

**Kreitner Elementary School
Collinsville Community Unit 10 School District**

Return to Learn & Remote Learning Plans

**Approved 8/10/2020
Last Update 8/5/20**



The Kreitner Return to Learning Plan was created by the Return to Learning Planning Committee. The committee was made up of members of our Kreitner Leadership Team, consisting of Amber Denbow, Cristiane Bramble, Jenny Stroot, Kasey Clouse, Lori Billy, John Parciak, Krista Basuel, Gina Clark, and Leah Corey as well as CEAA members Michele Glendening and Laura Tirey, and parent Daisy Avila.

The Full Remote Learning Plan immediately follows the Traditional and Hybrid/Blended Plan as set forth in the following table.

Arrival and Dismissal

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|---|--|--|
| <p>Designate Entry & Exit doors for each grade level</p> | <p>Busses: The district is in communication with our contracted bus service, First Student, who will be responsible for bus protocols.</p> <p>Arrival: Busses-drop off at K hall. Social distance spacing, check for masks (they should be wearing them on the busses). Students will get a grab bag breakfast and report to class rooms(teachers mark off who ate breakfast or email? After a cut off point). Students will be told when to disembark busses to ensure social distancing during this process. Grab bag breakfasts will be set up in the hall near the 1st grade and 3rd grade rooms, at the lobby end of the 4th and 2nd grade hall. Kinder and Prek bags will be delivered to the classrooms.</p> <p>Pre-K arrival: EC two staff members walk students using a special rope with social distance knots from the bus.</p> | <p>Busses: The district is in communication with our contracted bus service, First Student, who will be responsible for bus protocols.</p> <p>Arrival: Busses-drop off at K hall. Social distance spacing, check for masks (they should be wearing them on the busses). Students will get a grab bag breakfast and report to class rooms(teachers mark off who ate breakfast or email? After a cut off point). Students will be told when to disembark busses to ensure social distancing during this process. Grab bag breakfasts will be set up in the hall near the 1st grade and 3rd grade rooms, at the lobby end of the 4th and 2nd grade hall. Kinder and Prek bags will be delivered to the classrooms.</p> <p>Pre-K arrival: EC two staff members walk students using a special rope with social distance knots from the bus.</p> |

| | | |
|--|---|---|
| | <p>Cars-drop at front drive. Parents will be informed to remain in the car. Students will enter and proceed toward their class and get bag breakfast at the assigned hall then report to the classroom.</p> <p>EC/Pre-K Parent sign in at two locations one for Denbow/Libby and one for April special rope used as each parent signs in. EC Ed Asst will sign students in to avoid multiple people touching sign in sheet & pen.</p> <p>Dismissal: Busses-Students stay in class until bus # is called, then only those bus riders proceed to K hall, staff monitor for social distancing Pre-K EC two staff members walk students using a special rope with social distance knots to the bus.</p> <p>Cars- Dismiss car riders by grade. 3rd and 4th exit side doors; 2nd and 1st exit front door; K exit Kinder hall way.</p> <p>EC/Pre-K Parent sign out at two locations. Denbow/Mueth at main entrance; Hart at Kinder hallway. Special rope will be used so students maintain distance. Prek Ed Assistants will sign students out to avoid multiple people touching sign- out sheet and pen.</p> <p>Parents of K-4 should remain in their vehicles at all times. Parents should not comingle during pick-up and drop-off. Pre K parents</p> | <p>Cars-drop at front drive. Parents will be informed to remain in the car. Students will enter and proceed toward their class and get bag breakfast at the assigned hall then report to the classroom.</p> <p>EC/Pre-K Parent sign in at two locations one for Denbow/Libby and one for April special rope used as each parent signs in. EC Ed Asst will sign students in to avoid multiple people touching sign in sheet & pen.</p> <p>Dismissal: Busses-Students stay in class until bus # is called, then only those bus riders proceed to K hall, staff monitor for social distancing Pre-K EC two staff members walk students using a special rope with social distance knots to the bus.</p> <p>Cars- Dismiss car riders by grade. 3rd and 4th exit side doors; 2nd and 1st exit front door; K exit Kinder hall way.</p> <p>EC/Pre-K Parent sign out at two locations. Denbow/Mueth at main entrance; Hart at Kinder hallway. Special rope will be used so students maintain distance. Prek Ed Assistants will sign students out to avoid multiple people touching sign- out sheet and pen.</p> <p>Parents of K-4 should remain in their vehicles at all times. Parents should not comingle during pick-up and drop-off. Pre K parents</p> |
|--|---|---|

| | | |
|--|--|--|
| | walking students to the building should maintain social distancing and wear masks. | walking students to the building should maintain social distancing and wear masks. |
| Acquire signage for each door to clearly indicate entry/exit usage by classroom, grade level or as determined by building principal to accommodate building | Post in English and Spanish Working with district on signage | Post in English and Spanish Working with district on signage |
| Schedule and coordinate staff to ensure proper supervision | <p>Arrival - Teachers in classrooms. Specials and Ed Assts stationed at entry points and hallways to monitor student movement and social distancing. Grab and go breakfasts delivered to classrooms or distributed by Sodexo staff at each hallway. Meeting with Sodexo has been scheduled.</p> <p>Lunch - Relief aides will assist Sodexo with delivering lunches and monitoring social distancing.</p> <p>Recess- Recess breaks are staggered, allowing 15 minutes of recess and 10 minutes between groups to allow Relief Aides time to disinfect playground equipment. No more than three classes will have recess at one time and classes will be assigned to specific areas of the playground/blacktop space.</p> <p>Throughout Day - Follow a classroom break schedule for restroom and water bottle refilling. Utilize intercom system and radios to monitor filling</p> | <p>Arrival - Teachers in classrooms. Specials and Ed Assts stationed at entry points and hallways to monitor student movement and social distancing. Grab and go breakfasts delivered to classrooms or distributed by Sodexo staff at each hallway. Meeting with Sodexo has been scheduled.</p> <p>Lunch - Relief aides will assist Sodexo with delivering lunches and monitoring social distancing.</p> <p>Recess- Recess breaks are staggered, allowing 15 minutes of recess and 10 minutes between groups to allow Relief Aides time to disinfect playground equipment. No more than three classes will have recess at one time and classes will be assigned to specific areas of the playground/blacktop space.</p> <p>Throughout Day - Follow a classroom break schedule for restroom and water bottle refilling. Utilize intercom system and radios to monitor filling</p> |

