



River Forest
Public Schools

Administration Building
7776 Lake Street
River Forest, IL 60305
Phone: 708-771-8282
Fax: 708-771-8291

Full-Time Remote Learning Option *2020-21 School Year*

While in-person instruction is optimal for students' learning, River Forest District 90 understands that parents may prefer remote learning as an alternative due to concerns related to the pandemic or other reasons. In an effort to accommodate the needs of our school community during this unprecedented time, River Forest District 90 is offering for parents to opt-in their students to participate in full-time remote learning while Illinois remains in Phase 4 of *Restore Illinois* (or if Illinois reverts back to an earlier Phase that still permits in-person attendance). District 90 is offering this option for students in grades K-8. **After reviewing the option details, families who are interested in this alternative must submit the accompanying form entitled "Full-Time Remote Learning Opt-In Form" to the District no later than Wednesday, November 11.** Notification by this date is necessary for school administrators to distribute instructional supplies, ensure that classrooms meet social distancing requirements, and balance classes in time for the transition back to in-person learning.

Essential Conditions of Full-Time Remote Learning Option

- Course texts, materials, and essential learning resources will be provided for students and families.
- The District will provide all technology/hardware necessary for student learning, in accordance with the established D90 technology lending agreement.
- Families electing full-remote learning in October or November will be required to commit to the program through the end of first semester on January 21 (approximately 90 days) unless the Governor indicates forward movement to Phase 5 of the *Restore Illinois Plan*.
- After first semester, families may elect to return to the current mode of instruction for all students (or whatever model is being implemented at that time). Please see the attached documents illustrating the daily/weekly instructional schedules at both the elementary and middle school levels beginning in October and resuming in November.
- Unless requesting to return to the current mode of instruction at any time after first semester, families electing full-remote learning will remain on that status until the end of the school year, or Phase 5 is attained.
- Requests to return to the current mode of instruction may be made at any time after first semester has ended, but a "back and forth" movement without a physician's certification cannot be accommodated.
- The District will be unable to accommodate family requests for students to shift into the full-remote learning option after the grade level start of blended instruction unless directed by a physician, necessitated by school or class health/safety issues, or other exigent circumstances.

Excellence in Education: A Continuing Tradition

Blended (In-Person) Learning Program Description

In order to make an informed decision about the full-time remote learning option, families will undoubtedly want to understand the format of the in-person (blended) learning approach that is planned for all students. In order to better understand the descriptions below, please reference the attached elementary and middle school schedules located at the end of this document.

Elementary Blended (In-Person) Learning: Grades K-4

The recommended approach to return elementary students to in-person instruction includes daily attendance for PK-4 students in general education class clusters.

All enrolled Inclusion Preschool students will attend school from 8:30-10:30 AM (morning students) or 12:00-2:00 PM (afternoon students). Morning Kindergarten students will attend classes in person from 8:30-10:30 AM, with remote specials from 11:00-11:30 AM. Afternoon Kindergarten students will attend classes in person from 12:00-2:00 PM, with remote specials available for viewing afterwards.

Students in Grades 1-4 will attend school in-person from 8:30 AM – 12:30 PM each day. Classes will be clustered with students receiving instruction in their general education classrooms during this time. In-person instruction will include math, language arts, writing, social studies, science, SEL, and one daily “special.” Students will be dismissed at 12:30 PM for lunch, and class will reconvene remotely from 1:30-2:30 PM for the other “special” class and asynchronous independent practice/learning activities. Students will be provided with an outside “stretch break/snack” at a pre-designated time each day.

Students receiving special education services as indicated in IEP plans, 504 supports, or interventions under MTSS will continue to receive services as indicated in individualized plans, which are developed in partnership between families and school staff.

Middle School Blended (In-Person) Learning: Grades 5-8

The recommended approach to return middle school students to in-person instruction includes twice-weekly attendance in split-density classrooms, with instruction provided remotely on the remaining days. Students at all grade levels will be divided into two groups: “A” and “B.” All in-person classes will have approximately half of the students in attendance at one time. The other half of the students will be at home learning remotely in a synchronous manner. All classes will feature both synchronous and asynchronous learning experiences, similar to the model used during full-time remote instruction.

For all students, classes on Monday, Tuesday, Thursday, and Friday will be blocked, with classes lasting 70 minutes. All students will receive remote instruction on Wednesday, allowing for an 8 period day and a dedicated Advisory period.

