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.
Introduction

Governance

RIMSD #41 Administration

Revise the 2020-21 School Calendar and Build in Contingencies Where Necessary
Approve the RIMSD Return to School Plan Created by the Superintendent and Cabinet
Review the Process for Deciding Which Plan to Implement with Guidance from IDPH, ISBE, and RIROE
Ensure An Emergency Planning Team is in Place

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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
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 LEA and the local health department.

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

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.

Prepare Communications

Prepare communications to parents:

- Information to parents notifying the school start date and of the plan to implement blended learning. (See Appendix A- Sample Letters to Parents).
- The expectations of parents and students for RIMSD #41 Blended 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 www.rimsd41.org website

Prepare communications to the public:

- Provide information on district rules on the district’s webpage www.rimsd41.org
- Signage will be posted at all building entrances with clear expectations
- Government and area non-profit partner organizations will receive information about the school building reopening plan

Communication Protocols

Keep all information in a central clearinghouse on www.rimsd41.org with updated FAQ section. Provide guidance on best communication practices and means for parents to obtain the correct information. Information will also be provided in multiple languages.

Primary Location of information: www.rimsd41.org
Information distribution channels:

- Robo-call
- Remind / text
- Email
- Social media: www.facebook.com/rimsd41, Twitter @R_I_Schools
- Print postcards for local organizations and community agencies with QR code to website
- 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.

Community Engagement Virtual Event

- The event will include a presentation on the plan and facilities safety. Parents will have a chance to talk to a panel (Superintendent, T & L, PPS) about concerns and/or ask questions. Questions will be submitted via form (as in our Board of Education meeting format) and then answered in the event. Answers will also be posted on the website following the event.

Suspected or confirmed positive cases of COVID-19 at the school building level

- Notify Rock Island County Health Dept / Regional Office of Education of confirmed COVID-19 cases among students and staff as required by IDPH. Work with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws.
- Notify staff and school families if necessary via robo-call and Remind that a person was diagnosed with COVID19 and that there may have been exposure. Encourage everyone to monitor symptoms and direct them to get tested.
- Inform public as needed by posting signs on the school building doors. Information will also be posted on the website.
- If school closure is imminent, implement and communicate Remote Learning Plan for students for the required period of time.
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:
     c. Cough
     d. Shortness of breath
     e. Fever
     f. Shaking with chills
     g. Headache
     h. Loss of taste or smell
     i. Muscle pain
     j. Sore throat
     k. Vomiting
     l. 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

Instruction During Blended Learning

Under Phase 3 and 4 of the Governor’s Restore Illinois Plan, school districts may begin in-person learning, following guidelines from the IDPH, ISBE and the local Health Department. Rock Island-Milan Public Schools has developed an instruction plan to allow for a combination of remote (online) and in-person learning for our students. This is called a Blended Learning Plan.

Online Student registration begins on July 1, 2020. The first day of school is August 3, 2020.

By August 3rd, parents/guardians will need to identify whether or not they will be sending their child/children to school for any form of in-person learning during quarter 1 of the 2020-2021 school year.

- Parents/guardians are able to identify this during online registration, in-person registration, or by calling the District or school main office number by the above stated due date.

Procedures and Protocols

Attendance (Employee)

Employee attendance and leave request protocols will continue.

- 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 a $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 not 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.

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.

Emergency Closure (Remote Learning)

Flexibility

Working between Remote and Blended Remote must be interchangeable so that no instruction time is lost due to transitions between the two types of instruction.

Flexibility of positions and within the category of positions (i.e. special education teacher vs. HS math teacher) will be needed.

Due to the consistent changes in state requirements and regulations (and the lack of), timelines for possible changes is unpredictable. Therefore, communication will continue with all supervisors, labor unions, and employees as soon as possible.

Roles and Responsibilities

Job description responsibilities will continue to be expected. Clarification of expectations during Remote and Blended Remote Plan are listed below.

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Teachers</th>
<th>Paraprofessionals</th>
<th>Behavior Interventionists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Google Classroom (PreK-12); Choice Board monitoring (preK or K optional)</td>
<td>Decide whether one will instruct live lessons from school or home</td>
<td>Participate in PD, staff meetings, etc. during district-wide Remote Learning Wednesdays</td>
<td>Analyze data and provide to teachers and administrators</td>
</tr>
<tr>
<td>Administrator announcements</td>
<td>Google Classroom (PreK-12; all will have an individual Google Classroom, including EL and SpEd (functional, instructional, and resource))</td>
<td>Work with small groups on Google Meets or during in-person days</td>
<td>Work with small groups on Google Meets or during in-person days</td>
</tr>
<tr>
<td>Check on teacher lessons</td>
<td>Choice Boards for PreK and K - optional</td>
<td>Conduct SEL (i.e., PBIS or NewsELA) lessons (in-person or recorded)</td>
<td>Conduct SEL (i.e., PBIS or NewsELA) lessons (in-person or recorded)</td>
</tr>
<tr>
<td>“Drop into” lessons</td>
<td>Provide lessons on a weekly basis</td>
<td>Assist in contacting parents/guardians of students not attending or engaging</td>
<td>Assist in contacting parents/guardians of students not attending or engaging</td>
</tr>
<tr>
<td>Monitor staff attendance</td>
<td>Provide at least 1 live lesson during the remote learning day</td>
<td>Pull intervention materials and put together packets for pick up</td>
<td>Office hours each Wednesday</td>
</tr>
<tr>
<td>Work with secretary to monitor student attendance</td>
<td>Provide student feedback at least weekly</td>
<td>Collaborate with assigned teacher(s)</td>
<td>Participate in PLCs, PD, planning time, staff meetings on specifically identified Wednesdays</td>
</tr>
<tr>
<td>Check in with staff and families</td>
<td>Parent contacts as appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assign and check in on duties for paraprofessionals</td>
<td>Office hours each Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide professional development, staff meetings, time for PLCs (school and district), and allow planning time on every Wednesday (district-wide Remote Learning Day)</td>
<td>Office hours each Wednesday for students to ask for assistance (2 hours within the contractual time, that does not conflict with staff meetings, PLCs, etc.)</td>
<td>Retrieve intervention materials and put together packets for pick up</td>
<td>Office hours each Wednesday</td>
</tr>
<tr>
<td>Analyze data, participate in PD, administrator PLCs, etc.</td>
<td>Participate in PLCs, PD, planning time (will follow the contractual time), staff meetings on specifically identified Wednesdays</td>
<td>Collaborate with assigned team members (Paras, Supervisors, nurse, etc)</td>
<td>Participate in PLCs, PD, planning time, staff meetings on specifically identified Wednesdays</td>
</tr>
</tbody>
</table>
### Media Specialist and Librarian Paraprofessionals
- Categorize and organize libraries
- Participate in PD
- Pull resources for teachers through school libraries or NewsELA
- Train students with the online check-out system
- Pull books for online requests
- Conduct library book pick up at each school
- Work with small groups of students on Google Meets or in-person

See the specific differences between the Librarian and Library Para duties in the appendix document.

