The intent of this document is to create a template to guide local discussion regarding reopening schools. It is also reasonable to expect that the protocols schools implement will change as the state and local conditions change.
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Introduction

Procedures outlined within this document are intended to provide Rock Island-Milan School District #41 staff, parents, students and community guidance in preparing for and conducting an effective recovery and successful re-entry into regular education services. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended or added to. The Rock Island-Milan School District #41 will always adhere to the most recent recommendations from the Illinois State Board of Education, Illinois Department of Public Health and the Centers for Disease Control and Prevention.
Governance

RIMSD #41 Administration

The Superintendent’s cabinet will work with appropriate stakeholders to focus on the immediate needs to open school but also provide long-term planning in case the district needs to adjust its methods of instruction due to COVID-19. The Superintendent’s cabinet and administrative staff should create written action plans that are grounded in the district’s mission and strategic plan goals.

Revise the 2020-21 School Calendar and Build in Contingencies Where Necessary

- Consider an alternative calendar where the start date is delayed.
- Consider alternative calendars to accommodate the implementation of the Rock Island-Milan District Return to School Plan.

Approve the RIMSD Return to School Plan Created by the Superintendent and Cabinet

- Plan A – Return with Remote Learning
- Plan B – Return with Blended Learning
- Plan C – Return with Full In-person Instruction

Review the Process for Deciding Which Plan to Implement with Guidance from IDPH, ISBE, and RIROE

Work with Illinois Department of Public Health (IDPH) to determine triggers for school building opening, closure or implementing additional precautions like excluding the public from the building. Please note that there may be local outbreaks where local schools should close, but the state will not act to close all schools. In those situations, the decision to close schools will have to be made by the Superintendent and the local health department.

Determine whether the school board or the Superintendent will make the decisions. (Superintendent will inform/recommend, School Board will provide approval)

Determine whether the governance board or the health department will make the final decision and how it will be communicated to the public. (Note that the health department has the legal authority to close school buildings if it chooses to exercise that authority.)
Ensure an Emergency Planning Team is in Place

School Nurses will need to be a part of school-based teams. (Admin, SSW, PSYCH, etc.)

Update the RIMSD Emergency Operations Plan (Appendix E)

Develop a plan and expectations for more frequent meetings and communication between the school board, the Superintendent and Cabinet

Work with Communications to ensure timely and accurate messaging to keep constituents, stakeholders and the media aware of RIMSD planning efforts.
Communications
Procedures and Protocols

Effective and ongoing communication is a critical component before, during and after any school crisis. Implementing specific communication procedures and protocols will allow staff, students, families and the community to safely re-engage in the education process. The purpose of the communication is to keep families and stakeholders informed of the current phase of the Restore Illinois Plan and how that relates to the return to school in the fall.

Prepare Communications

Prepare communications to parents:

- Information to parents notifying the school start date and of the plan (remote e-learning or in-person). (See Appendix A- Sample Letters to Parents).
- The expectations of parents and students for RIMSD #41 E-Learning/Remote Learning (currently on website).
- Basic information on COVID-19 and measures families can take to stay safe when not at school. (See the Illinois Department (IDPH) COVID-19 Fact Sheet)
- The importance of mandatory immunizations and locations where they can be obtained, as well as the importance of flu vaccinations. (See ISBE information on immunizations.)
- Information on trauma-informed practices. See ISBE Trauma Informed Resources
- Helping children cope with stress and tragedies. (See the National Association of School Psychologists, Helping Children Cope with Changes Resulting from COVID-19)
- Availability of community and social emotional resources on web site

Prepare communications to the public:

- Provide information on district rules on the district’s webpage
- Inform government agencies, community entities, and school district partner organizations via email when appropriate
Communication Protocols

Keep all information in a central clearinghouse on www.rimsd41.org with an updated FAQ section. Provide guidance on best communication practices and means for parents to obtain the correct information.

Provide information in different languages.

All communication regarding COVID-19 should be carefully designed to counter discrimination against or stigmatizing any person.

Educational activities may specifically include staff or students making similar images, video and audio recordings for Google Classroom instruction. It is the school district’s policy to obtain permission from the parents for those activities in the Media Release section of the Emergency Contact card. If a child has a signed media release on file, it serves as permission for the student’s image and voice to be recorded for educational purposes in Google Classroom instruction.

Communication Vehicles

Primary information delivery methods:

- Website: www.rimsd41.org
- Remind / text
- Robo-call / voice messaging
- Email
- Social media: www.facebook.com/rimsd41, Twitter @R_I_Schools
- Print copy mailings/flyers
- Traditional media (broadcast) outlets
- Work with community agencies, local government, Chamber of Commerce, health-related groups (including hospitals/clinics), and higher education to provide consistent and factual messaging that reaches a broad audience.
Health and Wellness

Symptom and Health Screenings

RIMSD 41 Administration Center and all schools must conduct temperature and symptom screenings or require self-certification and verification for all staff, students, and visitors entering the school buildings.

Known symptoms of COVID-19 that may cause an individual to not enter any building include:

- Temperature greater than 100.4 Fahrenheit/38 degrees Celsius
- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Fatigue
- Muscle and body aches
- Headaches
- Sore throat
- New loss of taste or smell
- Congestion or runny nose
- Nausea
- Vomiting
- Diarrhea

Any student or staff who begins to exhibit a high fever associated with COVID-19 like symptoms must report to the designated area on campus, following the building procedure. Please inform your building school nurse/designated staff member.

- Students and staff will be escorted and remain in the quarantine area until a parent or guardian picks the student up, or an alternative transportation home is arranged.
- These individuals must self-monitor and return to school according to the IDPH guidelines.
- A doctor’s note may be required for staff returning to work. Staff who has had contact with someone who is positive for COVID-19 must notify their building principal or supervisor immediately.
- Students who have had contact with someone who is positive for COVIS-19 must follow the IDPH guidelines for self-monitoring and self-quarantine.
Preparing for When a Student or Staff Member Becomes Sick

RIMSD 41 needs to be prepared and able to respond effectively when there is a case within the school community, whether it be a student or staff member. RIMSD 41 Administration Office and Schools should communicate with families and staff that any individual who tests positive for COVID-19 or who shows signs or symptoms of illness should stay home.

- RIMSD staff will use a symptom checklist to determine if they are well enough to attend that day.
- Any individual within the school environment who shows symptoms will be immediately separated from the rest of the school population. Individuals who are sick will be sent home. If emergency services are necessary, call 911.
- Students should never be left alone and must always be supervised while maintaining necessary precautions.
- IDPH and CDC guidelines for students who were suspected of having COVID-19, whether they were tested or not, state that 72 hours must elapse from the resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared.
- Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor symptoms for 14 days. (Close contact means the individual was within six feet of the individual with symptoms for more than 15 minutes.)
- It is recommended that medically fragile and immunocompromised students consult their medical provider prior to attending school.
- Staff returning from illness related to COVID-19 should call to check in with the Human Resources Department following quarantine procedures.
Face Masks and Personal Protective Equipment (PPE)

All individuals in RIMSD 41, staff and students in prekindergarten through grade 12, must wear face coverings at all times unless they are younger than 2 years of age; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the cover without assistance.

- Face coverings must be worn at all times in school buildings even when social distance is maintained.
- Staff and
- A physician's note for students and staff who are not able to wear a face covering due to trouble breathing.
- Staff refusal to comply with wearing face coverings and PPE, refer to guidelines adhered through the Human Resources Department.
- Students refusal to comply with wearing face coverings, refer to RIMSD Code of Conduct, student behavior violation to policy of disrespect to the safety and welfare of all individuals within the school environment.

Training

RIMSD 41 Staff Members will be required to complete safety training related to social and physical distancing, face coverings, and hand hygiene procedures.

- Hand hygiene and social distancing will be included in the Instructional Section to help educate students on the importance of proper hygiene and personal safety.
- Employees will also be trained on the proper way to disinfect their individual workstations and classrooms as required.

Social & Physical Distancing

RIMSD 41 has developed procedures to ensure six feet of physical distance from other persons as much as possible. This expectation pertains to students and staff members in all areas and settings to the greatest extent possible.

- Visual reminders will be posted throughout school buildings and visuals will be designated (signs, tape, etc.) as indicators of safe distances in areas where students congregate or line up (e.g., arrival and departure, lunchroom lines, hallways, libraries, cafeterias).
- Schools will stagger bus loading and unloading, hall passing periods, bathroom breaks, etc. to ensure student and staff safety.
- Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc.
- Staff break areas will be arranged to facilitate social distancing.
Hygiene

Frequent hand washing and hand sanitizing are key to help prevent the spread of COVID-19. Staff and students must clean hands as often as possible with soap and water for at least 20 seconds. If soap and water are not available, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. Staff and students must avoid touching their mouth, eyes, or nose as much as possible.

- It is recommended that hand hygiene is performed upon arrival to and departure from school; after blowing one’s nose, coughing, or sneezing; following restroom use; before food preparation or before and after eating; before/after routine care for another person, such as a child; after contact with a person who is sick; upon return from the playground/physical education; and following glove removal.
- Hand sanitizer will be placed in common areas throughout each school building.
- Each building will place signage reminding everyone of the need for proper hand hygiene in appropriate areas; posters in the bathrooms, hallways, and common areas.
Visitors on School Grounds

Visitors to any building must always wear appropriate and approved face covering and report directly to the main office for a wellness screening, which includes a temperature check. Visitors will remain in the main office or other designated area for the duration of the visit. Students or staff will be asked to meet the visitor to conduct business as needed. Visitors will not have access to the building in general to maintain physical distancing.