The school day for students will begin at 8:30 AM and last until 1:30 PM, with four class sessions each day. There will be breaks scheduled between classes for students learning remotely, occurring during passing periods. Plans are being discussed for how students attending school in person will be able to have a snack safely at a time designated for each grade level.

Students receiving special education services as indicated in IEP plans, 504 supports, or interventions under MTSS will continue to receive services as indicated in individualized plans, which are developed in partnership between families and school staff.

School Health and Safety Procedures for Blended (In-Person) Learning

During the COVID-19 pandemic, health and safety procedures in District 90 are governed by public health guidance provided by the Illinois Department of Public Health (IDPH) and Cook County Public Health Department (CCPDH). Please see the attached guidance at the end of this document for further reference about how the District will manage symptomatic students and staff, individuals who have been exposed to COVID-19, or are diagnosed. The following list highlights the most important safety considerations that will be addressed in advance of the transition to blended learning, if they have not been implemented already. Please note that this list is not all-inclusive and may be modified over time.

Key COVID-19 Health and Safety Considerations:

- All individuals must wear appropriate masks to mitigate potential disease transmission.
- The District will provide all students with a suitable washable mask upon return to school.
- 6 foot social distancing will be expected between students, and between students and staff.
- Regular hand wash regimens will be implemented for all individuals in D90 schools.
- Students and staff will be required to self-screen daily for health certification purposes.
- Temperature checks will be required in advance of entrance to all school buildings.
- Students will be directed to enter/exit the schools at pre-designated entrances/exits.
- Quarantine areas will be established at all schools to accommodate symptomatic students or staff awaiting transport off site.
- The District will provide PPE for staff members, consistent with their job responsibilities and/or level of potential exposure to students or other staff.
- Upgraded air filters will be installed in the HVAC system to promote the best possible air quality, based on the system's capacity.
- Classroom supplies will include disinfectant wipes for use during instructional time.
- Learning supplies/student manipulatives will not be shared during the school day; manipulatives will be disinfected overnight for use the following day.
- Any location that is used by more than one group of students during the school day (i.e. Kindergarten classrooms) will be disinfected with the electrostatic sprayer after being cleaned between user groups.

- Maintenance staff will receive training on current cleaning regimens and cleaning supplies.
- Additional custodial staff will be hired across the District to accommodate additional cleaning needs.
- Additional nursing, contact tracing, and infection control support will be contracted as appropriate.
- Signage will be in place at all schools indicating entrance protocols, where to stand for social distancing, and required procedures.
- Visitor access to school buildings will be limited to essential business.
- Visitors to school buildings will be required to wear masks at all times, and disposable masks will be provided to those who forget them.
- School deliveries to school buildings will be scheduled to minimize interactions.
- Plexiglas dividers will be installed in classroom and office locations, as appropriate.
- Hand sanitizing stations will be available in identified hallways, offices, and classrooms.
- Seating in all learning spaces will follow IDPH and ISBE guidelines for social distancing, with the goal of maintaining 6 feet of space between students, and students and staff.
- Student locker use will be curtailed at the middle school level; elementary “cubbie” use will be on a restricted basis.
- Students will be instructed to bring water bottles to school for hydration and use water bottle filling stations; water fountains will be shut off.
- Paper towels will be available in restrooms to minimize hand dryer use.
- Regular restroom use will be scheduled at the elementary level and monitored during passing period at the middle school level to minimize user load.
- Portable hand wash stations will be placed in school locations where classroom sinks are not available for use.
- Student movement throughout the buildings for passing periods, restroom use, entrance/dismissal, and recess will be scheduled to minimize hallway and facility density.
- All IDPH and Cook County Health Department guidance will be followed pertaining to symptomatic individuals, quarantine/isolation periods, confirmed COVID-19 diagnoses, and reporting requirements, and best practices in contact tracing will be adhered to.

Face Masks

All staff and students must wear face masks at all times in school buildings (covering nose and mouth) even when social distancing is maintained. Per ISBE guidance, students with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act. There will be some very rare situations that will preclude a student from wearing a mask and who must instead wear a face shield. For example: a student who cannot independently remove a face mask will wear a face shield, a student who is deaf or hard of hearing may require the use of a face shield instead of a face mask, a student with significant sensory needs may not tolerate wearing a face mask or face shield, etc. The District will address these situations with families on a case- by-case basis. Parents/guardians must provide sufficient documentation of the medical condition. A note from the physician will be considered by the school team, but may not result in the requested accommodation. The school team will determine the appropriate accommodation, if any.