| | | |
|--|--|--|
| | <p>station and bathroom accessibility for individuals needing additional access to these spaces. Velcro a tag to the outside of the bathroom door to show how many students are in the bathroom.</p> <p>Dismissal- Will announce bus arrivals and only those students will be dismissed. After bus riders are dismissed, we will dismiss walkers & car riders by grade (or room number if necessary). Parents will be told to wait in their cars, not walk up to the building or minimally to maintain at least 6' distance from others, including staff. Staff will be in the halls to watch the classes go to bus/cars to avoid co-mingling.</p> | <p>station and bathroom accessibility for individuals needing additional access to these spaces. Velcro a tag to the outside of the bathroom door to show how many students are in the bathroom.</p> <p>Dismissal- Will announce bus arrivals and only those students will be dismissed. After bus riders are dismissed, we will dismiss walkers & car riders by grade (or room number if necessary). Parents will be told to wait in their cars, not walk up to the building or minimally to maintain at least 6' distance from others, including staff. Staff will be in the halls to watch the classes go to bus/cars to avoid co-mingling.</p> |
| Create/post signage to let visitors know where to go and what to expect (Health Screening) at each door | <p>Post in English and Spanish Working with Central Office regarding signage</p> | <p>Post in English and Spanish Working with Central Office regarding signage</p> |
| Create/post signage with PPE and Health Procedures | <p>Post in English and Spanish Working with Central Office regarding signage</p> | <p>Post in English and Spanish Working with Central Office regarding signage</p> |
| Clearly mark outside area to show students where to wait with 6-foot spacing | <p>Mark the outside area with paint to ensure the kids are standing in line using safe distancing. Possibly using different shapes and colors to help with placing the students per grade.</p> | <p>Mark the outside area with paint to ensure the kids are standing in line using safe distancing. Possibly using different shapes and colors to help with placing the students per grade.</p> |
| Review student pick-up and drop-off procedures | <p>Arrival- Students will enter the main entrance (car riders) or Kinder hall (Buss riders) and grab their bag breakfast from the pick up spot. From here</p> | <p>Arrival- Students will enter the main entrance and grab their bag breakfast. From here they will take their breakfast to the classroom. Staff will be</p> |

| | | |
|--|--|---|
| | <p>they will take their breakfast to the classroom. Staff will be present to monitor proximity. April's Pre-k will enter and exit through the kinder hallway door. Amber's will utilize the main entrance.</p> <p>Pick-up- After buses have been dismissed car riders and walkers will then be dismissed by grade and classroom. Parents will be advised to remain in their vehicles (1-4). Pre-k Parents will be advised to remain 6 feet apart and a staff member will walk the child to the adult. Kinder will follow a process similar to pre-k and will dismiss through the door at the end of the Kinder hallway</p> | <p>present to monitor proximity. April's Pre-k's will enter and exit through the kinder hallway door. Amber's will utilize the main entrance.</p> <p>Pick-up- After buses have been dismissed car riders and walkers will then be dismissed by grade and classroom. Parents will be advised to remain in their vehicles (1-4). Pre-k Parents will be advised to remain 6 feet apart and a staff member will walk the child to the adult. Kinder will follow a process similar to pre-k and will dismiss through the door at the end of the Kinder hallway</p> |
|--|--|---|

Hallways

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|--|--|--|
| <p>Create a roadmap for each classroom to determine navigation of the building (to bathrooms, recess, office etc.) *Comm w/ Staff</p> | <p>We will utilize our building map to draw on these to show traffic flow. This will be shared with teachers on their first day. Teachers will instruct students on this starting on the first day of student attendance. Teachers will make sure this gets put in sub folders. Teachers will follow a break schedule. We will utilize intercoms and radios.</p> | <p>We will utilize our building map to draw on these to show traffic flow. This will be shared with teachers on their first day. Teachers will instruct students on this starting on the first day of student attendance. Teachers will make sure this gets put in sub folders. Teachers will follow a break schedule. We will utilize intercoms and radios.</p> |
| <p>Mark direction of travel on hallway floor, if applicable</p> | <p>Put adhesives (arrow shaped) on the floor/walls similar to what we use for numbers. Will also maintain the signage already in the building asking to stay to the right.</p> | <p>Put adhesives (arrow shaped) on the floor/walls similar to what we use for numbers. Will also maintain the signage already in the building asking to stay to the right.</p> |

