Summary Overview of "Starting the New School Year - ISBE Guidance Part 3 - Transition Joint Guidance"

[ISBE Guidelines](#)

NOTE This document is intended as a supplement to the ISBE Guidance and the authors take no responsibility for typos, inaccuracies, or omissions.

Overview of the Overview

[Executive Order 2020-40](#), filed on June 4, 2020, allowed schools to reopen for in-person instruction in Phase 3.

>In-person instruction is strongly encouraged in Phase 4;
  ● this does not signify a return to pre-pandemic operations

>Appropriate social distancing, face coverings, enhanced sanitation measures, and other accommodations will be necessary

During Phase 4, IDPH guidelines will:

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

> All public and nonpublic schools in Illinois serving prekindergarten through 12th grade students must follow these guidelines.

> Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.

>Schools and districts can now utilize "**Remote**" and "**Blended Remote Learning Days**"

>Schools and districts are encouraged to provide completely in-person instruction for all students in Phase 4, provided that the school is able to comply with capacity limits and implement social distancing measures.

Categories of Guidance

Planning		
Topic	**Impact on Organization**	**Tasks/Things to Do - Who is Responsible - Date Due**

Transition Planning Team	Planning Teams include key stakeholders and staff including:
	● Administrators
	● Educators
	● School Support Personnel
	    ○ Nurses
	    ○ Counselors
	    ○ Social Workers
	    ○ Psychologists, and
	    ○ Speech-Language Pathologists
	● Paraprofessionals
	● Non-licensed staff
	● Students
	● Families
		● Create a diverse Transition Planning Team

Transition Team Work	- Review feedback on last spring - Consider SEL needs of all when returning - Use an equity lens - are all students and groups of students being supported in each style of learning - Review The [National Institute for Excellence in Teaching Planning Guide](#) - Review Appendix B of [Guidance Document](#)	- Develop, administer, and analyze survey - Develop and SEL plan for return and after (small team of experts) - Set standards or philosophy of equity for approach in transition team work - Consult with Health Department on Plan
Adopt a **Remote** and **Blended Remote Learning Day** Plan approved by the district superintendent." (may be met through e-learning program) that addresses	- Accessibility of the remote instruction to all students - Illinois Learning Standards - Ways for students to access teachers and communication protocols - Needs of students with IEPs, 504s, EL, Homeless, or other vulnerable students - Attendance and participation process - All statutory curricular mandates and offerings (i.e. Constitution Test) must be met - Grading expectations - Ensure that at least 5 clock hours of a combination of instruction and school work for each student participating in Remote or Blended Remote Learning Days - Process to determine learning loss from last year and strategies to close those gaps - Consider intake survey (Appendix C) - Child care needs for families - Signage (symptoms, handwashing, face coverings, etc.) - Consider School/community partnerships - Plan to transition back to in-person learning	- Transition team recommends plans - Superintendent approved the plan - Superintendent should consider Board involvement - Post plan on District website - Provide plan to students and faculty - Work with community organizations on child care options for staff and community - Order signage and post (balance welcoming and supportive messages with health protocols) - Consider modifying intake survey (Appendix C) - Part of registration process? - If survey is given - determine process for analyzing the data and distributing appropriately

Bargaining Units	The law explicitly states that "This Section does not add any new bargaining rights and does not remove any established bargaining rights."	● Consult with District Attorney what parts of the plan may need to be bargained before final approval of plan

Communication with Families

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Develop a Communication Plan	● Safety Protocols and how to reinforce at home ● Process for families to ask questions ● Signage ● Ongoing messaging to families	● Develop & distribute safety protocols communication and checklist ● Create a form to submit questions and build an FAQ ● Translate information into key native languages ● Develop a process for families to keep contact information updated

Blended Remote Learning Days

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due

Develop a blended learning schedule	● Accommodate small groups of students in blocks of time
	  ○ adhere to capacity requirements
	  ○ adequate social distancing
	● Consider schedules in preparation for the transition back to in-person instruction,
		● Review Sample Schedules in Appendix D & E
		● Determine Appropriate Schedules
		● Provide professional learning on teaching effectively via video
		● Provide students and families expectations

	blended remote instruction, or both
	● Determine if teachers can rotate instead of students
	● Consider "High Priority" students (see below) when building the schedule
	● Prioritize in-person instruction for subjects that students are less able to engage in independently from home, such as classes that require a lab or hands-on component
	● Leverage video streaming of class lessons consider both synchronous and asynchronous where appropriate
	● Attendance protocols
	  ○ Discontinue practices or rewards that 18 encourage perfect attendance
	  ○ Discontinue practices that encourage students to attend when sick
		of participation and behavior during remote learning
		● Develop process for taking attendance for in-person and remote classes
		● Review state laws mandating the reporting of child abuse and neglect with all staff
		●