Transportation

The District will continue to provide transportation to and from school for those students who qualify for this service. District 90 works with Lakeview Bus Company to provide special education transportation within River Forest boundaries. All bus drivers and bus monitors will be required to daily self-certify they have no symptoms of COVID-19 and their temperature will be checked. If they report or show any symptoms or have a temperature of 100.4 or higher, they will not be allowed to work.

The following precautions for riding the bus will be taken:

- Students must wear a face mask.
- Windows will be opened as much as possible (weather permitting).
- Students who are picked up first will sit at the back of the bus.
- When getting off of the bus, students in the front rows will leave first.
- Students will not share a seat.
- Students will sit in every other seat (horizontally and vertically).
- Buses will be thoroughly cleaned before and after each route.

Parents/guardians must complete the self-certification digital form for their student *before* the student will be allowed to board the bus.

Full-Time Remote Learning Option Description

The District 90 full-time remote learning option will allow participating students to achieve proficiency on the Illinois Learning Standards at the enrolled grade level through remote instruction and be promoted to the subsequent grade upon successful completion. Students receiving instruction through full-time remote learning will take the same classes as grade-level peers, instructed by District 90 teachers. The courses will have the same learning objectives/outcomes and course expectations, including grading requirements. Students will be assessed for understanding in a manner that is similar to classroom-based students, though the nature of the formative assessment may vary. Because of physical limitations, full-time remote learners may be exempt from participation in certain standardized achievement assessments.

Under the full-time remote learning option, the classroom teacher will retain the same instructional decision-making prerogative as with traditional classroom instruction, under the approved D90 curricula. District 90 teachers are highly trained and qualified to determine preferred instructional approaches, utilize effective lesson design in service of student learning needs, and determine the best teaching methodologies for the students in the class. Specific details and decisions about class procedures, student expectations, and the manner in which the class is conducted are at the prerogative of the classroom teacher.

District 90 will employ the same video conferencing and virtual learning platforms that were used during full remote learning, and are compliant with data privacy laws and District 90 standards for

student data privacy protection. The vendors' online terms and conditions/privacy policies provide adequately robust protections for student data privacy and do not misuse or allow misuse of student data. Teacher decisions about how to employ synchronous (real-time) instruction for remote learners will be contingent on the age and developmental level of students. While real-time instruction allows teachers to engage directly with students, a balanced use of off-line lessons and learning activities afford increased (and sometimes preferred) options for student learning. Full-time remote learners will often complete these components simultaneously with their in-person peers.

It is important to stress that the full remote learning option will “feel different” than when all students were in remote learning at the same time. Teachers will make every effort to ensure that remote learners - full-time or otherwise - are thoroughly engaged and included in the instructional experience. However, parents and teachers will want to prepare full-remote students to expect inevitable changes in classroom dynamics from when all students were remote learning at the same time.

Elementary Full-Time Remote Learning (Grades K-4)

Full-time remote learning students will be assigned to specific classrooms at the elementary level and participate in their learning activities alongside the other students in the general education class. This will allow full-time remote students to establish rapport with the classroom teacher, develop relationships with peers in the classroom, and become an integral part of the classroom community. This approach will also facilitate a smoother transition back to the classroom if full-time remote students return to in-person instruction.

Instruction will be provided in both a synchronous (real-time) and asynchronous manner during the course of the school day. Synchronous lessons will be scheduled at designated times during the school day, with students participating in the broadcast lessons on their iPad device. Interspersed between synchronous lessons, students may be directed to complete assignments, independent practice, age-appropriate group activities, projects, independent reading or other designated “off line” activities. During these times, students will also be encouraged to take movement and rest breaks to avoid sitting in one place too long or engaging in more screen time than is necessary. During synchronous instruction, classroom teachers will be utilizing their Swivl camera device that records audio and video and follows the teacher around the classroom. This device integrates with the Zoom platform to allow full-time remote learning students the chance to participate in the delivery of live instruction. Whenever possible, synchronous lessons will be recorded for full-time remote learners in case they are unable to attend the live lesson at the designated times. Teacher feedback, communication, and assignment submission will occur over the Seesaw learning platform. All students and families will be expected to comply with the “Expectations for Video Conferencing and Synchronous Instruction” (please see end of document). Families should have already indicated agreement with these expectations when signing the *District 90 Student/Family School Handbook* acknowledgment form at the start of the school year.

