classroom.</p> <p>Update grades/attendance in PowerSchool.</p>	<ul style="list-style-type: none"> ● Communication will be delivered per service day on the IEP (Example: If a teacher provides services to a student 5 days per week, the teacher will need to communicate with the students/parents 5 days per week.) ● Services are expected to be delivered and communicated on designated remote learning days.
<p style="text-align: center;">Communication Disorder Program (CD)</p>	<p>Daily remote learning assignments and activities should parallel your daily schedule and address students' goals. The daily plans should include a schedule of activities with the estimated length of time for each activity. They should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>The plans should include related service providers that work with the class when applicable.</p> <p>Update grades/attendance in PowerSchool.</p>	<ul style="list-style-type: none"> ● Communication will be delivered per service day on the IEP (Example: If a teacher provides services to a student 5 days per week, the teacher will need to communicate with the students/parents 5 days per week.) ● Services are expected to be delivered and communicated on designated remote learning days.

<p>Emotional Disorder Classroom</p>	<p>Daily remote learning assignments and activities should parallel your daily schedule and address students' goals. The daily plans should include a schedule of activities with the estimated length of time for each activity. They should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>Daily remote learning should include social/emotional learning activity.</p> <p>The plans should include related service providers that work with the class when applicable.</p> <p>Update grades/attendance in PowerSchool.</p>	<ul style="list-style-type: none"> ● Communication will be delivered per service days on the IEP (Example: If a teacher provides services to a student 5 days per week, the teacher needs to communicate with the students/parents 5 days per week) ● Services are expected to be delivered and communicated on designated remote learning days.
<p>Functional Teachers</p>	<p>Daily remote learning assignments and activities should parallel your daily schedule and address students' goals. The daily plans should include a schedule of activities with the estimated length of time for each activity. They should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>Assignments should be modified to meet the individual learners in the classroom.</p> <p>The plans should include related service providers that work with the class when applicable.</p> <p>Update grades/attendance in PowerSchool.</p>	<ul style="list-style-type: none"> ● Communication will be delivered per service days on the IEP (Example: If a teacher provides services to a student 5 days per week, the teacher needs to communicate with the students/parents 5 days per week) ● Services are expected to be delivered and communicated on designated remote learning days.

<p style="text-align: center;">Self-Contained Classroom or Self-Contained Autism Classroom and Functional Program</p>	<p>Daily remote learning assignments and activities should parallel your daily schedule and address students' goals. The daily plans should include a schedule of activities with the estimated length of time for each activity. They should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>The plans should include related service providers that work with the class when applicable.</p> <p>Update grades/attendance in PowerSchool.</p>	<ul style="list-style-type: none"> ● Communication will be delivered per service days on IEP (Example: If you provide services to a student 5 days per week, you need to communicate with the students/parents 5 days per week). ● Services are expected to be delivered and communicated on designated remote learning days.
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<p style="text-align: center;">Physical Therapist/ Occupational Therapist</p>	<p>Provide activities and lessons that align with student’s IEP goals and level of service. Consultation to teachers will also be provided.</p> <p>PT/OT will attend IEP meetings and fill out their relevant portions of the IEPs.</p> <p>PT/OT will attend eligibility meetings and fill out their relevant portions of the IEPs.</p> <p>PT/OT will complete Medicaid billing.</p>	<ul style="list-style-type: none"> ● (Example: If a physical/occupational therapist provides services to a student 1 time per week, the therapist needs to communicate with students/parents 1 time per week.) ● PT/OT will fill out IEP progress reports when applicable. ● PT/OT will log communications in Power school.
<p style="text-align: center;">Speech Pathologists</p>	<p>Provide lessons/activities to students/parents that align with each student’s goals. Frequency should align with services outlined in each student IEP.</p> <p>Consultation to teachers will also be provided when applicable.</p> <p>Speech Paths will attend IEP meetings and fill out their relevant portions of the IEPs.</p> <p>Speech Paths will attend eligibility meetings and fill out their relevant portions of the IEPs.</p> <p>Speech Paths will complete Medicaid billing.</p>	<ul style="list-style-type: none"> ● (Example: If a speech pathologist provides services to a student 1-2 times per week, the speech pathologist needs to communicate with students/parents 1-2 times per week.) ● Speech Paths will fill out IEP progress reports when applicable. ● Speech Paths will log communications in Power school.