High Priority Return to School Students	● Students who have Individualized Education Programs (IEPs) - Consider appropriate in-person instruction ● Students who have 504 Plans - consider individualized transition plans ● Students who receive English language supports - consider individualized transition plans ● Prioritizing in-person instruction for students under the age of 13 - especially those who may not have adequate child care or supports ● Those who have had greater difficulty learning remotely ● Consider holding a reintegration meeting with school staff, parents/guardians/caregivers, and students to address any specific health concerns or learning needs or gaps identified during remote learning ●	● Determine how "High Priority" students fit into proposed schedules ● IEP teams need to evaluate compensatory services when students return

Identify Students with Higher Risks when Exposed to Coronavirus (more vulnerable students)	Considerations should include: ● Whether the student's medical condition is conducive to in-person attendance or if needs would best be met remotely. ● The student's behavior and capacities to follow health protocols ● Number of students per classroom and ability to maintain 6-foot distance ● Nurses to meet with individual teachers and staff members to review health concerns for medically high-risk students	● Review the Centers for Disease Control and Prevention's list of those who are at higher risk of severe illness if they are exposed to the coronavirus ● If possible - obtain Consent to Consult with individual student health care providers, if applicable, and IEP teams to determine the best modality to meet students' needs on an individualized basis ● Review IEPs, 504 Plans, asthma action plans, or Individualized Health Plans to determine if these plans will need to be amended or modified. ●
Students that may need a more flexible schedule	● Vulnerable students (see above) ● Students that have employment to support families	● Determine options of flexible schedules or learning opportunities for students that cannot return to school

Staff Attendance		
Topic	**Impact on Organization**	**Tasks/Things to Do - Who is Responsible - Date Due**
Support staff attendance	● Provide sufficient planning and collaboration time and supports ● Communicate frequently ● Engage staff in planning processes and decision-making ● Leverage Co-Teaching models	● Hire additional subs ● Provide professional learning ● Consider child care options for staff

Calendar Considerations

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Evaluate Calendars	- Start earlier with longer winter break? - Four teacher institute days at the start of the school year - Five Remote and Blended REmote Learning Planning Days - School Improvement Days - Balances (Year-Round) Schedule? - Longer School Year?	- Discuss calendar considerations with calendar committee - Consider impact of calendar changes on families - Consider contractual implications of calendar changes

Instructional Recommendations

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Back-to-School Events	Encouraged to be virtual or small groups	Modify events and communicate changes
Vertical Grade Level Articulation	- Consider communication across vertical teams regarding student progress or gaps from last year - Consider activities that allow for closure from last year	
Assessing Students' Skill Levels	Consider the following questions: - Which standards were missed or partially covered? - What are the aligned standards at the current grade level? - What are the skills required to master the	- Teachers develop quick checks to inform vertical articulation - Teachers modify the anticipated - curriculum and inform instruction to support students based on data and student feedback

	missed or partially covered standards? ● Will the standard stand alone in instruction or can it be layered in the current grade-level standard? ● What is the timeline in which the standard will be covered?	●
Addressing Learning Loss	● Students will vary greatly in academic knowledge from the prior year ● Create and implement supports to differentiate instruction appropriately ● Develop plans to bring students up to grade level ● Provide time for students to address incompletes from last year ● Consider tutoring, extended school days, support personnel, and technology ● At the start prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year. ● Provide and/or expand intervention time within the school day to help fill learning gaps for individual students. .	● Teachers will assess individual student learning and deficits within their classes by administering assessments and working closely with teachers at previous and subsequent grade levels to determine the standards that may need review
Instructional Best Practices for Maintaining Social Distancing	● Consider revising activities that combine classes or grade levels or require travel to other buildings. ● Consider synchronously broadcasting in-class instruction to multiple rooms to allow students to spread out. ● Teachers rotate instead of the students. ● Consider moving class activities outdoors if weather and safety considerations permit. ● Students don't share object - or they are sanitized between use ● Consider using face shields or signs with different facial expressions or colors to help convey emotion, social norms, and feelings.	● Provide examples to teachers ● Provide expectations to teachers for planning for social distancing into planning