**Please note that the first few days of resumed in-person instruction will have a predominant focus on establishing/reinforcing routines and procedures for in-person elementary students adjusting to returning to school. Full-time remote learners will be engaged in as many of the classroom*

conversations and activities as possible, since they are designed to build a strong classroom community and ensure that students understand and adhere to safety procedures.

Middle School Full-Time Remote Learning (Grades 5-8)

At the middle school level, students will remain enrolled in their previously assigned classes and participate in learning activities alongside the other students in each class. This will allow full-time remote students to maintain rapport with the classroom teacher, expand existing relationships with peers in the classroom, and become an integral part of the classroom community. Students will be expected to attend and complete the course requirements for all core subject areas and “specials/exploratory” classes, including Physical Education.

Instruction will be provided in both a synchronous (real-time) and asynchronous manner during the course of the school day. Synchronous lessons will be scheduled at designated times during the school day consistent with scheduled classes, with students participating in the broadcast lessons on their iPad device. When not engaged in synchronous learning, students will be directed to complete assignments, independent practice, virtual group work, projects or other appropriate “off line” activities. During these times, students will also be encouraged to take movement and rest breaks to avoid sitting in one place too long or engaging in more screen time than is necessary.

During synchronous instruction, classroom teachers will be utilizing their Swivl camera device that records audio and video and follows the teacher around the classroom. This device integrates with the Zoom platform to allow full-time remote learning students the chance to view live instruction. Whenever possible, synchronous lessons will be recorded for full-time remote learners in case they are unable to attend the live lesson at the designated times. Teacher feedback, communication and assignment submission will take place using the Schoology learning management system.

All students and families will be expected to comply with the “Expectations for Video Conferencing and Synchronous Instruction” (please see end of document). Families should have already indicated agreement with these expectations when signing the *District 90 Student/Family School Handbook* acknowledgment form at the start of the school year.

Social Emotional Considerations for Full-Time Remote Learners

It is imperative that all students learn in environments that attend to students’ well being, safety, social-emotional and physical health needs. To support full-time remote students, teachers will be encouraged to involve remote learners in classroom activities designed to build community and foster a sense of belongingness. Examples of these efforts may include synchronous team building experiences, pairing in-person and full-time remote students for online learning activities, having full-time remote learners attend “morning meetings,” and reinforcing predictable routines to help students maintain a sense of psychological safety. In addition, full-time remote learners and families will retain ongoing access to school social workers and support staff to assist, as needed. The D90 Social Emotional Work Group has identified and is implementing strategies that will

continue to provide all students (including full-time remote learners) with supports to address issues related to emotions, well-being, and safety. Examples of these strategies/supports include (but are not limited to):

- Classroom community building activities
- Regular “check-ins” from classroom teachers and social workers
- Middle school Advisory Program for all students (during remote learning Wednesdays)
- Established processes for students to report concerns to a trusted adult
- SUPPORT4U anonymous texting app for student mental health needs
- Access to local community health resources for further assistance

If needed, River Forest District 90 may develop a *Student Remote Learning Plan* in collaboration with the family for any child requiring additional social-emotional and/or educational support.

Expectations for Video Conferencing and Synchronous Instruction

- All participants must participate in real-time instruction in a “public space” at home (i.e. living room, kitchen, etc.).
- Students should mute their audio when listening.
- Student dress code standards are in effect at all times.
- Respectful conduct is expected as if instruction was taking place in a school classroom.
- Students and teachers will ensure that their workspace background is both presentable and appropriate.
- All video conferencing invitations will be initiated by the staff member.
- Special education or related service providers may utilize video conferencing tools to provide one-to-one or small-group therapy, with parental waivers.
- If there are concerns about the ability for students to meet the expectations reflected herein, family members should inform teachers as soon as possible to develop effective solutions
- In the case of limitations or challenges presented by synchronous instruction, staff-initiated phone calls to the parent or guardian should be employed to resolve the matter.
- Parents/guardians may not record virtual instruction displaying students at any time, and real-time instruction may only take place during school hours.