- All visitors entering the building must be asked the following questions:

  1. Has the individual washed their hands or used alcohol-based hand sanitizer on entry?
     a. Yes - proceed to question #2
     b. No - please ask them to do so and then proceed to question #2
  2. Ask the individual if they have any of the following symptoms:
     a. Cough
     b. Shortness of breath
     c. Fever
     d. Shaking with chills
     e. Headache
     f. Loss of taste or smell
     g. Muscle pain
     h. Sore throat
     i. Vomiting
     j. Diarrhea
     If YES, restrict them from entering the building. If NO to all, continue to step #3.
  3. Check temperature, looking for a fever of 100.4 degrees or higher
     If YES, restrict them from entering the building. If NO to all, continue to step #4.
  4. Allow entry to the building and remind the individual to:
     a. Wash their hands or use hand sanitizer throughout their time in the building.

Do NOT shake hands with, touch, or hug individuals during their visit.
## Human Resources
### Roles and Responsibilities

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<th>Paraprofessionals</th>
<th>Behavior Interventionists</th>
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<tr>
<td>● Hold staff or department meetings (at least weekly)</td>
<td>● Decide whether one will instruct live lessons from school or home</td>
<td>● Participate in PD</td>
<td>● Analyze data and provide to teachers and administrators</td>
</tr>
<tr>
<td>● Use of Google Classroom (preK-12); Choice Board option at the start of the year (preK and K)</td>
<td>● Google Classroom (PreK-12; all will have an individual Google Classrooms, including EL and SpEd (functional, instructional, and resource))</td>
<td>● Work with small groups of students on Google Meets</td>
<td>● Work with small groups on Google Meets</td>
</tr>
<tr>
<td>● Administrator announcements</td>
<td>● Choice Boards as a choice at the start of the school year for PreK and K</td>
<td>● Contact parents/guardians of students not attending or engaging</td>
<td>● Conduct SEL (i.e., PBIS or NewsELA) lessons</td>
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<tr>
<td>● Check on teacher lessons</td>
<td>● Provide synchronous (live) lessons each school day when Remote Learning occurs OUTSIDE of a blended learning format</td>
<td>● Pull intervention materials and put together packets for pick up</td>
<td>● Assist in contacting parents/guardians of students not attending or engaging</td>
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<td>● “Drop into” lessons</td>
<td>● Provide student feedback at least weekly</td>
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<tr>
<td>● Monitor staff attendance</td>
<td>● Parent contact as needed</td>
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<tr>
<td>● Work with secretary to monitor student attendance</td>
<td>● Office hours provided weekly (Specifics TBD at time of Remote Learning decision)</td>
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<tr>
<td>● Check in with staff and families</td>
<td>● Participate in PLCs, PD, Planning time, staff meetings, etc. Specifics would be identify at the time of a Remote Learning decision</td>
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<td>● Assign and check in on duties for paraprofessionals</td>
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<tr>
<td>● Provide professional development and PLC time</td>
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<tr>
<td>● Analyze data, participate in PD, etc.</td>
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<tr>
<td>● Attend PLCs</td>
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<td>Media Specialist and Librarian Paraprofessionals</td>
<td>Building Supervisors</td>
<td>Speech Language Pathologists</td>
<td>Counselors/ Social Workers/ School Psychologists</td>
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<td>● Categorize and organize libraries</td>
<td>● Participate in PD</td>
<td>● Conduct 1:1 or small group lessons</td>
<td>● Conduct SEL lessons</td>
</tr>
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<td>● Participate in PD</td>
<td>● Work with small groups of student on Google Meets</td>
<td>● Participate in IEP meetings</td>
<td>● Work 1:1 with students</td>
</tr>
<tr>
<td>● Pull resources for teacher through school libraries or NewsELA</td>
<td>● Contact parents/guardians of students not attending or engaging</td>
<td>● Conduct testing, as needed</td>
<td>● Participate in IEP meetings</td>
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<tr>
<td>● Train students with the online check-out system</td>
<td>● Assist in putting together packets for student intervention pick up</td>
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<td>● Conduct testing, as needed</td>
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<td>● Pull books for online requests</td>
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<tr>
<td>● Conduct library book pick up</td>
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<th>Nurses</th>
<th>AVID Tutors</th>
<th>Family Liaisons</th>
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<tr>
<td>● Monitor student attendance</td>
<td>● Complete required local and state reports</td>
<td>● Conduct Google Classroom tutorials</td>
<td>● Contact parents/guardians of students not attending or engaging</td>
</tr>
<tr>
<td>● Complete reports</td>
<td>● Provide principals with any medical student or staff details</td>
<td>● Attend specific AVID Google Classrooms to assist</td>
<td>● Assist in putting together packets for student intervention pick up</td>
</tr>
<tr>
<td>● Assist principal in preparations for PD or staff meetings</td>
<td>● Assist in providing PD to staff on medical concerns for students</td>
<td>● Participate in training</td>
<td>● Send parent/guardian communication</td>
</tr>
<tr>
<td>● Assist in contacting parent/guardians of students not attending or engaging</td>
<td>● Assist in contacting parents/guardians of students not attending or engaging</td>
<td>● Build virtual relationships with student/teachers</td>
<td>● Support family engagement team at assigned building</td>
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<td></td>
<td>● Contact parents for updated medical records (from MO document)</td>
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<td>● Assist with family engagement efforts district-wide</td>
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Check the Appendix for additional details.
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<th>District Secretaries</th>
<th>LOFL Staff</th>
<th>Unaffiliated Employees</th>
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</table>
| ● Conduct typical duties, either in-person or remote | ● Complete typical duties, either in-person or remote | ● Contact parents/guardians of students not attending or engaging  
● Assist in putting together packets for student intervention pick up  
● Connect with community partners to engage students in virtual after school program support | ● Conduct typical duties, either in-person or remote |

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<th>T&amp;L Specialist and PPS Liaison</th>
<th>Custodians</th>
<th>Food Services</th>
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</table>
| ● Conduct typical duties, either in-person or remote | ● Conduct typical duties, either in-person or remote | ● Conduct typical duties in-person  
● Work meal site prep and pick up |

Ensure Information on the COVID-19 Federal Leave is Posted in All the Buildings

(See the U.S. Department of Labor’s Employee Rights poster, available in multiple languages – Also in Appendix J)

Review and Revise Staff Contracts and Employment Documents for the 2020-21 School Year

**Attendance (Employee)**

Employee attendance and leave request protocols will continue.

Teacher attendance will be based on daily live virtual lesson

- Reports will be submitted weekly
- All leave requests must be submitted/recorded through AESOP
- All employees must follow contractual bargaining agreements (CBA), district policies, practices, and protocols
- Part-Time employees will continue to follow attendance protocol and communicate immediately with the direct supervisor

**Benefits (Employee)**

Current health plans are not affected.

- Adjustments to plans:
  - COVID-19 test and treatment copay is waived
  - MD Live has been added with $10 copay
  - Flex spending plans for 2019-20 school year have been extended to the 2020-21 school year

Additional Benefits due to COVID-19

- Families First Coronavirus Response Act (FFCRA) can be found in Appendix L
- Protections until December 31, 2020
- 10 Emergency Leave Days (these are additional)
  - When employee or employee’s household is diagnosed with COVID-19
  - When an employee cannot perform required duties due to lack of childcare that is directly affected by COVID-19 and Restore Illinois phases
- Emergency Family Medical Leave Extension Act (EFMLEA)
  - With the passing of the Emergency Family Medical Leave Extension Act (EFMLEA), employees will now be entitled to additional leave benefits under the Family Medical Leave Act of 1993 (FMLA), if they:
    - Have been a RIMSD employee for at least thirty (30) days
    - Have not exhausted their annual FMLA entitlement of 12 weeks (60 work days)
    - Cannot work or telework due to having to care for their child (under eighteen years of age), if the child’s school or place of care has been closed, or the childcare provider is unavailable due to the COVID-19 public health emergency
○ Time taken under the EFMLEA will be factored into an employee’s annual FMLA entitlement
○ A childcare provider is defined as “a provider who receives compensation for providing childcare services on a regular basis”
○ All employees that meet the eligibility criteria are entitled to up to twelve (12) workweeks of protected leave, which can be used either on a continuous or intermittent basis.

Building Usage

Teachers will be allowed to work from home or from their assigned classroom.

It is required that teachers and paraprofessionals must inform building leadership of their weekly schedule each Friday by 2 pm.

- Staff desiring entrance into the building must notify building leadership/secretary 24 hours prior to entering the building.
- Leadership/Secretary will notify the head custodians as to which teachers will be in the building on designated days.

Compensation

As long as contracted work days and hours are not affected employees can expect their 2020-21 rates (hourly rate for all non-exempt employees and salaries for all exempt employees)

Stipends—stipends will only be paid when work is required. Reductions and/or changes in work may affect the full stipend. In these cases, the District and RIEA or affected labor union will meet to discuss the appropriate changes.

Contact of All Staff

All building offices and district departments will verify contact information for all employees. All changes in contact information are to be sent to the HR Coordinator (Jen Andrus) to update the APECS system.

Verify health and safety changes and updates for employees.

Return-to-work plan is addressed in appendixes.

Local COVID-19 Testing and Immunization Site

Community Health Care, Inc. (Rock Island, IL/ East Moline, IL, Davenport, IA)

Genesis Health Plex (3900 28th Ave. Dr., Moline, IL 61265)

Unity Point Health-Trinity Pain Management Clinic (500 John Deere Rd., Moline, IL)
All Employees Required to Return to Buildings

Will be provided ample time throughout their daily schedule for hand washing.
Safety Protocols for Employees

Masks provided for all employees by the district

Gloves provided for all employees by district

Hand sanitizers provided in each room

Plexiglass barriers installed in main offices of each building or welcome area.

Assigned entrance/exit issued to all employees to reduce the amount of employee traffic in and out of the building.

Assigned restrooms

All employees will continue to be required to wear a mask:

- When entering any RIMSD building
- When exiting any RIMSD building
- When meeting with a visitor
- When social distancing of 6 ft. apart from others cannot be observed
- When transitioning within a building or office area

Employees are NOT to:

- Have in person meetings of more than 10 people in an area or group
- Enter or exit buildings in groups

Employees are to wash hands:

- Often
- Before, during, and after preparing food
- Before and after eating food
- Before and after caring for someone at home who is sick
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage
- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens, etc.
• Before touching your eyes, nose or mouth because that’s how germs enter bodies

All visitors are to have an appointment and wear a mask before entering a RIMSD building. For the protection of yourself and others, the above requirements are to be followed while in any RIMSD building. Any employee that cannot follow the above requirements must meet with their direct supervisor to discuss the reasons (i.e., medical) and possible alternative solutions.

