

## **Special Meeting**

Thursday, November 5, 2020 4:30 PM

Unit #10 Administrative Annex, 123 W. Clay, Collinsville, IL 62234

1. **Call to Order - President Peccola**

2. **Roll Call**

3. **Pledge of Allegiance**

4. **Public Forum**

1. Audience Input

5. **Old Business**

1. Approval of Resolution to Approve the Updated Remote and Blended Remote Learning Day Plan (a/k/a the District's Re-Opening Plan) for the 2020-21 School Year

**RESOLUTION TO APPROVE THE 2020-2021 RE-OPENING PLAN  
FOR COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT #10**

**WHEREAS**, the Board of Education of Collinsville Community Unit School District #10, County of Madison and St. Clair, State of Illinois, (“the Board”) has the responsibility to manage and operate the schools of said Collinsville Community Unit School District #10 (“District”); and

**WHEREAS**, the Illinois School Code, 105 ILCS 5/10-20 and 5/10-20.5, as amended (the “Code”), authorizes the Board to exercise all powers required for the maintenance, operation, and development of the District’s schools and adopt and enforce all necessary rules for the management and government of the District’s schools; and

**WHEREAS**, on March 9, 2020, Illinois Governor JB Pritzker declared all counties in Illinois as disaster areas pursuant to Section 7 of the Illinois Emergency Management Act (20 ILCS 3305/7) and directed implementation of the State’s Emergency Operations Plan in response to the novel coronavirus (“COVID-19”); and

**WHEREAS**, on March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic; and

**WHEREAS**, on March 13, 2020, the U.S. President declared a national state of emergency and Governor Pritzker ordered the closure of all public and private K-12 schools in Illinois in an effort to mitigate the spread of COVID-19; and

**WHEREAS**, on May 5, 2020, Governor JB Pritzker announced the Restore Illinois plan which addresses the public health approach to safely reopen the State; and

**WHEREAS**, on June 4, 2020, Governor JB Pritzker announced authorized in-person instruction during Phase 3 and Phase 4 of the Restore Illinois Plan; and

**WHEREAS**, on June 23, 2020, the Illinois State Board of Education issued Transition Joint Guidance with the Illinois Department of Public Health pertaining to the re-opening of schools for the 2020-2021 school year; and

**WHEREAS**, on June 26, 2020, Illinois entered Phase 4 of the Restore Illinois Plan; and

**WHEREAS**, Public Act 101-0643 (105 ILCS 5/10-30) requires that “the district shall adopt a remote and blended remote learning day plan approved by the general superintendent of schools”; and

**WHEREAS**, the Board has determined that it is necessary and in the best interests of the District to adopt a re-opening plan for the 2020-2021 school year; and

**WHEREAS**, the Board has reviewed and considered the remote and blended remote learning day plan (“Plan”) presented to it and attached hereto as Exhibit A; and

**WHEREAS**, the Board recognizes that it must give the District Superintendent and his designees the authority to exercise all necessary discretionary authority to implement and enforce the Plan given these unprecedented times.

**NOW, THEREFORE**, It Is Hereby Resolved by the Board of Education of Collinsville Community Unit School District #10, County of Madison and St. Clair, Illinois as follows:

**Section 1.** The preamble recitals of this Resolution are adopted and incorporated herein by this reference and found to be true and accurate statements.

**Section 2.** The Board authorizes and adopts the Collinsville Community Unit School District #10 re-opening plan (the “Plan”) for the 2020-2021 school year.

**Section 3.** The Plan takes precedent and supersedes all Board policies as necessary to implement the Plan.

**Section 4.** The Superintendent and his designees are authorized to determine all policies and exercise all discretionary authority to implement and enforce the Plan.

**Section 5.** The Superintendent is authorized to close any school building or District facility without further action by the Board. Such closure shall continue during the emergency created by the COVID-19 pandemic until such time as the Superintendent deems it in the best interests of the District and its students to open schools.

**Section 6.** The Superintendent is authorized, based upon the needs of the District to direct staff assignments during District closures in his discretion.

**Section 7.** This resolution shall take effect immediately upon its passage.

Ayes \_\_\_\_\_

Nays \_\_\_\_\_

Absent \_\_\_\_\_

This resolution is adopted this 5<sup>th</sup> day of November, 2020.

\_\_\_\_\_  
President, Board of Education

Attest: \_\_\_\_\_  
Secretary, Board of Education

RETURN TO LEARNING  
**2020-2021**

**COLLINSVILLE COMMUNITY  
UNIT SCHOOL DISTRICT**  
**#10**



Kahok Families,

Collinsville Community Unit School District #10 has developed a Return to Learning Plan for the 2020 – 2021 school year.

The COVID- 19 pandemic resulted in the immediate closure of In-Person instruction on March 16, 2020. As a result of the closure, our district and schools throughout Illinois developed Remote Learning opportunities for students and families. As we prepare for the 20-21 school year, the district made technical enhancements to improve the quality of instruction provided to all students regardless of the educational setting in the future.

First, students in grades K-12, will each have a device to utilize during the school year. Collinsville CUSD #10 will be 1:1 in all grade levels. Second, additional hotspot devices have been ordered for families in Caseyville, Collinsville and Maryville that do not have connectivity. Last a wifi access tower is being constructed at Kreitner Elementary School to provide connectivity to all students that reside in Fairmont City and State Park. Connectivity and devices will not continue to be a barrier to learning in the future and allow enhanced communication and between home and school.

While proactive steps are being taken to improve our efforts, the value of in person student and teacher interaction is key to student success and learning. The State of Illinois recognizes this fact and allows for students to return to In-Person Learning during Phases 3 & 4 of the Restore Illinois Plan adopted by Governor J.B. Pritzker accompanied by appropriate safety measures for students and staff as outlined by Illinois Department of Public Health and Illinois State Board of Education.

Collinsville Community Unit School District #10 discussed options and developed a Reopening Plan compliant with the Phase 4 guidelines for the 20-21 school year. This plan was developed with collaboration from administrative staff, various union leadership, community partners, medical professionals, the Regional Office of Education, and the Madison County Public Health Department.

Areas identified in the Return to Learning Plan include: ***Wellness, Human Resources, Technology, Instruction, and Operations***. The areas will guide the day to day practices and procedures that occur in each school facility from entrance, exit, classroom instruction, lunch, etc. for our anticipated Return to Learning in the weeks ahead. While the plan is comprehensive, the district will be forthcoming if changes and adjustments are needed as we travel down uncharted waters.

Thank you for your time, effort and constant dedication to our students!

**Mark B. Skertich Ed. D.**  
***Superintendent***

**\*This set of guidelines and protocols was developed July 7, 2020; and updated on September 21, 2020 and November 16, 2020.** This document is an ever changing outline based upon the recommendations and guidelines set forth by the Illinois State Board of Education and IDPH under Phase 4 of the Illinois Restore plan and may be updated to reflect the changes and data as it evolves during the COVID 19 Pandemic.

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## WELLNESS

### Staff & Student Protection Plan

Collinsville Community Unit School District #10 (CUSD #10) is committed to the health and safety of our students, staff, and their families. The following plan has been developed with that in mind. While our plan specifies guidelines for our staff, students, and buildings to follow, everyone's health and safety is dependent on each individual. Each staff member must ensure their own health and safety by adhering to these guidelines and reporting any issues or safety concerns to their building principal or supervisor. Each of us will play a role in our collective safety.

Each building principal or administrator will be responsible for submitting their individual plans for review and approval. Every effort must be made to ensure the health and safety of staff and students, including quarantine and a nurse's designated area within each building as feasible.

### Physical Distancing

CUSD #10 students and staff are expected to maintain physical distancing to the greatest extent possible keeping in mind the recommendation of 6 feet apart throughout the school day. Signage reminding staff, visitors, and students to maintain physical distancing will be placed at all entrances, in classrooms and throughout other common areas. Physical distancing applies to all areas including the classroom, common areas and the main office. Student mixing must be reduced to a minimum. Students will remain with their grade level cohorts to reduce mixing grade levels within the building as much as possible. Within the schools this will allow for more precise contact tracing should a case of COVID-19 be confirmed at a location. This will also control the spread of COVID-19 to a specific grade level or classroom. Building administration and staff will review their student pick up and drop off procedures to maintain physical distancing.

### Face Coverings and P.P.E.

CUSD #10 understands that physical distancing will not be possible for all circumstances. Students and staff will be required to properly wear Personal Protective Equipment (PPE). A student's refusal or repeated failure to wear a face covering will result in the student being placed on 100% Remote Learning. Currently this includes only a mask. **This requirement is subject to change as these guidelines evolve from IDPH/ISBE.** Some exceptions allowed will be while teaching outside but a distance of 6 feet must be kept. Signage will be placed in areas requiring the use of face coverings. Gloves or other PPE must be used as needed when assisting students requires close contact. Collinsville School District will provide reusable face coverings to employees. Employees may use their own approved face covering. CUSD #10 requires that all students wear a face covering in order to comply with current IDPH/ISBE guidelines unless they are younger than 2 years of age; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the face covering without assistance. If you or your child are not medically able to wear a face covering, you will need to provide a doctor's note/medical documentation to be exempt from this requirement.

There may be a small number of individuals who have a medical contraindication to using face coverings. If face shields can be tolerated, face shields might be utilized. Individuals requesting the use of a face shield must contact their building principal, who will discuss any such requests with District administration. The District requires a doctor's note/medical documentation prior to the use of a face shield. *Updated 7/30/20*

### **Hand Hygiene**

Frequent hand washing and hand sanitizing is key to help prevent the spread of COVID-19. Staff members must clean hands as often as possible with soap and water for at least 20 seconds. When washing hands or using hand sanitizer, rub hands together thoroughly to create friction which helps loosen germs. If soap and water are not available, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. Staff must avoid touching their mouth, eyes, or nose as much as possible. Staff and students must use hand sanitizer upon entering the classroom each time. Hand sanitizer will be provided by the District. Each building will place signage reminding everyone of the need for proper hand hygiene in the appropriate areas. If assisting a student requires close contact, hand washing, or sanitizing must be done before and after contact with students. *Updated 7/30/20*

### **Training**

Each staff member will be required to complete safety training related to our physical distancing, face covering, hand hygiene procedures and protocols for a symptomatic staff member, student or visitor. Each building will provide training to staff that is specific to their unique circumstances. Hand hygiene and physical distancing will be included in our curriculum to help educate our students on the importance of proper hand hygiene and personal safety. Additionally, employees will be trained on the proper way to disinfect their workspace.

### **Facilities Cleaning Plan**

**Purpose:** The districts plan for cleaning buildings to prevent the spread of cold, flu and Covid.

**Objective:** Prevent the spread of disease to staff, students, volunteers and community members through frequent, effective and safe cleaning and disinfecting procedures in district buildings and school buses.

**Scope:** Applies to all schools, offices, programs, auxiliary service buildings.

Routine cleaning is performed on a regularly scheduled basis by district custodial staff assigned to that building or area. Routine cleaning includes daily cleaning and disinfecting of all restrooms, scheduled sweeping of all floors, sanitizing of cafeteria tables, emptying trash and other building based tasks.

Supplemental cleaning is performed by either regular custodial staff, substitute custodial staff or temporary custodial staff assigned to perform cleaning over and above what is considered routine. Supplemental cleaning is focused on cleaning and disinfecting high touch surfaces, specifically for the purpose of preventing spread of disease.

Personal area cleaning is performed by all employees in their personal workspace, which may include their desk, telephone, keyboard, chair or any other items they use in performing their duties. This cleaning is customized to personal preference and standards and is done using district supplied cleaning products and equipment.

### **Routine high touch cleaning**

- Restroom stalls and dispensers
- Cafeteria tables
- Toilets, sinks and faucets
- Food preparation surfaces
- Drinking Fountains

### **Supplemental cleaning**

- Door handles and knobs (including exterior doors) • Elevator buttons • Handrails
- Recreation equipment/playground equipment • Vending machines • Countertops
- Light switches
- Copier, printer and fax control buttons • Front desk and lobby surfaces

### **Personal area cleaning**

- Teacher Desks
- Computer keyboards and mouse
- Phones
- Chair arms
- Remote controls
- Cabinet and file drawer handles
- Microwave, refrigerator, appliances • Coffee machines

## **Health**

### **Student Health Checklist**

***Parents are required to complete the COVID-19 Daily Student Checklist for their child(ren) each day before sending their child(ren) to school. An agreement for Daily Student Health Screening (by the parent/guardian) will be part of the Online Registration process completed by the parent/guardian.***

If you answer YES to any of the questions below, have your child(ren) **STAY HOME**, contact your child's school to report their absence and contact your physician to report the information. Your child will not be permitted to return to school until you provide the District a statement from a physician that your child is cleared to return to school. If your child(ren) begins to feel sick while at school or experiences any of the symptoms listed below, your child(ren) should report the symptoms to their teacher immediately.



## Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • fax 618-343-3673

# COVID-19 Daily Student Certification Checklist

### INSTRUCTIONS

- In accordance with the Illinois Department of Public Health and Illinois State Board of Education requirements, students must be screened **each day** for COVID-19 symptoms and other criteria prior to entering a school building or entering a school bus.
- Parents must screen their child **each day** prior to sending their child to school.
- If your child does not meet all the following criteria, you must keep your child at home and notify the school of your child's absence. Your child will not be permitted to return to school until he/she meets all return-to school criteria or your child's physician has released your child to return to school, whichever is applicable. If your child is experiencing COVID-19 symptoms, you should consult your health care provider for a diagnosis and treatment. Your child will not be permitted to return to in-person instruction until you submit a statement from your child's physician confirming your child is permitted to return to school.
- Note: If your child previously tested positive for COVID-19 in the last three months, and recovered, you do not need to answer the questions marked with a "♦". The three month period is calculated from the date of your child's first onset of symptoms or, if your child was asymptomatic, the date the testing specimen was collected.  
During any period of time your child is not attending school, you child will be enrolled in remote instruction.  
**By sending your child to school, you are certifying you have screened your child and he/she meets all the following criteria to attend school.**

#### Criteria to Attend School – Checked Daily

My child does not have a temperature of 100.0 degrees F or greater.

My child is not taking fever-reducing medicines, such as those that contain aspirin, ibuprofen or acetaminophen, in order to reduce his/her fever.

My child has not had close contact or cared for someone with COVID-19 within the past 14 days.

My child has not returned from travel outside the United States or on a cruise ship or river boat within the past 14 days.

My child has not been directed to self-quarantine by a health care provider.

My child has not been directed to self-quarantine by the County or State Department of Public Health.

No one within my child's household is currently being evaluated for COVID-19 symptoms or waiting on the results of a COVID-19 test.

My child does not have any of the following symptoms:

- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore Throat
- Congestion or runny nose
- Nausea
- Vomiting
- Diarrhea



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### Lista de verificación de certificación de registro COVID-19

#### INSTRUCCIONES

• De acuerdo con los requisitos del Departamento de Salud Pública de Illinois y la Junta de Educación del Estado de Illinois, los estudiantes deben ser evaluados todos los días para detectar síntomas de COVID-19 y otros criterios antes de ingresar a un edificio escolar o subir a un autobús escolar.

• Los padres deben evaluar a su hijo todos los días antes de enviarlo a la escuela.

o Si su hijo no cumple con todos los siguientes criterios, debe mantener a su hijo en casa y notificar a la escuela de la ausencia de su hijo. A su hijo no se le permitirá regresar a la escuela hasta que cumpla con todos los criterios de regreso a la escuela o el médico de su hijo haya dado de alta a su hijo para que regrese a la escuela, según corresponda. Si su hijo tiene síntomas de COVID-19, debe consultar a su proveedor de atención médica para obtener un diagnóstico y tratamiento. A su hijo no se le permitirá regresar a la instrucción en persona hasta que presente una declaración del médico de su hijo confirmando que se le permite regresar a la escuela.

o Nota: Si su hijo dio positivo a COVID-19 en los últimos tres meses y se recuperó, no es necesario que responda las preguntas marcadas con una “♦”. El periodo de tres meses se calcula a partir de la fecha de la primera aparición de los síntomas de su hijo o, si su hijo estaba asintomático, la fecha en que se tomó la muestra de prueba.

Durante cualquier período de tiempo que su hijo no asista a la escuela, su hijo será inscrito en instrucción remota.

Al enviar a su hijo a la escuela, está certificando que ha examinado a su hijo y que cumple con todos los siguientes criterios para asistir a la escuela.

#### Criterios para asistir a la escuela: revisados diariamente

Mi hijo no tiene una temperatura de 100.0 grados F o más.
Mi hijo no está tomando medicamentos para bajar la fiebre, como los que contienen aspirina, ibuprofeno o acetaminofén, para reducir la fiebre.
Mi hijo no ha tenido contacto cercano ni ha cuidado a alguien con COVID-19 en los últimos 14 días.
Mi hijo no ha regresado de un viaje fuera de los Estados Unidos o en un crucero o barco fluvial en los últimos 14 días.
Un proveedor de atención médica no le ha indicado a mi hijo que se ponga en cuarentena.
El Departamento de Salud Pública del Condado o del Estado no le ha indicado a mi hijo que se ponga en cuarentena.
Nadie en el hogar de mi hijo está siendo evaluado actualmente para detectar síntomas de COVID-19 ni está esperando los resultados de una prueba de COVID-19.
Mi hijo no presenta ninguno de los siguientes síntomas:
• escalofríos
• Tos
• Falta de aliento o dificultad para respirar
• fatiga
• Dolores musculares o corporales.
• Dolor de cabeza
• Nueva pérdida de sabor u olfato
• Dolor de garganta
• Congestión o secreción nasal
• Náuseas o vómitos
• Diarrea
• escalofríos

(Checklist Update 9/11/20)

Students who have had contact with someone who is positive for COVID-19 must follow the IDPH guidelines for self-monitoring and self-quarantine. Students will be provided with remote instruction during their self-quarantine.

**Staff Checklist**

**Instructions for Staff Self-certification:**

- In accordance with the Illinois Department of Public Health and Illinois State Board of Education requirements, employees must be screened each day for COVID-19 symptoms and other criteria prior to entering a school building. You must screen yourself each day prior to reporting to work.
- If you do not meet all the following criteria, you must STAY HOME and immediately contact your supervisor. You will not be permitted to return to work until you provide the District a statement from a physician that you are cleared to return to work. The district will reimburse you for the actual cost of obtaining the statement from your physician, such as your out of pocket copay for the office visit.
- During your COVID-19 related absences, you will have the choice to use sick leave under the Emergency Paid Sick Leave Act (EPSLA), limited to a maximum of two weeks at full pay, or you may choose to use your District sick leave days. Please be aware the ESPLA sick leave expires on December 31<sup>st</sup>, 2020. Please notify your supervisor which sick leave you are choosing.
- If you start feeling sick while at work or experience symptoms listed below, report your symptoms to your supervisor immediately.
- By reporting to work you are certifying you have screened yourself and you meet all the following criteria to report to work.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question	Yes	No
Do you have a temperature over 100.0 F?	<input type="checkbox"/>	<input type="checkbox"/>
Are you taking fever-reducing medicines, such as those that contain aspirin, ibuprofen or acetaminophen, in order to reduce your fever?	<input type="checkbox"/>	<input type="checkbox"/>
Have you had close contact or cared for someone with COVID-19 within the past 14 days?	<input type="checkbox"/>	<input type="checkbox"/>
Have you returned from travel outside the United States or on a cruise ship or river boat within the past 14 days?	<input type="checkbox"/>	<input type="checkbox"/>
Are you experiencing any of the following symptoms?		
· Chills	<input type="checkbox"/>	<input type="checkbox"/>
· Cough	<input type="checkbox"/>	<input type="checkbox"/>
· Shortness of breath or difficulty breathing	<input type="checkbox"/>	<input type="checkbox"/>

Collinsville CUSD #10 2020-21 Return to Learning Plan

· Fatigue	<input type="checkbox"/>	<input type="checkbox"/>
· Muscle or body aches	<input type="checkbox"/>	<input type="checkbox"/>
· Headache	<input type="checkbox"/>	<input type="checkbox"/>
· New loss of taste or smell	<input type="checkbox"/>	<input type="checkbox"/>
· Sore throat	<input type="checkbox"/>	<input type="checkbox"/>
· Congestion or runny nose	<input type="checkbox"/>	<input type="checkbox"/>
· Nausea or vomiting	<input type="checkbox"/>	<input type="checkbox"/>
· Diarrhea	<input type="checkbox"/>	<input type="checkbox"/>

**Visitor Plan**

Visitors must be restricted to authorized personnel only. Visitors to any building must always wear an 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 as to maintain physical distancing and student bubbling. This will be in addition to the normal sign in procedures.

## COVID – 19 Visitor Checklist

Every visitor must be screened according to this checklist prior to entering school property.

Visitor Name: \_\_\_\_\_ Visitor Company: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Question	Yes	No
Do you have a temperature over 100.0 F?	<input type="checkbox"/>	<input type="checkbox"/>
Are you taking fever-reducing medicines, such as those that contain aspirin, ibuprofen or acetaminophen, in order to reduce your fever?	<input type="checkbox"/>	<input type="checkbox"/>
Have you had close contact or cared for someone with COVID-19 within the past 14 days?	<input type="checkbox"/>	<input type="checkbox"/>
Have you returned from travel outside the United States or on a cruise ship or river boat within the past 14 days?	<input type="checkbox"/>	<input type="checkbox"/>

Collinsville CUSD #10 2020-21 Return to Learning Plan

Are you experiencing any of the following symptoms?		
· Headache, chills and/or muscle aches	<input type="checkbox"/>	<input type="checkbox"/>
· Cough and/or Shortness of breath (not activity related)	<input type="checkbox"/>	<input type="checkbox"/>
· Sore throat, runny nose, and or congestion	<input type="checkbox"/>	<input type="checkbox"/>
· New loss of taste or smell	<input type="checkbox"/>	<input type="checkbox"/>
· Nausea, vomiting, and/or diarrhea	<input type="checkbox"/>	<input type="checkbox"/>

\*If the visitor replied YES to any of the questions above, do not permit the visitor to enter school property.

\*Upon entry to school property instruct the visitor to:

- Wash their hands or use alcohol-based hand sanitizer.
- Wear a cloth face covering at all times.
- Observe social distancing by avoiding close contact with other individuals.

**Return to School/Work Flowcharts following a COVID-19 Related Absence**

COVID-19 INTERIM EXCLUSION GUIDANCE<sup>1</sup>

Decision Tree for Symptomatic Individuals in Pre-K, K-12 Schools and Day Care Programs



<p>Send home or deny entry (and provide remote instruction) if <b>ANY</b> of the following symptoms<sup>2</sup> are present: Fever (100.4°F or higher), new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, abdominal pain from unknown cause, new congestion/runny nose, new loss of sense of taste or smell, nausea, fatigue from unknown cause, muscle or body aches.  <b>Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.</b></p>					
<b>Status</b>	<p><b>A. COVID-19 diagnostic test Positive (confirmed case) OR COVID-like symptoms without COVID-19 testing and exposed to confirmed case (probable case)</b></p>	<p><b>B. Symptomatic individual with a negative COVID-19 diagnostic test</b> <i>Negative COVID-19 diagnostic tests are valid only for the date on which they are collected; specimens collected 48 hours prior to symptom onset, after symptom onset, or while symptoms are present are acceptable for determining school exclusion status.</i></p>	<p><b>C. Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test</b></p>	<p><b>D. Symptomatic individual without diagnostic testing or clinical evaluation</b> <i>Individuals may move to Columns A, B, or C based on results of diagnostic testing and/or clinical evaluation.</i></p>	<p><b>E. Asymptomatic individual who is a close contact<sup>6</sup> to a confirmed or probable COVID-19 case</b></p>
<b>Evaluated by Healthcare Provider</b>	YES / NO	YES / NO	YES	NO	NA
<b>Return to School Guidance</b>	<p><i>Stay home</i> at least ten<sup>3</sup> calendar days from onset of symptoms <b>AND</b> for 24 hours with no fever (without fever-reducing medication) <b>AND</b> improvement of symptoms.</p>	<p><i>Stay home</i> until symptoms have improved/resolved per return-to-school criteria for diagnosed condition<sup>4</sup>. Follow provider directions, recommended treatment &amp; return to school guidance as per school policies and <a href="#">IDPH Communicable Diseases in Schools</a>.</p>	<p><i>Stay home</i> until symptoms have improved/resolved per return-to-school criteria for diagnosed condition<sup>4</sup>. Follow provider directions, recommended treatment &amp; return to school guidance as per school policies and <a href="#">IDPH Communicable Diseases in Schools</a>.</p>	<p><i>Stay home</i> at least ten<sup>3</sup> calendar days from onset of symptoms <b>AND</b> for 24 hours with no fever (without fever-reducing medication) <b>AND</b> improvement of symptoms.</p>	<p>Stay home for 14 calendar days after last exposure to the COVID-19 case. <i>If COVID-19 illness develops, use the ten-day isolation period<sup>5</sup> guidance for a COVID-19 case from the onset date. Testing is recommended.</i></p>
<b>Quarantine for Close Contacts?</b>	YES	NO	NO	Household Member (e.g., Siblings, Parent) <sup>6</sup>	NA
<b>Documentation Required to Return to School</b>	<p>Release from Isolation letter (if received from their LHD) provided by the parent/guardian or staff person, notification via phone, secure email or fax from the LHD to the school, OR other process implemented by your LHD</p>	<p>If staff/student is a close contact to a confirmed case, the school is experiencing an outbreak, or the LHD is requiring validation due to community transmission levels, documentation of a negative RT-PCR COVID-19 test result is needed. In other situations, a negative RT-PCR, rapid molecular (rapid PCR) or negative antigen test is acceptable.</p>	<p>If testing is not performed due to the clinical judgment of the healthcare provider, a medical note is needed to return to school/day care documenting that there is no clinical suspicion for COVID-19 infection and indicate an alternative diagnosis with exclusion consistent with this diagnosis</p>	<p>After the ten-day exclusion, a note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved</p>	<p>Release from Quarantine letter (if received from their LHD) provided by the parent/guardian or staff member, LHD notification via phone, secure email or fax to the school OR other process implemented by your LHD</p>
<p><small>1 Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department. This chart should be used in conjunction with the <a href="#">Public Health Interim Guidance for Pre-K-12 Schools and Day Care Programs for Addressing COVID-19</a>.</small></p> <p><small>2 New onset of a symptom not attributed to allergies or a pre-existing condition.</small></p> <p><small>3 Severely immunocompromised or severely ill: may need to isolate for 20 days as per guidance from the individual's infectious disease physician.</small></p>			<p><small>4 If the individual has been identified by public health for quarantine or knows they are a close contact to a case, the 14-calendar-day quarantine must be completed.</small></p> <p><small>5 Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.</small></p> <p><small>6 Contacts to close contacts of a case do not need to be excluded unless the close contact becomes a confirmed or probable case.</small></p> <p style="text-align: right;"><b>Rev. 10/27/2020 Interim Guidance, Subject to updates</b></p>		