Documents/Exhibits Attached:

1. Elementary and Middle School Blended Schedules
2. IDPH Guidance on Quarantine/School Exclusion
3. “Full Time Remote Learning Opt-In” Form

Questions about the D90 full-time remote learning option should be directed to Dr. Alison Hawley, District 90 Director of Curriculum and Instruction, at hawleya@district90.org

D90 Elementary Blended Schedule for In-Person Instruction

Kindergarten AM					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Student Arrival/Temperature Checks				
8:15-8:30					
8:30-8:50	SEL Reading	SEL Reading	SEL Reading	SEL Reading	SEL Reading
8:50-9:30			SPECIALS		
9:30-9:45	Writing Math	Writing Math	Writing Math	Writing Math	Writing Math
9:45-10:05					
10:05-10:30			Dismissal		
10:30					
Kindergarten PM					
	Student Arrival/Temperature Checks				
11:45 - 12:00					
12:00-12:20	SEL Math	SEL Math	SEL Math	SEL Math	SEL Math
12:20-12:45					
12:45-1:25	Reading	Reading	Reading	Reading	Reading
1:25-1:40			SPECIALS		
1:40-2:00	Writing	Writing	Writing	Writing	Writing
2:00			Dismissal		
1st Grade Schedule					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Student Arrival/Temperature Checks				
8:15-8:30					
8:30-9:00	Welcome/SEL	Welcome/SEL	Welcome/SEL	Welcome/SEL	Welcome/SEL
9:00-9:30			SPECIALS		
9:30-10:20	Math	Math	Math	Math	Math
10:20 -10:35	Snack/Stretch Break				
10:35 - 11:30	Reading	Reading	Reading	Reading	Reading
11:30-12:10	Writing	Writing	Writing	Writing	Writing
12:10 -12:30	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
12:30	Dismissal				
12:30-1:30	Lunch				
1:30-2:00	Specials- Remote				
2:00-2:30	Asynchronous Learning -Remote				

2nd Grade Schedule					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30			Student Arrival/Temperature Checks		
8:30-9:00	Welcome/SEL	Welcome/SEL	Welcome/SEL	Welcome/SEL	Welcome/SEL
9:00-9:40	Writing	Writing	Writing	Writing	Writing
9:40-10:00	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
10:00-10:30	SPECIALS				
10:30-10:45	Snack/Stretch Break				
10:45-11:35	Math	Math	Math	Math	Math
11:35-12:30	Reading	Reading	Reading	Reading	Reading
12:30	Dismissal				
12:30-1:30	Lunch				
1:30-2:00	Specials- Remote				
2:00-2:30	Asynchronous Learning -Remote				
3rd Grade Schedule					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30			Student Arrival/Temperature Checks		
8:30-9:00	Welcome/SEL	Welcome/SEL	Welcome/SEL	Welcome/SEL	Welcome/SEL
9:00-9:55	Reading	Reading	Reading	Reading	Reading
9:55-10:10	Snack/Stretch Break				
10:10-10:30	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
10:30-11:00	SPECIALS				
11:00-11:40	Writing	Writing	Writing	Writing	Writing
11:40-12:30	Math	Math	Math	Math	Math
12:30	Dismissal				
12:30-1:30	Lunch				
1:30-2:00	Specials- Remote				
2:00-2:30	Asynchronous Learning -Remote				

D90 Middle School Blended Learning Schedule: 5-8

70 Min period

“Shortened Day/No Lunch w/ FULL REMOTE Wednesday w/ Advisory”