Professional Development That May Be Required Prior to School Blended Learning and/or Remote Learning (We will be getting the required ones out to staff upon return.)

Training on symptoms of COVID-19, prevention techniques, and RIMSD#41 procedures relevant to the staff member to prevent and minimize exposure.

Universal precautions when in contact with bodily fluids.

Signs of mental health stress in co-workers and protocols.

Signs of mental health stress in students and protocols.

Training in trauma-informed practices.

Mandated reporter obligations during remote learning.

Training on the RIMSD#41’s suicide prevention policy (7:290).

Information on economic impact of COVID-19 on the community and the families of the students (sensitivity training).

How to identify deficits in learning and how to respond.

Individual staff member’s responsibilities if shutdown occurs during the school year.

Effective remote learning techniques.

How to use the technology the district provides for effective remote learning.

Cybersecurity.

Maintaining professional boundaries with students and electronic communication.

Train custodial staff, teacher staff, paraprofessional staff, office staff, administration on effective methods of cleaning and disinfecting work and play areas and the time schedules for cleaning.
Plan for Staff Absence Due to Illness

Office Secretaries will Cross train other building secretaries and building Librarians or Library Aides/Building Supervisor so that more than one employee is familiar with the essential job duties.

Building teacher substitutes will be trained in all required google classroom techniques and all other teacher trainings.

Grade level and department team members will be trained on how to reach each team members students for remote learning.

If feasible, recruit more substitute employees.

Nurses will train 3 assigned building paraprofessionals.

Future School Closure Planning and Alternatives to School Closure

Review and revise staff leave policies and handbooks for clarity and application during a school closure due to communicable disease.

Reassess job descriptions for duties during future school closure.

Create return-to-work protocols for situations where healthcare providers are overbooked or unavailable.

Create and test emergency communication protocols with staff.
Safety Expectations (Employee)

Entering the building

- All Employees will be required to submit a self-temperature checklist before entering the building daily.

If an employee becomes ill/sick

- Staff with temperature 100.4 or higher are required to get tested for COVID-19.
- Employees with a temperature that is below 100.4 will be required to go retest after 10 minutes. If temperature stays below 100.4 employee will be placed on 48-hour watch and must leave the building.
- Employee with a positive diagnosis for COVID-19 are to:
  - Inform Assistant Superintendent of Human Resources (Confidentiality)
  - Employee will quarantine for 14 calendar days
  - Affected classroom(s) will be quarantined for 48 hours before being cleaned and sanitized.
- Employee with household member waiting for COVID-19 test results:
  - Employee is to contact direct supervisor and quarantine until test results. If negative, then share with ASHR and return to building. If positive, then employee is to share with ASHR and get tested immediately and follow protocol.
- Employee re-entering building after being ill/sick (COVID-19)
  - After 14 Day quarantine employees must get tested for COVID-19 and receive a negative report before re-entering the building.

Follow the assigned path to the workstation and/or work area (custodians, administration, and other specific positions may be exceptions).

Only use the assigned restroom.

Exiting the building

- All employees are required to wear a mask:
  - when entering any building
  - when existing any building
  - when meeting with a visitor
  - when meeting with co-worker(s)
  - during all transitions within a building
- All employees are to keep a 6-foot distance from others as much as possible.
- Follow the assigned path to workstation and or work area (custodians, administration, and other specific positions may be exceptions).
Safety Precautions (Employee)

Employee Self Checks before entering building daily

Personal Protection Equipment (PPE)

- The District will provide a mask for all employees. Approved face-shields can be worn, with a mask, if an employee brings their own face shield.
- Hand sanitation provided in each room

Plexiglass barriers installed in all building offices

All visitors must call before entering the building. Questionnaires will be asked of visitors before visitors are allowed to enter the building. All efforts will be made to conduct business and provide good customer service without visitors entering the building.

Water Bubblers installed at all drinking fountains

All rooms will be cleaned and sanitized each evening

All rooms with a COVID-19 diagnosis will be quarantined for 48 hours before being cleaned and sanitized

Ample time will be provided for hand washing

Training and Professional Development in safety procedures will be provided to each employee.

Employee Work Day (See the Roles and Responsibilities)

Employees will be on a typical contract schedule. The start and end time each day will match each appropriate contract.

Any changes or flexibility outside CBA language will be in agreement between the District and appropriate Association.

Breaks-All efforts will be made to honor daily contractual breaks. Any conflicts will be communicated and discussed between the district and the labor unions.

Prep times- At this time, the contractual prep times will be honored. Any conflicts will be communicated and discussed between district and labor unions.

All employees who have or may have come in contact with an affected employee will be quarantined from the school building for 14 calendar days.

Employees will need to retest at the end of 14 days and get a negative diagnosis for COVID-19 before returning to the building.
Leave Requests
Requests options and procedures will continue. When an employee is not able to perform at their expected responsibilities due to illness or personal they must submit their leave day through AESOP and stay within contractual expectations of leave days.

Liability Exposure for COVID-19 Related Issues
The District will consult with Legal Counsel regarding all potential claims about the pandemic. Liability claims are currently estimated to be low because the COVID-19 contagion is not easily attributable to any one environment or source. The average person interacts with general public in their personal, social, family, and work lives and which means it would be difficult to isolate any one location as the source of the contagion.

RIEA and RIESPA Evaluations
The District will work with both labor unions to review and discuss any potential impacts the Remote and Blended Remote plans have on the evaluation process.

Travel Requests
District sponsored travel may be limited. All travel will align with current IDPH, ISBE, and CDC guidelines.
Teaching & Learning

Procedures and Protocols

Remote learning for instruction involves providing students with State and/or District approved, standards-aligned curriculum in an online/virtual environment. RIMSD will use Google Classroom (preK-12). PreK and K will have the option of using Choice Boards until Google Classroom training is completed with students and parents/guardians. Materials will be provided for both staff and students.

Online Student registration begins on July 1, 2020 and closes on July 24, 2020.

Start of School:

- Staff will begin July 30, 2020.
- RIMSD will use 3 ISBE Remote Learning Planning days. This means staff will use these days for planning. Students will not attend school on August 3, 4, or 5th. (These days will not be made up for students as the State of Illinois allows for 5 remote learning planning days in the 2020-2021 school calendar. We plan to save 2 of these days to be used later, if needed.)
- The first day of school for students will be Friday, August 6, 2020. This will be a full Remote Learning start to school. (Details in the sections below.)
- Remote Learning will continue until the Friday before Labor Day. RIMSD will transition to Blended Learning on Tuesday, September 8, 2020. (Refer to the Blended Learning Plan for details.)

This plan is subject to change at any time, depending on any local, state, or federal situations or decisions.

By August 3rd, 2020, parents/guardians will be informed of what Blended Learning schedule their child/children will be a part of, beginning on September 8, 2020. (Refer to the Blended Learning Plan for details.)

By August 14th, parents/guardians will need to identify whether or not they will be sending their child/children to the school building for any form of in-person learning (under the Blended Learning plan) during quarter 1 of the 2020-2021 school year.

- If parents/guardians plan to keep their child/children home, they will participate in a full Remote Learning plan. (This plan will look different than the district-wide Remote Learning Plan that occurs from August 6th – September 4th.)
  - Full Remote Learning option after Labor Day, under a Blended Learning Plan: If a parent/guardian chooses the full remote learning option, his/her child/children will NOT have live instruction from teachers
each day of the week. They will be involved in primarily independent learning. On district-wide Remote Learning days (Wednesday), all students will have at least one live lesson with teachers and have the opportunity to ask questions, seek clarification, etc. At this time, it is not possible to provide full time teachers for full remote and full-time teachers for blended in-person learning.

- **Blended Learning option, to begin after Labor Day:**
  - If a parent/guardian chooses to send their child to in-person learning (Blended Learning: part at school and part at home), his/her child/children will attend school a minimum of 2 days each week (A schedule -- Monday and Tuesday; or B schedule -- Thursday and Friday). Approximately half of the student population would come at one time.
    - The school day may be altered and the number of days may increase, based on student numbers and IDPH and ISBE regulations. All students in the Blended Learning format will participate in district-wide Remote Learning days (Wednesday). On each Wednesday, all students will have at least one live lesson from teachers, that is done remotely, and have the opportunity to ask questions, seek clarification, etc.

- **The decision will remain in effect through the first quarter of the 2020-2021 school year.**

**Approved Online Resources**

- Found in Appendix F and on RIMnet.
  - Staff must be logged into Google to access this link.

**Assessments**

- Students will be required to complete all State identified assessments. (Details to come as the State releases decisions. This will be out of our District control or decision-making ability. This includes KIDS, IAR, ACCESS, ISA, SAT, etc.)
  - The College Board and ISBE have worked together to offer a Fall School Day Administration of the SAT for current seniors on Wednesday October 14, 2020 in efforts to meet the state’s diploma requirements, and obtain a reportable college entrance examination score. Details forthcoming.
Staff are to utilize Lexia and Dreambox with all K-8 students to assist in monitoring student progress and identifying areas for needed improvement throughout both Remote and Blended Learning.

- Kindergarten students may wait to use Lexia and Dreambox until quarter 2. However, it is to be an option provided to all kindergarten parents/guardians for use in quarter 1.

MAP pre, mid, and post assessments -- To Be Determined

- MAP will only be given during in-person instruction. Specific details will need to be worked out yet.
- MAP will still be used for placement into the 1st or 2nd grade Gifted Challenge group. Students must come to school to participate in this assessment and be evaluated for Challenge group services.