| | | |
|--|---|---|
| <p>Clearly mark 6-ft spacing on hallway floor, as applicable (outside restrooms, building exits and other waiting areas)</p> | <p>Adhesives on the floor spaced 6 feet apart. All tiles in the building are 12x12, making it easy to mark every 6th tile.</p> <p>We will place a velcro strip and 2-sided (green red) dot outside each bathroom that students can turn to show there is someone in the bathroom. Velcro a tag to the outside of the bathroom door to show how many students are in the bathroom.</p> | <p>Adhesives on the floor spaced 6 feet apart. All tiles in the building are 12x12, making it easy to mark every 6th tile.</p> <p>We will place a velcro strip and 2-sided (green red) dot outside each bathroom that students can turn to show there is someone in the bathroom. Velcro a tag to the outside of the bathroom door to show how many students are in the bathroom.</p> |
| <p>Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage</p> | <p>Post in English and Spanish Working with Central Office regarding signage</p> | <p>Post in English and Spanish Working with Central Office regarding signage</p> |
| <p>Schedule and coordinate staff to ensure proper supervision</p> | <p>Classroom breaks will be supervised by teachers/ed-assistance. Additional breaks will be communicated through intercom/radio, as well as, occupied/unoccupied signage. Assigned “stations” for arrivals and dismissals as well as throughout the day will be provided to all staff on their first institute day.</p> | <p>Classroom breaks will be supervised by teachers/ed-assistance. Additional breaks will be communicated through intercom/radio, as well as, occupied/unoccupied signage. Assigned “stations” for arrivals and dismissals as well as throughout the day will be provided to all staff on their first institute day.</p> |
| <p>Create classroom/grade level specific schedule for hallway usage (scheduled restroom breaks, travel to cafeteria, playground etc.)</p> | <p>Teachers will follow the classroom break schedule for restroom and water bottle refilling. Staff will utilize our intercom system and radios to monitor filling station and bathroom accessibility for individuals needing additional access to these spaces.</p> | <p>Teachers will follow the classroom break schedule for restroom and water bottle refilling. Staff will utilize our intercom system and radios to monitor filling station and bathroom accessibility for individuals needing additional access to these spaces.</p> |

| | | |
|--|--|--|
| Allow time for desks to be cleaned for classes that change | Everyone in the building will utilize the hand sanitizer at each doorway when entering and leaving a room. Provided cleaning supplies will be used to clean/disinfect classroom areas between small group transitions. Ten minutes will be scheduled for cleaning/disinfecting between ELL and Title group services as well as grade level recesses and PE. Speech, Hearing, and other services will also have time between students to disinfect. | Everyone in the building will utilize the hand sanitizer at each doorway when entering and leaving a room. Provided cleaning supplies will be used to clean/disinfect classroom areas between small group transitions. Ten minutes will be scheduled for cleaning/disinfecting between ELL and Title group services as well as grade level recesses and PE. Speech, Hearing, and other services will also have time between students to disinfect. |
| Create/post signage for hallways that are completely off-limits | Post in English and Spanish Working with Central Office regarding signage | Post in English and Spanish Working with Central Office regarding signage |

Office

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|--|--|--|
| All staff should practice social distancing | Staff desks are arranged to ensure 6' of distancing. Masks will be worn at all times. Staff will maintain social distancing when checking mailboxes and handling office business. Students who get to sign the Book of Success will be given a label/sticky note to sign then that is stuck to the book. Teachers have their own BOS stickers in the classroom to avoid coming to office. | Staff desks are arranged to ensure 6' of distancing. Masks will be worn at all times. Staff will maintain social distancing when checking mailboxes and handling office business. Students who get to sign the Book of Success will be given a label/sticky note to sign then that is stuck to the book. Teachers have their own BOS stickers in the classroom to avoid coming to office. |

| | | |
|--|--|---|
| <p>Clearly mark office area to encourage physical distancing for staff, students and/or visitors who need to come to the office</p> | <p>Adhesive on the floor marking areas for people to stand. A sneeze guard may also be placed, if needed, on Ana's desk. We will work with building and grounds to see if this is an option. Working with B&G on signage.</p> <p>Only 1 "family" &/or person should be allowed in the vestibule at all times. Staff member will sign in students to avoid passing paper and pen back and forth. New Tardy Slips will be created. Parents bringing in backpacks, chromebooks, etc. late will leave items on the bench outside the main office. They will not be admitted to vestibule. *May need to revise during inclement weather to allow for dropping the item just inside the door* IDs may be verified through exterior window not always requiring parents to come into vestibule. Parents signing out students early can wait outside vestibule after signing out student.</p> <p>The delivery of our USPS/UPS/FEDEX should be left in the vestibule instead of the office. Then disinfected before delivery.</p> <p>Prior to sending any student to the office the staff member needs to buzz the office to notify. Especially if the child is sick. Students exhibiting Covid like symptoms will</p> | <p>Adhesive on the floor marking areas for people to stand. A sneeze guard may also be placed, if needed, on Ana's desk. We will work with building and grounds to see if this is an option. Working with B&G on signage.</p> <p>Only 1 "family" &/or person should be allowed in the vestibule at all times.</p> <ol style="list-style-type: none"> 1. Staff member will sign in students to avoid passing paper and pen back and forth. <ol style="list-style-type: none"> a. New Tardy Slips will be created. 2. Parents bringing in backpacks, chromebooks, etc. late will leave items on bench outside the main office. They will not be admitted to vestibule. *May need to revise during inclement weather to allow for dropping the item just inside the door* 3. IDs may be verified through exterior window not always requiring parents to come into vestibule. 4. Parents signing out students early can wait outside vestibule after signing out student. <p>The delivery of our USPS/UPS/FEDEX should be left in the vestibule instead of the office. Then disinfected before delivery.</p> <p>Prior to sending any student to the office the staff member needs to buzz the office to notify. Especially if the child is sick. Students exhibit Covid like symptoms will</p> |
|--|--|---|