**Supplemental Guidance: Considerations for School Nurses and Healthcare Providers**

10/27/2020  
Interim  
Guidance,  
Subject to  
updates

**Box A. Assessment of Symptomatic Persons**  
Consider the following when assessing symptomatic students/staff:

- Are symptoms new to the student/staff person or are they a change in baseline for that individual?
- Does the symptomatic individual have any of the following potential exposure risks?
  - Did the student/staff have an exposure to a suspected or confirmed COVID-19 case in the past 14 days?
  - Is there a household or other close contact with similar symptoms who has not been yet classified as a confirmed or probable case?
  - Is there a household member or other close contact with high-exposure risk occupation or activities (e.g. HCW, correctional worker, other congregate living setting worker or visitor)?
  - Did the student/staff member have potential exposure due to out-of-school activities (private parties, playing with friend groups, etc.) or have poor compliance with mask wearing and social distancing?
  - Do they live in an area of moderate or high community transmission? (as defined in the [Adaptive Pause Metrics guidance](#)<sup>1</sup>)
  - Do they have a history of travel to an area of high transmission in previous 14 days?
  - Is there an outbreak in the school or has there been another known case of COVID-19 in the school building in the last 14 days or are there other students or staff in the classroom or cohort currently out with COVID-19 symptoms?

**Box B. Clinical Evaluation for Children with Symptoms of COVID-19**  
(<https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>)

Consider the individual's risk of exposure. See Box A.

No Exposure Risk Identified & resides in County with Minimal County Transmission <sup>1</sup>	Has Exposure Risk and/or Clinical Suspicion for COVID-19
<p>If no known close contact to COVID-19 case and no other exposure risks, testing and exclusion for COVID-19 may be considered based on level of clinical suspicion and testing availability.</p> <p>Alternate diagnoses should be considered, and exclusions based on usual practice. (Isolate until at least 24 hours fever-free without fever-reducing medicine)</p>	<p>Isolation COVID-19 Testing Recommended</p> <p><b>TESTING</b> PCR or antigen (Ag) testing is acceptable.</p> <ul style="list-style-type: none"> <li>• If an Ag detection test is negative and there is a high clinical suspicion of COVID-19, confirm with PCR) (see Column B, pg. 1), ideally within 2 days of the initial Ag test.</li> <li>• If RT-PCR testing is not available, clinical discretion can be used to recommend isolation.</li> </ul> <p>Test result is only valid for the day of specimen collection.</p>

<sup>1</sup> Adaptive Pause and Metrics: Interim School Guidance for Local Health Departments. Available at <https://www.isbe.net/Documents/IDPH-Adaptive-Pause-Metrics.pdf> and CDC Indicators for Dynamic School Decision-Making available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html#thresholds>

**Resources:**

- COVID-19 Testing Overview <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html>
- Isolation and Quarantine: CDC <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html>

Charts Updated 11/16/20

**General Classroom Guidance through all stages**

The following guidelines must be considered for each location. The face covering requirement is subject to change as guidelines evolve:

**Pre-Kindergarten/Early Childhood Classrooms**

- Classroom areas must be clearly marked to show where to sit, stand or line-up in order to practice social distancing
- Students will remain with the same classroom group throughout the day, services will take place in the classroom when feasible
- Common areas must be clearly marked to show where to stand or line-up for 6 foot spacing
- Restroom and hand washing breaks must be scheduled and coordinated throughout the day
- Recess must be scheduled and coordinated by classroom to minimize student mixing
- Hand sanitizing must occur whenever anyone enters the classroom
- Classrooms will be cleaned after each use or at least daily
- Building staff must review their student pick up and drop off procedures

### **Kindergarten to 6<sup>th</sup> grade classrooms**

- Seating must be arranged to practice social distancing to the greatest extent possible
- Common areas and tables must be clearly marked to show where to sit, stand or line-up for 6 foot spacing
- Students should remain with the same classroom group throughout the day, teachers will change classrooms rather than students when possible
- Restroom and hand washing breaks must be scheduled and coordinated throughout the day
- Recess must be scheduled and coordinated by grade level to minimize student mixing
- Hand sanitizing must occur whenever anyone enters and exits the classroom
- School supplies must not be shared between students or staff
- Classrooms will be cleaned daily

### **7<sup>th</sup> grade to 12<sup>th</sup> grade classrooms**

- Seating must be arranged to practice social distancing to the greatest extent possible
- Common areas and tables must be clearly marked to show where to sit, stand or line-up for 6 foot spacing
- Staggered transitions times and schedules must be reviewed
- Desks will be wiped down by students at the end of each class period
- Hand washing must be encouraged throughout the day
- Schedules will be coordinated to minimize student mixing
- Hand sanitizing must occur whenever anyone enters and exits the classroom
- School supplies must not be shared between students or staff
- Classrooms will be cleaned daily
- Building staff must review their student arrival and dismissal procedures

### **Hallways, Main Office, and Common Areas**

- Six feet physical distancing or to the greatest extent possible
- Face coverings will be required for staff and students
- Areas will be clearly marked to indicate safe distancing for students
- Health screenings will take place for visitors
- Clearly visible signage reminding everyone of physical distancing and face coverings usage at entryways, hallways, classrooms, and common areas
- Playground equipment will be sanitized by relief aids
- Sections of the playground will be designated by class/grade level to
- Only Authorized personnel will have access to buildings. Visitors will be as needed only – and will be restricted to a main office area (Clearly visible signage at each entryway)
- Students will be restricted to specific areas as identified by the building principal
- High touch areas will be cleaned throughout the day
- Water fountains will be turned off with the exception of water bottle fill stations

minimize mixing of students

### Cafeteria

- Six feet physical distancing or to the greatest extent possible
- A meal procedure plan must be developed in collaboration with Sodexo and submitted for approval
- Cafeteria must be cleaned in between use
- Areas will be clearly marked to indicate safe distancing for students
- Clearly visible signage reminding everyone of physical distancing and face coverings usage at entryways, hallways, classrooms, and common areas
- Students and staff face coverings required (if not eating)
- Procedures for entry and exit must be developed

### Restrooms

- Six feet physical distancing or to the greatest extent possible
- Face coverings will be required for staff and students
- Areas will be clearly marked to indicate safe distancing for students
- Clearly visible signage reminding everyone of physical distancing and face coverings
- Restroom and handwashing breaks must be scheduled and coordinated as feasible
- High touch areas will be cleaned throughout the day
- Restrooms must be assigned to student groups as feasible

### Shared Objects

Students and staff are restricted from borrowing or sharing any items. The CDC recommends that electronic devices, toys, books, and other games or learning aids not be shared. Electronics, including, but not limited to, tablets, touchscreens, keyboards, remote controls, lunchroom keypads, door entry systems, etc., must be cleaned before and after use. Items that must be shared or communally used, must be cleaned after use and individuals perform hand hygiene between uses. Utilizing hand sanitizer before and after use of books or library material is recommended. Do not use items like play food, dishes, and utensils. Instead use materials that can be thrown out, cleaned after one use, or labeled for individual use. Machine washable cloth toys must be used by one individual at a time and cleaned in between uses or must not be used at all.

### School Closure Plan

Collinsville CUSD #10 must be prepared for a short-term closure, regardless of community spread, **if an infected person has been in a school building**. The district will coordinate and collaborate with local health departments to determine when schools should be closed.

### **Coordinate with local health officials**

Once learning of a COVID-19 case in someone who has been in a school, Collinsville CUSD #10 will immediately notify the Madison County Public Health Department, and the two entities will collaborate to determine appropriate next steps related to the staff, students, school and programs.

### **School Dismissal in Case of Outbreak**

The school, grade level or classroom may be dismissed from 2 to 5 days. This initial short-term dismissal allows time for Collinsville CUSD #10 and the local health officials to gain a better understanding of the COVID- 19 situation impacting the school. Local health officials will help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- Schools are not expected to make decisions about dismissal or canceling events on their own. Collinsville CUSD #10 along with the Madison County Health Department recommendations for the scope (e.g., a single school, multiple schools, or the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- During any school dismissal, all extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events) may be cancelled.  
*Updated 8/18/20*
- During any school dismissal staff, students, and their families are discouraged from gathering or socializing anywhere. This includes group childcare arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.
- During any school dismissal, remote learning will continue for all students M-F as scheduled. Exceptions will be considered for Pre-K, CAVC/CTE Programs and Special Education Students  
*Updated 8/18/20*
- Meal distribution will be offered for families affected by the school closure and specific information will be provided if and when the time arises.

### **Communication Plan**

Collinsville CUSD #10 will coordinate with the Madison County Public Health Department to communicate dismissal decisions and the possible COVID-19 exposure.

Communication to families and staff will align with the communication methods already in use (SkyAlert, District website, social media, district app, etc.) In such a circumstance, Collinsville CUSD #10 will maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act. Families will be notified of the planned duration of the closure and the anticipated return to In- Person Learning

### **Cleaning and Disinfection**

Custodial and maintenance staff will follow the established cleaning procedures for building cleaning and disinfection.

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets.

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Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they must be cleaned using a detergent or soap and water prior to disinfection.

### **Extending the school dismissal**

Temporarily dismissing PK-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities. The need to extend school closures will be made in collaboration with the Madison County Health Department.

- School dismissals and event cancellations may be extended if advised by Madison County Health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- During school dismissals (after cleaning and disinfection), Collinsville CUSD #10 may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff must be allowed in the school will be made in collaboration with the Madison County Health Department.
- Administrators must seek guidance from local health officials to determine when students and staff will return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 must follow instructions from local health officials to determine when to return to school.

### **Required Physicals**

Due to effects of the recent physical distancing and shelter in place mandates, the District understands that going to the Doctor office for Well Visits and Physicals have been a challenging task. However, the mandated date set forth by the State of Illinois is that physicals and updated immunization records be submitted to the school district no later than October 15th. CUSD 10 encourages you to obtain these requirements as soon as possible and submit the updated medical information to your student's school. If you have questions or concerns, please contact your student's school nurse or visit the Health and Wellness web page under Parent Resources on Kahoks.org.

Clerical staff and nurses will be keeping track of families who are not in compliance as the standard operating procedure.

### **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 two (2) weeks of school and reinforced throughout the year. Each school will develop a plan for providing our students with building specific safety measures to follow and why these measures are important.

## HUMAN RESOURCES

Labor unions will be instrumental in developing any semblance of a workable in-person instruction in the fall. Both parties (i.e. District & labor unions) will work cooperatively and collaboratively in finding solutions. The District will operate by mostly developing guidelines and protocols for employees. The District will continue to monitor input from the PRESS Policy Organization, as well as from professional organizations such as IASA, IASB, and others as it surveys the landscape about returning to school in the fall of 2020.

### **Staff Return Plan**

The way and manner employees would be expected to conduct district business in the fall of 2020 will be dictated by executive and legislative guidance from the state of Illinois. The District will make that decision, including a decision regarding a hybrid operation of an A/B Day, as more information becomes available. It is entirely possible that teachers and staff may be asked to continue to operate in the Remote Learning mode as it was implemented during the spring 2020 shutdown of schools, especially given the recent resurgence of COVID 19 cases across the nation. If Remote Learning days are continued in response to the resurgence, the CUSD 10 Curriculum & Instruction Department will continue to guide learning content as it relates to engagement, standards, and assessments. The District will make every effort to follow all CDC, IDPH, and Madison County Health Department guidelines. Additionally, It will be imperative to adequately prepare and train all district staff on remote and hybrid learning plans.

Absences that are tied to COVID-19 concerns must be accompanied by a physician's note, or official notice from a health agency containing relevant information/direction regarding the claimed condition. Eligible employees would be entitled to any COVID-19 related federal, State, and locally mandated leaves or accommodations. Otherwise, employees would be expected to use their accrued time bank for their absence from work (sick time, personal, vacation time, etc.).

### **Work from Home**

If the District determines that it is both necessary and appropriate for employees to work from home, the following Student Privacy Policy guidelines must be observed by teachers regarding instructing students virtually.

- It is permissible for a teacher to take student records home, including students' personally identifiable information (PII), for the purpose of preparing and instructing students online. However, the teacher MUST take great care to protect the information from being disclosed to unauthorized individuals.
- It is permissible for non-students in an enrolled student's home to observe virtual lessons provided students' PII is NOT disclosed during the lesson. However, as a precaution, letting non-students observe must be discouraged given the likelihood that PII may be disclosed deliberately or inadvertently during virtual instruction.
- Teachers are strongly advised to warn their students against sharing PII of themselves or their fellow students during online instruction.
- It is permissible for a teacher to record classes and share it with students who are unable to attend the session provided the recording does not contain PII. And, if the recorded class contains PII, the teacher may edit the recording, or the teacher MUST obtain appropriate

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written consent, electronically or otherwise, before sharing the recording; such recording can ONLY be shared with students who are enrolled in the teacher's class.