Assessments Tied to Evaluations -- To Be Determined

- Most likely, only students involved in in-person instruction will take these assessments. Specific details will need to be worked out yet.

PSAT/NMSQT at the high school level is planned for October. RIHS and TMLC must be ready to adjust student testing schedules based on College Board directives at that time.

Kindergarten Screenings: Depending on the school schedule, kindergarten teachers may use the first 4 in-person days of school (week) to screen kindergarten students. The first four days (week) of school for kindergartners may look different, as additional staff may be used to work with kindergarten students as the teachers are completing the screenings. Instruction is to fully begin on day five (week 2) of in-person learning.

- Under a full Remote Learning plan, this will have to be conducted virtually.

English Learner Screenings:

- When In-Person Learning occurs: Individual EL teachers and building principals will develop the schedule for all EL screenings at each site. The amount of time will vary, based on the number of EL students to be screened. Instruction is to begin as soon as possible.
- With Remote Learning (with no in-person learning occurring): the EL/Bilingual Coordinator will work with both EL staff and building leaders to develop a schedule for screenings to occur at the District Administration Center or other designated sites.
Blended Learning Schedule: (See entire Blended Learning Plan.)

Classroom Use vs. Home Instruction

Staff will have the option to come into classrooms to teach during Remote Learning. This will fully be dependent on the current COVID situation and district approval.

- Principals (or designated administrator) will identify specifics on how this will work for each school.
- PPE and CDC guidelines must be adhered to at all times.
- Principals (or designated administrator) must coordinate with the Supervisor of Buildings & Grounds and the building custodian on specifics.

Staff will have the choice to conduct Remote Learning from home. There may be times when staff come into the building for meetings, professional development, etc. This will only be under district approval, based on the current COVID situation.

Communication with Families

Below are ideas for ways to communicate with families:

- Use district approved tools to contact families (Remind, emails, phone calls, social media, etc.)
- Provide updates, announcements, etc. on Choice Boards or Google Classrooms
- Conduct home visits with at least one other district employee, and utilizing CED and IDPH guidelines -- OPTIONAL
- Create a flyer (or other method) to distribute to local organizations to assist in reminding families to contact the school or district office if any contact information has changed (churches, community center, etc.)
- Remind and assist families of device pick up options
- Remind and assist families of internet options
- Remind and assist families with material and meal pick up options
- Send out postcards in different languages, with shortened bits of district information - links to videos, or QR codes that lead to videos or information
- Use the local public television stations to deliver information
- Create yard signs and place them around neighborhoods
- Use the marquee boards at each school
Courses

CTE Courses, Dual Credits, High School Apprenticeships, Special Needs Program Job Coaching, and ACC (Area Career Center)

- Students involved in CTE classes, where hands-on requirements exist will follow local program requirements when on-the-job training. (i.e. nursing and welding)
  - If local programs will not allow in-person program requirements, the program may have to be postponed.
- Students involved in Dual Credit will follow all dual credit specifics from the local college. Dual Credit courses will be Remote, unless otherwise specified.
- Students involved in the Welding Apprenticeship will follow all apprenticeship and company requirements. Work directly with your high school teacher on in-person specifics for RIHS.
  - If local companies will not allow in-person program requirements, the program may have to be postponed.
- Students involved in the special education job coaching program will work with the teacher(s) to identify specifics around organization or company work criteria.
  - If local organizations will not allow in-person program requirements, the program may have to be postponed.
- Students involved in courses at the Area Career Center (ACC) will follow the ACC school schedule for those specific courses.

Driver’s Education Behind-the-Wheel

- In order to provide behind-the-wheel training to students in driver’s education in compliance with all Secretary of State and IDPH safety requirements, the following procedures must be followed:
  - During full Remote Learning, students are able to participate in course work.
  - Behind the Wheel is not allowed during full Remote Learning.

Curriculum Review at Start of Year

Staff need to build in activities and time for review each week, during the first few weeks of the start of the school year (or anytime an extended Remote Learning time has occurred).

- The District T&L office will work with lead teachers and department chairs to identify what review specifics will occur.
  - Details will be communicated out to all teachers and administrators.
Grading

RIMSD will use current grading practices (K-8 Standards Based Grading in TeacherEase - with the high likelihood access will be opened to parents at the K-6 level. If this opens to parents, this will not start right away.); traditional grading at the high school level.

immediately, due to time constraints.); traditional grading at the high school level

- EDS/K12 and TeacherEase Parent Portals will most likely be turned on for ALL grade levels
- Parent information sheets and videos will be provided. (May not happen immediately, due to timing constraints.)
- Google Classroom for TeacherEase is being explored. More details to come.

Home Tutors (See also Homebound Instruction in separate PPS document)

Home tutors would be secured on an individual basis. These services are DIFFERENT from Remote Learning services and require medical recommendations. Families will work with the Director of PPS to design the home tutor schedule in this blended learning model.

- Home Tutors will be provided with all needed materials to fulfill the needs of the home tutoring agreement.

Individualized Education Plans (IEPs), English Learners (EL), and 504 Plans:

All IDEA and State regulations must be followed for any student who has an IEP, receives English Learner services, or a 504 plan.

Special education and English Learner teachers must collaborate to ensure equitable and effective instruction for all students.

Teachers in the EL program in grades K-12 will have his/her own Google Classroom.

Teachers in the functional or instructional special education K-12 program will have his/her own Google Classroom.

PreK teachers for EL or special education will work with the Director of Early Childhood on Choice Board specifics.
Below are ideas and strategies to use with students in Special Education or EL:

- Provide visuals to accompany the content being taught.
- Add audio and video when at all possible to support the various modalities.
- Provide translations and interpreters for both students and parents.
- Offer 1:1 sessions with students and parents to decrease the level of anxiety and answer questions they may have around any topic.
- Take into consideration the students level of English proficiency and allow for modifications and adaptations to assignments (shorten directions, provide word banks, lessen the number of multiple choice options, record stories or words to assist with pronunciation, provide extra time etc.).
- Work collaboratively with the general education teacher to make appropriate accommodations and modifications to foundational curriculum.
- Identify specific focus areas for students to pre-teach and re-teach identified skills.

Below are ideas for ways to communicate with families:

- Use district approved tools to contact families (Remind, emails, phone calls, etc.)
- Provide updates, announcements, etc. on Choice Boards or Google Classrooms
- Conduct home visits with at least one other district employee -- OPTIONAL
- Create a flyer to distribute to local organizations to assist in reminding families to contact the school or district office if any contact information has changed
- Remind and assist families of device pick up options
- Remind and assist families of internet options
- Remind and assist families with material and meal pick up options
- Send out postcards in different languages, with shortened bits of district information - links to videos, or QR codes that lead to videos or information
- Use the local public television stations to deliver information
- Create yard signs and place them around neighborhoods
- Use the marquee boards at each school

Library and Student Online Book Check Out

During extended Remote Learning school days, the high school media specialist will lead all library paraprofessionals to provide details to principals (or designated administrators) so families receive information on ways to access books to check out for at-home reading.

- Video tutorials will be posted on the district and school websites
- The High School Media Specialist and library paraprofessionals will work out a plan for securing books students check out through the online Destiny check-out system.
• Principals (or designated administrator) may assign other staff to assist in the pulling and distribution of these books.
• Principals (or designated administrator) will identify a plan for book pick-up. (This may occur during meal site pick up or other identified dates and times.)

Library and Student Online Book Check Out
During Blended Learning school days, the high school librarian will lead all library paras to provide details to principals (or designated administrators) so families receive information on ways to access books to check out for in-person or at-home reading.

• Video tutorials will be posted on the district and school websites
• The High School Librarian and library paras will work out a plan for securing books students check out through the online Destiny check-out system.
• Principals (or designated administrator) may assign other staff to assist in the pulling and distribution of these books.
• Principals (or designated administrator) will identify a plan for book pick-up. (This may occur during meal site pick up or other identified dates and times.)

(Document found in Appendix I)

Live Lessons (synchronous)
At least 1 live lesson must occur each school day, per teacher.

• PreK and Elementary: For those who teach more than one content area. For example (subject to change based on the schedule layout):
  □ Monday: Social Studies
  □ Tuesday: Math
  □ Wednesday: ELA
  □ Thursday: Science
• PreK and Elementary: At least 1 live lesson/week for music, PE, and PPS/SEL
• Jr. High and High School: At least 1 live lesson each day (May rotate between courses or what staff member does what lesson.)
  □ Example: I teach AVID and 7th Grade ELA
    ➢ 1 live lesson for AVID each week must be completed
      ○ For each period this AVID course is taught
    ➢ 1 live lesson for ELA each week must be completed
      ○ For each period this AVID course is taught
Staff may choose to record and post lessons.

- If you record lessons, please link them to Google Classroom that day to assist families who are helping students after contract hours.

**Material Needs for Remote Learning**

Whenever possible, students and staff will be given the materials needed to conduct and participate in Remote Learning.

When Remote Learning days are identified ahead of time, Principals (or designated administrator) will identify days and times staff will come in to secure needed materials.

- Working with the Supervisor of Buildings and Grounds on building specifics

Principals (or designated administrator) will identify the method to gather student supplies and pick up days/times.

- Workbooks
- Pencils
- Notebooks
- Crayons
- Etc.

When additional materials are needed, principals will work with district staff on ways to provide these materials to families.

If a decision to use a day as a Remote Learning day is decided after school has been dismissed or over a shortened period of time (i.e. weekend, morning of due to inclement weather, etc.), no material pick up will be conducted.

**Office Hours**

Each teacher must hold office hours weekly. These office hours must be posted on the Choice Boards (preK) or Google Classroom (K-12). Each teacher must schedule office hours daily (1 to 2 hours, depending on the remote learning situation); and be fully available to students or parents during these office hours.

**Physicals and Immunizations (Required)**

The same physical and immunization requirements are in place for the 2020-2021 school year. All school physicals are to be submitted no later than October 15th. Clerical staff and nurses will be keeping track of families who are not in compliance as is normal procedure. Up to date information for RIMSD 41 students and families can be found here.
PLCs (Professional Learning Communities)

During Remote Learning, BUILDING PLCs will meet 1x per week.