= Group A (A - K) In-Person
 = Group B (L - Z) In-Person

Week 1:		Group A1	Group A2	ALL STUDENTS FULL REMOTE		Group B1	Group B2
		Monday	Tuesday	Wednesday	37 min per	Thursday	Friday
Week 1:	8:30 - 9:40	1	5	Advisory	8:30 - 8:55	1	5
				1	9:00 - 9:37		
	9:47 - 10:57	2	6	2	9:40 - 10:17	2	6
				3	10:20 - 10:57		
	11:04 - 12:14	3	7	4	11:00 - 11:37	3	7
				5	12:37 - 1:14		
	12:21 - 1:30	4	8	6	1:17 - 1:54	4	8
				7	1:57 - 2:34		
	2:30 - 3:15	Assignment Completion		8	2:37 - 3:15	Assignment Completion	
Week 2:		Group A1	Group A2	ALL STUDENTS FULL REMOTE		Group B1	Group B2
		Monday	Tuesday	Wednesday	37 min per	Thursday	Friday
Week 2:	8:30 - 9:40	1	5	Advisory	8:30 - 8:55	1	5
				1	9:00 - 9:37		
	9:47 - 10:57	2	6	2	9:40 - 10:17	2	6
				3	10:20 - 10:57		
	11:04 - 12:14	3	7	4	11:00 - 11:37	3	7
				5	12:37 - 1:14		
	12:21 - 1:30	4	8	6	1:17 - 1:54	4	8
				7	1:57 - 2:34		
	2:30 - 3:15	Assignment Completion		8	2:37 - 3:15	Assignment Completion	

COVID-19 INTERIM EXCLUSION GUIDANCE¹

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



Send home or deny entry (and provide remote instruction) if **ANY** of the following symptoms² are present: Fever (100.4°F or higher), new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, new cough, sore throat, 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.

Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.

Status	A. COVID-19 diagnostic test Positive (confirmed case) OR COVID-like symptoms without COVID-19 testing and exposed to confirmed case (probable case)	B. Symptomatic individual with a negative COVID-19 diagnostic test <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>	C. Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test	D. Symptomatic individual without diagnostic testing or clinical evaluation <i>Individuals may move to Columns A, B, or C based on results of diagnostic testing and/or clinical evaluation.</i>	E. Asymptomatic individual who is a close contact ⁶ to a confirmed or probable COVID-19 case
Evaluated by Healthcare Provider	YES / NO	YES / NO	YES	NO	NA
Return to School Guidance	Stay home at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	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 period³ guidance for a COVID-19 case from the onset date. Testing is recommended.</i>
Quarantine for Close Contacts?	YES	NO	NO	Household Member (e.g., Siblings, Parent) ⁵	NA
Documentation Required to Return to School	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	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.	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	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	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

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 [Public Health Interim Guidance for Pre-K-12 Schools and Day Care Programs¹ for Addressing COVID-19](#).

2 New onset of a symptom not attributed to allergies or a pre-existing condition.

3 Severely immunocompromised or severely ill; may need to isolate for 20 days as per guidance from the individual's infectious disease physician.

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.

5 Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.

6 Contacts to close contacts of a case do not need to be excluded unless the close contact becomes a confirmed or probable case.

Rev. 10/27/2020 Interim Guidance, Subject to updates



RELEASING COVID-19 CASES AND CONTACTS FROM ISOLATION AND QUARANTINE

10/9/2020

CASES

Must be isolated for a minimum of 10 days* after symptom onset (or specimen collection date if asymptomatic) and can be released when the following criteria are met:

- Case is afebrile (without fever-reducing medication) for at least 24 hours and with improvement of COVID-19 symptoms

Time-based Strategy for Release from Isolation



Date of symptom onset or specimen collection date (if asymptomatic) is counted as Day 0.

OR

- Case has 2 negative COVID-19 PCR tests in a row, with specimens collected and testing done at least 24 hours apart

A test-based strategy is no longer recommended in the majority of cases.

Consult with infectious disease physician.

*A limited number of persons with severe illness or who are severely immunosuppressed may produce replication-competent virus beyond 10 days; this may warrant extending duration of isolation and precautions for **up to 20 days after symptom onset or first positive test (if no symptoms)**.

Consult with the infectious disease physician.

For hospitalized cases and discontinuing transmission-based precautions, see:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-hospitalized-patients.html>

CLOSE CONTACTS¹

- Must be quarantined for 14 days after the last/most recent contact with the case when the case was infectious.
- If a close contact develops symptoms, they should follow isolation rules for cases.