	● Consider integrated or thematic instruction	
Social Distancing in Early Childhood Education	● Students should remain in small groups with the same students and remain 6 feet apart as much as possible. ● Having instruction outside may help with social distancing requirements. ● Arrange developmentally appropriate activities for smaller group activities ● Teachers should implement strategies to model and reinforce social and physical distancing and movement. ● Teach, model, and reinforce healthy hygiene habits and social skills ● Promote positive teacher and student relationships that support student social-emotional well-being and self-esteem	● Review guidelines for suggestions for strategies ● Develop strategies
Special Education Considerations	● Districts remain responsible for ensuring that special education students receive a free appropriate public education ● Blended Remote Learning Plans must address the unique needs of students eligible for special education services ● Adhere to timelines for annual IEP meetings and required evaluations.	● Design and provide training to classroom teachers and paraprofessionals ● IEP teams should meet to determine whether any amendments to students IEPs are necessary to address students' current levels of performance and make individualized determinations regarding placement and where special education students receive services
English Learner Considerations	● In-person instruction should be prioritized for English Learners ● Help students continue their native language learning ● Use face coverings with clear windows or face shields during instruction or pre-recording these demonstrations. ● Apply the Illinois English Language Development Standards and utilize the WIDA Can-Do Descriptors	● Consider English Learner needs when building schedules ● Order appropriate face coverings and/or shields ● Provide language support to help students and families to access the resources used for remote instruction

Grading	● Can return to traditional grading practices ● Ensure that students have all the necessary tools, technology, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner	● Re-evaluate and modify traditional grading policies, as necessary
Professional Learning and Staffing	● Use professional development days to prepare evidence-based instructional methods and materials, to plan to attend to students' social-emotional and mental health needs, and for training on new health and safety protocols. ● Optional summer learning opportunities may be considered for educators to hone their remote learning craft and discuss best instructional strategies for a blended learning environment. ● Provide options for asynchronous and/or synchronous professional learning - leverage virtual opportunities ● Leverage instructional coaches or informal professional learning opportunities Consider professional learning regarding: ● Providing staff training recognizing and affirming the unique socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population within each district. ● Developing student and staff mental health and counseling plans and training on offering social-emotional supports, including bullying prevention. ● Identifying the successes and barriers for students, staff, and the community during remote learning, including enhancements to prepare for a blended learning environment or in preparation for intermittent/rolling school closures.	● Plan for professional learning days and opportunities ● Develop professional learning activities and materials ● Consider building into the school day when creating the schedule

	● Reviewing student progress during remote learning, identifying gaps, and planning for the appropriate continuation of learning transitioning to our "new normal" for the 2020-21 school year. ● Preparing local assessments to determine current skill level	
New Teacher Mentorship Program	● Sponsor new teacher mentorship programs to support new teachers ● Focus on experiences that are reflective in nature	● Develop programming ● Pair mentors
Utilizing Teacher Leaders	● Provide teacher opportunities to to participate in the planning process ● Value teacher autonomy as a part of creating an opportunity culture	● Determine how to appropriately utilize teacher leaders without overwhelming them
Statewide Coaches	● Consider leveraging professional organizations that have coaches and instructional leaders	● Consider developing a network of instructional leaders at the regional and statewide level for virtual office hours in order to support the needs of teachers in a remote learning or blended learning delivery system, depending on the needs of the district or school.
Technology	● Make every effort to provide students and families with the technology devices and internet access necessary to successfully participate in remote learning ● Teach students how to maintain their devices, guidelines for basic device function, internet safety, as well as problem-solving techniques that can be utilized if the student has technology difficulties during remote learning	● Determine technology needs - including internet access ● Create instructions for accessing technology assistance and process to provide support. ● Provide training for students and families on technology tools and resources.