### Building Supervisors
- Participate in PD, staff meetings, etc.
- Work with small groups of student on Google Meets of during in-person learning days
- Contact parents/guardians of students not attending or engaging
- Assist in putting together packets for student intervention pick up
- Collaborate with assigned teacher(s)

### Speech Language Pathologists
- Conduct 1:1 or small group lessons
- Participate in IEP meetings
- Conduct testing, as needed
- Office hours each Wednesday from 1:45 - 3:15
- Participate in PLCs, PD, planning time, staff meetings each Wednesday (district-wide remote learning day) from 8:00 - 1:45 (with time set aside for lunch)

### Counselors/Social Workers/School Psychologists
- Conduct SEL lessons
- Work 1:1 with students
- Participate in IEP meetings
- Conduct testing, as needed
- Office hours each Wednesday from 1:45 - 3:15
- Participate in PLCs, PD, planning time, staff meetings each Wednesday (district-wide remote learning day) from 8:00 - 1:45 (with time set aside for lunch)

### Secretaries
- Monitor student attendance
- Complete reports
- Assist principal in preparations for PD or staff meetings
- Assist in contacting parent/guardians of students not attending or engaging
- Attend PD or staff meetings, as directed

### Nurses
- Complete required local and state reports
- Provide principals with any medical student or staff details
- Assist in providing PD to staff on medical concerns for students
- Assist in contacting parents/guardians of students not attending or engaging
- Contact parents for updated medical records (from MO document)
- Attend PD or staff meetings, as directed
- Provide training/Professional Development in proper prevention, care, cleaning, and screening based on CDC and the IDPH recommendations,

### AVID Tutors
- Conduct Google Classroom tutorials
- Attend specific AVID Google Classrooms to assist
- Participate in training
- Build virtual relationships with student/teachers

### Family Liaisons
- Contact parents/guardians of students not attending or engaging
- Assist in putting together packets for student intervention pick up
- Send parent/guardian communication
- Support family engagement team at assigned building
- Assist with family engagement efforts district-wide
<table>
<thead>
<tr>
<th><strong>District Administrators</strong></th>
<th><strong>District Secretaries</strong></th>
<th><strong>LOFL Staff</strong></th>
<th><strong>Non-affiliated Employees</strong></th>
</tr>
</thead>
</table>
| • Conduct typical duties, either in-person or remote  
• Attend PD or meetings, as directed | • Complete typical duties, either in-person or remote  
• Attend PD or meetings, as directed | • Contact parents/guardians of students not attending or engaging  
• Assist in putting together packets for student intervention pick up  
• Attend PD or meetings, as directed  
• Work with community agencies to offer out of school programming whenever feasible  
• Explore virtual learning opportunities for out of school time | • Conduct typical duties, either in-person or remote  
• Attend PD or meetings, as directed |

<table>
<thead>
<tr>
<th><strong>T&amp;L Specialist and PPS Liaison</strong></th>
<th><strong>Custodians</strong></th>
<th><strong>Food Services</strong></th>
</tr>
</thead>
</table>
| • Conduct typical duties, either in-person or remote  
• Attend PD, PLCs, or meetings, as directed | • Conduct typical duties, either in-person or remote  
• Attend PD or meetings, as directed | • Conduct typical duties in-person  
• Work meal site prep and pick up  
• Attend PD or meetings, as directed  
• Restructure food distribution- to the classrooms |
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 work. 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.

All employees are required to wear a mask at all times.

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 at all times.
- 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).

Local COVID-19 Testing and Immunization Site

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

Isolated room for students who are ill waiting to be picked up (Authorized Room).

Employee Self Checks before entering building daily

Meals provided to classroom

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. The District will provide face-shields for all Speech Pathologists and English Learner employees.
- Hand sanitation provided in each room

Plexiglass barriers will be 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.

Students will have temperature checks before entering building daily

Students are required to wear masks

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.

Will be provided ample time throughout their daily schedule 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.

Duty Free Lunch: The Department of Labor requires a duty free lunch after 5 continuous hours of work if the work day is 7.5 hours or longer.

- AFSCME
- Non-Affiliated
- Administration
- RIESPA
- RIEA
  - Junior High and High School (7.5 hours and 7.75 hours)
  - Elementary (7.25 hours) Lunch can be provided after 5 hours of instruction

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 students and staff who have or may have come in contact with affected staff will be quarantined from the school building for 14 calendar days.

Staff 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

Instruction During Blended Learning

Under Phase 3 and 4 of the Governor’s Restore Illinois Plan, school districts may begin in-person learning, following guidelines from the IDPH, ISBE and the local Health Department. Rock Island-Milan Public Schools has developed an instruction plan to allow for a combination of remote (online) and in-person learning for our students. This is called a Blended Learning Plan.

Online Student registration begins on July 1, 2020. The first day of the school year is scheduled to be August 3, 2020. Below are options to the start of the 2020-2021 school year.

**Start of School Date:** August 3rd to August 5th will be non-student attendance days that will be used for staff Remote Learning planning. Students will begin in a remote learning format on Thursday, August 6th. (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.)

On September 8th, students will begin school in the Blended Learning environment. This will mean that students will be in-person on certain days and learning from home (remote learning) other days of the school week.

**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 need to identify whether or not they will be sending their child/children to school for any form of in-person learning during quarter 1 of the 2020-2021 school year.