- It is permissible for a teacher to conduct a “Parent-student” conference virtually while the teacher’s significant other is in the same room provided no PII is disclosed. If PII must be discussed during the virtual conference, then the teacher MUST either (a) Move away from his/her spouse to hold such discussion, or (b) Obtain prior consent from the parent/guardian in writing (email, letter, etc.) prior to holding the conference

### **Staffing Levels**

The staffing pattern in the schools in the fall of 2020 will depend on whether the State government and/or ISBE permits in-person instruction to occur. Furthermore, if permitted to occur, it will also depend on the guidelines that are provided or the requirements that are imposed including physical distancing and personal protective equipment.

Every effort shall be made to ensure subs are available in all employee categories to fill vacancies and/or absences that could be a result of the COVID-19 health precautions. In the event of any unforeseen circumstances, the district will comply with Federal, State, IDPH, ISBE and CDC guidelines.

The district will monitor staffing levels within each building to ensure optimal operations for teaching and learning. In the event that staffing levels drop below the ability for the building to maintain optimal operations, the district will review options and make a decision.

### **Teacher Evaluation**

The district and the labor union will need to review, discuss, and bargain the potential impact Executive Orders or legislation may have on evaluation procedures.

### **Professional Travel and Field Trip Requests**

District sponsored travel may be limited. All travel will align with current IDPH, ISBE and CDC guidelines.

## TECHNOLOGY

We believe that device availability along with access to the internet are key to student Blended and Remote Learning. Therefore, technology will play a vital role in student success. Under phases 3 and 4 of the Restore Illinois plan, student Remote Learning will be an integral part of the return to school for our students. Restricted In-Person Learning will be allowed during phase 3 and as a result most learning would be through remote means. As the State of Illinois enters phase 4, more in person learning will be allowed. We understand that families may elect for complete Remote Learning rather than return to In-Person Learning. Parents that choose this option should select this option during online registration and communicate with their child(rens) respective building principal.

### **Devices & Web Access**

A device and web access will be required for both blended and all remote learning options. The district will provide a device for every student. Parents will need to maintain this device and web access in their homes for student access to lessons, personalized learning, and assignment retrieval. In the event of a COVID-19 related closure, paper packets may be made available as needed. Internet access will be provided for those students who do not have access at home. All district-issued devices are filtered and monitored by technology staff whether at home or at school.

### **Device Distribution Plan**

Collinsville High School - Devices will be distributed at CHS Registration

Collinsville Middle School - Devices will be distributed at CMS Move-in Day

Dorris Intermediate School - Devices will be distributed the first week of school

All Elementary Schools - Devices will be assigned the first week of school and sent home as needed

These devices will be the responsibility of the student and the parent while at home. The parent may be financially responsible for any lost, damaged, or stolen devices, including the power cords. Collinsville Community Unit #10 will communicate the device return date to parents. If a family leaves the district, all district property must be returned to the home school. Technical support will be provided by the home school. Parents can contact their home school with any questions regarding their device. For additional information, please refer to the Chromebook Student User Agreement found in the handbook.

## INSTRUCTION

### Option 1 – Traditional Learning Model

#### Overview

The impact of lost instructional time and social emotional development on children should be anticipated and our schools will need to be prepared to adjust curriculum and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress due to school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist as our schools re-open to full capacity. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education, fine arts, extracurricular activities, and other learning experiences rather than an exclusive emphasis on core subject areas.

The Collinsville School District Return to Learn Plan will outline academic, social, and emotional supports that will be implemented to their fullest ability as a means to get students back on track and support their continued academic and social growth.

#### Assessment

District reopening plans will include a diagnostic assessment component for all students returning to school to determine learning loss, to inform modifications to curriculum standards and expectations and to identify support services that may be required.

- A. A kindergarten screening tool will be implemented and given to all incoming kindergarten students once school fully reopens. Ideally, we would give this assessment during the spring to equip students with resources needed to advance their skills throughout the summer months prior to entry to kindergarten.
- B. Elementary students in grades K-6 will be assessed using aimswebPlus and STAR Reading and Math. These tools will identify students needing tier 2 and tier 3 intervention services. The data will also be used to group students for small group instruction within the classroom, determine after school tutoring groups, and provide enrichment opportunities for those students meeting benchmarks.
- C. Middle school students in grade 7-8 will be assessed using MAP, STAR Reading and Common Formative Assessments to identify those needing additional academic support, RTI services, tutoring, and enrichment.
- D. High school students in grades 9 and 10 will be assessed using MAP in reading and math and common formative assessments in all other subjects. High school English and Math departments will also analyze 8th grade data to determine course placements and additional supports, such as RTI, learning strategies, and tutoring services.

- E. ELL students will be assessed in both their native language and English to address deficiencies in language acquisition and academic skills.

### **Classroom Instruction**

Each student will have had a unique remote learning experience. Students will enter the 2020-21 school year with various levels of mastery from prior coursework. For this reason, it is recommended that students are assessed in each content area to inform teachers of current student achievement and needs. It is recommended that the reintegration assessments are teacher-developed “quick checks” to help inform vertical articulation and help teachers identify focus areas in specific standards for individual students. The recommendation to assess is not meant to replace existing screening or placement assessments that are currently being administered at the district/school level.

Teachers should also identify the standards that were not covered during remote learning. When making determinations to fill in learning gaps consider the following questions:

### **Quality over Quantity**

- Which standards were missed or partially covered?
- What are the essential standards at the current grade level?
- What are the skills required to master the missed or partially covered standards?
- Will the standard stand alone in instruction or can it be layered in the current grade-level standard?

Classroom instruction in CUSD #10 will emphasize quality over quantity, be data-driven and based on the student’s individual needs and abilities. Teachers will use instructional strategies to differentiate and address students needs through small group instruction and course placements. Technology integration will be consistent in every classroom to provide resources to meet those needs. At the elementary level, instructional coaches will provide support and resources to assist teachers by modeling lessons, analyzing data, and implementing professional development.

### **Intervention Services**

- A. Tier 2 students who are slightly below grade level in reading/writing and/or math will receive intervention services to monitor progress towards grade level skills. These students will also

have access to enrichment activities if they choose to participate. Transportation will be provided for after-school programs.

These services will include:

1. Elementary School: small group/differentiated instruction, before/after school tutoring, push-in supports and digital programs
2. Intermediate School: use “power 40” minutes to provide instruction in deficiency areas, small group/differentiated instruction, before/after school tutoring, push-in supports and digital programs
3. Middle School: small group/differentiated instruction, before/after school tutoring, digital programs, check-in/check-out, learning strategies, reading enrichment, RTI services/Freckle Math
4. High School: after school tutoring, remote tutoring, check-in/check-out, learning strategies, credit recovery, writing lab, math lab

B. Tier 3 students who have significant deficits in reading/writing and/or math will receive intervention services to monitor progress towards grade level skills. These students will focus on supporting progress toward grade-level skills with intense interventions.

These services will include:

1. Elementary School: Title 1/Intervention Services
2. Intermediate School: Intervention Services
3. Middle School: RTI services/Read 180, Freckle Math, Summer Learning Program
4. High School: RTI Services, Jumpstart Program, Summer Learning Program

C. Students who receive special education services will continue to receive those services as outlined and agreed upon in their most recent annual reviews. Additionally, they will continue to be benchmarked as often as their non-disabled peers and progress monitored more frequently in Reading and Math using Aimsweb Plus, NWEA MAP, teacher created assessments, and other formative assessments as determined by their IEP Goals and Objectives. Parents may request IEP Meetings at any point to discuss their child’s progress and any concerns they may have in order to collaborate with the multidisciplinary team of educators who work with their child.

**Social Emotional Support**

Students in grades K through 12th grade who are identified as needing social skill development or social-emotional support will continue to have access to mentors and/or social workers throughout the school year. In K-6 classrooms, teachers will be required to spend 15 minutes per day on SEL activities. During the 2020-2021 school year, the following programs and services will continue to be implemented to provide students with social emotional support.

Elementary/Intermediate	Middle School	High School
PATHS SEL Curriculum	AIM Curriculum	Teachers as Mentor
PBIS	Trauma Informed/Restorative Practices	Targeted Study Hall

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SEL Coaching	Health Curriculum	During/After-School Support Groups
Trauma Informed/ Restorative Practices	SEL/Academic After-School Program	Health Curriculum
Social Work Services	Social Work Services	Social Work/Guidance Counselors
	Jumpstart to 7th Grade	Jumpstart to 9th Grade
	PBIS	Trauma Informed/ Restorative Practices

**Enrichment Programs**

An enrichment program is a specialized program for students who need to learn at a higher level than in a typical classroom. It allows students who need an extra challenge in the classroom to stay engaged and interested in learning. We will offer enrichment opportunities for students who were able to stay caught up and/or advance during the remote learning experience.

Elementary/Intermediate: Renzulli Learning Program and differentiation in the classroom including project-based instruction

After school options for K-6 students: STEM Club, Spanish Camp, Cooking, Knitting, Legos, Yoga, ART Club

Middle School: Advanced Placement classes, Art, Music, and Spanish classes, FUSION, PLTW, Extracurricular Opportunities

High School: AP and Dual Credit classes, Saturday Scholars, SAT prep, Extracurricular Options

**Community Partnerships**

- A. Chestnut Health Systems provides mental health counseling services to students who have struggled with depression and suicidal ideations. They provide school based services/counseling as well as in home services during extended breaks such as winter break or summer vacation.
- B. Meadow Heights - Volunteers, including certified staff members, provide after school tutoring to any interested students 2 nights a week for 60 minutes per night.
- C. SIUE Upward Bound
- D. Collinsville Library, Fairmont City Library, Maryville Library and Caseyville Library provide clubs, events and enrichment programs for students during the summer, after school/evenings and partner with schools to share resources.
- E. Collinsville Food Pantry provides weekly Tote Me Home Bags for students and families who have an unstable food source.
- F. Universidad- College and Career Readiness Program for hispanic students
- G. Give 30 is a free mentoring program which provides at risk students positive support. Members of the community volunteer 30 minutes each week, meeting with the students during their study hall period. Give30 training is provided by the ROE.
- H. Heartlinks is a Grief Counseling Group for students who have experienced a loss or death of a family member or friend.
- I. Hoyleton-Spanish speaking counselor

- J. YMCA
- K. Fairmount Library

## Option 2 Hybrid/Blended Learning Model

### Overview

Collinsville Community Unit Schools has developed a blended learning model which places student and staff safety as a priority. The intent of the blended model is to allow students in person while maintaining CDC and IDPH guidelines for physical distancing through a reduced number of students in each building. By reducing student numbers, physical distancing will have the best opportunity for success. This can reduce the risk of an increase in the spread of COVID-19 to students and adults throughout the community. Each school would be responsible for developing their own unique physical distancing plans for their building. Face coverings for all students and staff would be required as specified by the Phase 4 Guidelines. This requirement is subject to change as these guidelines evolve. Classrooms will be cleaned and disinfected daily. Emphasis will be placed on high touch surfaces and common areas. Restrooms, cafeterias, and other common areas will be cleaned throughout the day.

Pre-K through 6th grade elementary students will attend classes 4 days per week, Tuesday through Friday. *Specific start dates for Pre-K through 4 and 5th/6th will be announced by the district.* Students in grades 7-12 will continue to follow an A/B style schedule Tuesday through Friday. Students on the A schedule will attend school in person on Tuesdays and Thursdays. Students on the B schedule will attend in person on Wednesdays and Fridays. On Mondays, all students will receive remote learning instruction (with exception of potential on-campus flexible scheduling for high school) for all students with teachers having PLC's and planning time. Families will be assigned the same schedule for student continuity across schools.

**Hybrid Blended Learning Schedule**

	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
<b>Pre-K-6th</b>	<b>Preview of Week's topics</b>  <b>SEL Activities</b>  <b>Individual Conferences With Remote Learners</b>  <b>Packet pick up/drop off</b>  <b>PLCS</b>	<b>ALL Students A-Z</b>	<b>ALL Students A-Z</b>	<b>ALL Students A-Z</b>	<b>ALL Students A-Z</b>
<b>Grades 7-12</b>	<b>Preview of Week's topics</b>  <b>Individual Conferences With Remote Learners</b>  <b>Packet pick up/drop off</b>  <b>PLCS</b>	<b>Last name A-L In-person</b>  <b>Last Name M-Z Remote</b>  <b>Special Education Self Contained and Resource In-Person</b>  <b>CTE In-person</b>	<b>Last name M-Z In-person</b>  <b>Last Name A-L Remote</b>  <b>Special Education Self Contained and Resource In-Person</b>  <b>CTE In-person</b>	<b>Last name A-L In-person</b>  <b>Last Name M-Z Remote</b>  <b>Special Education Self Contained and Resource In-Person</b>  <b>CTE In-person</b>	<b>Last name M-Z In-person</b>  <b>Last Name A-L Remote</b>  <b>Special Education Self Contained and Resource In-Person</b>  <b>CTE In-person</b>

\*ELL pull-out and tier 3 students will be given priority for services 4-days per week.