Health and Safety Protocols IDPH Guidance

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Preparing for When a Student or Staff Member Becomes Sick	● Communicate with families and staff that any individual who tests positive for COVID-19 or who shows any signs or symptoms of illness should stay home. ● Families and staff should also report possible cases to the school where the individual attends school or works to initiate contact tracing. ● Collect symptom reports when absences are reported ● 72 hours must elapse from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared. ● Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days. ● Students or staff returning from illness related to COVID-19 should call to check in with the school nurse or building administrator (if a nurse is unavailable) following quarantine.	● Distribute symptom checklist for families and staff to use to determine if they are well enough to attend that day. ● Develop process and location to isolate anyone showing symptoms ● Outline protocols for cleaning areas used by a sick person
Hand Hygiene	● Encourage frequent and proper handwashing ● Ensure availability of supplies, such as soap and paper towels, hand sanitizer, tissues, etc., for all grade levels and in all common areas of the building ● Review protocols in guidance document (page 32)	● Order supplies and distribute ● Post signage
Face Coverings	● Everyone must wear a face covering at all time unless unless they are younger than 2	● Determine if school is ordering face coverings and type (masks, cloth

	- years of age; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the cover without assistance - Face coverings must be worn at all times in school buildings even when social distancing is maintained. - Face coverings do not need - to be worn outside if social distance is maintained - Maintain a supply of disposable face coverings in the event that a staff member, student, or visitor does not have one for use.	- coverings, shields) and quantities for students, staff, and visitors - Update policies to require the wearing a face covering while on school grounds and handle violations in the same manner as other policy violations
Social Distancing	- Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible in all areas - Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc.	- Post visual reminders throughout school buildings and lay down tape or other indicators of safe distances in areas where students congregate or line up - Consider social distancing when building schedules
Symptom Screenings	Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea, may not enter buildings.	Develop process for temperature and symptom screenings upon arrival or self-certification
Personal Protective Equipment	Ensure that appropriate personal protective equipment (PPE) is made available to and used by staff, as needed, based on exposure risk.	- Order PPE - Provide training to staff prior to the start of student attendance on the proper use and disposal of PPE.

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Districts should develop sanitation procedures per recommendations of the CDC, IDPH, and local health departments.	- Clean visibly dirty areas - Clean frequently touched areas - Cloth toys or other cloth material items that cannot be disinfected should not be used - Determine means to sanitize soft surfaces, such as carpeted areas, rugs and curtains - consider posting scheduled cleaning times and maintain appropriate documentation upon the completion of cleaning	- Outline cleaning protocols and schedules - Order appropriate cleaning materials - Order PPE for cleaning

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Classrooms	- Provide assigned seating for students and require students to remain in these seats to the greatest extent possible - Develop a marked path of travel inside the classroom to maintain social distancing from the entry point of the classroom to 36 the student's assigned seat - Rearrange desks so that there is a 6-foot distance in all directions between the desks and face desks in the same direction if possible. - Open windows if possible - Limit who is in classrooms to those required	- Communicate to teachers protocols for social distancing in classrooms - Provide time and supplies to set up classrooms - Communicate with parents of younger students to discourage their children from bringing any toys from home to school - Encourage parents to label student personal items

	- for instruction - Build in time for hygiene - Assign computers and utilize keyboard covers	
Shared Objects	- Restrict or discourage the borrowing or sharing of any items. - Clean and sanitize objects before and after use	Communicate protocols on shared objects and cleaning/sanitizing
Driver's Education Behind-the-Wheel Instruction	Follow protocols: - Allow only two students and one instructor per vehicle. - Face coverings must be worn, unless medically contraindicated. - Prohibit eating and drinking in the vehicle. - Open the windows whenever possible. - Do not make any stops during the training that are not applicable to driver's education to reduce the amount of time in the vehicle. - Complete hand hygiene with soap and water or hand sanitizer, as appropriate, before and after driving and, at the minimum, upon completion. Hand sanitizer should be placed in each vehicle. - Clean and disinfect the steering wheel, door handles, seatbelt fastener, controls/dials that the driver would come in contact with, keys, etc. in between each behind-the-wheel session. - Conduct regular routine cleaning and disinfecting of the seats.	Work with teacher to understand and follow protocols
Music-Related Courses	- Indoor rehearsals are discouraged. Consider moving music and band-related courses outside. - Organize music and band classes into smaller groups. - Use separate partitions in open spaces; utilize markings on classroom floor/wall/practice field	Work with music faculty to develop and implement protocols

	● Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles ● Sanitize hands and instruments before using ● Do not share instruments ● Wear masks whenever possible ● Conductors should face students from more than 10 feet away from the first row of singers/band members. Where possible, conductors are encouraged to wear glasses/goggles or install a plexiglass shield. ● Consider virtual option whenever possible	
Traffic Flow, Hallways, and Lockers	● Face coverings must be worn at all times. ● Adhere to social distancing requirements and IDPH limitations on gathering sizes when possible ● Limit number of persons within hallways at any given time to the greatest extent possible. ● Limit required movement of students between classes. ● Consider having staff rotate through classes rather than requiring movement/mixing of student groups. ● Provide hallway supervision using hall and bathroom monitors to ensure a limited number of persons enter bathrooms at one time. ● Hallways could have marked one-way paths and certain staircases could be designated one-way only, as possible. ● Place floor markings to 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).	● Develop protocols ● Consider passing periods in schedules ● Place signage and markings where appropriate

	● Suspend the use of lockers, if possible.	
Restrooms	● Maintain social distancing in restroom areas ● Add physical barriers, such as plastic flexible screens, between bathroom sinks and urinals. ● Post signs encouraging hand hygiene procedures. ● Ensure supplies are available for hand hygiene.	● Order supplies and materials ● Post signage
Drinking Fountains	● Flush before returning to school ● Promote the use of reusable water bottles ● Develop procedures to maintain social distancing during drinking fountain use by placing floor markers and signage around fountains	● Train students and staff on appropriate use of drinking fountains (page 39) ● Determine procedures for cleaning and sanitizing water fountains to maintain infection control between use
Cafeterias/Food Service	● No more than 10 individuals during Phase 3 and no more than 50 individuals during Phase 4, if possible ● Alternate scheduling or add meal service times to adhere to capacity limits. ● Consider delivering meals to classrooms or having students eat outdoors while ensuring social distancing is implemented.	● Develop a meal plan protocol ● Determine allergy free areas ● Develop cleaning protocol
Visitors and external groups	● Limit any nonessential visitors, volunteers, and activities involving external groups or organizations, as possible ● Restrict where visitors can go in the building. ● Hand hygiene for visitors ● Maintain accurate records of visitors ● Consider outside drop off for items	● Develop and communicate protocols
Administrative Offices and Staff Workspaces/Lounges	● Employee workstations should be properly distanced so that employees may maintain a 6-foot distance from one another, when possible. ● Consider installing physical barriers within	● Relocate workstations to 6 feet apart of separate with plastic shields ● Order office supplies ● Develop cleaning protocols

	main offices, as needed. ● Provide cleaning materials and hand washing supplies ● Provide each employee with a personal supply of office supplies ● Maintain a regular cleaning and disinfection schedule of frequently touched items	
Student Transportation	● All individuals on a bus must wear a face covering ● No more than 50 individuals should be on a bus at one time ● Social distancing must be maintained to the greatest extent possible. ● Students must undergo symptom and temperature checks, which may include self-certification, before boarding a bus. ● Drivers and monitors must wear approved and appropriate PPE and perform regular hand hygiene and perform symptom checks ● Sanitization should be completed daily or between use on all vehicles used for student transportation	● Develop protocols and communicate to students and families ● Evaluate bus routes to maintain 50 per bus - add routes as necessary ● Review Appendix F for Bus Driver PPE ● Protocols for symptom checks ● Place signage on buses ● Develop seating charts ● Develop cleaning protocols
Physical Education, Gymnasiums, Pools, and Locker Rooms	● No more than 10 individuals may be in one space at any one time during Phase 3. No more than 50 individuals may be in one space at any one time during Phase 4. ● Maintain social distancing of 6 feet ● Try to be outdoors or separated if indoors ● Consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing ● Any shared equipment must be cleaned between each student use and disinfected at the end of each class. ● perform hand hygiene at the start and end of each class period, after using equipment, or	● Work with Physical Education and Athletic staff to develop protocols

	when hands are visibly dirty	

Illness and Diagnoses Monitoring

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Schools should institute a tracking process to maintain ongoing monitoring of individuals excluded from school	- Check in with nurse upon return and prior to going to class - Encourage families to report positive diagnoses or exposure when reporting absences - Confirmed cases of COVID-19 should be reported to the local health department by the school nurse or designee - Schools will offer assistance to local health departments when contact tracing is needed after a confirmed case of COVID-19 is identified - Districts should inform the school community of outbreaks per local and state health department guidelines while maintaining student and staff confidentiality rights.	- Communicate to students, families, and staff the process for returning to school - Provide students, families, and staff locations of testing sites - Determine communication protocol for positive cases