<p style="text-align: center;">Vision Itinerant & Hearing Itinerant</p>	<p>Provide lessons/activities to students/parents that align with each student’s goals. Frequency should align with services outlined in each student’s IEP.</p> <p>Consult with teachers and assist with modifications and/or accommodations to ensure accessibility.</p> <p>VI/HI will attend IEP meetings and fill out their relevant portions of the IEPs.</p> <p>VI/HI will attend eligibility meetings and fill out their relevant portions of the IEPs.</p> <p>VI/HI will complete Medicaid billing.</p>	<ul style="list-style-type: none"> ● (Example: If a VI/HI provides services to a student 1-2 times per week, the VI/HI needs to communicate with students/parents 1-2 times per week.) ● VI/HI will fill out IEP progress reports when applicable. ● VI/HI will log communications in Power school.
<p style="text-align: center;">School Nurse/District Nurse</p>	<p>Provide education and support for families at home for the direction of resources to support children’s health needs.</p> <p>School nurses will attend eligibility meetings and fill out their portion of the eligibility.</p> <p>School nurses will attend IEP meetings when applicable.</p>	<ul style="list-style-type: none"> ● Example: If you check in with the student daily on sugar management, you will call the family daily. ● Example: If you administer medicine to a student on a daily basis, you will call that family daily at the time of medicine to ensure administration. ● School nurse will log in all communications in PowerSchool.

<p style="text-align: center;">Social Worker</p>	<p>Provide lessons/activities to students/parents that align with each student’s goals. Frequency should align with services outlined in each student IEP.</p> <p>Social Workers will attend IEP meetings and fill out their relevant portions of the IEPs.</p> <p>Social Workers will attend eligibility meetings and fill out their relevant portions of the IEPs.</p> <p>Social Workers will complete Medicaid billing.</p>	<ul style="list-style-type: none"> ● (Example: If a social worker provides services to a student 3 times per week, the social worker needs to communicate with students/parents 3 times per week.) ● Social Workers will fill out IEP progress reports when applicable. ● Social Workers will log communications in Power school.
<p style="text-align: center;">School Psychologists</p>	<p>Provide follow up with students and staff regarding students that they were working with to offer continued support remotely.</p> <p>Provide service to students with IEP minutes.</p> <p>School psychologists will attend IEP meetings and fill out their relevant portions of the IEPs.</p> <p>School psychologists will attend eligibility meetings and fill out their relevant portions of the IEPs.</p> <p>School psychologists will complete Medicaid billing.</p>	<ul style="list-style-type: none"> ● (Example: If a school psychologist provides services to a student 3 times per week, the social worker needs to communicate with students/parents 3 times per week.) ● School psychologists will fill out IEP progress reports when applicable. ● School psychologists will log communications in Power school.