### **Instruction**

Each student will have had a unique remote learning experience. Students will enter the 2020-21 school year with various levels of mastery from prior coursework. For this reason, it is recommended that students are assessed in each content area to inform teachers of current student achievement and needs. It is recommended that the reintegration assessments are teacher-developed “quick checks” to help inform vertical articulation and help teachers identify focus areas in specific standards for individual students. The recommendation to assess is not meant to replace existing screening or placement assessments that are currently being administered at the district/school level.

Teachers should also identify the standards that were not covered during remote learning. When making determinations to fill in learning gaps consider the following questions:

### **Quality over Quantity**

- Which standards were missed or partially covered?
- What are the essential standards at the current grade level?
- What are the skills required to master the missed or partially covered standards?
- Will the standard stand alone in instruction or can it be layered in the current grade-level standard?

Classroom instruction in CUSD #10 will emphasize quality over quantity, be data-driven and based on the student’s individual needs and abilities. Teachers will use instructional strategies to differentiate and address students needs through small group instruction and course placements. Technology integration will be consistent in every classroom to provide resources to meet those needs. At the elementary level, instructional coaches will provide support and resources to assist teachers by modeling lessons, analyzing data, and implementing professional development.

Teachers will provide both synchronous and asynchronous instruction to remote/blended learners. Synchronous instruction will be delivered daily and will include an opportunity for students to engage in the lesson, ask questions, receive feedback, etc.

### **Monday Expectations**

All students will meet remotely with teachers on Mondays. Teachers will utilize this time for social emotional engagement and provide an overview of the lessons which will be covered and the assignments which will be assigned during the upcoming week. Additionally, students will have the opportunity to ask questions, conference with their teachers, and make in-person appointments as needed. These goals will be addressed via Google Meets and Google Classroom. The teachers will hold their weekly Professional Learning Communities (PLCs) on Mondays rather than Wednesdays in order to avoid the further disruption of the consistency of instruction for students on the B schedule. The staff will also utilize this time for additional remote learning preparation and distribution of materials.



### **Student Attendance**

During Blended and Remote Learning, attendance will be taken daily. The preferred method of collecting attendance is always a one-to-one daily connection between the teacher and the student. However, we recognize that this method is not available or practical for all districts and student scenarios under the COVID-19 conditions. We encourage and suggest several ideas for how classroom teachers can collect and count a student as present when the one-to-one daily connection is not practical:

- Video conference “check-ins.”
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or email communications coupled with a question on student engagement/participation in lessons.
- Packet collections by school personnel.

Teachers will document student attendance and keep a log of all absences.

### **Grading**

Collinsville School District will use the district’s traditional grading policy for both remote and blended learning. Students will be expected to complete all assignments, assessments, and projects in a timely manner. All assignments will be graded when appropriate and students will be provided with feedback on each graded assignment. The district will provide teachers and students with the appropriate resources to complete assignments. Students will receive a midterm grade and follow the district's grading calendar. K-4 students will use the Standards Based Model and only be evaluated on the standards that are taught during that term.

### **Incomplete**

Students can only receive an incomplete grade when a situation occurs that is beyond their control. Students who encounter long-term illness while engaged in remote only learning will have an opportunity to make up their assignments, assessments, and projects. The student may need to provide documentation to support their inability to complete the class.

Teachers will create an individualized plan for the student and the student will be given one full term to make-up the assignments. Once the work is complete, the student will receive the grade earned. Students who do not complete the assignments by the end of the term will receive a failing grade for the class. Students should start this process with their guidance counselor.

### **Pre-K/Early Childhood**

Pre-K and Early Childhood students will attend everyday, Tuesday-Friday. Teachers will implement strategies to model and reinforce social and physical distancing and movement.

Suggestions include:

- Use carpet squares, mats, trays, or other visuals for spacing.
- Model social distancing when interacting with children, families, and staff.
- Create and develop a scripted story/role play around social distancing, as well as hand washing, proper etiquette for sneezes, coughs, etc.
- Give frequent verbal reminders to children.
- Hang pictures within the school building to give constant reminders
- Send home a tip sheet to parents and caregivers so they can also learn about social distancing.
- Offer more opportunities for individual play and solo activities, such as fine motor activities (e.g., drawing, coloring, cutting, puzzles, and other manipulatives).
- Plan activities that do not require close physical contact between multiple children. Keep groups separate for special activities, such as art, music, and exercising.
- Stagger indoor and outdoor play and adjust schedules to reduce the number of children in the same area.

### **Special Education Self-Contained and Resource Students**

Students who receive special education services and support in the special education setting will attend school for in person instruction daily, Tuesdays through Fridays. This applies to students who are in self contained programs such as our Life Skills, Autism and ED classes as well as those who receive English Language Arts, Math, Science and Social Studies for their academic instruction in the special education classrooms (Resource). This will provide the opportunity for our students with the most significant academic and social emotional needs to receive the specialized instruction and related services as outlined in their IEPs on a more consistent basis with traditional methods of instruction. Additionally, it will allow these students the opportunity to experience some remote instruction on Mondays as well in order to better prepare them for 100% remote instruction should schools close again due to the pandemic.

### **English Learners**

Students who receive EL services and support, in the pull-out setting, will be given priority to attend in person instruction every day, Tuesdays through Fridays. This will provide the opportunity for our students with the most significant academic and social emotional needs to receive specialized instruction and services.

### **Tier 3 Students**

Students who receive Tier 3 instructional services through Title 1 will be given priority to attend in person instruction every day, Tuesdays through Fridays. This will provide the opportunity for our students with the most significant academic and social emotional needs to receive specialized instruction and services.

### **Seniors**

Seniors (12th grade students) will have the option to enroll in only courses required for graduation and will not be required to carry a full schedule. Seniors that choose this option will have all of their classes consecutively and will be expected to leave campus upon completion of their classes each day. Any senior interested in enrolling in required classes only should contact their guidance counselor for more information.

### **Career and Technical Education (CTE)**

Students enrolled in a CTE program will attend their CTE classes in person daily, Tuesday-Friday. These students will receive their core classes following the A/B schedule.

### **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 drink 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, seatbelt fastener, controls/dials, keys, etc. in between each behind-the-wheel session
- Conduct regular routine cleaning and disinfecting of the seats

### **Physical Education, Gymnasiums, 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.

**Monday- Friday 100% Remote Learners**

A family that chooses Remote Learning when in person instruction is being offered, must make that determination for their child(ren) for a minimum of 1 academic quarter/trimester at a time. These students will be placed on their teacher of record's roster as they would during a traditional school year. They must follow the remote learning expectations set by the district/state in order to be counted as present and earn grades. If a family would like to transition their child(ren) back to in person instruction they must put that request in writing to the building principal of the school their child(ren) attends prior to the end of the grading period in which they have committed to remote learning. In order to access the instruction and curriculum via remote learning through the school district, the student must attend Google Meets sessions, participate in Google Classroom assignments and schedule individual meetings and conferences with their teacher(s). Teachers will not be available when they are providing instruction to students in attendance Tuesdays through Fridays. Appointments must be made in advance. These appointments would preferably be scheduled for Mondays or at an agreed upon time between the teacher and the student/family.

**Child Care/Latchkey**

The district is partnering with CMT YMCA to allow families access to Y Club (before and after school services) regardless if student attendance is daily, blended, or remote. Information is available on the [www.kahoks.org](http://www.kahoks.org) website under Before & After School Program or the CMT YMCA website at:

<https://gwrymca.org/locations/collinsville-maryville-troy-ymca/after-school-enrichment-program-cmt-ymca>

### Option 3 Remote Learning 2.0 Model

#### Overview

Collinsville School District 10 will implement Remote Learning Days caused by the COVID-19 outbreak and in accordance with ISBE guidance. These remote learning days will be similar to traditional school days in that students will engage in learning activities facilitated by teachers. The lessons will focus on essential course skills and content appropriate for an extended period of remote learning.

#### Building Availability

During a Phase 3, remote only learning plan, school buildings will be open daily and teachers will have access to their classrooms to prepare and deliver lessons using available classroom technology equipment. During a Phase 1 or 2 plan, all buildings will be closed and teachers will only have access during scheduled times.

#### Teacher Availability

Teachers will periodically monitor their email and respond to questions between the hours of 8:00 a.m. and 1:00 p.m. Teachers will be available outside of these hours by appt. only. Questions will be responded to individually or in a mass communication using district approved electronic resources. Teachers will use various means to stay connected with students, including: webpage updates, Google Classroom updates, ClassDojo, emails, phone calls, Remind updates, etc., to help the instructor connect with, reassure, and provide students with feedback and encouragement. Students have flexibility to complete their assignments at any time.

Monday	Tuesday	Wednesday	Thursday	Friday
Remote Learning Faculty Meetings	Remote Learning	Remote Learning 1-hour PLC Meetings	Remote Learning	Remote Learning K-4 Packet pick-up/drop off per school schedules

#### Student Attendance

During Remote Learning, attendance will be taken daily. The preferred method of collecting attendance is always a one-to-one daily connection between the teacher and the student. However, we recognize that this method is not available or practical for all districts and student scenarios under the COVID-19 conditions. We encourage and suggest several ideas for how classroom teachers can collect and count a student as present when the one-to-one daily connection is not practical:

- Video conference “check-ins.”
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or emails coupled with a question on student engagement/participation in lessons.
- Packet collections by school personnel.

### **Grading**

Collinsville School District will use the district's traditional grading policy for both remote and blended learning. Students will be expected to complete all assignments, assessments, and projects in a timely manner. All assignments will be graded when appropriate and students will be provided with feedback on each graded assignment. The district will provide teachers and students with the appropriate resources to complete assignments. Students will receive a midterm grade and follow the district's grading calendar. K-4 students will use the Standards Based Model and only be evaluated on the standards that are taught during that term.

### **Incomplete**

Students can only receive an incomplete grade when a situation occurs that is beyond their control. Students who encounter long-term illness while engaged in remote only learning will have an opportunity to make up their assignments, assessments, and projects. The student may need to provide documentation to support their inability to complete the class.

Teachers will create an individualized plan for the student and the student will be given one full term to make-up the assignments. Once the work is complete, the student will receive the grade earned. Students who do not complete the assignments by the end of the term will receive a failing grade for the class. Students should start this process with their guidance counselor or assistant principal.

### **Child Care/Latchkey**

The district is partnering with the Collinsville, Maryville and Troy YMCA to allow families access to child care and/or latchkey service regardless if student attendance is daily, blended, or remote learning. Information for interested families will be provided regarding sign up, cost and options in the days ahead.

### **Instruction**

Classroom instruction during remote learning will emphasize quality over quantity, be data-driven and based on the student's individual needs and abilities. Teachers will use instructional strategies to differentiate and address students needs through small group instruction and course placements. Technology integration will be consistent in every classroom to provide resources to meet those needs. At the elementary level, instructional coaches will provide support and resources to assist teachers by modeling lessons, analyzing data, and implementing professional development.

### **Quality over Quantity**

- Which standards were missed or partially covered?
- What are the essential standards at the current grade level?
- What are the skills required to master the missed or partially covered standards?

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- Will the standard stand alone in instruction or can it be layered in the current grade-level standard?

**Illinois State Board of Education Engagement Suggestions**

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

**Communication and Engagement**

1. Principals/Assistant Principals

- Send daily announcements via email, youtube, facebook, and/or twitter.
- Meet with teachers and staff weekly using Google Meet
- Send monthly surveys to parents and teachers
- Share daily activities and creative lessons that your teachers are posting with the rest of your staff and community via social media, Google+, and/or email.
- Share professional development, educational articles and/or conduct book study
- When invited, attend IEP meetings via Google Meet.
- Attend PLC meetings
- Utilize Instructional Coaches, Coordinators and Department Chairs for projects you are working on. They can assist with data analysis, research, resources and/or professional development.

2. PreK-6 Elementary Teachers

- Send weekly announcements to parents via email, Skyward, ClassDojo, or Google Classroom. Announcements should include weekly lessons and activities, including activities for students without internet access.

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- b. Recorded lessons should be shared daily and teachers should connect with students using Google Meet several times a week. Lessons and activities should reinforce skills that have already been introduced in addition to teaching new material.
- c. Have one on one digital tutorials with students who need extra support.
- d. Special Education teachers check in regularly with the students on your caseload, collaborate with your general education colleagues and related service providers, and continue to document all contacts home in the contact section of Skyward.
- e. When invited, attend IEP meetings via Google Meet.
- f. Title teachers and ELL teachers should provide services with individual students on a rotating schedule.
- g. Attend scheduled meetings with your administration and coordinators using Google Meet.
- h. PLC teams should meet weekly using Google Meet, for 1-hour to discuss lesson plans, activities, digital and non-digital communication and share ideas. This time is flexible and can be determined by the team. Please keep agendas for these meetings.
- i. Utilize your instructional coaches and coordinators as a resource for lesson planning, professional development and instructional resources.
- j. Share ideas via social media and Google+

**3. Secondary Teachers Grades 7-12**

- a. Send weekly announcements to students via email or Google Classroom. Announcements should include weekly assignments.
- b. Send weekly announcements and updates to parents.
- c. Use Google Classroom to post recorded lessons daily and engage with students.
- d. Have one on one digital tutorials with students who need extra support.
- e. Special Education teachers check in regularly with the students on your caseload, collaborate with your general education colleagues and related service providers, and continue to document all contacts home in the contact section of Skyward.
- f. When invited, attend IEP meetings via Google Meet.
- g. Encourage students to have group discussions via Google Meet. Assign group activities to encourage student engagement.
- h. PLC teams should meet weekly on Wednesdays using Google Meet, for 1-hour to discuss lesson plans, activities, digital and non-digital communication and share ideas. This time is flexible and can be determined by the team. Please keep agendas for these meetings.
- i. Attend scheduled meetings with your administration and coordinators using Google Meet.
- j. Share ideas using social media, Google +, and email.