| | | |
|---|---|---|
| | <p>immediately go into isolation room for an evaluation.</p> <p>When a student is late that child's temperature is taken before the parent leaves regardless of the tardiness reason.</p> | <p>immediately go into isolation room for an evaluation.</p> <p>When a student is late that child's temperature is taken before the parent leaves regardless of the tardiness reason.</p> |
| Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage | <p>Post in English and Spanish</p> <p>Working with Central Office regarding signage</p> | <p>Post in English and Spanish</p> <p>Working with Central Office regarding signage</p> |
| Create/post clearly visible signage with Visitor Policy and Health Screening Guidelines | <p>Post in English and Spanish</p> <p>Working with Central Office regarding signage</p> | <p>Post in English and Spanish</p> <p>Working with Central Office regarding signage</p> |
| Determine which staff person will perform Health Screenings | <p>Nurse Mary Kay or Mrs Hay, our nurse's assistant will be primary Health Screeners when one of them is in the building. If neither are on campus the responsibility would be on the school Principal, Social Worker, or building Secretary.</p> | <p>Nurse Mary Kay or Mrs Hay, our nurse's assistant will be primary Health Screeners when one of them is in the building. If neither are on campus the responsibility would be on the school Principal, Social Worker, or building Secretary.</p> |
| Determine storage location for no-touch thermometer, if applicable | <p>Nurses office.</p> | <p>Nurses office.</p> |
| Clearly communicate the health screening | <p>Make sure the form is available in English and Spanish. Signage will be posted. We will utilize</p> | <p>Make sure the form is available in English and Spanish. Signage will be posted. We will utilize the</p> |

| | | |
|---|--|--|
| process and health questions to ask visitors to staff performing screenings. | the mass email to communicate the process prior to school. | mass email to communicate the process prior to school. |
|---|--|--|

Cafeteria

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|--|---|---|
| <p>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)</p> <p>Will additional seating be needed?</p> | <p>Lunch - Utilize the relief aides to assist Sodexo in delivering sack lunch to the class rooms.</p> <p>Recess- A staggered recess schedule has been developed to allow each K-4 class a 15 minute recess. Relief aides will supervisor recesses and disinfect playground equipment between grade level recesses. Ten minutes of disinfecting time has been allotted between classes. No more than three classes will be at recess and each class will be assigned a specific area of the playground to prevent class commingling.</p> | <p>Lunch - Utilize the relief aides to assist Sodexo in delivering sack lunch to the class rooms.</p> <p>Recess- A staggered recess schedule has been developed to allow each K-4 class a 15 minute recess. Relief aides will supervisor recesses and disinfect playground equipment between grade level recesses. Ten minutes of disinfecting time has been allotted between classes. No more than three classes will be at recess and each class will be assigned a specific area of the playground to prevent class commingling.</p> |
| <p>Clearly mark areas to show students where to wait, sit or stand with social distancing</p> <p>Lunch Line Outside Cafeteria</p> | <p>Halls, outside spaces, and common spaces will be marked to ensure social distancing. We are working with central office on signage. Students will not be using the cafeteria for breakfast or lunch.</p> | <p>Halls, outside spaces, and common spaces will be marked to ensure social distancing. We are working with central office on signage. Students will not be using the cafeteria for breakfast or lunch.</p> |

| | | |
|---|---|---|
| Lunch Tables | | |
| Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage | Post in English and Spanish Working with Central Office regarding signage | Post in English and Spanish Working with Central Office regarding signage |
| Coordinate breakfast and lunch plans with Sodexo | Breakfast and lunch will be “grab and go”/sack meals. Sodexo will deliver lunch to classrooms. Breakfast will be delivered or distributed as students enter the building. A meeting has been scheduled with Karen Lacaze to solidify this plan. | Breakfast and lunch will be “grab and go”/sack meals. Sodexo will deliver lunch to classrooms. Breakfast will be delivered or distributed as students enter the building. A meeting has been scheduled with Karen Lacaze to solidify this plan. |
| Schedule and coordinate staff to ensure proper supervision | Supervision schedule and stations created to monitor and ensure social distancing for students and staff. | Supervision schedule and stations created to monitor and ensure social distancing for students and staff. |

Classrooms

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|---|--|--|
| Schedule and coordinate staff to ensure proper supervision | Teachers will be in classrooms and with students during restroom & drink breaks. Relief aids - monitoring library, disinfecting surfaces between classes (if we are able to utilize the library). Relief aides will supervise recesses and disinfect equipment as well as assist with the | Teachers will be in classrooms and with students during restroom & drink breaks. Relief aids - monitoring library, disinfecting surfaces between classes (if we are able to utilize the library). Relief aides will supervise recesses and disinfect equipment as well as assist with the |

| | | |
|--|--|--|
| | <p>delivery of lunches. They will monitor hallway activity and assist with wiping down/spraying surfaces in bathrooms and bottle filling stations as allowed.</p> <p>Everyone entering and exiting the classroom will use the district provided hand sanitizer.</p> <p>Teachers will ensure social distance spacing (using district-provided floor markers) when lining up to enter/leave the room. Prop the door open when multiple students will be entering/exiting to minimize touching of hard surfaces.</p> <p>Students desks will, to the greatest extent possible, ensure students are spaced 6' apart when in attendance. Desks will all face the same direction and the teacher's desk, where possible, will also face the same direction as the student desks. Teachers will submit seating charts to the main office.</p> <p>Materials/Manipulatives/Toys School supplies should not be shared. Each student should have their own supplies, with storage to keep them separated. Teachers should have a cleaning plan to sanitize educational materials and equipment after use. Some examples included are, a tub set aside for materials that are waiting to be cleaned, student routines established to wipe down materials after each use.</p> | <p>delivery of lunches. They will monitor hallway activity and assist with wiping down/spraying surfaces in bathrooms and bottle filling stations as allowed.</p> <p>Everyone entering and exiting the classroom will use the district provided hand sanitizer.</p> <p>Teachers will ensure social distance spacing (using district-provided floor markers) when lining up to enter/leave the room. Prop the door open when multiple students will be entering/exiting to minimize touching of hard surfaces.</p> <p>Students desks will, to the greatest extent possible, ensure students are spaced 6' apart when in attendance. Desks will all face the same direction and the teacher's desk, where possible, will also face the same direction as the student desks. Teachers will submit seating charts to the main office.</p> <p>Materials/Manipulatives/Toys School supplies should not be shared. Each student should have their own supplies, with storage to keep them separated. Teachers should have a cleaning plan to sanitize educational materials and equipment after use. Some examples included are, a tub set aside for materials that are waiting to be cleaned, student routines established to wipe down materials after each use.</p> |
|--|--|--|