<p style="text-align: center;">IEP Case Manager</p>	<p>The Case Manager will attend scheduled IEP meetings.</p> <p>Case Manager will fill in the required information for IEP meetings.</p> <p>The Case Manager will check students' progress in classes on a regular basis.</p> <p>Case Manager will reach out to teachers in classes in which their caseload student is struggling.</p>	<ul style="list-style-type: none"> ● Case Managers will have weekly contact with their caseload students and parents. ● Case Manager will log all contact information in PowerSchool. ● Case Manager will fill out IEP progress reports when applicable. ● The Case Manager will call parents to remind them of scheduled IEP/eligibility meetings. ● Case Manager will email a PDF final copy to the parent after the IEP/eligibility meeting.
<p style="text-align: center;">Special Education Department Chairperson</p>	<p>Department chair will conduct annual reviews as scheduled.</p> <p>Department chair will conduct eligibility meetings as scheduled.</p> <p>Department chair will attend 8th grade transition meetings as scheduled.</p> <p>Department chair will attend outplaced meetings as scheduled.</p> <p>Department chair will be available to assist the special education staff during this time.</p> <p>Department chair will communicate with the special education department with any pertinent information.</p> <p>Department chair will continue to keep all records/special education information up to date.</p> <p>Department chair will email a final copy of the IEP/eligibility to the case manager.</p>	<ul style="list-style-type: none"> ● Department chair will answer questions from parents/students as they arise. ● Department chair will log all communication in PowerSchool. ● Department chair will provide information to students and parents as needed.
<p style="text-align: center;">Assistant Case Managers</p>	<p>Assistant case manager will conduct annual reviews as scheduled.</p> <p>Assistant case managers will be available to assist the special education staff during this time.</p> <p>Assistant case manager will communicate with the special education department chair on a regular basis.</p> <p>Assistant case manager will continue to</p>	<ul style="list-style-type: none"> ● Assistant case managers will answer questions from parents/students as they arise. ● Assistant case manager will log all communication in PowerSchool. ● Assistant case manager will provide information to students and parents as needed.

	<p>keep all records/special education information up to date.</p> <p>Assistant case manager will email a final copy of the IEP to the IEP case manager.</p>	
<p>Adult Transition Program Teachers</p>	<p>Keep contact with the South Suburban to check on the status of the students that take classes there.</p> <p>Continue to communicate with the workshops where students attend to check on their status.</p> <p>Communicate with student's places of employment.</p> <p>Fill out any paperwork necessary for students in ATP.</p> <p>Daily remote learning assignments and activities should parallel your daily schedule and address students' goals. The daily plans should include a schedule of activities with the estimated length of time for each activity. They should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>Update grades/attendance in PowerSchool.</p>	<ul style="list-style-type: none"> ● Communicate with the parents and students on updates of college, workshops, and employment. ● Log all communications in PowerSchool. ● Communication will be delivered per service days on the IEP (Example: If a teacher provides services to a student 4 days per week, the teacher needs to communicate with the students/parents 4 days per week). ● Services are expected to be delivered and communicated on designated remote learning days.
<p>Vocational Coordinator</p>	<p>Daily remote learning assignments and activities should parallel your daily schedule and address students' goals. The daily plans should include a schedule of activities with the estimated length of time for each activity. They should be communicated clearly to the parents/students, with specific instructions for completing each activity and assignment.</p> <p>Update grades/attendance in PowerSchool.</p> <p>Keep current on all paperwork necessary for the work program to stay</p>	<ul style="list-style-type: none"> ● Log all communications in PowerSchool. ● Communication will be delivered per service days on the IEP (Example: If a teacher provides services to a student 4 days per week, the teacher needs to communicate with the students/parents 4 days per week). ● Services are expected to be delivered and communicated on designated remote learning days. ● Communicate with parents on any necessary paperwork that is needed for their student to be in the work program.

	<p>in compliance with the school, district, and state mandates.</p> <p>Reach out to teachers to find candidates for the work program.</p>	
<p>Paras</p>	<p>Support teachers in the delivery of instruction.</p> <p>Support classroom teachers with preparing assignments, content, and activities.</p> <p>Assist with collecting materials that will be sent to students.</p> <p>Maintain regular communication with teachers and related service providers.</p> <p>For paras that are not currently assigned to a teacher, look for directions from leadership as to which teacher/teachers you will be working with.</p>	<ul style="list-style-type: none"> ● Communicate and check-in with students as determined by classroom teacher and school leadership. ● Under the direction of the teacher or related service provider, support families and students in accessing and participating in remote learning and therapy experiences, including supporting families in implementing behavior supports and structures, as needed. ● Log all communications with students or parents in PowerSchool.