During Remote Learning, it is recommended DISTRICT-WIDE PLCs meet 1x per week.

- i.e., All 3rd grade; all 7th grade math; etc.
- The District T&L office will work with lead teachers and department chairs to identify these PLC sessions.

Professional Development

Remote Learning resources for staff will be located in RIMnet.

Virtual PD will continue to be offered.

Virtual PD guidelines for actual hour credit is found in Appendix G and on RIMnet

- Staff must be logged into Google to access this link on RIMnet.
## Roles and Responsibilities

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Teachers</th>
<th>Paraprofessionals</th>
<th>Behavior Interventionists</th>
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</thead>
<tbody>
<tr>
<td>● Hold staff or department meetings (at least weekly)</td>
<td>● Be present in building classrooms, unless a specific direction otherwise has been given</td>
<td>● Participate in PD</td>
<td>● Analyze data and provide to teachers and administrators</td>
</tr>
<tr>
<td>● Use of Google Classroom(preK-12); Choice Board option at the start of the year (preK and K)</td>
<td>● Google Classroom (PreK-12; all will have an individual Google Classrooms, including EL and SpEd (functional, instructional, and resource)</td>
<td>● Work with small groups of students on Google Meets</td>
<td>● Work with small groups on Google Meets</td>
</tr>
<tr>
<td>● Administrator announcements</td>
<td>● Choice Boards as a choice at the start of the school year for PreK and K</td>
<td>● Contact parents/guardians of students not attending or engaging</td>
<td>● Conduct SEL (i.e., PBIS or NewsELA) lessons</td>
</tr>
<tr>
<td>● Check on teacher lessons</td>
<td>● Provide synchronous (live) lessons each school day when Remote Learning occurs OUTSIDE of a blended learning format</td>
<td>● Pull intervention materials and put together packets for pick up</td>
<td>● Assist in contacting parents/guardians of students not attending or engaging</td>
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<tr>
<td>● “Drop into” lessons</td>
<td>● Analyze data, participate in PD, etc.</td>
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<tr>
<td>● Monitor staff attendance</td>
<td>● Attend PLCs</td>
<td>● Work with small groups on Google Meets</td>
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</tr>
<tr>
<td>● Work with secretary to monitor student attendance</td>
<td></td>
<td>● Conduct SEL (i.e., PBIS or NewsELA) lessons</td>
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<tr>
<td>● Check in with staff and families</td>
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<td>● Assist in contacting parents/guardians of students not attending or engaging</td>
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<td>● Assign and check in on duties for paraprofessionals</td>
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<tr>
<td>● Provide professional development and PLC time</td>
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<tr>
<td>● Analyze data, participate in PD, etc.</td>
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<td>● Attend PLCs</td>
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<tr>
<td>Librarian and Librarian Paraprofessionals</td>
<td>Building Supervisors</td>
<td>Speech Language Pathologists</td>
<td>Counselors/ Social Workers/ School Psychologists</td>
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<tr>
<td>• Categorize and organize libraries</td>
<td>• Participate in PD</td>
<td>• Conduct 1:1 or small group lessons</td>
<td>• Conduct SEL lessons</td>
</tr>
<tr>
<td>• Participate in PD</td>
<td>• Work with small groups of student on Google Meets</td>
<td>• Participate in IEP meetings</td>
<td>• Work 1:1 with students</td>
</tr>
<tr>
<td>• Pull resources for teacher through school libraries or NewsELA</td>
<td>• Contact parents/guardians of students not attending or engaging</td>
<td>• Conduct testing, as needed</td>
<td>• Participate in IEP meetings</td>
</tr>
<tr>
<td>• Train students with the online check-out system</td>
<td>• Assist in putting together packets for student intervention pick up</td>
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<td>• Conduct testing, as needed</td>
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<tr>
<td>• Pull books for online requests</td>
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<tr>
<td>• Conduct library book pick up</td>
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<tr>
<td>Check the Appendix for additional details.</td>
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<tr>
<th>Secretaries</th>
<th>Nurses</th>
<th>AVID Tutors</th>
<th>Family Liaisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitor student attendance</td>
<td>• Complete required local and state reports</td>
<td>• Conduct Google Classroom tutorials</td>
<td>• Contact parents/guardians of students not attending or engaging</td>
</tr>
<tr>
<td>• Complete reports</td>
<td>• Provide principals with any medical student or staff details</td>
<td>• Attend specific AVID Google Classrooms to assist</td>
<td>• Assist in putting together packets for student intervention pick up</td>
</tr>
<tr>
<td>• Assist principal in preparations for PD or staff meetings</td>
<td>• Assist in providing PD to staff on medical concerns for students</td>
<td>• Participate in training</td>
<td>• Send parent/guardian communication</td>
</tr>
<tr>
<td>• Assist in contacting parent/guardians of students not attending or engaging</td>
<td>• Assist in contacting parents/guardians of students not attending or engaging</td>
<td>• Build virtual relationships with student/teachers</td>
<td>• Support family engagement team at assigned building</td>
</tr>
<tr>
<td></td>
<td>• Contact parents for updated medical records (from MO document)</td>
<td></td>
<td>• Assist with family engagement efforts district-wide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Administrators</th>
<th>District Secretaries</th>
<th>LOFL Staff</th>
<th>Unaffiliated Employees</th>
</tr>
</thead>
</table>

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● Conduct typical duties, either in-person or remote

● Complete typical duties, either in-person or remote

● Conduct typical duties, either in-person or remote

● Conduct typical duties, either in-person or remote

Safety Education for Students

Students will be receiving grade level appropriate education and guidance for proper physical distancing, the use of PPE and proper hand hygiene during the first week of school.

- Checklist for Teachers can be found in Appendix M
- Tips for Talking with Children About COVID-19
- Symptoms of COVID-19
- Prevent Getting Sick

Social and Emotional Learning (SEL)

SEL supports must be a priority in every building.

SEL supports will be provided for our students and staff by counselors, social workers, school psychologists, behavior interventionists, and any other administrator designated staff member.
Staff Meetings
During Remote Learning, each Principal/Program Director (or designated administrator) will host a full staff meeting 1x per week.

Student Attendance
One question each day (i.e. What is your name? What assignments are you working on for online learning today?)

- Example video of how to set this up in Google Classroom is found in RIMnet. The link or RIMnet is found in Appendix H
  - Staff must be logged into Google to access this link on RIMnet
- After the daily question is answered, use this data to put attendance details into ESD/K12
  - Attendance must be taken each day by 3:00 pm; Staff may go back one day, in case a student was not able to connect prior to 3:00 but did complete daily tasks later that day
  - PreK - 6th grade: take attendance one time a day (see above)
  - 7-12th grade: take attendance each class period offered that day

Student Discipline and Behavior
Staff are to follow the student Code of Conduct for all learning environments.

Student Feedback
Must be given at least weekly (preferably more often) and always before a grade is assigned.

Student Supports: Individualized Education Plans (IEPs), English Learners (EL), and 504 Plans
All IDEA and State regulations must be followed for any student who has an IEP, receives English Learner services, or a 504 plan.

Special education and English Learner teachers must collaborate to ensure equitable and effective instruction for all students.

Teachers in the EL program in grades K-12 will have his/her own Google Classroom.

Teachers in the functional or instructional special education K-12 program will have his/her own Google Classroom.

PreK teachers for EL or special education will work with the Director of Early Childhood on either Choice Board or Google Classroom specifics.
Below are ideas and strategies to use with students in Special Education or EL:

- Provide visuals to accompany the content being taught.
- Add audio and video when at all possible to support the various modalities.
- Provide translations and interpreters for both students and parents.
- Offer 1:1 sessions with students and parents to decrease the level of anxiety and answer questions they may have around any topic.
- Take into consideration the students level of English proficiency and allow for modifications and adaptations to assignments (shorten directions, provide word banks, lessen the number of multiple choice options, record stories or words to assist with pronunciation, provide extra time etc.).
- Work collaboratively with the general education teacher to make appropriate accommodations and modifications to foundational curriculum.
- Identify specific focus areas for students to pre-teach and re-teach identified skills.

Below are ideas for ways to communicate with families:

- Use district approved tools to contact families (Remind, emails, phone calls, etc.)
- Provide updates, announcements, etc. on Choice Boards or Google Classrooms
- Conduct home visits with at least one other district employee -- OPTIONAL
- Create a flyer to distribute to local organizations to assist in reminding families to contact the school or district office if any contact information has changed
- Remind and assist families of device pick up options
- Remind and assist families of internet options
- Remind and assist families with material and meal pick up options
- Send out postcards in different languages, with shortened bits of district information - links to videos, or QR codes that lead to videos or information
- Use the local public television stations to deliver information
- Create yard signs and place them around neighborhoods
- Use the marquee boards at each school
Support Services (additional details)

Students with Individualized Education Plans (IEPs), 504 Plans, and/or EL (English Learners)

- RIMSD understands the impact that COVID-19 has had on our most vulnerable student populations. As a result, our special services team (encompassing special education and EL programs) is developing plans and procedures to address the various unique challenges the blended model creates. Our team will remain in contact with our special needs families throughout the 2020 – 2021 school year.
  - Consider holding a reintegration meeting with school staff, parents/guardians/caregivers, and students to address any specific health concerns or learning needs or gaps identified to enhance preparation for remote learning.

Supporting English Learner (EL) students and students with Individualized Education Plans (IEPs) or 504 Plans with remote learning:

- Provide visuals to accompany the content being taught.
- Add audio and video when at all possible to support the various modalities.
- Provide translations and interpreters for both students and parents.
- Offer 1:1 sessions with students and parents to decrease the level of anxiety and answer questions they may have around any topic.
- Take into consideration the students level of English proficiency and allow for modifications and adaptations to assignments (shorten directions, provide word banks, lessen the number of multiple choice options, record stories or words to assist with pronunciation, provide extra time etc.).
- Work collaboratively with the general education teacher to make appropriate accommodations and modifications to foundational curriculum.
- Identify specific focus areas for students to pre-teach and reteach identified skills.