| | | |
|---|---|---|
| | <p>Classroom Library Students may use books from your classroom library; however, they need to be sanitized before and after use. Students can store borrowed books in an individual container like a book box. After students are finished with a book, they can put it in a tub labeled “Book Hangout” where the book sits for 24-48 hours before it is returned to its spot. When students are book shopping, they need to practice social distancing to the greatest extent possible. When shopping, they must be encouraged to not touch the books as much as possible. If they touch a book, then they need to sanitize it and put it in the “Book Hangout.”</p> <p>Lockers/ Storage If locker assignment/locker access is separated to ensure social distancing, students can use them. However, the teacher must have a plan in place for students taking turns going into the locker and wiping down surfaces prior to and immediately after accessing the locker.</p> <p>Students must store their supplies in separate containers. (Examples include plastic containers, chair pockets, book boxes, etc.)</p> | <p>Classroom Library Students may use books from your classroom library; however, they need to be sanitized before and after use. Students can store borrowed books in an individual container like a book box. After students are finished with a book, they can put it in a tub labeled “Book Hangout” where the book sits for 24-48 hours before it is returned to its spot. When students are book shopping, they need to practice social distancing to the greatest extent possible. When shopping, they must be encouraged to not touch the books as much as possible. If they touch a book, then they need to sanitize it and put it in the “Book Hangout.”</p> <p>Lockers/ Storage If locker assignment/locker access is separated to ensure social distancing, students can use them. However, the teacher must have a plan in place for students taking turns going into the locker and wiping down surfaces prior to and immediately after accessing the locker.</p> <p>Students must store their supplies in separate containers. (Examples include plastic containers, chair pockets, book boxes, etc.)</p> |
| <p>Desks at 6 feet apart facing the same direction</p> | <p>We will utilize the district-provided clings in the classrooms to mark desk/seating spacing.</p> | <p>We will utilize the district-provided clings in the classrooms to mark desk/seating spacing.</p> |

| | | |
|---|--|--|
| | <p>Where possible, desks should be 6 feet apart facing the same direction. The teacher desk will, where possible, be positioned in the back of the room and facing the same direction as student desks.</p> <p>If using tables, their area needs to be clearly marked so that students know where their work space is. (Examples for identified workplace: Assigned seating with names, Section off areas with tape, Placing a place mat) Individual teachers may need to ask for additional seating if there is not enough spacing between students. Students should sit as far apart as possible when sitting on the carpet, and carpeted/soft surfaces should be cleaned immediately after use.</p> <p>Teachers will remind/prompt students to wash or sanitize their hands before putting on and/or removing their masks.</p> <p>Where possible and reasonable, teachers will handle small/minor injuries in the classroom or call the main office to request the nurse/nurse assistant come to the classroom.</p> | <p>Where possible, desks should be 6 feet apart facing the same direction. The teacher desk will, where possible, be positioned in the back of the room and facing the same direction as student desks.</p> <p>If using tables, their area needs to be clearly marked so that students know where their work space is. (Examples for identified workplace: Assigned seating with names, Section off areas with tape, Placing a place mat) Individual teachers may need to ask for additional seating if there is not enough spacing between students. Students should sit as far apart as possible when sitting on the carpet, and carpeted/soft surfaces should be cleaned immediately after use.</p> <p>Teachers will remind/prompt students to wash or sanitize their hands before putting on and/or removing their masks.</p> <p>Where possible and reasonable, teachers will handle small/minor injuries in the classroom or call the main office to request the nurse/nurse assistant come to the classroom.</p> |
| Clearly mark tables to indicate where students can and can't sit | Teachers will be instructed to mark and space tables/desks according to guidelines. Signage will be placed in the classroom indicating accessible and off-limits areas. | Teachers will be instructed to mark and space tables/desks according to guidelines. Signage will be placed in the classroom indicating accessible and off-limits areas. |
| Create a restroom schedule, if necessary | Teachers will follow the restroom/break schedule developed | Teachers will follow the restroom/break schedule developed |
| Create a recess | Teachers will follow the recess schedule | Teachers will follow the recess schedule |

| | | |
|--|--|--|
| schedule, if necessary | | |
| Ensure hand sanitizer is readily available at all classroom entrance doors | Teachers will have district provided sanitizer “stations” at the entrance to the classroom. Everyone entering and exiting should use the sanitizer. | Teachers will have district provided sanitizer “stations” at the entrance to the classroom. Everyone entering and exiting should use the sanitizer. |
| Create/post signage for each classroom to reminding students of handwashing/sanitizing process and expectations | Teachers will post district provided signage reminding students of hand washing and sanitizing processes in classrooms. | Teachers will post district provided signage reminding students of hand washing and sanitizing processes in classrooms. |
| Create/post signage to remind students not to share school supplies, if applicable | Teachers will create and post signage in their classrooms. | Teachers will create and post signage in their classrooms. |
| Schedule midday cleaning of classroom hard surfaces and/or cleaning between classes that change | <p>Teachers will show the district provided cleaning video and train students, at an appropriate grade level, on safe and proper use of cleaning supplies and cleaning process/procedure.</p> <p>Prior to lunch delivery, teachers and students will utilize district provided products to spray/wipe down hard surfaces. Specials will do this after each session/small group/individual service.</p> | <p>Teachers will show the district provided cleaning video and train students, at an appropriate grade level, on safe and proper use of cleaning supplies and cleaning process/procedure.</p> <p>Prior to lunch delivery, teachers and students will utilize district provided products to spray/wipe down hard surfaces. Specials will do this after each session/small group/individual service.</p> |
| Establish a cleaning regimen for equipment (playground, weightroom, educational materials) | <p>Relief aides will clean playground equipment after each use.</p> <p>Shared materials will be disinfected after each group or student uses an item.</p> | <p>Relief aides will clean playground equipment after each use.</p> <p>Shared materials will be disinfected after each group or student uses an item.</p> |