Support Staff

Deans and Counselors: will monitor behavioral patterns for students who are attendance or behavioral concerns, hold group restorative meetings, work on behavioral plans with teachers and parents being goal driven and logging all correspondences and interactions in PowerSchool. Deans and Counselors will hold group Google Meets with focus areas on topics with high risk students, students with IP grades, work with teachers, etc.

Scenario #1 – School opens with limited restrictions:

- All tradition responsibilities will stay intact.
- Increase hall visibility.
- Assist with addressing any truancy issues.

Scenario #2 – Remote Learning Continues:

- Email selected students as often as needed and check in (at least once a week).
- Utilize Google platform for communication (Meet, voice, etc).
- Address issues regarding students not logging on to e-learning (Attendance).
- Individual Student and/or Parent Google Meet meetings as needed.
- Develop virtual meeting hours.
- Host Restorative Chats with groups or Individuals in conjunction with the Restorative Justice Team.
- Send Remind messages on various topics as needed two - three times a week.

Technology

According to the Illinois State Board of Education, “Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time, or flexibility timed, and it may or may not involve technology.”

To assess what type of remote learning makes logical sense in the context of the communities served by Thornton Township High Schools District 205, the district- and school-level administration have completed these initial steps:

- Investigated the digital accessibility of our students, families, and staff. This gathering of data will continue to take place through a survey or through individualized communications to families.
- Created and internally shared inventories of what District technology is available to students and families in need – developed a responsive plan to support families in successfully accessing resources in a timely fashion while maintaining accountability within distribution processes. As more resources become available, the District will modify these processes as needed.
- Identified a common platform (Google Classroom) where students and families can access work and find support and resources (for both online and non-online work).

It cannot be assumed that every family or every student has access to the necessary devices and appropriate internet connection at their home. Some families have limited, if any, data internet and one device that must be shared between multiple individuals within a household. All possible efforts are being made in identifying these individuals and plans for these individuals will result in an equitable academic learning experience for all students.

In many cases, students categorized as “at risk” by schools are the ones without access to devices or reliable internet. Given the reality of a digital divide, the District will provide a mix of digital and non-digital access to content that avoids penalizing students. Materials will be available both online and offline to ensure equity. Activities will fully be consistent.

If hard copies are distributed to students during a pandemic or other similar crisis, care will be taken to avoid transferring contagion via those materials.

Remote learning can be a challenging endeavor that involves more than just printing non-digital materials, uploading files, and sharing links to media content. Delivering remote learning opportunities is a skill that must be developed and requires support, resources, and professional development for staff members, students, and families. Library Media Specialists, and administration will create videos and other materials that demonstrate ways in which teachers can develop effective and engaging remote learning lessons for all learners. These individuals will also offer virtual professional development workshops, virtual Q&A’s, and other supportive strategies to engage and develop staff capacity to accomplish each district’s remote learning goals. In addition, these individuals will work alongside teachers and paraprofessionals to share the information with our students and families regarding when and how to use available resources. An optional google classroom tutorial should be available at registration. Other tutorials will be posted to the website to help parents and students better understand Google Classroom.

Collaboration between teachers, related service providers, District Specialists, and paraprofessionals is essential to carefully consider proactive decisions that will make remote learning a more equitable experience in which all students can flourish.

Digital creation and technology available are and not limited to:

General Task	Considerations
Creation and delivery of content	<p><u>DIGITAL CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> ● Create video modeling and virtual classroom discussion opportunities for how teachers expect something to be done. ● Incorporate mixed media content, such as television clips, newspapers, maps, and interactive web-based software tools. ● Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors. <p><u>NON-DIGITAL CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> ● Provide alternative options for participating in virtual class discussions. ● Provide transcripts of any pre-recorded audio or video used with students. ● Text students and families with links to content that is accessible by cell phone, when possible. Use google voice to provide this information (Communication) ● Incorporate content choices that can be easily accessed/completed. ● Contact families through postal services, when necessary and with prior administrative permission.
Monitoring and cueing of student work	<p><u>DIGITAL CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> ● Provide opportunities for students and families to check in virtually or via phone to set goals and action steps for a particular time frame. ● Establish systems/mechanisms for students to reach out and contact appropriate staff members. ● Decide what the process of collecting work will look like. ● Utilize Google Classroom to communicate with students. <p><u>NON-DIGITAL CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> ● Provide alternative options for participating in virtual class discussions ● Connect families via phone or text periodically. Utilize phone-specific codes, settings, or web-based applications to hide the phone number from coming up on caller ID when making calls from personal lines. ● Once methods of contact are established, ask questions to ensure the physical, emotional, and academic well-being of students.
Delivery of timely and meaningful feedback about student learning	<p><u>DIGITAL & NON-DIGITAL CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> ● Feedback needs to be consistent, ongoing, incremental, and formative, as a means of keeping students engaged. Effective feedback, grading, and evaluation can provide an important contribution to a healthy social- emotional state. ● Recommendation that parents provide a valid email account or to create a Gmail account at registration or some time specified by the district to facilitate communication for information about grades and assignments. (Communication) ● Creation of a script that will confirm email addresses.

Operational Guidelines

District 205 will follow the procedures and protocols listed below at all District Buildings, Schools and Programs:

Drivers Education: During Remote Learning, Drivers Education will be conducted in the virtual classroom only via Google Classroom. Behind the wheel options will be reinstated once classes and activities have been restored at the District's schools and programs.

Extra-Curricular Activities: All District Extra-Curricular Activities are suspended during Remote Learning unless the Activity can be hosted virtually (activities will be approved by District Office on a case by case basis).

Athletics: The District will follow IHSA Guidelines and Protocols for athletics.

Health & Wellness

Building Entry & Protocol:

- District and School buildings will be open for visitors daily from 7:30 AM - 4:00 PM and will remain open on a limited basis after 4:00 PM for pre-designated activities.
- Visitors and staff will enter the buildings from designated/marked entrances only.
- Arrows and/or other indicators have been placed on the floors throughout the entry areas to promote social distancing of individuals entering the school. Security will monitor the entrance areas to ensure that social distancing is being followed and the flow of entry is uninterrupted.
- Staff members entering the building are responsible for independently completing the health questionnaire and temperature check at the assigned entrances. Staff must sign in upon arrival and out upon departure. Any staff member that displays symptoms should depart the school building and contact their Division Leader and/or direct Supervisor for further guidance.
- Building access will be significantly limited to visitors. To the greatest extent possible, meetings with parents and other interested parties will be conducted virtually using the Google Meet platform. When not practical to conduct business virtually, visitors to the building will be required to submit to a health questionnaire and temperature check and follow all identified health and wellness procedures described within this document. In the interest of safety, visitors that do not comply with the designated procedures will be removed from the building.
- Visitors Until school resumes regular operations (e.g., the suburban Cook County region transitions to phase 5 of the Restore Illinois framework), school building access will be significantly limited to visitors.