- Parents/guardians will be informed of the following details to ensure they are told about what their child/children’s school week will look like, dependent on what option they choose: Full Remote Learning or Blended Learning.

**Full Remote Learning:** 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. In these time constraints, it is not possible to provide full time teachers for full remote and full time teachers for blended learning.
**Blended Learning**: 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 (Monday and Tuesday, or Thursday and Friday). 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.

Parents/guardians are able to identify this decision during online registration, in-person registration, or by calling the District or school main office number by the above stated due date. Parents/guardians may change his/her mind until the deadline of August 3rd.

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

**Approved Online Resources**

Found in Appendix I 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.

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

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

Students will be identified to follow a specific schedule.

- Wednesdays will be district-wide Remote Learning days, with staff participation in PLCs for collaboration, planning, professional development, staff meetings, parent contacts, office hours, etc. These topics will rotate and not all be possible each Wednesday. Each principal will decide when and if staff are to come in-person or report remotely. (Buildings would be cleaned thoroughly on Wednesdays.)
During any Remote Learning Day, activities for students from all combined courses is not to exceed 5 hours (This includes instruction, learning, and/or assignment completion). In any Remote Learning format, Google Classroom will be used for all students: PreK - 12th grade. Teachers will work contractual hours. Remote Learning days for students will be determined at the time of the decision for Remote Learning. (Most likely 8:30 - 1:30)

The schedule and specific layout of each Wednesday Remote Learning Day will be determined when the decision is made to go to Remote Learning.

For example:

During a blended learning format, where Wednesdays are Remote Learning for all:

- Student hours may be 8:30 - 1:30
- Staff hours will follow the contract
- Teachers will hold office hours for 2 hours during the contractual time period
- From 1:30 - 3:30, teachers will have the allotted contractual prep and lunch time per day and be involved in one of the following activities each Wednesday of Remote Learning: staff meeting, building PLC, district-wide PLC, or professional development. These will occur on a rotating basis. More details TBD.

Every attempt will be made so all siblings are on the same schedule.

PreK-12 Blended Learning Options

Start of the School Year Schedule: A/B Schedule: ½ the student population is on the A schedule; ½ of the student population is on the B schedule.

- “A” schedules will have in-person learning on Mondays and Tuesdays; Remote Learning on Wednesdays through Fridays.
- “B” schedules will have in-person learning on Thursdays and Fridays; Remote Learning on Mondays through Wednesdays.

Any additional in-person time for a specific group or all students involved with in-person learning could change, depending on student numbers and local, state, or federal regulations.

Meals will be provided in classrooms. (Breakfast and lunch.) Cafeteria, playground staff, paraprofessionals, and other identified staff will supervise lunch.
PreK Schedules

**ECSE Certified Staff Schedules:** 8:15 - 3:30 (certified staff will have lunch and prep time totaling at least 1 hour and 10 minutes, which follows the contract: 8:15 - 8:30 and 2:30 - 3:30; at least 40 minutes throughout the day during AM/PM session.) Times may vary: more details TBD.

**ECSE Non-Certified Staff Schedules:** All non-certified staff will follow his/her typical daily start and end time. Adjustments may need to be made for those who must work with students during the student attendance hours.

**ECSE Student Schedule:** 8:30am - 10:30am for AM session and 12:00pm - 2:00pm for PM session.

**Head Start Staff Schedules:** 8:00 - 3:00pm for part-day teachers, 7:30 - 3:30pm for full day teachers and 8:00 - 3:00pm for assistant teachers.

**Head Start Student Schedule:** 8:00am - 2:00pm for full day session, 8:30am - 11:30am for part-day session and 8:30am - 2:00pm for extended day session.

**Preschool for All Certified Staff Schedule:** 8:00 - 3:15 (certified staff will have lunch and prep time totaling at least 1 hour and 10 minutes, which follows the contract: 8:00 - 8:30; 40 minutes throughout the day during AM/PM session times. Times may vary: more details TBD.

**Preschool for All Non-Certified Staff Schedules:** All non-certified staff will follow his/her typical daily start and end time. Adjustments may need to be made for those who must work with students during the student attendance hours.

**Preschool for All Student Schedule:** 8:30am - 10:30am for AM session and 12:00pm - 2:00pm for PM session.
Elementary Schedules

**Elementary Certified Staff Schedule:** 8:00 - 3:15 (certified staff will have lunch and prep time totally at least 1 hour and 10 minutes, which follows the contract: 8:00 - 8:30; 40 minutes throughout the day during SEL and lunch sessions for students) Times may vary: more details TBD.

**Elementary Non-certified Staff Schedule:** All non-certified staff will follow his/her typical daily start and end time. Adjustments may need to be made for those who must work with students during the student attendance hours.

**Elementary Student Schedule:** 8:30 - 2:10 (ELA and Math will be conducted every day of in-person learning)

- Day 1: ELA, math, SEL, interventions or assessments, and science (add in time for lunch) EL and SPED services would be provided and each building would identify the schedule.
- Day 2: ELA, math, SEL, interventions or assessments, and social studies (add in time for lunch) EL and SPED services would be provided and each building would identify the schedule.
- PE and music would be conducted in a full remote learning fashion. Schedule and details TBD.

Each building would arrange the specific layout of the daily schedule.

- Staff: From 2:10 to the end of contractual day, the following may occur: cleaning, prep time, staff meetings, PLCs, etc.

Google Classrooms for remote days would be independent work so teachers are not double planning.

Wednesday Remote Learning days will include office hours, and a rotation of PLCs, staff meetings, professional development, planning, etc.
Jr. High and High School Schedules

**Jr. High and High School Certified Staff Schedule:** 8:00 - 3:30 (certified staff will have a 30 minute lunch and 1 full period for prep time, which follows the contract) Schedules will be determined by the school administration.

**Jr. High and High School Non-certified Staff Schedule:** All non-certified staff will follow his/her typical daily start and end time. Adjustments may need to be made for those who must work with students during the student attendance hours.

**Jr. High and High School Student Schedule:** 8:30 - 2:30

- Day 1: 4 periods per day (For example: 1, 2, 3, and 4) -- adding in lunch in the classrooms -- which may extend one period
- Day 2: 4 periods per day (For example: 5, 6, 7, and 8) -- adding in lunch in the classrooms -- which may extend one period

Advisory time could be for class meeting, SEL time, etc.