(Additional) Special Education Considerations

- RIMSD 41 will remain responsible for ensuring that special education students receive a free appropriate public education. Blended Remote Learning Plans must address the unique needs of students eligible for special education services. It is important to utilize paraprofessionals in the general education classroom during the transition from remote learning.
- RIMSD 41 must adhere to timelines for annual IEP/504 meetings and required evaluations. District School Psychologists will work with building assigned teams to ensure compliance. IEP teams should meet to determine whether any
amendments to students IEPs are necessary to address students’ current level of performance.

- IEP teams must make individualized determinations regarding placement and where special education students receive services. Students must receive education in their least restrictive environment, according to federal and state laws. Staff, therapist, and paraprofessionals may be able to work in person with students if appropriate safety measures are in place.

- Additional guidance may be provided on transition and special education services.

- Instructional (Self-Contained) classrooms housing students who are medically fragile or may have behavioral, developmental, or emotional challenges. RIMSD 41 should provide appropriate PPE for continuous wear. Maintaining strict social distancing will not likely be feasible due to the personal nature of common care and services, including feeding, toileting, suctioning, position changes, diaper changing, hand-over-hand assistance, physical therapy, occupational therapy.

- Consider locations where specialized procedures (such as suctioning and tube feedings) currently occur, which may be in the classroom. Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures and require an N95 mask fitted to the health care workers.

- Related services for students (Speech, Social Work Services, and BHASED Itinerants (OT/PT/VI/OI). Limit the number of therapists in the therapy room if on-site visits are needed or consider an alternative space for movement. Face coverings must be worn and social distance must be maintained, when possible.

  - Materials must be cleaned and sanitized between uses with enough time to let the material properly dry. Consider google classrooms and Live Lessons (synchronous) with students. BHASED will provide more in depth information regarding the itinerants roles and responsibilities services within the RIMSD 41. Related service providers will provide an up to date Individualized Remote Learning Plan (IRLP) and/or amendment to services within the IEP for the 2020-2021 school year.

- In-person instruction at home is allowed for medically homebound students. Find additional information on homebound instruction here.
(Additional) English Learner Considerations

- EL teachers will have their own Google Classrooms.
- EL and General Education teachers need to collaborate on ideas to enhance lessons and accommodations for students.
- EL teachers recommend using myngconnect to make any recordings, when appropriate (Ensuring all media releases are approved for students who may be a part of any recording.) Teachers may develop a rotation schedule for these recordings.

Students Transitioning (To occur within one month of the school start date. In Remote Learning, this is to occur virtually.)

It is required that elementary schools provide a way for incoming kindergarten students to safely participate in a “meet and greet”/school tour before the first day of in-person learning.

It is required that each elementary school identify a manner in which students who are now 1st through 6th grade students have an opportunity on the first day of in-person learning, to “close out” last school year with the previous year’s teacher.

It is required that jr. high schools provide a way for incoming 6th grade students to safely participate in a “meet and greet”/school tour before the first day of in-person learning.

It is required that TMLC and RIHS provide a way for incoming 9th graders to safely participate in a “meet and greet”/school tour before the first day of in-person learning.

It is required that each building identify a way for students and parents to safely “meet the teachers” before in-person learning begins.

Teacher and Staff Work Day (See the Roles and Responsibilities; and the Human Resources section)

Teachers and staff will be on a typical contract schedule. The start and end time each day will match each appropriate contract.

- When substitutes are needed, follow the Aesop process.
- EL and Special Education teachers are not to be used as substitutes to cover other classes. These students have specific program minutes that must be met.
Technology Needs (See further details in the Technology section.)

Devices need to be provided to any student in RIMSD

Hot spots are available for families without internet service

Principals (or designated administrator) must make arrangements to ensure staff reach out to families to seek out details around what is needed to assist with digital equity for all students

Principals (or designated administrator) is to contact the IT Director for assistance.
Technology

Acceptable Use Policy

Coming Soon

Academic

Have a dedicated team available to serve as the direct-line support for students, parents, and staff for technology related issues. Potentially a dedicated phone line, as well as email address, for remote learning support.

Provide a community internet equity plan that provides Wi-Fi access to all district owned student devices.

Ensure that a student device has been provided to every student in the district.

Device Distribution

Coming Soon

Device Maintenance

Coming Soon

Fiscal

Continue the expansion and sustainability model of the community internet equity plan, as required, to ensure Wi-Fi access is provided to all students, as well as devices.

Evaluate whether more IT staff is necessary and/or additional training is required to facilitate distance learning.

Ensure proper inventorying of all devices is taking place and being monitored.

Human Resources

Work with HR and T&L to provide professional development on how to use the technology the district provides for effective remote learning.

Communications

Ensure all technology related information is being communicated on the district website/intranet and updated, as needed.
Technology

Ensure property CIPA filtering and cybersecurity initiatives are in place to maintain compliance.

Have a procedure in place for safe and sanitized pickup/repair/delivery of student devices.

Ensure network devices and student devices have a remote control component in place for support.

Implement reporting opportunities that displays a dashboard of information pertaining to device usage.

Create additional tutorials to provide a self-service portal for students/parents/staff to utilize.
Business
Procedures and Protocols

See the BUILDING REOPENING PLAN: Appendix B
SAMPLE LETTER TO PARENTS:

School Reopens

(Use this letter to inform parents when schools are re-opened).

Dear RIMSD #41 Family,

The Illinois State Board of Education/State of Illinois officials have stated it is now safe to reopen school buildings. Therefore, schools in the Rock Island-Milan School District will have in-person learning for the first day of school on Monday, August 3.

RIMSD #41 still has to adhere to the Illinois Department of Public Health (IDPH) guidelines:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Conduct symptom screenings and temperature checks or require self-certification that individuals entering school buildings are symptom free; and,
- Increase schoolwide cleaning and disinfection.

Students will have to wear masks while in school buildings.

We are looking forward to seeing your children again! Please remain alert for any robo-call updates and periodically check the school district’s website www.rimsd41.org for updates or other pertinent information. Because the virus can still be spread person-to-person, please keep children who are sick at home. Don’t send them to school.
SAMPLE LETTER TO PARENTS:

Remote Learning

(Use this letter to inform parents of remote learning.)

Dear Parents,

Due to the ongoing threat of the pandemic virus, The Rock Island-Milan School District has determined that it is best to begin the 2020-2021 school year with Remote format on Thursday, August 6.

It is our hope that we can move to in-person instruction on Tuesday, September 8, 2020.

During the month of August, school building access is limited and parents can only visit by appointment. Those visiting a school building are required to wear face protection.

We will contact you as soon as we have information about specifics regarding school reopening, and we will also inform the local news media.

In the meantime, parents can look to the www.rimsd41.org web site for all resources necessary for e-learning:

- Technology needs
- Google Classroom Codes
- Social Emotional Well-Being Resources
- Additional Learning Resources for Parents

We know this has been a hard time for our community. We will remain in contact with you to update the status of the school district. You may wish to check our school district website www.rimsd41.org for updated information and tune to local news stations for more details about our plans to continue education.
SAMPLE LETTER TO PARENTS and STAFF:

(Use this letter to inform parents about the need to close school because of a diagnosis)

Dear Parents/Guardians/Staff:

We need to inform you that a [SCHOOL] individual [staff or student] was diagnosed with the COVID 19 virus.

At this time, local public health officials tell us that students can continue to safely attend classes and schools will remain open. The spread of the virus will be monitored closely in the coming days and we will follow recommendations of public health officials in response to any changes in the status of the virus which could affect our schools and community.

If school closings become necessary, we will inform our community immediately using our website, Remind and robo-call system.

Based on the circumstances, schools may be closed for days or weeks. Parents should begin now making plans for childcare in the event it is needed. We will pick up with remote/e-learning lessons and activities so as to not miss a day of instruction.

Please continue to implement the following measures to protect against the virus:

Staying home from work or school and limiting contact with others when you are sick

Covering your nose and mouth with a tissue when you cough or sneeze and properly discard used tissues. If no tissue is available, cough or sneeze into your upper sleeve, not your hands.

Frequently washing your hands with soap and water or an alcohol-based hand sanitizer

Avoiding touching your eyes, nose and mouth. Germs spread this way. Avoiding close contact with those who are ill.
Medical Inquiries

Given the nature of the pandemic, the RIMSD will make additional medical inquiries of staff and students than they otherwise would have. Please note that federal law typically limits the type of medical inquiries that can be made but given the nature of the pandemic more leeway has been given by federal agencies in this circumstance.

If a parent tells the RIMSD that a student is ill, the RIMSD may ask the parent whether the student is exhibiting any symptoms of COVID-19. If an employee calls in sick or appears ill, the RIMSD will inquire as to whether the employee is experiencing any COVID-19 symptoms. The RIMSD may take the temperature of students, employees and visitors to school property on a random basis or in situations where there is reason to believe that the person may be ill. If someone is sneezing or coughing, he or she may be excluded to minimize the spread of bodily fluids, even if the person is not exhibiting signs of COVID-19. If a person is obviously ill the RIMSD may make additional inquiries and may exclude the person from school property.

Wearing Masks and other Personal Protective Equipment (PPE)

Employees are required to wear PPE when directed to do so by the RIMSD protocol or the employee’s supervisor. In addition, persons who are coughing or sneezing due to reasons other than potential COVID-19 infections (allergies, etc.) may be asked to wear a mask or other PPE while on school property to minimize dissemination of bodily fluids and may be asked to leave. Any person is welcome to wear a mask or PPE in the school building unless it inhibits the person’s ability to perform his or her job, inhibits a student’s ability to participate in the educational process or is disruptive to the educational environment.
Return to School After Exclusion

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC. Currently those guidelines are:

1. Untested. Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met: This option is being questioned.
   1. They have not had a fever for at least 72 hours (that is three full days of no fever without the use medicine that reduces fevers); and
   2. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
   3. At least seven (7) calendar days have passed since your symptoms first appeared.