| | | |
|--|---|---|
| <p>used by multiple groups, sensory room, etc.)</p> | <p>All educational items used during the first part of the day will be cleaned during the midday cleaning</p> <p>A restroom cleaning schedule is being developed using the restroom schedule and in working with our building's day custodian.</p> | <p>All educational items used during the first part of the day will be cleaned during the midday cleaning</p> <p>A restroom cleaning schedule is being developed using the restroom schedule and in working with our building's day custodian.</p> |
| <p>If meals will be eaten in the cafeteria or other designated area, create delivery or pick-up plan for each classroom or grade level</p> <p>If meals will be delivered, designate delivery staff and create schedule</p> <p>If meals will be picked up from cafeteria, designate person and create schedule</p> | <p>Sodexo and Relief Aides will deliver lunches to classrooms. Following the schedule created. The schedule allows appx 10 minutes per grade.</p> <p>Lunch Delivery</p> <p>10:40-10:45 2nd, Lowe & Blaylock</p> <p>10:50-11:00 K</p> <p>11:05-11:15 4</p> <p>11:20-11:30 1</p> <p>11:30-11:40 3</p> | <p>Sodexo and Relief Aides will deliver lunches to classrooms. Following the schedule created. The schedule allows appx 10 minutes per grade.</p> <p>Lunch Delivery</p> <p>10:40-10:45 2nd, Lowe & Blaylock</p> <p>10:50-11:00 K</p> <p>11:05-11:15 4</p> <p>11:20-11:30 1</p> <p>11:30-11:40 3</p> |

Restrooms

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|--|--|--|
| Clearly mark areas to show students where to wait or stand with 6-foot spacing, including sinks if necessary | Follow a classroom break schedule for restroom and water bottle refilling. Utilize intercom system and radios to monitor filling station and bathroom accessibility for individuals needing additional access to these spaces. Velcro a tag to the outside of the bathroom door to show how many students are in the bathroom. | Follow a classroom break schedule for restroom and water bottle refilling. Utilize intercom system and radios to monitor filling station and bathroom accessibility for individuals needing additional access to these spaces. Velcro a tag to the outside of the bathroom door to show how many students are in the bathroom. |
| Create/post clearly visible signage reminding everyone of handwashing procedure, physical distancing and face coverings usage | Post in English and Spanish Teachers will teach, model, and reteach expectations. | Post in English and Spanish Teachers will teach, model, and reteach expectations. |
| Schedule and coordinate staff to ensure proper supervision | Bathroom schedule has been developed and is included on the master schedule. No more than 3 students in a bathroom at a time. | Bathroom schedule has been developed and is included on the master schedule. No more than 3 students in a bathroom at a time. |
| Schedule regular cleaning of restrooms throughout the day | Restroom will be cleaned after each classroom break. The day custodian will clean restrooms based on the restroom schedule. | Restroom will be cleaned after each classroom break. The day custodian will clean restrooms based on the restroom schedule. |
| Ensure hand washing supplies are readily available | Soap and hand towel supplies will be monitored and restocked during the regular cleaning of the restrooms | Soap and hand towel supplies will be monitored and restocked during the regular cleaning of the restrooms |

Common Areas

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|--|--|--|
| <p>Clearly mark areas to show students where to wait, sit or stand with 6-foot spacing</p> | <p>We will utilize the district provided “stickers” to mark hallway, classroom, and common areas with acceptable spacing. Additionally, we will paint spots on blacktop so students know how to space when lining up to return from outside recess. This could also be used for PE classes held outside.</p> | <p>We will utilize the district provided “stickers” to mark hallway, classroom, and common areas with acceptable spacing. Additionally, we will paint spots on blacktop so students know how to space when lining up to return from outside recess. This could also be used for PE classes held outside.</p> |
| <p>Schedule and coordinate staff to ensure proper supervision</p> | <p>A supervision schedule and assigned locations for student arrival, dismissal, recesses, breakfast and lunch has been developed and will be shared with staff on their first institute day.</p> | <p>A supervision schedule and assigned locations for student arrival, dismissal, recesses, breakfast and lunch has been developed and will be shared with staff on their first institute day.</p> |
| <p>Create/post clearly visible signage reminding everyone of physical distancing and face coverings usage</p> | <p>Post in English and Spanish We will utilize district provided signage.</p> | <p>Post in English and Spanish We will utilize district provided signage.</p> |

Services

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|--|---|--|
| <p>Determine which services can be provided in classrooms</p> <p>Designate and clearly mark area in classroom</p> | <p>Push-in special education support can be provided in the classroom. Other services will remain pull-out.</p> <p>Music will be provided in the classroom to minimize student movement through the building. Students will wear masks during these lessons. When possible, the teacher can take the class outside and ensure students maintain social distancing and wear masks while singing</p> <p>Title tier 3 - would be best as pull out, BUT intervention could be done at a side table in the classroom during stations if necessary.</p> | <p>Push-in special education support can be provided in the classroom. Other services will remain pull-out.</p> <p>Music could be provided in the classroom to minimize student movement through the building. Students will wear masks during these lessons. When possible, the teacher can take the class outside and ensure students maintain social distancing and wear masks while singing</p> <p>Title tier 3 - would be best as pull out, BUT intervention could be done at a side table in the classroom during stations if necessary.</p> |
| <p>Determine which services can't be provided in classrooms</p> <p>Designate room(s)</p> <p>Create schedule</p> <p>Create/post clearly visible signage reminding everyone of physical distancing</p> | <p>Music, PE, ELL Pull-out, & Title service minutes have been adjusted to accommodate the shortened school day attendance hours while still allowing all services to occur at some level.</p> <p>Title tier 3 - would be best as pull out, BUT intervention could be done at a side table in the classroom during stations if necessary. ELL services will be provided in the Learning Lounge, Mrs Basarich, and Mrs Woodcock's class rooms.</p> <p>PE will occur in either the gym or outside based on weather and class size.</p> | <p>Music, PE, ELL Pull-out, & Title service minutes have been adjusted to accommodate the shortened school day attendance hours while still allowing all services to occur at some level.</p> <p>Title tier 3 - would be best as pull out, BUT intervention could be done at a side table in the classroom during stations if necessary. ELL services will be provided in the Learning Lounge, Mrs Basarich, and Mrs Woodcock's class rooms.</p> <p>PE will occur in either the gym or outside based on weather and class size.</p> |