PE and music will need to have class sizes and space worked out.

Staff: From 2:10 to the end of contractual day, the following may occur: cleaning, prep time, staff meetings, PLCs, etc.

Google Classrooms for remote days would be independent work so teachers are not double planning.

Wednesday Remote Learning days will include office hours, and a rotation of PLCs, staff meetings, professional development, etc.

SEL will be implemented during Advisory times and assisted by counselors, behavior interventionists, social workers, school psychologists, or other identified staff.

Special Education and EL services would be required as well. These minutes will most likely need to be split between in-person and remote learning.
Other Details

Google Classrooms (Prek-12) will provide 5 days worth of independent learning (i.e. Wednesday to Tuesday).

- PreK and Kindergarten will have the option to begin with Choice Boards for Remote Learning, rather than Google Classroom. This must be a district-wide, consistent decision. This is an option to allow time for these younger students to learn how to use Google Classroom.

A specific process for turning work in and receiving materials will need to be established by each building. We won’t have the ability to provide two of everything to each student. Students will need to bring materials back and forth from school to home and vice versa.

Choice Boards and Google Classroom activities and lessons are to follow these procedures:

- Staff will provide at least one synchronous (live) lesson during the all-district Remote Learning day on Wednesdays. Staff are welcome to conduct more than one synchronous (live) lesson. Staff are welcome to record the lesson and post it on Google Classroom. (Make sure to follow all student media releases.) Teachers must also host 2 hours of office hours on Wednesdays so students have the opportunity to seek clarification, ask questions, get additional help, etc. (See details in the Live Lesson section below.)
- Be activities students can participate in as independently as possible.
- When students come for in-person learning, teachers will use this time to provide foundational curriculum instruction and assessments that will assist students to be able to do independent work on remote learning days. (Support services teachers will pre teach or reteach specific skills, provide interventions, etc. so students are better equipped to complete assignments during remote learning days.)

Child Care

RIMSD is working with community partners on childcare opportunities.

RIMSD is not an approved childcare provider.

Families will need to secure childcare needs when students are not involved with in-person instruction.

Class Meetings

It is recommended that teachers provide a class meeting once a week to assist in preparing students for any directions or technology assistance needed for remote learning, independent work.
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 -- 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 the identified A/B schedule and local program requirements when on-the-job training. (i.e. nursing and welding)
- 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.
- Students involved in the special education job coaching program will work with the teacher(s) to identify specifics around organization or company work criteria.
- 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:
  - Only two students and one instructor per vehicle
  - Face coverings must be worn
  - Eating and drinking are prohibited in the vehicle
  - Windows must be open whenever possible
  - Do not make any unnecessary stops during the training
  - Complete hand hygiene with soap & water or hand sanitizer, before and after driving
  - Clean and disinfect the steering wheel, door handles, seat belt fastener, controls/dials, keys, etc. in between each behind-the-wheel session
  - Conduct regular routine cleaning and disinfecting of the seats

Music-Related Courses

- Music related education will follow the most current IDPH/ISBE guidelines for student and staff safety measures. During phase 3 and 4, this may include utilizing outdoor spaces, keeping 6-foot distance, and limiting the number of students participating in these classes. It may be that music teachers move to classrooms, rather than have students move to music rooms. (When not teaching remotely.)
- When music is provided for in-person learning, individual buildings will design the specifics on how this will work. It is strongly recommended to limit outdoor music classes, as various weather conditions may cause issues and damage to instruments, sheet music, etc. If teachers travel to other classrooms, accommodations need to be made for the transportation of equipment needs.
- Teachers may have to alter the amount and type of equipment used for ease of classroom transitioning.
- For 6th grade band and orchestra: recruitment was not able to occur in the spring. Principals will need to work with the 6th grade band and orchestra teachers on ways to recruit current 6th graders. (Band and orchestra will most likely not occur at the 6th grade level during quarter 1 of the 2020-2021 school year.)
- Jr. High and High school ideas: split up choir, band, and orchestra students (½ in the band or orchestra room and ½ in the auditorium or cafeteria); work with administrators to schedule students (i.e. All woodwinds on schedule A.) This may not be possible but attempts should be made to accommodate, if possible.
Each teacher will need to have his/her own Google Classroom. Specifics at each level will be determined. (i.e. K-6: grade level vs. individual classroom)

Physical Education, Gymnasiums, Pools, and Locker Rooms

- Physical activity can support students’ overall health and help reduce stress and anxiety. Whenever feasible and weather permitting, schools should select outdoor PE activities that allow physical distancing. If physical education must be taught inside, consider using separate partitions in open spaces, utilizing markings on the gymnasium floor/wall/field to maintain distance between participants. Hand shaking, high fives, or other physical contact is prohibited. It is recommended that PE teachers use a megaphone or microphone to maximize physical distancing.

  The use of shared equipment is not recommended. Any shared equipment must be cleaned between each use and disinfected at the end of each class. Fitness centers with equipment such as treadmills, elliptical, stationary bicycles, weights, etc., must be cleaned and sanitized before and after each class. Focus on frequently touched surfaces such as keypads, hand weights, handles, etc. Students and staff must wash their hands or use hand sanitizer at the start and end of each class period or when hands are visibly dirty. Students must perform hand hygiene after the use of each piece of equipment. Schools must consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing. It may be that PE teachers move to classrooms, rather than have students move to the gym or other PE space.

  Pools will not be used during remote or blended learning days.

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. This may not occur 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.

Library and Student Online Book Check Out

During Blended 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 in-person or 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.)

(Document found in Appendix A)
Live Lessons (Synchronous)

At least 1 live lesson needs to be provided to students on the Wednesday Remote Learning Day. Teachers may choose to record this and post it to the Google Classroom(s). (This is the day ALL students are involved in Remote Learning -- no in-person instruction.)

- The media release section of our registration paperwork has been adjusted to meet policy specifics around Live Lessons (synchronous) and recordings. When parents approve the media release, they are approving student involvement in Live Lessons (synchronous) or recordings.

Teachers may choose to conduct more than 1 live or recorded lesson.