2. Tested. Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
   1. They no longer have a fever (without the use medicine that reduces fevers); and
   2. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
   3. They have received two negative tests in a row, at least 24 hours apart.

3. Tested with no symptoms. Persons who have not had symptoms but test positive for COVID-19 may return when they have gone seven (7) calendar days without symptoms and have been released by a health care provider.

Students may also return if they are approved to do so in writing by the student’s health care provider.

Siblings or Other Students in the Household

If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will be questioned and if they exhibit symptoms, they will also be excluded from school. If they do not exhibit symptoms, they may still be excluded from school and asked to self-quarantine.
Self-Quarantine

If a student or employee has recently had close contact with a person with COVID-19 symptoms or diagnosed with COVID-19 or has recently traveled from somewhere considered to be a “hot spot” by the CDC, the RIMSD may exclude the student or employee from the school building and recommend that they self-quarantine for 14 calendar days.

ISBE Response to Exclusion from School or Self-Quarantine

As soon as the RIMSD becomes aware of a student or employee that may have COVID-19 or that has been excluded from school or recommended to self-quarantine, the custodial staff will be informed so that all desks, lockers and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.

Separation While in School

Each school must have a room or space separate from the nurse’s office where students or employees who may have COVID-19 or another communicable disease will wait to be evaluated or for pickup. Students will be given a mask to wear. Only essential staff and students assigned to the room may enter, all will sign in so that there is a record of the persons who entered the room, and the room will be disinfected several times throughout the day. Strict social distancing is required, and staff must wear appropriate PPE. Students who are ill will be walked out of the building to their parents.

Care Rooms for Students with Physical Needs

Each school will designate a location separate from the nurse’s office for the care of students with special care needs such as suctioning, tube feeding and nebulizers to minimize exposure to students who might be ill. The room will be disinfected frequently, and all staff members present will wear appropriate PPE. The student will be provided a mask.
**Confirmed Case of COVID-19 In the School Building**

When there is confirmation that a person infected with COVID-19 was in a school building, the RIMSD will contact the local health department immediately. Unless extenuating circumstances exist, the RIMSD will close the school building for a minimum of 2-5 days and work with the local health department to assess factors such as the likelihood of exposure to employees and students in the building, the number of cases in the community and other factors that will determine when the building should re-open.

The RIMSD will contact parents/students and employees and notify them that a person who tested positive for COVID-19 was in the building and encourage cooperation with the RIMSD and the local health department to trace contacts with the individual. The individual who tested positive will not be identified in communications to the school community at large but may need to be selectively identified for contact tracing by the health department.

While the school building is closed, all school activities will be cancelled or rescheduled, regardless of whether the activity was to take place in the building or another location, including extracurricular activities, before and after-school programs, and field trips. Parents/students and employees will be encouraged to stay at home until more information is provided by the RIMSD or the health department.

**Social Distancing in the School Environment**

Note: This document uses the term “social distancing” to mean physical separation of a minimum of 6 feet. Some professionals prefer to use the term “physical distancing” as it more accurately focuses on separating people regardless of whether they are socializing. Some are also concerned that the term “social distancing” implies that there should be social separation as well as physical separation, which could be harmful to a person’s health and mental health. This document uses the term “social distancing” because it is the term currently used by the Centers for Disease Control (CDC) and introducing new terminology could cause confusion. That said, readers should clearly understand that there are many methods for people to remain socially and emotionally connected while still practicing “social distancing,” and these methods are particularly important as schools re-open.

The following are examples of measures that LEAs can take to increase social distancing while still maintaining face-to-face instruction on the school campus. Some of these suggestions can and should be implemented in all schools, regardless of whether a state or local social distancing order is in effect. Some should be considered in the district’s Alternative to School Closure Plan. Some may not be feasible for every LEA. These are
examples, not requirements, and it is up to each LEA to determine what will work given the resources available.

Once the LEA creates its protocols, it needs to make them widely accessible to parents, students and the public. The LEA should consider putting them in staff/student handbooks and posting them on the district’s website. The LEA should also note that the rules may evolve as they are implemented, and more information is obtained about COVID-19.

Credit: This document relies heavily on materials developed from the following documents:

- Centers for Disease Control, “Interim Guidance for Child Care Programs”
- Centers for Disease Control, “Interim Guidance for Administrators of US K-12 Schools and Child Care Programs”
- San Diego County Office of Education, “COVID-19 Planning Assumptions”

Review the entire education program for alternatives that meet the educational needs of all students:

- Schedule grade levels to attend school on alternate days to minimize the number of students in the building and give students take-home meals. Alternatively, schedule half of each class to attend school on alternate days.
- Schedule some of the grade levels to attend in the morning and some to attend in the afternoon.
- Consider year-round schooling with alternating breaks to minimize the numbers of students in the building at any time.
- Provide in-person instruction to elementary students and increase distance learning opportunities for higher grade levels.
- Offer both in-person and virtual instruction so that students who do not have adequate resources may still access instruction, but the class size in one room is minimized.
- Lengthen the instructional day to allow for fewer students in courses such as band, choir, and orchestra, during recess and in the cafeteria.
- If the RIMSD is large and has multiple buildings, consider only closing the buildings closest to area outbreaks.
Take measures to decrease employees congregating in one location:

- Close the staff/teacher's lounge.
- Encourage virtual meetings.
- Encourage employees who can effectively work from home to do so.
- Rearrange workstations to ensure they are separated by six feet.

Adopt hygiene measures:

- All persons are required to wash hands when they come to school and every hour.
- Place hand hygiene stations at the entrances of the building.
- Encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into cubbies or baskets that are not shared with other students. Do not allow students to share lockers.
- Require all persons to wash hands after blowing noses, coughing or sneezing or when in contact with bodily fluids.
- Encourage classes and employees to create their own hand signals to replace shaking hands, hugging or giving high-fives.
- Disinfect door handles, light switches, stair railings and other frequently touched surfaces every hour.
Appendix E

Librarian and Library Paraprofessionals Blended and Remote Learning Roles and Responsibilities:

Library Paraprofessionals:
- Perform inventory of library materials
- Complete check-in, check-out, shelving, and record-keeping to insure organization of library materials
- Participate in PD
- Pull resources for teachers through school libraries or NewsELA
- Assist students and staff with the online check-out system, Destiny Discover
- Pull books for online requests
- Conduct library book pick up at each school once per week
- Order and process new materials, as applicable

High School Library Media Specialist:
- Research, order, and provide RIHS staff and students equitable access to materials and services, including books, research databases, online encyclopedias, and ebook services.
- Update the library resource website and publicize it to high school staff and students.
- Publicize and implement the Abraham Lincoln High School Book Award reading initiative and provide video book talks to advertise specific titles.
- Collaborate with high school teachers to integrate information literacy skills (AASL and ISAIL standards) into research lessons.
- Assist students with selecting books for Accountable Independent Reading through email, Google Classroom, or Google Meet.
- Implement the remote checkout system at the high school and facilitate implementation at district libraries.
- Utilize established Google Classrooms for each grade level to communicate opportunities with students.
- Work with the Rock Island Public Library’s young adult librarian to share public library opportunities and resources with RIHS students.
- Participate in PD
- Attend PLC meetings as applicable.
Appendix F
Approved Online Resources Link

Google Classroom
RIMSD Specific
- How to Join a Teacher's Class and Turn in Work - for students (Required for Paras)
- Viewing Scores & Returned Work (Required for Paras)
- Create GC Assignment Using Shared Folder Lesson
- Reusing a Post for Scheduling Assignments
- How to Join a Google Classroom (Required for Paras)
- Using the Google Classroom Dashboard (Required for Paras)
- How to Edit an Assignment in Google Classroom
- Managing Notifications in Google Classroom (Required for Paras)

GoGuardian
- GoGuardian Teacher Help
- GoGuardian Online Product Training

Remind
- How to Add a File to Remind (Required for Paras)

Record Keeping
- Record Keeping: Attendance and Participation - COMING SOON
- Google Options for Record Keeping

Additional General Videos That Are Helpful for Remote Learning
- Google Classroom: You Can Add Videos
- Google Classroom: How to Create Digital Assignments
- How to Manage Online Meetings
- Top Requested Google Meets Features
- Student to Student Collaboration: Google Jamboard
- Staff Collaboration During Remote Learning
- Quick Tutorial of New Google Docs 2020
- Google Sheets Tutorial for Beginners
- Google Slides Tutorial
- Guide to Google Meets

Additional Approved Online Resources (Additional links may be added as we proceed. Check back often for updates.)

BrainPOP (Paid Subscription)
- BrainPOP.com

Dreambox (Paid Subscription - Grade K-8 Math Support)
- Dreambox Introduction
- Use Dreambox to Differentiate
- Teachers Guide to Home Learning with Dreambox
- Use Dreambox as Part of Your Station Rotation

FlipGrid
- FlipGrid Tutorial

Flocabulary (Paid Subscription)
- Flocabulary - How It Works
Kami (Free Online Tool - Annotate and Mark Up Documents)
  How to Use Kami for Remote Learning
  Kami and Google Classroom Integration
  AVID Resource on Kami (for anyone to use)

Khan Academy (Free Online Math Resources)
  Tips for New Users
  Written Directions to Follow

Lexia (Paid Subscription - Grade K-8 Individualized Reading Support)
  How to Use Lexia
  Lexia Core 5 Reading Overview
  Lexia Power Up

myNGconnect (EL teachers)
  myNGconnect: The online portal for the National Geographic curriculum resource.