**District, School Teacher, Student and Family Responsibilities**

<b>Responsibilities</b>	
<b>District Responsibilities</b>	<ul style="list-style-type: none"> <li>● Develop thoughtful, accessible remote learning plans using stakeholder input, when possible.</li> <li>● Support schools in planning and implementing remote learning plans.</li> <li>● Help schools identify needed resources in the community (academic, health, social, emotional).</li> </ul>

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<p><b>School Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● Implement remote learning plans</li> <li>● Communicate regularly with all stakeholders.</li> <li>● Support teachers in planning and implementing remote learning plans.</li> <li>● Help families find needed resources in the community (academic, health, social).</li> </ul>
<p><b>Teacher Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● Make remote learning activities available in a timely manner.</li> <li>● Be available at scheduled times to answer student/caregiver questions.</li> <li>● Provide timely feedback on student work.</li> <li>● Communicate regularly with students.</li> <li>● Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure.</li> <li>● Provide regular feedback to students on progress related to learning activities.</li> </ul>
<p><b>Non Certified Staff Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● Conduct regular wellness checks via phone and in person, when possible, on teacher-identified groups of disengaged students</li> <li>● Deliver instructional materials, digital devices, etc. to transportation-less students and families</li> <li>● Form support groups to encourage social interactions for students struggling with the change in learning environment</li> <li>● Conduct small-group, research-based counseling sessions to support students' social, emotional and behavioral health</li> <li>● Form parent support groups to help parents navigate remote and blended learning expectations, technological challenges, employment challenges, etc.</li> <li>● Provide academic and emotional support to students before, during and after class sessions</li> <li>● Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.)</li> <li>● Participate in virtual/remote classrooms to better assist students during class times or online availability</li> <li>● Collaborate with classroom teacher(s) on content and delivery</li> <li>● Systems.</li> </ul>
<p><b>Student Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● Review assigned work.</li> <li>● Complete your assigned work by the due date.</li> <li>● Ask clarifying questions when you need help or don't understand</li> <li>● Be respectful to yourself, teachers and peers.</li> </ul>
<p><b>Parent/Caregiver/ Family Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● Review work assigned to the student.</li> <li>● Reserve a space for students to complete remote learning work.</li> <li>● Encourage students to get enough sleep.</li> <li>● Set sensible time limits for technology use.</li> <li>● Talk to students about their work every day.</li> <li>● Help students establish and follow regular daily routines.</li> </ul>

### **Students with Special Education Services**

Students who receive special education services in the general education setting will continue to receive assignments from their general education teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and The Special Education Teacher should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

Students who receive special education services in the general education and special education setting will receive assignments and activities from their general education teacher and from the special education teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and The Special Education Teacher should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

Students who receive special education services in the Special Education Setting will receive all of their assignments and activities from their special education teacher(s). The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The assignments and activities assigned should all support the student's progress towards their IEP goals and objectives.

### **Related Services: Speech, Social Work, Occupational Therapy, Physical Therapy, Adapted PE**

Each student's case manager and related service provider(s) should collaborate with the parents/guardians of the students on their caseloads to determine the service delivery model that will work best for the student including teletherapy on an approved teletherapy platform. Additional resources may be posted to the District backpack and/or emailed/mailed to parents/guardians which may include home practice activity resources, including videos, website links, etc. These team decisions should be based upon the student's goals and objectives outlined in their IEPs and take into consideration available technology as well as the amount of time the student will need to dedicate to their core academics. The related service provider and parents/guardians will develop an agreed upon schedule and mode to deliver the services. These plans should be revisited often and adjusted as necessary to meet each student's individual needs.

### **IEP Meetings**

Will continue as scheduled via Google Meets. Please watch your emails for invitations and any important changes to the schedule from your IEP Coordinator.

Initial Evaluations/Re-evaluations

Will be completed to the greatest extent possible unless they require face to face assessment components in which case they must be postponed until school resumes in order to keep staff and students safe and abide by the shelter in place order and social distancing guidelines.

**SEL and Relationships**

The health and mental well-being of students is our top priority. Accommodations and modifications can and should be done when appropriate for students and their mental health.

**Social Emotional Activities Outside Remote Learning**

Suggestions for Additional Activities				
Mind	Body	Spirit	Environment	Family
<ul style="list-style-type: none"> <li>● Reading, e.g., independent reading, listening to someone else read, audiobooks</li> <li>● Puzzles, Word Searches</li> <li>● Write a story or in a journal</li> <li>● Count money</li> <li>● Draw a map of your neighborhood</li> <li>● Building with blocks or Legos</li> <li>● Listen to a podcast</li> <li>● Watch a documentary</li> <li>● Practice another language</li> <li>● Invent something</li> </ul>	<ul style="list-style-type: none"> <li>● Take a walk</li> <li>● Dance</li> <li>● Exercise</li> <li>● Fine/gross motor activities</li> <li>● Stretch or do yoga</li> <li>● Play a sport</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to music or sing</li> <li>● Playing (inside or outside)</li> <li>● Creative arts</li> <li>● Coloring or drawing</li> <li>● Imaginative play</li> <li>● Meditate</li> <li>● Do something you've been avoiding</li> </ul>	<ul style="list-style-type: none"> <li>● Clean up your room</li> <li>● Do age-appropriate chores</li> <li>● Gardening</li> <li>● Fix something broken</li> <li>● Take care of pets or plants</li> <li>● Cook or bake</li> </ul>	<ul style="list-style-type: none"> <li>● Write a letter to someone</li> <li>● Play board games with a family member</li> <li>● Tell jokes or riddles</li> <li>● Build a fort and tell stories in it</li> <li>● Offer to help someone</li> </ul>

**Maintaining Connectedness to the Community**

FREE student meal service is provided to ALL children in the CUSD 10 community during the COVID-19 pandemic closure. We encourage families to take advantage of this offer to ensure all of our children are fed. Meals are made by our Sodexo food service staff and are distributed once a day in brown bags that include: one student lunch and a grab & go breakfast item for the following morning. The district provides a brown-bag lunch service via drive-thru pick up at selected locations and bus delivery routes. Information about this program can be found at:

<https://www.kahoks.org/headlines/major-update-on-food-distribution-effective-monday-march-23/>

## OPERATIONS

### Food Services

The following plan outlines meal distribution for the blended/hybrid learning model. This distribution plan is dependent on approval from the U.S Department of Agriculture or USDA.

Cafeterias/Food Service Schools should consider the number of students and adults in the cafeteria during each breakfast and lunch period and ensure that it does not exceed that maximum gathering size per the Restore Illinois plan (no more than 50 individuals during Phase 4, if possible). To ensure the maximum occupancy is not exceeded, alternate scheduling or the addition of meal service times may be considered to adhere to capacity limits.

The release of classrooms to the cafeteria may be considered to help ensure social distancing while students wait in line. Plans to deliver meals to classrooms or having students eat outdoors while ensuring social distancing is implemented will also be considered. Areas where students consume meals should be thoroughly cleaned and disinfected between groups and after meals.

Meals will be individually plated. Buffets, salad bars, and the sharing of food and utensils will be prohibited. The use of disposable food service items (e.g., utensils, dishes) will be considered. Regular precautions will be taken regarding food allergies and dietary needs. Face coverings must be removed during eating, so it is important to ensure 6-foot distance between individuals as much as possible. Considerations also should be given to food consumed during times other than mealtimes, such as by preschool students.

The following options will be considered for meal logistics:

1. GRAB and GO:
  - a. Meals Packaged and Delivered to designated pick-up locations
2. Grab and Go in the server selected by the student or handed out by a Sodexo attendant
3. In Classroom Service of Prepackaged Meals
4. Traditional Service from behind the sneeze guards while students practice social distancing during queuing. Maybe dine-in or takeaway.
5. Meals packed cold for students to take home. These may be intended for cold consumption or re-heating (Full day or half day pack out).

Food service personnel must use appropriate PPE, including gloves and face coverings, while preparing and distributing food. Frequent hand hygiene will be required. Individuals should wash their hands after removing their gloves or after directly handling food service items that have been used. Hand hygiene must be performed prior to and after eating a meal or consuming any food items.

Each building will design their own unique meal distribution plan for their location in conjunction with the Food Services Team and according to USDA standards.

**Transportation**

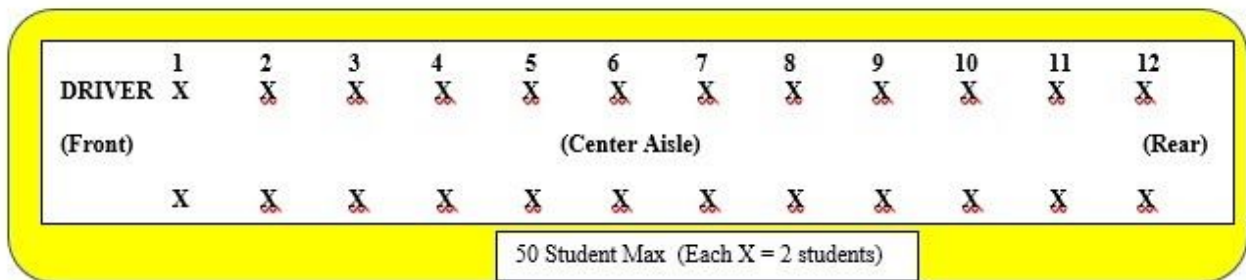
First Student Bus Company Transportation has played a critical role in the operations for many aspects of our student’s education. Transportation has developed several safety protocols to keep our staff and students safe during the COVID-19 pandemic.

Student transportation procedures have been developed to assure compliance with all applicable expectations under state and federal guidelines. All individuals on a bus must wear a face covering, no more than 50 individuals should be on a bus at one time, and 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. Drivers and monitors must undergo symptom and temperature checks or self-certify and verify that they are free of symptoms before the start of each workday. Drivers and monitors who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or symptoms of COVID-19 may not work. Drivers and monitors who become ill during their route should contact their supervisor immediately. 42 Student transportation should apply the most feasible social distancing guidelines. The CDC recommends that entities should “create distance between children on school buses ...when possible.” No more than 50 individuals may be on a vehicle at any one time during Phase 4. All physical changes to school transportation vehicles must meet Illinois Department of Transportation (IDOT) and Secretary of State rules and regulations. All required IDOT inspections should occur.

**Physical Distancing During Transport**

Following the CDC guidelines, school buses must be allowed to have no more than 50\* students on board. As a result of these guidelines designed to protect students and staff from the spread of COVID-19, the capacity on our school buses may be reduced. We will be prioritizing students who have transportation written into their IEP and students identified through the MCKinney Vento Act.. These students will be given priority regarding transportation needs. With the hybrid/blended learning model, the number of students attending school each day will be reduced. Therefore, we anticipate to be able to accommodate most all student transportation requests.

72 passenger school bus with 12 rows of seating



**School Bus Sanitation**

The transportation sanitation plan will include daily disinfection of the First Student Bus Company fleet. Bus company facilities will be cleaned daily (or between use on all vehicles) with emphasis on high touch surfaces and restrooms. A physical distancing and PPE plan has been developed for the transportation staff when they are at the bus garage. Schools buses will be disinfected daily at the end of routes using only products that meet the EPA criteria and manufacturers' guidelines and allowed to sit overnight for maximum disinfectant dwell time.

## Planning Document

### **Standard Operating Procedures for Return to School Checklist for Principals**

This Standard Operating Procedure has been designed to be used with the Return to School (RTS) Principal Checklist. This procedure will take you through the checklist step-by-step and assist in identifying any areas in your building that are in need of preparation/procedure prior to students and staff returning to school in the fall. You are asked to prepare your building and complete the checklist by implementing all steps and processes necessary to meet the guidelines set forth by the Return to Learn Plan. With the tools provided, you will be able to assure that your building is ready for students and meets or exceeds all health and safety expectations this fall.

#### **A. Getting Prepared**

Please begin this process by establishing your own Return to Learn building committee. This committee must include all stakeholders within your building. Please include custodians, teachers, secretaries, nurses (if applicable), cafeteria, support personnel and stakeholders in your building committee.

Please read the RTL Plan put together by the Central Office Team thoroughly. Emphasis must be placed on reading and understanding the school closure plan. Address any questions you may have with Central Office Staff. You may want to re-familiarize yourself with your building layout, staff & student numbers and any schedule changes (encore classes, services, lunch schedules etc.) and any other information that will be important in determining the Return to Learn Plan specifically outlined for your building.