- If you choose to do more than 1 live or recorded lesson, you may link the additional lessons at any time that week.
- Make sure all students are made aware of the time for the live lesson; and made aware of any new recordings, if a teacher has chosen to record.

On each Wednesday, district-wide Remote Learning Day, the ability for staff to come into classrooms will be determined by the building principal working with the Supervisor of Operations.

- 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 Operations Manager and the building custodian on specifics.

Staff will be allowed to conduct live and recorded lessons at home on district-wide Remote Learning Days (Wednesdays).
Material Needs for Blended Learning
Whenever possible, students and staff will be given the materials needed to conduct and participate in Blended Learning

When Blended 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 Operations Manager 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 it is decided that PreK and Kindergarten will begin with Choice Boards, additional material kits may need to be provided at each building for parent pick up.

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 Blended Learning days, BUILDING PLCs will meet on specifically identified Wednesdays (district-wide Remote Learning Day). Details yet to come.

During Blended Learning days, it is recommended DISTRICT-WIDE PLCs meet on a specific Wednesday each month (district-wide Remote Learning Day). Details yet to come.

- 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 (PD)

Virtual PD will continue to be offered. Staff resources based on Remote Learning feedback are available on RIMnet and found in Appendix I and on RIMnet (Google classroom, online systems, race and equity, LGBTQ, etc.)

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

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

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

Miscellaneous pay is provided for summer professional development offered at a RIMSD location. We do not provide miscellaneous pay if staff attend professional development offered by an entity outside of RIMSD.
Roles and Responsibilities

Job description responsibilities will continue to be expected. Clarification of expectations during Remote and Blended Remote Plan are listed below.

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Teachers</th>
<th>Paraprofessionals</th>
<th>Behavior Interventionists</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use of Google Classroom (PreK-12); Choice Board monitoring (PreK or K optional)</td>
<td>• Be present in building classrooms on in-person learning days</td>
<td>• Participate in PD, staff meetings, etc. during district-wide Remote Learning Wednesdays</td>
<td>• Analyze data and provide to teachers and administrators</td>
</tr>
<tr>
<td>○ Administrator announcements</td>
<td>• Google Classroom (PreK-12; all will have an individual Google Classroom, including EL and SpEd (functional, instructional, and resource)</td>
<td>• Work with small groups of students on Google Meets or in-person</td>
<td>• Work with small groups on Google Meets or during in-person days</td>
</tr>
<tr>
<td>○ Check on teacher lessons</td>
<td>• Choice Boards for PreK and K - optional</td>
<td>• Contact parents/guardians of students not attending or engaging</td>
<td>• Conduct SEL (i.e., PBIS or NewsELA) lessons (in-person or recorded)</td>
</tr>
<tr>
<td>• Monitor staff attendance</td>
<td>• Provide lessons on a weekly basis</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>
</tr>
<tr>
<td>• Work with secretary to monitor student attendance</td>
<td>• Provide at least 1 live lesson during the remote learning day</td>
<td>• Collaborate with assigned teacher(s)</td>
<td>• Office hours each Wednesday</td>
</tr>
<tr>
<td>• Check in with staff and families</td>
<td>• Provide student feedback at least weekly</td>
<td></td>
<td>• Participate in PLCs, PD, planning time, staff meetings on specifically identified Wednesdays</td>
</tr>
<tr>
<td>• Assign and check in on duties for paraprofessionals</td>
<td>• Parent contacts as appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide professional development, staff meetings, time for PLCs (school and district), and allow planning time on every Wednesday (district-wide Remote Learning Day)</td>
<td>• Office hours each Wednesday for students to ask for assistance (2 hours within the contractual time, that does not conflict with staff meetings, PLCs, etc.)</td>
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<td></td>
</tr>
<tr>
<td>• Analyze data, participate in PD, administrator PLCs, etc.</td>
<td>• Participate in PLCs, PD, planning time (will follow the contractual time), staff meetings on specifically identified Wednesdays</td>
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<table>
<thead>
<tr>
<th>Librarian and Librarian Paraprofessionals</th>
<th>Building Supervisors</th>
<th>Speech Language Pathologists</th>
<th>Counselors/ Social Workers/ School Psychologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Categorize and organize libraries</td>
<td>• Participate in PD, staff meetings, etc.</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 of during in-person learning days</td>
<td>• Participate in IEP meetings</td>
<td>• Work 1:1 with students</td>
</tr>
<tr>
<td>• Pull resources for teachers 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>
<td>• Office hours each Wednesday from 1:45 - 3:15</td>
<td>• Conduct testing, as needed</td>
</tr>
<tr>
<td>• Pull books for online requests</td>
<td>• Collaborate with assigned teacher(s)</td>
<td>• Participate in PLCs, PD, planning time, staff meetings each Wednesday (district-wide remote learning day) from 8:00 - 1:45 (with time set aside for lunch)</td>
<td>• Office hours each Wednesday from 1:45 - 3:15</td>
</tr>
<tr>
<td>• Conduct library book pick up at each school</td>
<td></td>
<td></td>
<td>• Participate in PLCs, PD, planning time, staff meetings each Wednesday (district-wide remote learning day) from 8:00 - 1:45 (with time set aside for lunch)</td>
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<tr>
<td>• Work with small groups of students on Google Meets or in-person</td>
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</table>

See the specific differences between the Librarian and Library Para duties in the appendix document.

<table>
<thead>
<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>• Attend PD or staff meetings, as directed</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>

• Provide training/Professional Development in proper prevention, care, cleaning, and screening based on CDC and the IDPH recommendations,
<table>
<thead>
<tr>
<th>District Administrators</th>
<th>District Secretaries</th>
<th>LOFL Staff</th>
<th>Non-affiliated Employees</th>
</tr>
</thead>
</table>
| • Conduct typical duties, either in-person or remote  
  • Attend PD or meetings, as directed | • Complete typical duties, either in-person or remote  
  • Attend PD or meetings, as directed | • Contact parents/guardians of students not attending or engaging  
  • Assist in putting together packets for student intervention pick up  
  • Attend PD or meetings, as directed  
  • Work with community agencies to offer out of school programming whenever feasible  
  • Explore virtual learning opportunities for out of school time | • Conduct typical duties, either in-person or remote  
  • Attend PD or meetings, as directed |

<table>
<thead>
<tr>
<th>T&amp;L Specialist and PPS Liaison</th>
<th>Custodians</th>
<th>Food Services</th>
</tr>
</thead>
</table>
| • Conduct typical duties, either in-person or remote  
  • Attend PD, PLCs, or meetings, as directed | • Conduct typical duties, either in-person or remote  
  • Attend PD or meetings, as directed | • Conduct typical duties in-person  
  • Work meal site prep and pick up  
  • Attend PD or meetings, as directed  
  • Restructure food distribution- to the classrooms |

**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 Blended Learning days, each Principal (or designated administrator) will host a full staff _{(one time per week? On the 2nd and 4th Wednesday of each month?) (other?)}._

Student Attendance

For students on a **Remote Learning Day**: One question each day PreK-12 (i.e. What is your name? Are you doing online learning today?)