Nearpod (Free Student Engagement Platform)
  What is Nearpod?
  Learn How it Works
  10 Ways to Use Nearpod in the Classroom
  How to Sign Up for a Free Nearpod Account
  Adding Nearpod to Your Google Classroom

NewsELA (Paid Subscription - Resources Around ELA, Social Studies, Science, Civics, LGBTQ+, and SEL)
  How to Use NewsELA for Remote Learning
  NewsELA Tutorial
  How to Use NewsELA in the Classroom

NWEA-MAP Skills (Paid Subscription - Individualized Assistance in Reading and Math, Based Off of MAP Test Skills)
  How to Use MAP Skills

Padlet (Free Way to Gather, Modify, and Share Resources)
  How to Use Padlet in the Classroom
  How to Post and Share in Google Classroom with Padlet
  AVID Resource on Padlet (for anyone to use)

Screencastify (Free Way to Record Your Screen, Face, Voice, and More)
  How to Make Your First Recording

Zearn: (Free Online Resource to Support Eureka Math)
  Zearn Math Overview
  Creating a Teacher Account
Additional Important Topics - RIMSD and Other Resources
Social Emotional (See also Appendix)
   Social Emotional Learning Activities
      CQ Resources (Also Called Cultural Competency Found in RIMnet)
         CQ Modules - Trainings Found Under the Human Resource Section
         Culturally Relevant Teaching
         Equity in Education
         Cognitive Bias and Implicit Bias
         Trauma Informed During COVID-19
         LGBTQ+
            Equity Resource
            Crip Camp: A Disability Revolution Netflix Trailer
      Family Engagement
         Academic Language and English Language Learners
      Race and Equity - ALL are Strongly Recommended to Complete
         Race Talk: Engaging Young People in Conversations About Race and Racism
      School Counselor Resources for All Staff
         Webinar: Address Students’ Race-Base Stress and Trauma (Required: 1 hr 20 min)
         Webinar: Engage Staff on Issue of Race Through Book Study, June 23, 1 p.m. EDT
         Webinar: Interrupting Racism: Race and Equity in Your Program
         Webinar: Ignite Change for Equity and Inclusion
         Webinar: Supporting Students After Crisis and Loss
         Webinar: Culturally Responsive Pedagogy
         Webinar: Cross-Cultural Counseling: Understand Bias and Practice Humility
         Webinar: Build Multiculturally Aware Students
      Ted Talks on Racism in America
      NewsELA--COMING SOON
      LGBTQ+ - ALL are strongly recommended to complete
         The Trevor Project
         The Trevor Project Resources for Youth
         Supporting Safe and Healthy Schools for LGBTQ
         TED TALK: Why Kids Need to Learning About Gender and Sexuality (Required: 8 minutes)
         Queer Kid Stuff
         NewsELA--COMING SOON
      District Phone
         How to Use the District Phone App (Must be Logged Into Google to Access this Link)
      Technology
         RIMSD Tech Tutorials
Appendix G
Virtual PD Documentation Directions

**Participant** Requirements for Virtual PD:

- Sign-In Sheet
- Evaluation Form (ISBE 77-21A)

Participant will be given a link to a Google Form which MUST be completed. The first section of the form will document sign-in sheet and the remaining sections will document the evaluation. ALL areas of the form are required before the form can be submitted.

**Presenter** Requirements for Virtual PD:

- All Participant Requirements (see above)
- Agenda
- Provider Activity Summary (ISBE 73-58)

Presenter will be emailed the link to a Google Form (to share with all participants) and the Provider Activity Summary. Email an Agenda and completed Provider Activity Summary to Julie Smith within 2 weeks of the Virtual PD to obtain credit.
Appendix H

Google Classroom Attendance Video Link

Example video of how to set this up in Google Classroom: Google Classroom Attendance

- Staff must be logged into Google to access this link on RIMnet
Appendix I

Blended Learning Plan - Library

Goals:
1. To ensure students in the Rock Island-Milan School District have access to library materials during remote or blended learning.
2. To ensure RIMSD staff have access to library materials during remote or blended learning.
3. To provide opportunities for students at all district schools to learn and use information technology skills focusing on the access of resources.
4. To allow district library staff to organize and account for library resources following the 2020 spring shutdown.

Safety:
- The RIHS Library Media Specialist will monitor guidance from our regional library consortium, RAILS, for safety procedures and will recommend adaptations to the high school, junior high and elementary procedures as warranted.
- 2019 Novel Coronavirus (COVID-19)
- Until guidance changes, returned library materials will be quarantined for 72 hours. Library staff will wear gloves when handling recently returned materials whenever possible. Returned materials will be checked in and then stored on an isolated cart labeled with the date of return. After 72 hours, materials may be returned to the shelves or checked out to other patrons. Library staff will wash hands after checking in books.
- If students are able to visit the school libraries during in-person learning days, social distancing will be enforced. Library staff will indicate 6 foot spacing marks on the floor in front of the library check out desk to help students observe social distancing during check out. Student numbers in the library will be limited based on available space, and student time in the library will be limited in order to allow multiple students to visit the library.
- Use of the computer labs at the high school will be limited, as students will have access to personal chromebooks. Students and teachers may make arrangements to use computers through the library staff. Hand washing must occur before and after computer use, and students will wipe down keyboards with an approved cleaning product (supervised by the library staff) before and after use.

Remote check out of library materials, procedure:
- Students and staff will utilize their Google login information to access their personal accounts for their school library.
- Links to the individual school library catalogs will be posted on the school websites and the district website.
- Students will use the library management system, Destiny Discover, to place holds on books. Students may request up to 3 books at once. (Individual schools may use their own discretion to determine an appropriate number of checkouts. It is recommended that students be allowed to request more than one book at a time since the spring 2020 shutdown may cause initial errors in the catalog. Hopefully, students will be able
to obtain at least one requested book each time they use the remote checkout system.)

- Individual schools will determine the days students may pick up requested books. In the case of all online learning, materials pick up and drop off could coincide with meal distribution. In the case of blended learning, students may pick up books in the library on the days they attend school. In buildings where students cannot visit the library or when the paraprofessional’s limited hours cause scheduling challenges, holds may be labeled with the student’s name and placed in a central location for pickup. If staffing is available, a school may decide to deliver holds to students in their classrooms, but this is not likely to be an option for most schools due to limited library staffing.

- During book pick up, if staffing is available and safety permits, library staff may provide a selection of books on a cart for students who have not placed holds in Destiny Discover or whose choices were unavailable. These books could be checked out as library staff travels to classrooms or in front of the school on library materials pickup days.

**Remote Checkout Implementation Timeline**

**Inventory:**

- Elementary and junior high libraries will likely need to complete an inventory prior to instituting remote check out due to the high number of books not returned at the end of the 2020 school year as well as the high turnover and low staff hours that have not allowed for inventory to be completed since 2016. If state guidelines allow library staff to report to their buildings, during the first week of school (remote or blended) elementary and junior high library paras should complete check in, shelving, organization, and record keeping that did not occur during spring 2020. During the second week, inventory can begin.

**Professional development for library staff:**

- Elementary and junior high paraprofessionals will need 3 hours of training on the use of Destiny Discover and to discuss the implementation of remote checkout. This could happen at the high school during the first week of school during the contract day, or it could occur during the last week of July. The high school library media specialist will provide the training, assisted by the high school library paraprofessional. District administrators will need to work with building principals to schedule the training.

**Teaching students and staff to use Destiny Discover:**

- The high school library media specialist will provide an instructional video to demonstrate using Destiny Discover to hold and search for new materials. This video will be posted on the district website during the first week of school. At the high school, the library media specialist will continue teaching high school students how to access and use this resource and will work with teachers to publicize the service of remote checkout. At the elementary and junior high level, this task will fall to classroom teachers and/or administrators, as the part time library paraprofessionals are not certified teachers nor do they have the time to fulfill this responsibility. At the junior highs, ELA staff would be a natural fit for sharing this information with students as they work with students to complete research projects or choose books for
Accountable Independent Reading. The instructional video could be posted to ELA teachers’ Google Classrooms as another way to publicize the service.

- During the first week of school, the high school library media specialist will provide a one-page document describing the process for remote checkout. This document will be posted on the building and district websites and shared on social media.
- Throughout remote learning, the high school librarian will work with the district communications office to continually publicize the service to stakeholders.
- Throughout remote learning, the high school media specialist will be available to answer questions from elementary and middle school library staff and will inform the group by email if changes need to be made to the district-wide system.

Necessary Materials:

- In order to complete inventory, elementary and junior high library paraprofessionals will need access to a chromebook or laptop. This device would also make remote checkout easier in the event that library staff is able to provide mobile library services in classrooms or curbside.
- Disposable gloves, hand sanitizer, cleaner for computer stations

Challenges:

- Four of the elementary paraprofessionals were pink slipped. It is therefore difficult to plan for training or count on a particular implementation plan when we don’t know what staffing will be available at all buildings. The high turnover rate of elementary paraprofessionals is a roadblock to consistent service. If these paras could have their hours increased, potentially by dividing their days between two buildings and assigning each individual 6 total hours of library work daily, they would be able to focus their attention on library work. It will be very difficult to execute the remote check out plan fully with elementary paraprofessionals only working 2.5 hours on library work daily. Currently, several of the library paras are also completing other tasks within their schools which does not allow for concentration on library functions, a complex task requiring specialized knowledge and skills.
Appendix J
Employee Rights Poster

EMPLOYEE RIGHTS
PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT

The Families First Coronavirus Response Act (FFCRA or Act) requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

▶ PAID LEAVE ENTITLEMENTS
Generally, employers covered under the Act must provide employees:
Up to two weeks (80 hours, or a part-time employee’s two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to $511 daily and $5,110 total;
- 2/3 for qualifying reasons #4 and 6 below, up to $200 daily and $2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at 2/3 qualifying reason #5 below for up to $200 daily and $12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

▶ ELIGIBLE EMPLOYEES
In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). Employees who have been employed for at least 30 days prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.

▶ QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19
An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

| 1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19; | 5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; |
| 2. has been advised by a health care provider to self-quarantine related to COVID-19; | 6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services; |
| 3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis; | |
| 4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2); | |

▶ ENFORCEMENT
The U.S. Department of Labor’s Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.