- Face coverings will be required for all District staff members and visitors who are present in district buildings. Face coverings will also be required in circumstances where social distancing (six feet of distance between individuals) cannot be maintained. Face coverings are masks or other cloth face coverings which cover an individual's nose and mouth. All face coverings must adhere to the following guidelines:
 - Reach above the nose, below the chin, and completely cover the mouth and nostrils (i.e., no bandanas);
 - Fit snugly against the sides of the face.
 - Be made of multiple layers of fabric that you can still breathe through; and
 - May not be constructed of material that is sheer or resembles mesh or netting.
 The CDC has prepared a video and a printable flyer that demonstrates how to properly wear cloth face coverings.
- Face coverings must always be worn by employees in District buildings, whether on-duty or on a designated break time. Face coverings must also be worn on District grounds when social distancing cannot be maintained. The District will provide designated outdoor and indoor spaces, marked to provide for social distancing, which employees may use for meal breaks and other designated breaks where face coverings may be removed.
- Employees who have a medical condition or other disability that may prevent them from safely wearing a face covering must complete the District's "Face Covering Accommodation Form." The information on the Form must be verified by a physician licensed to practice medicine in Illinois. Upon review of the information provided by the employee, the District may seek its own independent determination of the employee's need for reasonable accommodation of the face covering requirement through the fitness for duty provision set forth in Section 24-5 of the Illinois School Code (105 ILCS 5/24-5). Employees who have not been approved for an accommodation under this protocol but refuse to comply with its requirements will be subject to discipline.
- The requirement to wear a face covering is a component of the school District's overall effort to maintain a safe and secure environment for all students, staff, and visitors. It is the responsibility of all students and staff to ensure that our schools are safe places for all, by following the procedures that have been instituted and notifying a staff member of any issue that might need to be addressed (See Something, Say Something).
- Should a staff member not wear their face covering, they will be reminded of the requirement and asked to put on a face covering. If a staff member refuses, they will be referred to their direct Supervisor for potential disciplinary action.
- Should a visitor not wear their face covering, they will be reminded of the requirement and asked to put on a face covering. If a visitor refuses, they will be asked to leave the building.
- **Face Covering Considerations for Persons with Medical Needs:** the Illinois State Board of Education and Illinois Department of Public Health released Joint Guidance on June 23, 2020, for school districts in developing plans for the safe returns to educational facilities. For employees, the submission of the district's Face Covering Accommodation

Form will be made to the Human Resources Department. Upon review of the completed and verified form, the district will schedule a meeting with the employee to review the form and consider accommodations for the staff. The district may verify all information provided by the physician through an independent review by a licensed medical provider of the District's choice.

- Examples of accommodations may include:
 - Use of a face covering with a clear window: In cases where individuals need facial visualization for instruction and communication, face coverings with clear windows will be provided.
 - Use of additional PPE for school personnel: Additional PPE will be provided for school personnel such as gloves, gowns, goggles, face shields, and upgraded face masks (e.g., surgical or N-95).
 - Transition to different spaces--depending on the unique needs of the person and the facilities presently in use, considered utilized to other locations with more air circulation, greater ability to implement social distancing, installation of either a handwashing station or selection of space with a sink for increased hand hygiene.
 - Installation of plexiglass barriers: Installation of plexiglass barriers when appropriate to limit the spread of any water droplets from an individual not wearing a face covering.
 - Increased cleaning activities: Increased enhanced cleaning and sanitization, in accordance with the District's cleaning protocol.
 - Implementation of scheduled breaks: Opportunities for the individual to take additional scheduled breaks in or outside of the classroom where a mask may not be required to be worn.
 - Use of face shields: In cases where individuals need facial visualization for instruction and communication, IDPH recommends video instruction to promote social distancing. If video instruction is not available or appropriate, face shields may be used with the understanding that they have not been deemed effective for source control. As such, heightened attention and adherence to 6-foot social distancing are critical for individuals using face shields.

Personal Protective Equipment (PPE): The District has actively been procuring necessary, FDA approved PPE since the school closure in March. To ensure that all PPE is of high quality and integrity, all PPE orders will be centralized and overseen by the Director of Operations. As additional PPE is required, orders will be placed by Building/Program and District Administration.

Shared Materials and Equipment: Whenever possible, sharing materials between staff will be avoided. Should sharing materials, such as technology equipment be necessary, items will be disinfected using an alcohol-based wipe containing the recommended CDC alcohol level of at least 60%, prior to each new use by the student or teacher. Staff will be encouraged to transition to digital materials as much as possible, in lieu of duplicated materials which then need to be passed out to others.

General Hygiene: The District has installed hand sanitizer dispensers throughout each facility. Our hand sanitizer meets the CDC recommendations of being an alcohol-based hand rub (ABHR) with a minimum of 60% alcohol. Automatic dispensers have been installed in common areas throughout the facility, and manual pump dispensers have been installed in shared spaces.