- **PreK and K**: If Choice Boards are used at the start of the school year, a consistent plan for student attendance will need to be developed.
- Example video of how to set this up in Google Classroom is found in RIMnet. The link for RIMnet is found in Appendix K.
  - 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

For students on an in-person learning day: take attendance utilizing the K12 system, as you would do during a typical school day

Perfect Attendance Awards are to be removed at all schools during any Remote or Blended Learning situation.
Student Discipline and Behavior

Staff are to follow the student Code of Conduct for all learning environments.

- If a student needs to take breaks, needs a safe seat, etc., follow building behavior specifics.
- Classroom managed behaviors vs. Office managed behaviors: work with your administration on how these are handled.
- It is feasible to accomplish these student needs within the ISBE and IDPH safety guidelines.

Student Feedback

This is to be given at least weekly (preferably more often) and always before a grade is assigned.

Students Transitioning (To occur within one month of the school start date. This can be virtual, or in-person -- following all ISBE and IDPH guidelines.)

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.
Support Services

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 summer and will be ready for the 2020 – 2021 school year.
  - As of July 2020, RIMSD plans to bring back students who have Individualized Education Programs (IEPs), 504 Plans, and/or English Learner programs on a Blended Learning plan schedule. Regardless of the grade level, these students will be in-person two days a week and participate in remote learning three days a week.
  - Health concerns for medically high-risk students may revert to remote learning plans.
  - Consider holding an reintegration meeting with school staff, parents/guardians/caregivers, and students to address any specific health concerns or learning needs or gaps identified during remote learning. This meeting will help teams develop the necessary IEP amendments for in-person instruction.
  - 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 ALL special education (functional, instructional, or resource) programs will have his/her own Google Classroom. (Resource teachers will also work with general education teachers on accommodations.)
  - PreK teachers for EL or special education will work with the Director of Early Childhood on Choice Board specifics.
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.
- A method for assessing all new EL students will need to be identified at each building.
- 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.
- During in-person instruction, it is recommended EL teachers spend time reviewing core curriculum, working on study skills, interventions, formative assessments, etc.
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 will be available for and provided to all students in RIMSD who request a device.

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) are 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
Appendix A
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
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
Appendix B
Building Reopening Plan

- Thoroughly ventilate, clean and then disinfect all buildings, desks, equipment and other surfaces prior to students returning, using CDC, IDPH and OSHA guidelines.

- Clean and disinfect all work areas, counters, restrooms, doorknobs, and stair railings several times daily.
- Create a plan to increase frequency during flu season and if there are increased incidents of COVID-19 exposure in the area or in the school community.

- Inventory buildings to improve prevention measures.
- Ensure there are enough accessible sinks and hand-sanitizing stations to accommodate frequent handwashing by entire classes.
- Determine if the LEA has the appropriate number and type (no-touch) of trash receptacles and that they are placed appropriately to minimize exposure.
- Install protective devices for employees with repeated exposure to the public such as clear plastic barriers in school building offices.
- Isolated room for students who are ill waiting to be picked up (Authorized Room).
- Employee Self Checks before entering building daily
- Meals provided to classroom
- 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. The District will provide face-shields for all Speech Pathologists and English Learner employees.
  - Hand sanitation provided in each room
- 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.
- Students will have temperature checks, with touchless thermometers, before entering building daily
- Students are required to wear masks
- Install bottle filling stations in place of 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.

- Will be provided ample time throughout the daily schedule for hand washing.
- Training and Professional Development in safety procedures will be provided to each employee.
FACE COVERINGS

1. Are all individuals in a school building required to wear a face covering at all times? 
   (Updated 6/25/2020) Yes. As required by IDPH, except while eating and during band, face 
   coverings must be worn at all times in school buildings, even when social distance is 
   maintained. All individuals in a school building must wear a face covering unless they have 
   a medical contraindication, are under 2 years of age, have trouble breathing, or are 
   unconscious, incapacitated, or unable to remove the face covering without assistance.

2. Are face coverings required when individuals are outside? (Updated 6/25/2020) Face 
   coverings are not required outside if social distance is maintained (if individuals remain 6 feet 
   apart from each other).

3. Can face shields be used in lieu of face coverings (e.g. masks)? (Updated 6/30/2020) 
   Generally, no. Face shields are not effective protection against coronavirus and should only 
   be used in situations when other methods of protection are not available. IDPH also 
   appreciates that there may be a small minority of individuals who have a medical 
   contraindication to using face coverings. If face shields can be tolerated, face shields might 
   be utilized in these situations, understanding their limitations and the heightened need for 
   strict adherence to social distancing. ISBE recommends that schools review information 
   such as a physician’s note documenting the medical contraindication for any individual who 
   is not able to wear a face covering.

4. Can staff use face shields for instruction? (Updated 6/30/2020) 
   In cases where individuals need facial visualization for instruction and communication, IDPH 
   recommends video instruction to promote social distancing. If video instruction is not 
   available or appropriate, face shields may be used with the understanding that they have 
   not been deemed effective for source control. As such, heightened attention and 
   adherence to 6-foot social distancing is critical for individuals using face shields. Examples of 
   limited situations when face shields may be necessary, if video instruction is not possible, 
   include for teachers of English Learners or world languages, whose students 
   may need to see their mouths form words to facilitate language acquisition.