You may also want to consider starting consistent communication with your building staff and students and their families prior to the start of school to ensure everyone will be familiar and comfortable with the health and safety expectations and guidelines for the coming school year. Weekly messages to parents should begin the last week of July. Please include any updates or changes relevant to the start of the 2020-21 school year.

#### **B. Signage and PPE**

Ensure you have all signage and supplies needed to meet or exceed the health and safety guidelines set forth by the Return to Learn Committee prior to students and staff returning to your building. Signage can be ordered from the Operations and Maintenance Department.

Make sure all building staff is aware of PPE expectations and procedures. Create action steps to follow should a staff member forget to bring their face covering. Extra face coverings available for such cases and how to get the mask to your staff prior to building entry. In some special cases, additional or specialized PPE may be needed, such as special needs classrooms. Please coordinate these specialized PPE requests to the Special Education Department.

Be sure that orders for PPE are placed through the standard requisition process. Please have PPE available and on hand for visitors and staff as applicable.

#### **C. Student Enrollment & Registration**

### **What is the difference between Enrollment and Registration?**

## Collinsville CUSD #10 2020-21 Return to Learning Plan

Students who are NEW to the Collinsville School District (did not attend last year) are required to *enroll* online through [Skyward Family Access](#) or in person at the Student Services Office, 123 West. Clay Street, Collinsville. When completing the enrollment process in-person, a parent or guardian must be present and will be asked for proof of residency and a copy of the child's birth certificate. (For proof of residency requirements, See Enrollment Information below).

*Registering during the summer (Online Registration is only available during the summer):*

Once enrolled, students are required to *register* each year for the upcoming school year.

### STUDENT ENROLLMENT

Families may enroll NEW STUDENTS TO THE DISTRICT for the 2020-2021 school year ONLINE through Skyward Family Access. **If you do not already have a Skyward Family Access account**, please create an account by clicking here: [New Student Enrollment Account Request](#) to sign up for an account and begin the enrollment process. Please note that a valid email address is required. If you do not have a valid email address, you may obtain a free one through Gmail, Yahoo mail or Outlook. **If you currently have a student attending school in the Collinsville Unit 10 School District**, please use your Skyward Login to complete the New Student Online Enrollment Application. SEE the [NSOE Online Enrollment Guide](#) for assistance (<https://www.kahoks.org/parents/enrollment/>).

**NOTE:** Students who attended school in the Collinsville School District in 2019-2020 are not required to re-enroll in the school District. Students will be placed in their appropriate grade in the student's elementary school attendance area based upon enrolled residence address or at the appropriate grade at DIS (5<sup>th</sup>/6<sup>th</sup> grade), CMS (7<sup>th</sup>/8<sup>th</sup> grade) or CHS (9-12 grade).

*If you do not have a student attending school in the Collinsville Unit 10 School District, please request a temporary Skyward Login and Password by clicking here [New Student Enrollment: Account Request](#).*

*If you currently have a student attending school in the Collinsville Unit 10 School District, please use your current [Skyward Login](#) to complete the New Student Online Enrollment Application.*

**As you are completing the enrollment process, you will have the opportunity to scan and attach (as pdf or photo) the required documents as part of the enrollment application. This step is required to complete the enrollment application.**

- Parent/Guardian Photo ID
- Child's Birth Certificate (Official)
- Parent/Guardian Proof of Residence within the CUSD10 School Boundary (Evidence from Category I and Category II – See Document Attached).

Additional Documents to Provide if Applicable

- Parenting Plan/Court Order
- Proof of guardianship (or completed Affidavit) if the child is living with an adult other than the legal guardian(s).
- Foster Parent Placement Forms

### STUDENT REGISTRATION

**The On-Line Registration window will open at 6:00PM on Monday, July 13, 2020.**

### Collinsville CUSD #10 2020-21 Return to Learning Plan

Parents/Guardians of new students who have enrolled into the Collinsville School District (attending school in the District for the first time this school year) will receive a letter that will outline directions for completing the Online Registration process and include your Family Access Username and Password for your child's Skyward Family Access Account.

Parents/Guardians of returning students to the Collinsville School District (students who attended a school in Unit No. 10 last year) should complete the registration process through your existing Family Access Account.

Parents/Guardians will need the Family Access Username and Password to log into the Skyward Family Access Account. If you have forgotten your username and/or password, you may retrieve this information via the Family Access Link on the Kahoks.org website (See Skyward icon on top of website page).

Families new to the District who have not completed the enrollment process must enroll your child into the Collinsville Community Unit School District No. 10. This may be completed online through Skyward Family Access. **If you do not already have a Skyward Family Access account**, please create an account by clicking here: [New Student Enrollment Account Request](#) to sign up for an account and begin the enrollment process.

*Collinsville High School Students will need to attend their assigned return to school day during the week of July 27 in order to receive class schedules, textbooks, Chromebook, ID picture, P.E. uniforms and to reserve parking. All other students (grade K-8) may complete the entire registration process Online via the Skyward Family Access Portal beginning July 13, 2020 (6:00PM).*

*Collinsville Middle School Students should attend the CMS Move-In Day on August 12<sup>th</sup> (1:00PM-7:00PM) or August 13<sup>th</sup> (8:00AM – 4:00PM) to tour the building, find their classes and lockers, and receive a paper copy of their schedules.*

Please note that the following information may be accessed via the CUSD10 website at [www.kahoks.org](http://www.kahoks.org)

- 1) Bus Transportation information (Bus Assignment Information available on August 14, after 3:30PM)
- 2) The 2020-2021 School Calendar
- 3) Medical and Health requirements and forms
- 4) Student and Parent Handbooks for 2020-2021
- 5) The Open House schedule for each school in CUSD10
- 6) School Supply Lists for students in grade Pre-K through grade 8
- 7) Information regarding Student Fees for the 2020-2021 school year
- 8) Free/Reduced Illinois Lunch Applications (Forms may be completed via Skyward Family Access)
- 9) Teacher Assignment for students in grades K-6 (Available on August 14 after 3:30PM)

#### **When can I find out who my child's teacher is and/or my child's class schedule?**

**Collinsville High School Students** must attend Centralized Registration on either July 28 (A-K) or July 29 (L-Z) from 1:00PM - 7:00PM in order to receive their class schedule as well as PE Uniforms, Athletic Participation Information, CHS Bands Information, Parking Assignments (Qualified students in grades 11 and 12), Driver's Education Information, Photo IDs, Textbooks and Chromebooks.

**Collinsville Middle School Students:** Class Schedules will be available at the CMS Move-In Day on

### Collinsville CUSD #10 2020-21 Return to Learning Plan

August 12 (1:00PM – 7:00PM) and August 14 (8:00AM – 4:00PM) and via the Skyward Family Access Portal on August 12 (1:00PM). Parents/Guardians may log into their account (using their Username and Password) and access their child's teacher information via the [Schedule Tab](#) (from the menu options on the left) on August 12 (1:00PM).

**Dorris Intermediate School and Elementary School Students** may access their teacher assignment via the Skyward Family Access Portal. Parents/Guardians may log into their account (using their Username and Password) and access their child's teacher information via the [Schedule Tab](#) (from the menu options on the left) on August 14 (after 3:30PM).

#### **When can I find out my child's bus information?**

**Students** may access their bus transportation information via the Skyward Family Access Portal. Parents/Guardians may log into their account (using their Username and Password) and access their child's bus information via the [Student Information](#) menu link (on the left). On the Student Information screen, parents/guardians will click [View Bus Schedule](#) to view the assigned bus number. Parents/Guardians should then click the [View Pickup/Dropoff Bus Stops](#) link to see detailed information regarding the bus stop. This information will be available on August 14 (after 3:30PM).

#### **D. Building Arrival and Dismissal**

As mentioned in the Return to Learning Plan, attempting to maintain physical distancing is an important step to help keep your staff and students safe. In order to do so, you will need to complete several steps throughout your building, starting with all entrance/exit points.

For this area, you will need to identify which classrooms or grade levels will be entering/leaving your building and which doors they will be using to do so. If certain doors are only to be used by certain grade levels or classes, this will need to be clearly indicated at each entrance/exit. You will also need to clearly mark the areas outside your building where students will be waiting prior to the start of school. Doorstops must be used to keep doors propped open if possible to discourage unnecessary touching of these high-use surfaces. In addition, signage will need to be posted at each door to direct visitors where to go and what to expect (Visitor Policy). Signage with PPE and Health Procedures will also need to be posted at each entry/exit door. You are also encouraged to review your student pick-up and drop-off procedure to ensure the physical distancing and health guidelines can be met with your current process and update/change it as necessary.

Depending on your building needs, you may want to assign staff to monitor students prior to entering the building to encourage social distancing.

#### **E. Hallways and Passing Times**

Your building hallways and high traffic areas will need special consideration in preparation for student return as many mitigation options are not achievable here.

It is recommended that you create a hallway roadmap or plan to determine the path(s) each class or grade level will take to the various locations students may need to travel to (bathroom, office, cafeteria, etc.). Hallways must be clearly marked with direction of travel, if applicable as well as clearly indicated 6-foot spacing on hallway floors outside bathrooms, building doors and other waiting areas to show students and staff where to wait.

Throughout your hallways, signage reminding everyone of physical distancing and face coverings usage will need to be posted and clearly visible.

In high traffic areas, creation of a hallway usage schedule may be beneficial to avoid any unnecessary congestion; this may include but is not limited to scheduled restroom breaks, travel to/from cafeteria, playground etc.).

If hallways in your building are completely off-limits, they must also be clearly marked and/or cordoned off.

Locker usage must be avoided if at all possible. If lockers must be used, they must be assigned with as much distance between students as possible.

#### **F. Office Area**

Your building's office may be a high-traffic area even with a reduced number of students in your building. Staff, students and visitors may be coming through this area at various points of the school day.

You may need to rearrange your main office area so that office staff is able to work at least 6-feet apart from each other. Waiting areas for students and visitors must be clearly marked to encourage physical distancing. Signage reminding everyone of physical distancing guidelines and face coverings usage must be posted.

The Visitor Policy and Health Screening Procedure must be posted in an area highly visible as visitors enter the office, such as the entry door. You will need to determine which office staff member(s) will be performing the Health Screening and take each visitor's temperature with the no-touch thermometer. The thermometer, PPE and Health Questionnaire must be stored in an area that is easily accessible for your office staff.

#### **G. Cafeteria**

Sodexo, the building principal and Central Office Staff will need to determine if and how each cafeteria will be used during phase 4 of the Governor's Restore Illinois Plan. Any decisions, changes or alterations to your meal distribution plan **MUST** be coordinated with Sodexo and Central Office Staff. This group **MUST** be involved and consulted during this planning phase.

The following plan outlines meal distribution for the blended/hybrid learning model. This distribution plan is dependent on approval from the U.S Department of Agriculture or USDA.

Cafeterias/Food Service Schools should consider the number of students and adults in the cafeteria during each breakfast and lunch period and ensure that it does not exceed that maximum gathering size per the Restore Illinois plan (no more than 50 individuals during Phase 4, if possible). To ensure the maximum occupancy is not exceeded, alternate scheduling or the addition of meal service times may be considered to adhere to capacity limits.

The release of classrooms to the cafeteria may be considered to help ensure social distancing while students wait in line. Plans to deliver meals to classrooms or having students eat outdoors while ensuring social distancing is implemented will also be considered. Areas where students consume meals should be thoroughly cleaned and disinfected between groups and after meals.

Meals will be individually plated. Buffets, salad bars, and the sharing of food and utensils will be prohibited.

## Collinsville CUSD #10 2020-21 Return to Learning Plan

The use of disposable food service items (e.g., utensils, dishes) will be considered. Regular precautions will be taken regarding food allergies and dietary needs. Face coverings must be removed during eating, so it is important to ensure 6-foot distance between individuals as much as possible. Considerations also should be given to food consumed during times other than mealtimes, such as by preschool students.

The following options will be considered for meal logistics:

1. GRAB and GO:
  - a. Meals Packaged and Delivered to designated pick-up locations
2. Grab and Go in the server selected by the student or handed out by a Sodexo attendant
3. In Classroom Service of Prepackaged Meals
4. Traditional Service from behind the sneeze guards while students practice social distancing during queuing. May be dine-in or takeaway.
5. Meals packed cold for students to take home. These may be intended for cold consumption or re-heating (Full day or half day pack out).

Food service personnel must use appropriate PPE, including gloves and face coverings, while preparing and distributing food. Frequent hand hygiene will be required. Individuals should wash their hands after removing their gloves or after directly handling food service items that have been used. Hand hygiene must be performed prior to and after eating a meal or consuming any food items.

Each building will design their own unique meal distribution plan for their location in conjunction with the Food Services Team and according to USDA standards.

Signage reminding everyone of physical distancing and face coverings usage will need to be posted throughout the room.

### **H. Classrooms**

Classroom set-up will differ from building to building and maybe even from room to room. We do encourage you to incorporate as many health guidelines as possible to create consistent student groups to ensure the health and safety of all students and staff.

To avoid student mixing as much as possible, students need to remain with the same classroom group throughout the day with teachers changing classrooms during passing time when possible.