| | | |
|---|---|---|
| <p>and face coverings usage</p> <p>Schedule and coordinate staff to ensure proper supervision</p> | <p>Speech will occur in Mrs. Gonzales' and Ms. Blake's offices.</p> <p>ELL will occur in Mrs Cayetano and Mrs Meyer's classrooms</p> <p>Speech will occur in Mrs Helton's classroom</p> <p>District provided signage for all locations will be posted. A building master schedule has been created and includes time for these spaces to be disinfected between groups/classes.</p> | <p>Speech will occur in Mrs. Gonzales' and Ms. Blake's offices.</p> <p>ELL will occur in Mrs Cayetano and Mrs Meyer's classrooms</p> <p>Speech will occur in Mrs Helton's classroom</p> <p>District provided signage for all locations will be posted. A building master schedule has been created and includes time for these spaces to be disinfected between groups/classes.</p> |
|---|---|---|

Sick Student/Staff Procedures

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|---|---|---|
| <p>Clearly communicate Sick Student/Staff Procedure to staff</p> | <p>During the first day institute meeting, staff will be provided procedures in writing based on district guidelines.</p> | <p>During the first day institute meeting, staff will be provided procedures in writing based on district guidelines.</p> |
| <p>Designate Sick Student/Staff Waiting Area</p> | <p>We will utilize a section of the cafeteria as a waiting/holding area for sick students and staff. Teachers will call the main office prior to sending a student to the holding area.</p> <p>Once we know which students will require daily medications a schedule will be created for administering.</p> | <p>We will utilize a section of the cafeteria as a waiting/holding area for sick students and staff. Teachers will call the main office prior to sending a student to the holding area.</p> <p>Once we know which students will require daily medications a schedule will be created for administering.</p> |

| | | |
|--|--|--|
| <p>Determine which staff member will be waiting with sick student until parent pick-up</p> | <p>The school nurse/nurse assistant, principal, social worker, or secretary (based on availability) will wait with a sick student.</p> <p>Staff monitoring or evaluating possible cases will wear full PPE: gown, gloves, eye protection, medical grade mask.</p> | <p>The school nurse/nurse assistant, principal, social worker, or secretary (based on availability) will wait with a sick student.</p> <p>Staff monitoring or evaluating possible cases will wear full PPE: gown, gloves, eye protection, medical grade mask.</p> |
| <p>Ensure hand sanitizer and/or PPE is readily available in designated waiting area</p> | <p>District provided hand sanitizer “stations” will be located at the doorway for the cafeteria as well as the main office, where the nurse’s office is located. PPE will be stored in the nurse’s office.</p> <p>Isolation area and areas the student spent time will be cleaned at the end of each school day</p> | <p>District provided hand sanitizer “stations” will be located at the doorway for the cafeteria as well as the main office, where the nurse’s office is located. PPE will be stored in the nurse’s office.</p> <p>Isolation area and areas the student spent time will be cleaned at the end of each school day</p> |
| <p>Create action steps if parent of sick student can’t be reached or is unable to pick-up student</p> | <p>Students will be held in the cafeteria until a parent or emergency contact can be reached.</p> <p>Teachers will ensure multiple emergency contacts are available for each student.</p> <p>Parents and emergency contacts will be notified that we cannot send the ill child home on the bus. We will also emphasize the student cannot return to school until all requirements in the Return to School Flowchart are met.</p> | <p>Students will be held in the cafeteria until a parent or emergency contact can be reached.</p> <p>Teachers will ensure multiple emergency contacts are available for each student.</p> <p>Parents and emergency contacts will be notified that we cannot send the ill child home on the bus. We will also emphasize the student cannot return to school until all requirements in the Return to School Flowchart are met.</p> |
| <p>Create/post clearly visible signage reminding everyone of physical distancing and face coverings</p> | <p>Post in English and Spanish</p> | <p>Post in English and Spanish</p> |

| | | |
|-------|--|--|
| usage | | |
|-------|--|--|

Signage and PPE

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended |
|--|---|---|
| Ensure all necessary signage has been created and/or ordered and posted | Post in English and Spanish | Post in English and Spanish |
| Ensure staff is aware of PPE procedure and expectations | <p>Staff will be provided processes and procedures for PPE expectations in writing on the first institute day. In addition, teachers will participate in district-provided training for safety protocols.</p> <p>Staff will be expected to participate in social distancing and wear masks while in the building even when students are not present. Teachers may remove masks when alone in their classroom. At any point others are in the classroom or the teacher is out of the classroom, the masks should be worn properly and social distancing should be practiced.</p> | <p>Staff will be provided processes and procedures for PPE expectations in writing on the first institute day. In addition, teachers will participate in district-provided training for safety protocols.</p> <p>Staff will be expected to participate in social distancing and wear masks while in the building even when students are not present. Teachers may remove masks when alone in their classroom. At any point others are in the classroom or the teacher is out of the classroom, the masks should be worn properly and social distancing should be practiced.</p> |
| Have a plan if staff forgets to bring their face covering Will extra face | Staff will be advised to contact the office or a colleague who can bring a mask to the teacher's vehicle. | Staff will be advised to contact the office or a colleague who can bring a mask to the teacher's vehicle. |

| | | |
|--|--|--|
| <p>coverings be made available?</p> <p>How will staff retrieve extra face covering/enter building w/o one?</p> | | |
|--|--|--|