Mental Health

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Considerations should be given to the impact that COVID-19 has had	Access to school counselors and supports should be as readily available as possible and	Provide training to staff to increase awareness of the impact of COVID-19.

on mental health	communicated to students. ● Consider monitoring the mental and emotional well-being of students and staff members	● Develop and implement a crisis management team to provide supports, as needed, to staff and students. ● Communicate about EAP program
Napping/Rest Time	● 6 feet apart ● Use bedding that can be washed weekly ● Store individual bedding separately	● Develop protocols, including cleaning, for this time and areas

Other Areas and Considerations

Topic	Impact on Organization	Tasks/Things to Do - Who is Responsible - Date Due
Napping/Rest Time	● 6 feet apart ● Use bedding that can be washed weekly ● Store individual bedding separately	● Develop protocols, including cleaning, for this time and areas
Instructional (Self-Contained) Classrooms Housing Students Who Are Medically Fragile or May Have Behavioral, Developmental, or Emotional Challenges	● Risk of infectious disease exposure may be much higher for staff providing care for medically fragile students. ● Social distancing may not be possible ● Use appropriate PPE for continuous wear and during procedures along with hand washing	● Review guidance (Page 44) and specific protocols for individual students
Related Services for Students (OT/PT, Speech, Social Work Services, etc.)	● Virtual if possible ● Face coverings must be worn and social distance must be maintained	● Review guidance (Page 44) and specific protocols for individual students
Before- and After-Care and Other Programs	● Should be restricted to essential activities ● Organizations and groups that wish to access a school's facilities should submit a plan that addresses procedures for program	● If bringing organizations in facilities develop protocols

	implementation	
Library Areas	● Consider using the library space as a regular classroom if the school needs additional classroom space to adhere to capacity limits and social distancing requirements ● Consider bringing resources and librarians to classrooms.	● Work with library staff to determine protocols
Health Offices	● Maintain social distancing ● Provide resources to limit transmission (ventilation, barriers, curtains, etc) ● Use two separate entrances to the health office space to allow one to be used by students without illness symptoms and one to be used by students with illness symptoms ● Provide a supervised quarantine space for students/staff who are experiencing COVID-19-like symptoms and may be awaiting evaluation and/or pickup. ● Students exhibiting COVID-19-like symptoms must wear a face covering unless medically contraindicated ● Implement strategies to reduce unnecessary visits from students, staff, and visitors ● Healthy students reporting to the health office for medical management must be treated in a separate clean designated area	● Work with nurses and health official to develop protocols and prepare spaces ● Evaluate the current school health office space and determine if there is space for quarantine. ● Have additional staff available ● Order appropriate supplies - cleaning and PPE
Extracurriculars	Extracurricular activities must follow the IDPH requirements set forth for the school setting, which include social distancing, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19.	● Develop plans and protocols for extracurriculars
Playgrounds	● Playground equipment that is to be used	● Develop protocols for using and cleaning

	- should be monitored, and the number of students using each piece of equipment should be limited. - Maintain appropriate cleaning of playground equipment - Students should perform hand hygiene prior to touching playground equipment and upon return from the playground.	- equipment - Order cleaning supplies
Auditorium/Multi-Purpose Rooms	Limit the number of individuals in one space to 10 or fewer in fewer during Phase 3 or 50 or fewer during Phase 4.	Ensure auditoriums and multi-purpose rooms that are used are cleaned and sanitized daily and in between groups as much as possible.
Career and Technical Education and Dual Credit	- When implementing modified schedules or Blended Remote Learning Days, consider the needs of CTE and other dually enrolled students. - Districts should maintain a log of the sites that students visit. - Districts should consider how a student's coursework could be modified due to illness - Districts should prohibit or limit the self-serving or sharing of food products in classes during which students prepare food.	Develop procedures and protocols to properly clean and disinfect career and technical education (CTE) equipment and workspaces.
Field Trips	Field trips are discouraged until state and local health officials have determined that it is safe to resume them	Cancel any field trips planned for the start of the year and then monitor