Classroom areas will need to be clearly marked to let students know where to sit, stand or wait with social distancing; off-limit areas must be clearly marked as such. Students' desks must be spaced apart and facing the same direction. If tables are being used instead of desks, they must be clearly marked to indicate where students can or cannot sit.

If a classroom doesn't have its own bathroom, a bathroom schedule will need to be created to avoid congestion in the hallways and bathrooms. The same applies to recess which must be limited to one grade level on the playground at a time.

Classrooms must have hand sanitizer available at each door and students must be encouraged to use hand sanitizer each time they enter the room. Signage reminding everyone of handwashing and –sanitizing expectations must be posted throughout the classroom. If a sink is present in the classroom, a sign reminding students of proper handwashing techniques must be posted near it. Students must also be reminded not to share school supplies (refer to the 'Shared Objects' section of the Return to Learn

Plan.

Music related education will follow the most current IDPH/ISBE guidelines for student and staff safety measures.

The District will consider moving music and band-related courses outside when feasible. Music and band classes may be organized into smaller classes, minimizing the number of students for sectional or group rehearsal to provide for social distancing. Where possible, separate partitions may be used in open spaces; utilize markings on classroom floor/wall/practice field.

Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles. Students should sanitize hands prior to handling instruments. Instruments should not be shared at any time. Sanitize hands after using instruments. It is permissible for band members to remove their masks during the time they are playing, but only if necessary. Students should provide their own equipment for class; sharing of equipment between students should be prohibited. Long-term rentals are permitted; however, instruments should be properly cleaned and sanitized between rentals. Students should disinfect musical instruments between classes, if possible. Instruments should be cleaned using approved disinfectant and recommended cleaning guidelines (National Federation of State High School Associations, National Association of Music Merchants, National Association for Music Education [instrument cleaning](#)). Special care shall be taken with instrument mouthpieces; it is recommended that reed players use plastic instead of cane reeds.

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.

#### **I. Physical Education, Gymnasiums, and Locker Rooms**

Physical activity can support students' overall health and help reduce stress and anxiety. Whenever feasible and weather permitting, schools must 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.

**J. Restrooms**

Your buildings' restrooms will be one of your high-traffic areas. The area immediately outside the door must be clearly marked to show students where to wait or stand with 6-foot spacing, including sinks if necessary.

Signage reminding everyone of proper handwashing techniques, physical distancing and face coverings usage must be clearly posted. Sufficient amounts of hand soap and paper towels need to be available at all times.

**K. Common Areas**

Common areas must be prepared for student use prior to the start of school.

As with the other areas, they will need to be clearly marked to show students where to sit, stand or wait with 6-foot spacing. Signage reminding everyone of physical distancing and face coverings usage must be posted throughout the room.

**L. Student Services**

Your special needs students will need to receive services when they return to your building. Determine which services can be provided in the classroom and designate and clearly mark those areas. If you determine that not all services can be provided in the classrooms, designate a room or rooms and create a schedule. A cleaning procedure and/or schedule for these rooms will need to be developed. Signage to remind everyone of physical distancing and face coverings usage will need to be posted here as well.

**M. Sick Student/Staff**

Please familiarize yourself with sick student/staff guidelines as much as possible and communicate it to your building staff so everyone will know what to do in case of a sick student or staff member.

You will need to designate an area in your building as the Sick Student/Staff Quarantine Area and it will need to be clearly marked as such. Any sick person must wait in this quarantine area until they can go home. If you have a sick student, a staff member must be supervising the student until they are able to leave. Action steps need to be set in place in case a parent/guardian is not reachable or able to pick-up their student.

Hand sanitizer and/or PPE must be available in your quarantine area. Signage reminding everyone of physical distancing and face coverings usage must be posted.

**N. Facial Coverings**

Current guidance from ISBE and IDPH is facial coverings are to be worn by students and staff throughout the school day. Clearly articulate this to students and staff throughout the school day and place signage throughout your building. Staff are encouraged to remind students frequently throughout the school day.

**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

**Checklists are provided below to help ensure you have covered each area of your buildings Return to Learn plan and procedures.**

*Please mark each step as you complete it or indicate if not applicable.*

Building Arrival & Dismissal

- Designate Entry & Exit doors for each grade level
- Acquire signage for each door to clearly indicate entry/exit usage by classroom, grade level or as determined by building principal to accommodate building
- Schedule and coordinate staff to ensure proper supervision
- Create/post signage to let visitors know where to go and what to expect (Health Screening) at each door
- Create/post signage with PPE and Health Procedures
  
- Clearly mark outside area to show students where to wait with 6-foot spacing
- Review student pick-up and drop-off procedures

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Hallways & Passing Time

- Create a roadmap for each classroom to determine navigation of the building (to bathrooms, recess, office etc.)
  - Communicate roadmap to teachers and other staff, as necessary
- Mark direction of travel on hallway floor, if applicable
- Clearly mark 6-ft spacing on hallway floor, as applicable (outside restrooms, building exits and other waiting areas)
- Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage
- Schedule and coordinate staff to ensure proper supervision?
- Create classroom/grade level specific schedule for hallway usage (scheduled restroom breaks, travel to cafeteria, playground etc.)
- Allow time for desks to be cleaned for classes that change
  - Create/post signage for hallways that are completely off-limits

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Office Area

- All staff should practice social distancing
- Clearly mark office area to encourage physical distancing for staff, students and/or visitors who need to come to the office
- Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage
- Create/post clearly visible signage with Visitor Policy and Health Screening Guidelines
  - Determine which staff person will perform Health Screenings
  - Determine storage location for no-touch thermometer, if applicable
  - Clearly communicate the health screening process and health questions to ask visitors to staff performing screenings.

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Cafeteria

- Determine where and how meal consumption will occur, implement social distancing and limit student numbers in the cafeteria (no more than 50 or every other seat)
  - Will additional seating be needed
- Clearly mark areas to show students where to wait, sit or stand with social distancing
  - Lunch line, if applicable
  - Outside cafeteria, if applicable
  - Lunch tables
- Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage
- Coordinate breakfast and lunch plans with Sodexo
- Schedule and coordinate staff to ensure proper supervision

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Classrooms

- Clearly mark areas to show students where to wait, sit or stand with 6-foot spacing
- Desks should be spaced apart facing the same direction
  
- Clearly mark tables to indicate where students can and can't sit
- Create a restroom schedule, if necessary
- Create a recess schedule, if necessary
- Ensure hand sanitizer is readily available at all classroom entrance doors
- Create/post signage for each classroom to reminding students of handwashing/-sanitizing process and expectations
- Create/post signage to remind students not to share school supplies, if applicable
- Schedule midday cleaning of classroom hard surfaces and/or cleaning between classes that change
- Establish a cleaning regimen for equipment (playground, weightroom, educational materials used by multiple groups, sensory room, etc.)
- If meals will be eaten in the cafeteria or other designated area, create delivery or pick-up plan for each classroom or grade level
  - If meals will be delivered, designate delivery staff and create schedule
  - If meals will be picked up from cafeteria, designate person and create schedule

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Restrooms

- Clearly mark areas to show students where to wait or stand with 6-foot spacing, including sinks if necessary
- Create/post clearly visible signage reminding everyone of handwashing procedure, physical distancing and face coverings usage
- Schedule and coordinate staff to ensure proper supervision
- Schedule regular cleaning of restrooms throughout the day
- Ensure hand washing supplies are readily available

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Common Areas

- Clearly mark areas to show students where to wait, sit or stand with 6-foot spacing
- Schedule and coordinate staff to ensure proper supervision
- Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Services

- Determine which services can be provided in classrooms
  - Designate and clearly mark area in classroom
- Determine which services can't be provided in classrooms
  - Designate room(s)
  - Create schedule
  - Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage
  - Schedule and coordinate staff to ensure proper supervision

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Sick Student/Staff Procedures

- Clearly communicate Sick Student/Staff Procedure to staff
- Designate Sick Student/Staff Waiting Area
- Determine which staff member will be waiting with sick student until parent pick-up
- Ensure hand sanitizer and/or PPE is readily available in designated waiting area
- Create action steps if parent of sick student can't be reached or is unable to pick-up student
- Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Signage and PPE

- Ensure all necessary signage has been created and/or ordered and posted
- Ensure staff is aware of PPE procedure and expectations
  - Have a plan if staff forgets to bring their face covering
    - Will extra face coverings be made available
    - How will staff retrieve extra face covering/enter building w/o one?

Notes/Comments:

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**COVID-19 Policy & Procedure Building Compliance Principal Checklist**

Hygiene and Cleaning

- Schedule staff and student training regarding social distancing and hygiene with Nurse Lisa
- Schedule Maintenance Department to provide staff training on proper use of cleaning products (i.e. wipes, spray solutions, etc.)

Notes/Comments:

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6. **New Business**

1. Student Transportation Contract Amendment

**AMENDMENT TO STUDENT TRANSPORTATION SERVICES AGREEMENT  
BETWEEN COLLINSVILLE COMMUNITY UNIT DISTRICT NO. 10 AND  
FIRST STUDENT, INC**

**THIS AMENDMENT** is made and entered into as of the 20th day of October, 2020 by and between Collinsville Community Unit District 10 (“District”) and First Student, Inc. (“Contractor”) (collectively, the “Parties”).

**WHEREAS**, the Parties entered into that certain School Bus Transportation Services Agreement dated the 22nd day of February, 2016 (hereinafter the “Agreement”), and into that certain Extension and Amendment to Student Transportation Services Agreement dated the 24<sup>th</sup> of September, 2018 (hereinafter the “Extension Agreement”); and

**WHEREAS**, District may temporarily, intermittently, or permanently utilize a Hybrid/Blended Learning Plan during the current 2020-2021 school year due to the COVID-19 pandemic (each a “Hybrid/Blended Period”); and

**WHEREAS**, District may temporarily, intermittently, or permanently utilize an Exclusive Remote Learning Plan during the current 2020-2021 school year due to the COVID-19 pandemic (each a “Remote Period”); and

**WHEREAS**, the Illinois State Board of Education has advised that school districts should amend contracts with existing bus contractors to ensure reimbursement for contractors’ allowable transportation expenditures during a Hybrid/Blended Period and/or Remote Period; and

**WHEREAS**, District and Contractor wish to amend the Agreement to ensure the continuity of education, including the provision of any direct or related service for the health and well-being of all public school students in pre-kindergarten through grade 12 during the 2020-2021 school year.

**NOW, THEREFORE**, the Parties mutually agree as follows:

**1. COMPENSATION & SERVICE**

**A.** At the request of the District during a Hybrid/Blended Learning Period or an Exclusive Remote/Online Learning Period, Contractor shall provide staffed buses to provide services that are beyond transporting students. The District and Contractor shall mutually agree to the number of buses and staff required for each service. Such services shall include, but are not limited to, the following:

1. The delivery or distribution of food;
2. Delivery, distribution and/or pick-up of student assignments and work;
3. The use of buses to provide wi-fi and other similar services; and
4. Any other similar service the District determines in its sole discretion is necessary to ensure the continuity of education.

**B.** The Parties specifically agree that all costs incurred by the District under this Amendment are costs paid by the District for a transportation provider under a written agreement, for services that are beyond transporting students to ensure continuity of education, including the provision of any direct or related service for the health and well-being of all of the students of the District, and that all such expenditures shall be allowable and reimbursed to the District pursuant their regular student transportation claim(s) under Section 29-5 of the School code and 23 Ill. Amin. Code 120.30(e).

**2. REIMBURSEMENTS TO DISTRICT**

Contractor specifically warrants and agrees that the compensation provided to it under this Amendment is for the benefit of Contractor employees and shall not, in and of itself or in conjunction with any governmental payment or benefit of any kind, result in any profit greater than Contractor would have made under the Agreement.

**A.** Should Contractor receive any payment or benefit from the State of Illinois, the United States Federal government, or any other source, including but not limited to any payment or benefit under a recovery, benefit, bailout, or subsidy program for the period covered by this Amendment, Contractor shall reimburse the District its pro rata share for the payments so received, up to the amounts paid by the District to Contractor pursuant to this Amendment.

**B.** The District will make the payments described in Section 1 (Compensation) to the Contractor in reliance upon the representation of the Illinois Board of Education (“ISBE”) that such payments shall be reimbursable as part of the District’s regular student transportation reimbursement claim(s). If the ISBE denies the District reimbursement for the payments made in Section 1 of this Amendment, the District shall notify Contractor of such denial within thirty (30) days, and the Contractor shall reimburse the District the amounts paid to the Contractor pursuant to Section 1.

Except as set forth herein, all other terms and conditions of the Agreement shall remain in full force and effect.

**IN WITNESS WHEREOF**, this Amendment has been signed and executed in duplicate on behalf of the Parties hereto by persons duly authorized on the day and year first written above.

**COLLINSVILLE COMMUNITY UNIT  
DISTRICT NO. 10**

**FIRST STUDENT, INC.**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

**ATTEST:**

**ATTEST:**

By: \_\_\_\_\_

By: \_\_\_\_\_

7. **Closed Session**

8. **Personnel**

1. Non-Certified Resignations

2. Non-Certified Employee Recommendations for  
Employment

3. Title I Extended Day Tutors Recommendation for  
Employment

4. Recommendation for Coaches

9. **Adjourn**