Hygiene and Cleaning

| Procedure/Protocol Action Item | Trad w/ Safety Protocols | Hybrid/Blended | Remote Learning 2.0 |
|--|--|---|---------------------|
| <p>Schedule staff and student training regarding social distancing and hygiene with Nurse Lisa</p> | <p>Training will be scheduled with Nurse Lisa</p> | <p>Training will be scheduled with Nurse Lisa</p> | |
| <p>Schedule Maintenance Department to provide staff training on proper use of cleaning products (i.e. wipes, spray solutions, etc.)</p> | <p>Training will be coordinated with Mr. Dewitte</p> | <p>Training will be coordinated with Mr. Dewitte.</p> | |

Kreitner Full Remote Learning Plan

Open House/Orientation/Chromebook Distribution - Teachers will make appointments via Google Meets or Zoom with individual parents or small groups from 11-7 on Tuesday, August 18, 2020 and from 9-2 on Wednesday, August 19, 2020. Teachers will review the use of technology including DOJO, Google Classroom, all educational expectations, safety requirements, and attendance procedures. Chromebooks would be distributed at this time. All students would start with remote learning on Thursday, August 20, 2020.

Safety Procedures/Protocols for event

Appointments will be staggered by grade level.

No more than four families (8 people) per classroom at one time
Tables will be spread out and disinfected after each appointment
Families will complete a visitor Covid-19 screening prior to entering. (See Attached)
Temperatures will be taken prior to entering.
Masks will be worn by all participants in the meeting.
Families will adhere to signage throughout buildings (one way hallways, stairwells, enter/exits doors)

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.

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 suggests 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.

Grading

Kreitner Elementary School 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.

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.

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?
- 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 min/day | 60 min/day | 3-5 min |
| K | 30 min/day | 90 min/day | 3-5 min |
| 1-2 | 45 min/day | 90 min/day | 5-10 min |
| 3-5 | 60 min/day | 120 min/day | 10-15 min |

Communication and Engagement

Principal will have daily emails to staff and parents through Schoolmessenger. Principals will do weekly videos for staff and families on a variety of topics. Information will also be shared on Facebook. Teachers will share videos, read books, give shout outs, etc. via Facebook.

Teachers will be expected to use Google Classroom and/or DOJO for on-line learning. In addition, teachers will be expected to use the on-line components of the Renaissance Learning programs recently purchased.

Principal

- a. Send daily announcements via email, Youtube, Facebook, and/or Twitter.
- b. Meet with teachers and staff weekly using Google Meet/Zoom
- c. Send monthly surveys to parents and teachers
- d. 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.
- e. Share professional development, educational articles and/or conduct book study
- f. When invited, attend IEP meetings via Google Meet.
- g. Attend PLC meetings
- h. 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.

Kreitner Teachers

A. 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 (hopefully this will be solved through the district's efforts to provide internet access to all students).

B. Recorded or live 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 e-mail, social media, and/or Google+

Non-Certified Staff

- A. Conduct regular wellness checks via phone and in person, when possible, on teacher-identified groups of disengaged students
- B. Deliver instructional materials, digital devices, etc. to transportation-less students and families
- C. Form support groups to encourage social interactions for students struggling with the change in learning environment
- D. Conduct small-group, research-based sessions to support students' social, emotional and behavioral health

- E. Form parent support groups to help parents navigate remote and blended learning expectations, technological challenges, employment challenges, etc.
- F. Provide academic and emotional support to students before, during and after class sessions
- G. Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.)
- H. Participate in virtual/remote classrooms to better assist students during class times or online availability
- I. Collaborate with classroom teacher(s) on content and delivery systems.

Student responsibilities

- a. Review assigned work.
- b. Complete your assigned work by the due date
- c. Ask clarifying questions when you need help or don't understand
- d. Be respectful to yourself, teachers and peers.

Parent/Guardian responsibilities

- a. Review work assigned to the student.
- b. Reserve a space for students to complete remote learning work.
- c. Encourage students to get enough sleep.
- d. Set sensible time limits for technology use.
- e. Talk to students about their work every day.

- f. Help students establish and follow regular daily routines.

Students with Special Education Services

1. 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.

2. 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.

3. 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.

4. 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 services which can be provided via consult, telephone conferences, Google Meets, [an online therapy platform](#), etc. 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.

5. 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.

6. 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.

Social Emotional Activities Outside Remote Learning

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.

Suggestions for Additional Activities

Mind

- Reading, e.g., independent reading, listening to someone else read, audiobooks

- Puzzles, Word Searches
- Write a story or in a journal
- Count money
- Draw a map of your neighborhood
- Building with blocks or Legos
- Listen to a podcast, watch a documentary, invent something

Body

- Take a walk
- Dance
- Exercise
- Fine/gross motor activities
- Stretch or do yoga
- Play a sport

Spirit

- Listen to music or sing
- Playing (inside or outside)
- Creative arts

- Coloring or drawing
- Imaginative play
- Meditate
- Do something you've been avoiding

Environment

- Clean up your room
- Do age-appropriate chores
- Gardening
- Fix something broken
- Take care of pets or plants
- Cook or bake

Family

- Write a letter to someone
- Play board games with a family member
- Tell jokes or riddles

- Build a fort and tell stories in it
- Offer to help someone

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.