Illness Procedures: If an individual is ill prior to the start of the day, they should not come to a District building. Employees should submit their absence using whichever procedure is applicable. If an individual becomes ill at work, they will be asked to go home and seek professional medical guidance.

Water Fountains: Use of water fountains are prohibited.

Bathrooms: All District Bathrooms will be cleaned daily. Staff should not congregate or have more than 2 people in each facility.

HUMAN RESOURCES

Non-Certified and Administrator Return Plan:

Beginning August 13, 2020, all staff members will resume their normal work calendar, with all employees returning to work daily. Should a staff member have a unique experience that prevents them from returning to work, they should contact their direct Supervisor. Any accommodation request will be processed on a case-by-case basis by school/program and district administrators.

Staff Offices and Workspaces: Each individual office or shared workspace is unique. Some of our offices provide for greater social distancing, whereas others present structural challenges. When social distancing is not possible, alternative accommodations may be implemented such as:

- the identification of additional shared, flexible spaces or the installation of plexiglass barriers.
- The establishment of a schedule for individuals or group rotations to ensure that social distancing can be maintained.
 - As part of the district's cleaning protocol, all staff offices and workspaces will be cleaned daily using several different techniques.
 - All staff members are asked to remove items from desktop surfaces daily to accommodate cleaning activities.
 - Additionally, staff members are encouraged to limit items that are exposed on shelves or in the general office space, to prevent damage during the cleaning process.
- Should a staff member have a unique experience that prevents them from returning to work, they should contact the Human Resources department. Any accommodation

request will be processed on a case-by-case basis by school/program and district administrators.

- All Staff Evaluations will follow the established District procedures.

Cleaning Protocols:

Cleaning protocol is being followed allowing for extensive building cleaning and disinfecting throughout the day and in the evenings. Offices and shared spaces will be deep cleaned and disinfected daily. Commonly touched items, such as door handles, handrails, sink handles, common tables, and surfaces, and elevator buttons will be disinfected multiple times throughout the day. Furniture with soft and porous material will be removed from common spaces. All cleaning products will be centrally purchased and meet CDC guidelines and be FDA approved. Bathrooms/Washroom use will be limited to approximately one-half of the fixtures to provide for social distancing. Those waiting to access bathroom facilities must socially distance per provided signage. To further decrease the number of surfaces that individuals will touch when entering/leaving a bathroom, all multi-stall bathroom doors will be propped-open throughout the school day. Additionally, large waste baskets will be added to all bathrooms to accommodate the anticipated increased use of paper towels, and custodial personnel will be monitoring bathroom cleanliness on a more frequent basis. Water Fountains The use of water fountains will be limited to the refilling of water bottles. Ventilation Systems (HVAC) are served by multiple units which are designed to support community-based facilities such as school buildings. All units are properly maintained and reviewed regularly to ensure they are operating properly and providing acceptable levels of air circulation and overall ventilation. The system filters are within their acceptable service life, appropriately sealed and installed in accordance with the manufacturer's recommendations. To improve air filtration and overall air quality, air filters will be routinely monitored and upgraded, where possible, to a higher MERV rating to capture smaller particles. In areas where filters cannot be upgraded due to system constraints, we are evaluating other solutions to help enhance air filtration. Additionally, systems will be adjusted to maximize outdoor air intake which will increase the amount of fresh air circulating throughout the building. Door openers will also be installed on entrances to assist with the circulation of air in occupied rooms.

Facility Rentals and External Activities: In an effort to minimize the spread of COVID-19, District facilities will not be accessible for non-school activities. Additionally, rental requests for future dates will not be considered at this time. Rare exceptions may be made for public service, health, and safety organizations, when submitted in accordance with Board Policy.

Student/Family/Community Breakfast and Lunch Distribution: Meal distributions will continue as previously established by the District.