Contact Scenario	Quarantine Period
Has close contact with someone who has COVID-19 and will not have further close contact	<ul style="list-style-type: none"> • 14 days from the date of last close contact
Has close contact with someone who has COVID-19 and lives with the case but can avoid further close contact	<ul style="list-style-type: none"> • 14 days from when the person with COVID-19 began home isolation away from other members of the household
Is under quarantine and had additional close contact with someone else who has COVID-19	<ul style="list-style-type: none"> • Restart quarantine from the last day close contact occurred with anyone who has COVID-19. Any time a new household member gets sick with COVID-19 and close contact occurs, quarantine will need to be restarted.
Lives with someone who has COVID-19 and cannot avoid continued close contact (e.g., shared kitchen/bathroom)	<ul style="list-style-type: none"> • Quarantine for 14 days after the person who has COVID-19 meets the criteria to <u>end home isolation</u> (see Cases information).

¹ For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.

Guidance for Healthcare Worker Contacts:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html>

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assessment-hcp.html>

Guidance for Critical Workers in Essential Infrastructure:

<https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html>

References

- **Isolation:** <https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html>
- **Quarantine:** <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>



**River Forest
Public Schools**

Administration Building
7776 Lake Street
River Forest, IL 60305
Phone: 708-771-8282
Fax: 708-771-8291

**Full-Time Remote Learning Opt-In Form
2020-2021 School Year**

As a result of the COVID-19 pandemic, Illinois is operating under a five-phase plan referred to as *Restore Illinois*. Under Phase 4 of *Restore Illinois*, Illinois schools can return to in-person instruction by adhering to guidance from the Illinois Department of Public Health (IDPH). River Forest District 90 is committed to providing in-person instruction for its students during the 2020-2021 school year while following the safety standards recommended by the IDPH. To ensure the health and safety of students, staff, and the school community, students are expected to cooperate with all River Forest District 90 safety protocols at school and school-related activities. River Forest District 90 students are expected to return to school for in-person instruction on a partial (elementary) or part-week (middle school) basis during the month of November, unless directed otherwise by IDPH or River Forest District 90 determines that a student cannot attend school safely. The specific start dates will vary by grade level.

While in-person instruction is optimal for students' learning, River Forest District 90 understands that parents may prefer remote learning as an alternative due to concerns related to the pandemic or other reasons. In an effort to accommodate the needs of our school community during this unprecedented time, River Forest District 90 is offering for parents to opt-in their students to participate in full-time remote learning while Illinois remains in Phase 4 of *Restore Illinois* (or if Illinois reverts to an earlier Phase that permits in-person attendance).

By opting-in your child to full-time remote learning, you understand and agree to the following:

1. My child will receive all learning instruction, activities, and supports from River Forest District 90 remotely through alternative means (e.g., phone, e-mail, online/virtual platforms such as Facetime, Google Meet, Zoom, etc.).
2. Full-time remote learning will include both synchronous (live) and asynchronous methods of instruction, though opportunities for my child to receive immediate feedback/responses from teachers and other school personnel may be limited. I understand that the majority of the students in class will be "in-person," which will impact pedagogy.
3. Full-time remote learning may not include all of the activities offered within the classroom.
4. If my child participates in group-based special education services, I will be asked to sign a separate consent form agreeing to remote group special education and/or related services.
5. If needed, River Forest District 90 may develop a Student Remote Learning Plan for my child that identifies the social-emotional and educational supports my child will receive during full-time remote learning.
6. My child will remain in full-time remote learning until after first semester (January 21, 2020) or until Phase 5 of *Restore Illinois*, whichever occurs first. Requests to return to the current mode of instruction may be made at any time after this point. However, families not requesting to return to the mode of instruction that is in place at that time will remain in full-remote learning until the end of the school year or movement to Phase 5 of *Restore Illinois*.

Your signature below acknowledges your understanding and agreement with the above statements and indicates that you have chosen to opt-in your child(ren) to full-time remote learning instead of having your child(ren) receive in-person instruction from River Forest District 90. If space for additional student names is needed, please indicate such and list them on the back.

Student Name: _____ Date of Birth: _____ Student Grade: _____

Student Name: _____ Date of Birth: _____ Student Grade: _____

Student Name: _____ Date of Birth: _____ Student Grade: _____

Parent/Guardian Name: _____ Parent/Guardian Email: _____

Parent/Guardian Signature: _____ Date: _____ Phone: _____

Please scan and send this form electronically to ribaudoj@district90.org or mail/deliver it to the District 90 Administration Office (7776 Lake Street, River Forest, IL 60305) no later than Wednesday, November 11, 2020. A U.S. postmark of November 11 will meet this deadline. Regrettably, late requests cannot be accepted.