5. How should schools and districts verify a student meets an exception to the face 
   covering requirement? (Updated 6/25/2020) It is recommended that schools require 
   physicians notes for students and staff who are not able to wear a face covering.
6. How should schools and districts handle individuals who refuse to wear face coverings? (Updated 6/29/2020) It is recommended that schools and districts examine and communicate which policies apply to the requirement of wearing a face covering while in school buildings and handle violations in the same manner as other similar policy violations.

7. Will face coverings be provided by the State of Illinois to schools? (Updated 6/25/2020) The Emergency Management Agency is providing 2.5 million cloth masks to Illinois public schools with the goal of ensuring all public school students and staff receive a mask. If you are a K-12 public education entity (public school district, state-authorized charter school, special education cooperative, lab school, vocational center, or regional office operating an alternative program) and have not yet completed the survey to assist IEMA with mask delivery, please do so here.

8. Can dividers be placed around student and staff desks in lieu of face coverings? (Updated 6/25/2020) No. Schools and districts may opt to utilize dividers around desks, especially for those individuals who have a face covering exemption; however, the dividers may not be used in lieu of face coverings for students without an exemption.

SOCIAL DISTANCING

9. Are all individuals in a school building required to maintain social distance (remain 6 feet apart) at all times? (Updated 6/25/2020) Social distance must be observed as much as possible. Desks do not need to be spaced 6 feet apart; however, it is recommended that excess furniture be removed from classrooms to allow for as much space as possible in between desks.

10. Is social distance required to be maintained on school buses? (Updated 6/25/2020) No. No more than 50 individuals may be on a bus at one time. All individuals on a bus must wear a face covering, unless they meet a face covering exception. Allow as much space as possible between each individual on a bus. It is recommended that students from the same household sit together on a bus.

11. How should schools handle passing periods and allowing students to move from class-to-class? (Updated 6/25/2020) Consider the following hallway procedures to adhere to social distancing requirements and IDPH limitations on gathering sizes, when possible:
   • Limit the number of persons within hallways at any given time to the greatest extent possible.
   • Limit required movement of students between classes. Consider having teachers and staff rotate through classes rather than requiring movement/mixing of student groups.
   • Provide hallway supervision using hall and bathroom monitors to ensure a limited number of persons enter bathrooms at one time.
   • Use marking to designate one-way paths in hallways and designate certain staircases one-way only, as possible.
   • Place floor markings to delineate 6-foot distance between students in locations where they line up.
   • Remove furniture or other items that may encourage congregating in certain areas.
- Limit number of riders in elevators to one or two students with an additional adult (when student needs continuous support or supervision).
- Suspend the use of lockers, if possible. Sharing lockers should be prohibited. If lockers must be used, consider staggering locker assignments and creating schedules to stagger locker access to allow for 6-foot distancing between students. For example, students could be assigned to every other or every third locker depending on their width.

CAPACITY LIMITS

12. What does ‘one space’ mean? (Updated 6/25/2020)
Examples of one space may include one school bus, one classroom, or areas of a hallway. Capacity restrictions do not apply to an entire school building.

13. What does ‘one space’ mean when outside? (Updated 6/25/2020)
Each group of 50 or fewer individuals must remain 30 feet apart. If individuals are 6 feet apart at all times, face coverings do not need to be worn.

SYMPTOM SCREENINGS/TEMPERATURE CHECKS

14. How should symptom screenings be administered? (Updated 6/25/2020)
Schools and districts must conduct temperature and symptom screenings or require self-certification and verification for all staff, students, and visitors entering school buildings. Schools not requiring self-certification should check for a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius and currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea. Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or one known symptom may not enter buildings. Individuals who exhibit symptoms should be sent home and referred to a medical provider for evaluation and treatment and be given information about when they can return to school.

15. Can schools and districts utilize self-certification to verify that individuals in a school building are symptom free? (Updated 6/25/2020)
Yes. Schools and districts can require individuals to self-certify that they are fever- and symptom free before entering a school building, in lieu of conducting symptom and temperature checks at the school building. Self-certification could consist of a simple electronic form that an individual must complete on each day that they will enter a school building. A self-certification may not be completed at the beginning of the year for the entire year.

16. Who can perform symptom screenings? (Updated 6/25/2020)
Any staff member may perform in-person temperature checks and symptom screenings. It is not required that a certified school nurse perform these checks and screenings. If schools have established a self-certification process, parents, guardians, or other individuals can perform the temperature and symptom checks.
SELF-QUARANTINE

17. When must an individual self-quarantine? (Updated 6/25/2020)
Individuals who have tested positive for COVID-19 or who are suspected of having COVID-19 infection should seek medical attention, self-isolate, and follow CDC guidelines for discontinuation of isolation. Individuals who have had close contact with an individual who has tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days. Individuals who did not have close contact can return to school immediately after disinfection.

18. What is considered “close contact”? (Updated 6/25/2020)
Close contact means the individual was within 6 feet of the individual who tested positive for COVID-19 or is suspected of having COVID-19 infection for more than 15 minutes.

19. What is the procedure if a student were to show symptoms mid-day? (Updated 6/25/2020)
Schools should provide a supervised quarantine space for students/staff who are experiencing COVID-19-like symptoms and may be awaiting evaluation and/or pickup. Students must never be left alone and must be supervised at all times while maintaining necessary precautions within the quarantine space. Judgment of nursing professionals or the administrator/designee (in the absence of a nurse) must determine who is placed in the quarantine space and the level of supervision (e.g., supervised by nurse or unlicensed personnel) required for persons within the quarantine space.

REMOTE LEARNING

20. Can parents opt-in to full remote instruction for students? (Updated 6/29/2020)
This is a local decision. It is recommended that districts include a process on this in their Remote and Blended Remote Learning Plan. Schools and districts should also consider planning for remote instruction for students who are medically fragile, at a higher risk of severe illness, or who live with individuals at higher risk of severe illness. Students receiving remote instruction count for attendance.

21. Is a school required to transition to remote instruction if an individual who was in the building tests positive for COVID-19? (Updated 6/25/2020)
No. Only those individuals with close contact with someone who tested positive or who is suspected of having COVID-19 are required to self-quarantine for 14 days. The school should provide remote instruction to students who are self-quarantining, if they are well enough to engage in learning. Teachers and staff who are self-quarantining may continue to work remotely if they are well enough to do so.

NOTE: Requirements are subject to change pursuant to updated public health guidance and changing public health conditions.
Appendix D

Sample Message to Parents: Blended Learning/Return to School

(Use this message to inform parents of re-opening school specifics and blended learning.)

Dear Parents,

RIMSD #41 will re-open schools on [date] for in-person instruction. During this time, a blended (combination of remote and in-person) learning model will be used.

During in-person instruction days, RIMSD #41 will be adhering to the guidelines from the Illinois Department of Public Health and the Illinois State Board of Education.

The goal is to restore in-person learning to the greatest extent possible while adhering to public health requirements. As staff and students return to the classroom, important safety protocols will be in place to limit exposure and transmission of COVID-19. Among them:

- Protective acrylic barriers in designated areas
- 6’ social distancing will be practiced to the fullest level possible
- Symptom screenings before entering school building
- Staff and student face coverings required when social distancing cannot be maintained with consideration for exceptions, if necessary, for the health and wellness of certain students or staff
- Regular hand washing
- Enhanced cleaning and decontamination of buildings
- Addition of hand sanitizing stations

If a virus outbreak requires the closure of the district, individual schools, or affects specific groups of students, we will be ready to serve students with remote/e-learning as outlined in the RIMSD plan (LINK HERE).

We are looking forward to seeing your children again! In the near future, you will be hearing from your child’s school with more information about grading and building specific practices. The school district will also be hosting a Virtual Community Q & A event on [DATE] in which parents will be given an opportunity to ask questions.

If your child has any physical or mental health needs due to the stress of the pandemic, please let your child’s school counselor know as soon as possible. Because the virus can still be spread person-to-person, please keep children who are sick at home.
Appendix E

Sample Message to Parents and Staff: Need to Close School Because of a Diagnosis

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

Dear Parents/Guardians/Staff:

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

At this time, local public health officials tell RIMSD #41 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 and be prepared to implement the RIMSD #41 Remote/E-learning plan (LINK HERE).

Based on the circumstances, schools may be closed for days or weeks. In the event that the building may be closed for days or weeks, we will be able to pick up with remote/e-learning lessons and activities so as to not miss a day of instruction.
Appendix F
Social and Emotional Learning

- School Wellness - Social and Emotional Learning
- School Wellness - Bullying Prevention
- Collaborative for Academic, Social, and Emotional Learning - CASEL
- PBIS
- PBIS World
- Second Step
- American School Counseling Association - ASCA
- National Association for School Psychologists - NASP

Student Services - Access to school counselors and school based mental health supports are readily available as possible and communicated to students and employees.

- List of RIMSD #41 support organizations (PDF)
- Accessing Student Services

Additional Mental Health Resources include:

- IDPH: Call4Calm - A free emotional support text line Text “TALK” to 552020 or “HABLAR” for service in Spanish
- National Suicide Prevention Lifeline - Free and confidential support for individuals in crisis available 24 hours a day 7 days a week 1-800-272-8255 (TALK)
- Crisis Text Line - Free and confidential support for individuals in crisis available 24 hours a day 7 days a week Text “HOME” to 741741
- National Helpline | SAMHSA - Substance Abuse and Mental Health Administration - Free and confidential treatment referral and information service available 24 hours a day 7 days a week 1-800-622-4357 (HELP)
- National Runaway Safeline - This 24-hour 7 day a week National Safeline is for youth at risk of running away or already have and are looking for help, 1-800-786-2929 (RUNAWAY) or Text: 66008
- SASS - Screening, Assessment, and Support Service - contact the Crisis and Referral Entry Service (CARES) line at 1-800-345-9049. The SASS program is administered by the Illinois Department of Healthcare and Family Services
Appendix G

Notes for Blended Learning Instruction Committee

Mary Mendelin

I would advocate for separating the library paraprofessional roles and responsibilities from mine as the Library Media Specialist, and my suggestions are as follows:

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.

Another suggestion I have, not related directly to the library but related to instruction, is that we try to include more specifics about how teachers should address curriculum and standards. My personal opinion is that this would be a perfect time to look at integrating inquiry projects across disciplines to address content, writing, research, and digital literacy.
standards, at least at the high school. If a student could be working on a research project that integrates English, science, and social studies, they might not feel as overloaded with work and they might feel the work is more purposeful. Obviously, this would include digital tools and collaboration. It might also be a nice way for teachers to share the workload and for students to take ownership of their blended learning (or online) experience. The AASL standards and the ISAIL standards guide this sort of work. This is a huge suggestion and a change, but it does worry me that teachers haven’t really had time to think about how to teach their curriculum. We have so many logistical challenges that the actual content and standards are almost an afterthought. Whatever we do, I would advocate for giving teachers some direction and time to figure out how to translate their curriculum into a blended learning format.
Appendix H

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,
Civilics, 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
  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 I
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 J

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 K
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 #5 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 for 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; or |
| 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.
Appendix L
Checklist for Teachers

Schools and Childcare Programs

Checklist for Teachers

Teachers: Get Your School Ready for Coronavirus Disease 2019
You can protect yourself and your students by practicing and promoting healthy habits during the school year. Use this checklist to plan and take action if a COVID-19 outbreak occurs in your community.

PLAN AND PREPARE

☐ Encourage students to stay home if sick.
   » If your student gets sick at school, keep the sick student away from well students until picked up. Encourage your student to stay home if they are sick with any illness.

☐ Clean and disinfect frequently touched surfaces and objects in the classroom.
   » Follow CDC’s guidance for cleaning and disinfecting community facilities, such as schools.

☐ Monitor absenteeism.
   » Let administrators know if you see a large increase in absenteeism.

☐ Talk to your administrators about plans for teaching through digital and distance learning.

IF YOUR SCHOOL IS DISMISSED

☐ Implement a plan to continue educating students through digital and distance learning (if applicable).
☐ Seek guidance from your school administrator to determine when students and staff should return to schools.

Duration of school dismissals will be made on a case-by-case basis based on the most up-to-date information about COVID-19 and the specific situation in your community. Students and staff should be prepared for durations that could last several days. Administrators should work with their local health authorities to determine duration of dismissals.